



UNIT REVIEW REPORT LEARNING EXCHANGE

University of British Columbia

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INTRODUCTION

The Learning Exchange was established in 1999 to foster collaboration and learning between two very different communities, the Downtown Eastside (DTES) community in Vancouver and the University of British Columbia main campus, located on Point Grey. The DTES has an international reputation as a community with significant and complex social and economic challenges, exacerbated by pressures of gentrification that further threaten the stability of life for some residents. The University of British Columbia (UBC) is one of Canada's major research-intensive universities.

The Learning Exchange is a place-based unit whose location serves as a hub for community members seeking relief from the streets and skills training while, simultaneously, serving as a base of operations and facilitator for research and teaching initiatives emanating from the main campus. Over the years, the Learning Exchange has become recognized as a trusted and credible "bridger" in the DTES, not only linking the university to the community but, also, fostering collaboration among the myriad of organizations and agencies who work within the DTES. The Learning Exchange reflects and exemplifies the university's commitment to community engagement and contributes significantly to the UBC Strategic Plan.

This report includes the results of the first formal review of the UBC Learning Exchange since it was established. The Terms of Reference for the review can be found in Appendix One. We (the reviewers) have based our findings, conclusions, and recommendations on our review of a substantial amount of documentation, including a thorough and well-prepared Self-Study Document prepared by the Learning Exchange staff. Our recommendations are also informed by conversations that took place during a three-day site visit from November 22-24, 2021. During the site visit we had the privilege of spending a day at the Learning Exchange observing and talking to staff and patrons, as well as local community partners. We also met with members of the UBC leadership who oversee the Learning Exchange, as well as faculty, staff and students who are connected to the Learning Exchange through their work. The schedule for the site visit is included as Appendix Three.

This report begins with our overarching findings and recommendations. Subsequent sections contain specific findings and recommendations related to each of the specific items in our Terms of Reference. We conclude our report with comments about the future development of the Learning Exchange that are intended to convey our thoughts about the opportunity to build on the extraordinary 22-year legacy.

Throughout our work, we have been encouraged and supported by many people at UBC, including the Learning Exchange staff. We are grateful for the time and effort put in by all those who met with us during our visit. We'd also like to thank Herbert Rosengarten, External Review Coordinator in the Office of the Provost, Kathleen Leahy, Director, Angela Towle, Academic Director and Chris Koch, Operations Manager at the UBC Learning Exchange. Your attention to detail and patience made our task enviably easy and pleasurable. We learned so much through this review that we will carry forward into community engagement work at our home institutions.

SUMMARY OF RECOMMENDATIONS

After a thorough review of the Learning Exchange Self-Study Report and completing our three-day visit, it was clear to us that the Learning Exchange contributes incredible value to the DTES. The Learning Exchange's expertise and contribution to community engagement at UBC and in the post-secondary sector more broadly is also apparent. **We recommend the University of British Columbia continue to support the Learning Exchange and the DTES community based on this strong record of achievement and acknowledged reputation.** In our view, the next stage of the Learning Exchange involves three key priorities: (1) developing a renewed vision and strategy for the Learning Exchange; (2) addressing the structural deficit of the Learning Exchange; (3) developing a communications strategy with dedicated resources to amplify the stories and recognition of their work and impact in community engagement and the DTES.

Below is a list of specific recommendations that are also found throughout the report that will help support, grow, and amplify the work of the Learning Exchange as well as support the University of British Columbia's commitment to community engagement.

- the UBC Learning Exchange model is at a point where it would benefit from a re-envisioning and renewal and therefore, we recommend that a new Strategic Plan for the Learning Exchange be developed, replacing the 2013-14 version
- UBC confront this structural deficit and adequately support the Learning Exchange's General Purpose Operating Fund Budget to accommodate current activities as well as plans for future growth
- the university resolve the current ambiguity related to the Learning Exchange's space and location
- a more formal governance structure for the Learning Exchange involving establishment of a Steering Committee consisting of the Associate VPs and the Director and Academic Director of the Learning Exchange
- leadership of the Learning Exchange be periodically invited to report on updates and activities as well as seek input from academic leaders including Deans, and Vice-Presidents at appropriate intervals throughout the academic year
- a review of current staffing, job descriptions and salary classifications with appropriate consideration of the unique character of work at the Learning Exchange, and that on-going positions be continuing on longer term or permanent appointments, not subject to short term renewals
- the secondment of Academic Director be increased to at least three days a week to meet the needs of the position and continue to amplify the solid foundation created by the inaugural Academic Director
- the Learning Exchange explore the interest in forming a Community of Practice and identifying the resources needed to support such an initiative

FINDINGS AND RECOMMENDATIONS

There is significant support for the Learning Exchange to continue and strengthen its work in the DTES from the DTES community, Learning Exchange patrons, Learning Exchange staff and leaders, and staff and students at UBC Point Grey campus. The Learning Exchange model and the staff and infrastructure associated with it are generally acknowledged to provide a foundation for good work in the DTES and in the field of community engagement more generally. The UBC Learning Exchange is unique in the Canadian university context and is a strong model for place-based community engaged units that serves as an exemplar for post-secondary institutions to draw from.

Having said that, **the UBC Learning Exchange model is at a point where it would benefit from a re-envisioning and renewal and therefore, we recommend that a new Strategic Plan for the Learning Exchange be developed, replacing the 2013-14 version.** This strategic plan would clearly articulate the vision, mission, and priorities for the Learning Exchange, and how the activities of the Learning Exchange contribute to UBC's strategic goals and priorities. After 22 years of growth, it is time to take a deep breath and explicitly consider the following in a new strategic plan for the Learning Exchange:

- The balance of community-centered programming and offerings and the research and teaching staff roles;
- The Learning Exchange's relationships and partnerships with members and units at the UBC Point Grey campus;
- The nature of the relationships with DTES patrons, including the community services the Learning Exchange provides; and,
- The goals and approaches of the Learning Exchange's bridging role in the DTES, including with other agencies/institutions serving the DTES community.

These are the broad themes that could help structure a re-visioning of the Learning Exchange. Our overall impression, however, is that the Learning Exchange and its staff make intentional decisions and take heroic efforts to respond to the ever-increasing and changing needs of the DTES while ensuring that the University of British Columbia acts ethically with integrity and reciprocity in its research and teaching engagements in the community. This is laudable and essential but there is a need to step back and identify priorities and explore new ways of meeting these core needs. One central fact that should be front-of-mind as this occurs is that the DTES context makes "efficiency" hard to achieve especially when staff place appropriate priority on being responsive to community needs and interests.

The UBC Strategic Plan and the Learning Exchange's own analysis of the ways in which it supports the Plan, as well as the SWOT analysis undertaken by staff in June 2021, and the self-study report prepared for this unit review process will support this re-examination and development of a new strategic plan.

Organization and Administration

Our assessment of the Learning Exchange's organization and administration focuses on three components: budget, space, and reporting.

We were provided with an overview of the Learning Exchange's budget from 2016-17 to 2021-22 (with 2012-13 as a baseline). The budget has grown significantly since 2016-17, largely due to increased staffing costs. Over this period the Learning Exchange has shown an ever-increasing structural budget deficit, dealt with through annual one-time UBC funding. This deficit is \$413,588 in 2021-22 and is anticipated to rise to \$450K in 2022-23 (31% of the operating budget). If funding is not forthcoming to reduce the budget deficit, the Learning Exchange will be forced to eliminate four staff positions and six student positions. This will gut its community programming and its community-based research capacity as well as experiential learning opportunities for students. **We recommend the University of British Columbia confront this structural deficit and adequately support the Learning Exchange's General Purpose Operating Fund Budget to accommodate current activities as well as plans for future growth.** Reliance on funding from other sources, such as donors, has been decreasing over time and tends to be short term and tied to new initiatives which donors assume will be subject to continuing university funding. Providing stability to the Learning Exchange budget will allow the Learning Exchange to develop a longer-term strategy and set priorities for programming and for growth that align with UBC strategies and goals for community engagement.

Challenges associated with the Learning Exchange's current space are well recognized. Chief among them is the lack of accessibility beyond the first floor of a three-story building the Learning Exchange occupies. The university did invest in renovations in 2019-20 which resulted in improvements to the layout, ambiance, and dynamic security within the facility. The university has supported the Learning Exchange's desire and quest for more suitable space and the space/facilities planning unit on the main campus has been very helpful in this regard. Staff at the Learning Exchange operate in the hope that the tentative arrangement for the unit to relocate to a new, purpose-built premises in the DTES will happen. The need for new space is exacerbated by the threat that the Learning Exchange will be evicted from its current site as the building is redeveloped. What currently seems to be lacking is formal approval/acknowledgement that the relocation to a more accessible and inclusive space will occur. [Note: UBC is currently negotiating a non-binding Letter of Intent with the developer and in January is seeking Board of Governors preliminary approval to commit the required funds.]

We recommend the university resolve the current ambiguity related to the Learning Exchange's space and location. At one point this was described as a "check box" decision at the Board of Governors level. However, we think that a formal acknowledgement that the space issue will be resolved as expeditiously as possible, with a timeline, is required.

The UBC Learning Exchange is led by three key positions: the Learning Exchange Director, Learning Exchange Academic Director, and the Manager of Operations. The leadership team currently has a dual reporting relationship reporting to both the Provost and Vice President Academic and the Vice President External Relations. Operationally, this occurs through direct reporting to the Associate Provost, Teaching and Learning (especially by the Exchange's Academic Director) and the Vice President, External Relations (especially by the Exchange Director). We met with the Associate Provost and Associate Vice-President, External Relations together at the beginning of our site visit and were impressed by their approach to collaboration and collegiality and genuine interest expressed in the work of the Learning Exchange.

We think that the current dual reporting relationship should be continued with some modifications. **We recommend a more formal governance structure for the Learning Exchange involving establishment of a Steering Committee consisting of the Associate VPs and the Director and Academic Director of the Learning Exchange.** This will ensure that the two key portfolios responsible for the Learning Exchange maintain an aligned and continuous connection to the activities, mandate, and model for the unit. It will also ensure that both portfolios provide an appropriate level of attention to the work of the Learning Exchange. This is important given the ever-changing dynamic of the DTES and changes at the main campus. It will also enable both the Director and Academic Director of the Learning Exchange to have firsthand shared understanding of the university dynamic and a stronger connection to university leadership.

It was striking to us that neither the Vice President, Research and Innovation nor the Vice President, Students have any formal connection to the Learning Exchange, despite its role in community-based research and student experience. A four-way reporting arrangement is impractical, but we do recommend that the university devise a method where the leaders of these important and relevant portfolios are regularly engaged. Similarly, we understand that Deans are not routinely privy to the work of the Learning Exchange. Given the interconnected nature of the work of the Learning Exchange with research, scholarship, teaching and learning and student experience, **we recommend that the leadership of the Learning Exchange be periodically invited to report on updates and activities as well as seek input from academic leaders including Deans, and Vice-Presidents at appropriate intervals throughout the academic year.**

Learning Exchange Staff

We were asked to comment on the engagement of Learning Exchange staff, their professional development and morale. We were also asked to discuss the unit's reflection of the university's priorities related to equity, diversity, and inclusion.

The Learning Exchange has a total of 13 positions. These positions include the leadership team consisting of three members: the Director, Academic Director (seconded UBC faculty), and

Operations Manager; plus the Community Engagement Librarian (faculty position); and nine additional staff positions that support programming, communications, and operations. Each position plays a key role in supporting all facets of the Learning Exchange. In addition, undergraduate and graduate students in Co-op and Work Learn Programs fulfil various roles in the unit. We met with several students who had worked at the Learning Exchange, and they universally described their experience as transformational.

Staff of the Learning Exchange have an extraordinarily high level of commitment to their work, each other and the DTES community. This became evident through discussions with staff and is borne out by their long service, despite being precariously employed on short term contracts. Staff have a unique and, in our view, expert perspective on their work in community engagement. They see themselves and their work in collaboration with and serving *citizens* of the DTES, rather than adopting a client-service approach. The very high levels of connection and reciprocity between staff and patrons of the Learning Exchange is demonstrated by the first name approach used by all in the day-to-day life of the unit. We met with patrons who referred to staff by name. The word “awesome” was a consistent descriptor. Patrons expressed a desire for ‘More!’ With nods around the table, one patron described the Learning Exchange as “My lifeline.”

Staff fill many roles beyond their formal position. One very important role is to contribute to the Learning Exchange’s model of having staff support each other in providing security rather than a formal security presence at the front door. In the DTES this is unique and the absence of formal security guards makes the facility a particularly welcoming place. Interviews with patrons showed how much they noticed and valued this approach and how different that was to other organizations in the DTES. The unique nature of the Learning Exchange model within UBC and the Canadian post-secondary sector more generally, makes it difficult to effectively classify and evaluate positions within traditional HR job categories.

While they embrace the fluid nature of work in the Learning Exchange, staff also describe this as stressful. They are regularly meeting needs that go beyond their formal job description, including the need to provide security, support patrons with their immediate needs, and support each other. All staff strongly embrace these multiple roles but acknowledge the challenges and stresses of working outside the terms of their formal job description. COVID, with its requirement to shift programming on-line as much as possible, plus the limitations of the facility’s space also serve as additional stressors. Staff are very much a team and spoke about their reluctance to take time away from work when the overall demands are overwhelming – they considered the impact of taking time away on their colleagues and patrons. We suggest that the staffing model and the nature of work in the Learning Exchange may be different and more intense than what other units on campus may experience. Specific customized mental health supports for this team should be considered.

With the exception of the senior leadership and the Digital Literacy Coordinator, all Learning Exchange staff are in fixed term roles, with renewable contracts of three months to one year in duration. While contracts are seemingly renewed as a matter of routine, nothing is certain, and

the structural budget deficit makes continued employment increasingly tenuous. We also note that those staff on three-month contracts have less job security than students who work in the unit. Further, for reasons stated above, the current job descriptions for positions in the unit would benefit from review. **We recommend a review of current staffing, job descriptions and salary classifications with appropriate consideration of the unique character of work at the Learning Exchange. We also recommend that on-going positions be continuing, not subject to short term renewals.** Dealing with the structural deficit will enable this. It is a tribute to the commitment of Learning Exchange staff that they have made long-term commitments to the unit despite the precarity of their employment.

The Learning Exchange has benefited significantly from creation of the position of Academic Director. The incumbent, who has held the position since it was established has made a major contribution by connecting the unit with the Office of the Provost and with faculty and researchers in the academic units. The Academic Director has also created the opportunity for Learning Exchange staff to be mentored and supported in developing research-informed practices and programs, as well as share ideas for approaches to program evaluation. This appointment is set up as a partial secondment of two-days per week. Our sense is that the need for someone to fulfil this role exceeds the time currently allocated. The university is currently seeking to replace the incumbent whose term is ending. It will be exceedingly important to recruit a replacement who has the connections at the main campus and the community-based research background required. This is an opportunity to reinforce the already significantly stronger connections between the Learning Exchange and the main campus. **We recommend that the secondment of Academic Director be increased to at least three days a week to meet the needs of the position and continue to amplify the solid foundation created by the inaugural Academic Director.** We also see the benefits of further buttressing the academic connections of the Learning Exchange. This could be achieved by dedicated additional academic supports such as a post-doctoral fellowship to the Academic Director, and/or additional secondments of community-engagement scholars and/or experts in community-engaged teaching and learning. Not only would additional secondments amplify the research and academic work, they would also serve as additional connectors of the UBC Point Grey campus to the Learning Exchange.

It is noteworthy that Learning Exchange staff have been engaging in various forms of community engaged scholarship and knowledge transfer about their work and the research with the DTES community. The unit has played a leadership role in the Making Research Accessible Initiative (MRAi) and its associated Research Access Portal (RAP), both of which are to enable residents of the DTES, as well as others, gain easier access to research. Staff play an active role in deliberations related to research ethics in marginalized communities. They make presentations on the work of the Learning Exchange within UBC and beyond. It is significant that staff also demonstrate a desire to contribute to more academic/professional literature. We were provided with examples of this work, which demonstrated the quality of their work, as well as the contributions their work makes to the research on community engagement. There is much that other post-secondary institutions can learn from the contributions that Learning Exchange staff make to the research on community engaged teaching, learning and research.

The Director and Academic Director were part of the UBC core team for the Carnegie Pilot Cohort, looking at the applicability of the Carnegie Classification of Community Engagement in the Canadian post-secondary system. These and other initiatives demonstrate a strong predilection among Learning Exchange staff for professional engagement and how they can contribute to broader conversations around community engagement practices and approaches at UBC.

Our final comments on staffing relate to the Learning Exchange's contribution to the UBC's goals for equity, diversity, and inclusion. This is, by all accounts, a work-in-progress. When staff positions at the Learning Exchange do become available, we encourage diversification among the staff of the unit to better reflect the diversity of the DTES community.

Learning and Research

Here we deal with the contribution of the Learning Exchange to the UBC Strategic Plan, especially its teaching, learning and research goals and with application of the principle of knowledge exchange between the university and the community.

Appendix Nine of the Self-Study indicates that the Learning Exchange supports four core areas of the UBC Strategic Plan 2018-2028: People and Places; Research Excellence; Transformative Learning; and Local and Global Engagement. The analysis undertaken of these contributions is borne out by our review.

As noted above, the Learning Exchange's own Strategic Plan (2013-14) warrants updating. There are a number of items that should be considered, including:

- The breadth and depth of Learning Exchange engagement with academic and other units across UBC. While the unit already engages with several units, especially academic units, offering support for students, courses and research, there are several units that have less engagement than might be anticipated (See Appendix 7b). These include but are not limited to Indigenous Studies, Psychology, Social Work and Medicine.
- Other parts of UBC, for example the Dental and Law Schools, have initiatives in the DTES. These seem to be disconnected from the Learning Exchange. There may be a potential practical and strategic role for the unit to play a coordinating role in connecting these and similar initiatives with the DTES community.[Suggestion: the grammar of the last sentence needs correcting for clarification]
- Many UBC faculty and staff, as well as students are involved in DTES work. With its longstanding knowledge of and connections with the community, the Learning Exchange is ideally placed to serve as the formally designated "front door" to work in the community. The unit has already served this role with considerable care and benefit to all, for example in development of the Ch'nook Scholars and DTES Accelerated Business Program by the Sauder School of Business. But this role seems to occur more out of happenstance and the good reputation of the Learning Exchange in some parts of the main campus rather than as a standard practice. Similarly, the Learning Exchange plays a very constructive role in orienting students to the DTES but its relationship with the

broader mandate of the Centre for Community Engaged Learning (CCEL), which has a more general mandate for student work preparedness, needs to be clarified.

We recommend that the Learning Exchange's connections across the university be reviewed with the intention of broadening and deepening collaboration with units across the university and clarifying the Learning Exchange's role as the main bridge between the DTES and the university.

We recognize that the results of this review might have the unintended effect of stretching the unit's resources beyond a sustainable level. To mitigate this risk, we refer to our earlier recommendation about sharpening the model under which the Learning Exchange operates. We also note that the new Academic Director will play a key role in further building connections across the Point Grey campus, as well as considerations of additional secondments from different areas of expertise from Point Grey campus.

Community Engagement

This section of our report deals with the Learning Exchange's engagement with the DTES community, including its community-facing programming.

We spent a day at the Learning Exchange. It revealed the extraordinary importance of the unit's community engagement to patrons and staff and positive contributions to the DTES community. When on site, the community engagement element of the Learning Exchange's mandate seems to dominate. Our day at the Learning Exchange also included a visit to the Carnegie Centre, where the leadership role that the Learning Exchange plays in the DTES with other community organizations became apparent. It connects and supports other organizations in their work, as well as contributing actively to collaborative initiatives, such as the MRAi and development of the Manifesto for Ethical Research in the Downtown Eastside (Research 101).

Patrons unanimously spoke of the importance of Learning Exchange programming in improving their lives, both in terms of skills acquired and developing a personal sense of empowerment and creating a community hub. We think that the Exchange's practice of providing patrons the opportunity to help deliver community programs is outstanding. For example, we talked to patrons who after taking programs with the Learning Exchange had been trained as Digital Ambassadors and as English tutors. This model is an exemplar of how the patrons of the Learning Exchange are seen as partners.

We were so struck by the depth of feeling that patrons expressed about the work of the Exchange and its staff that some quotes are warranted:

- "They were my parachute."
- "They saved my skin."
- "They have an ear to the ground of the DTES."
- "They built me up."
- "No rejection here."

- “They helped me get a job... helped me change my life.”

Other agencies working in the DTES see an important role for the Learning Exchange beyond the bridging and partnership roles referred to above. The unit is seen as an important connector between themselves and the resources and expertise available both within the Learning Exchange and at the UBC Point Grey campus. For example, the unit’s contribution in connecting agencies with expertise in evaluation is seen as essential in helping agencies to meet their own goals for continuous improvement of service and accountability.

The question arose during some of our discussions about the formation of a Learning Exchange Advisory Council, involving university and community representatives, to provide more formal and regular guidance on community engagement and programming. The Learning Exchange has consciously not followed this path based on its assessment of the prospects for sustained participation by community members and agencies who are already stretched and stressed. Instead, the unit relies on more informal feedback and input. We think that at this time, a more informal approach is the best approach given the DTES environment. We do, however, think that the Learning Exchange could (if they wanted to) play a catalytic and leadership role in building a more formal DTES Community of Practice to enable regular sharing among agencies and other leaders in the community. **We recommend the Learning Exchange explore the interest in forming a Community of Practice and identifying the resources needed to support such an initiative.** Taking a Community of Practice approach to connect DTES agencies and organizations also fits the model of reciprocity, partnership, radical sharing and co-creation that is so strongly reflected in the Learning Exchange ethos.

Campus Partnerships

We have already commented on the advisability of reviewing the portfolio of Learning Exchange partnerships with units at the UBC Point Grey campus. Existing academic partnerships appear to work well and make good use of the expertise and resources of the unit, as well as bring value added from the main campus. The care and dedication that Learning Exchange staff take in launching new academic partnerships, and mentoring new academic partners, is to be commended. It appears that the DTES environment requires prolonged and concerted thinking about approaches to new initiatives.

We have also already commented generally on the advisability of more connectivity between the Learning Exchange and the Offices of the Vice President, Research and International and Vice President, Students. One area in the portfolio of the Vice President, Research and International that needs to be nurtured concerns the relationship between the Learning Exchange and the VPRI’s Knowledge Exchange Office. We understand that this office is currently being renewed and will have new leadership. This provides an excellent opportunity to make this important connection. The Centre for Community Engaged Learning (CCEL) now reports to the Vice President Students. In times past, CCEL and the Learning Exchange were more connected from an organizational point of view. The split seems to have fostered some institutional silos between the two units. While this may be difficult to avoid, the current lack of

clarity of roles in preparing students to work in the DTES, either through Co-ops, Work Learn or as Research Assistants should be addressed. In our view, the Learning Exchange should take on the lead role in providing orientation specific to the DTES rather than more general orientation to work experience as it sometimes seems to do. This latter role seems to fit with the CCEL mandate. Clarification of roles in student orientation might ease some of the burden on the Learning Exchange, enabling work on other priorities.

We learned that the Learning Exchange has a strong and innovative partnership with the UBC Office of Research Ethics. This collaboration is doing some leading-edge rethinking about ethics in the domain of community engagement, which is relevant for UBC protocols and practices and, potentially, beyond.

There appear to be no major issues related to the current model of the Learning Exchange using finance and administrative support services provided by the main campus. The fact that the Learning Exchange manages its own facility both works and seems non-controversial. The positive role of Facilities Planning in preparing for a move has already been discussed. We have also already noted the need to review the job description and evaluation portfolio for Learning Exchange staff. A concerted effort should be undertaken to provide counterparts from Human Resources with a firsthand understanding of the Learning Exchange environment and the consequences for staff positions. This will be necessary for the results of the review to be appropriately nuanced to reflect the unique nature of the unit.

As a final observation on campus partnerships, we wonder about the flow of traffic between the Learning Exchange and the main campus. It seems to be predominantly one-way from the unit to the main campus. While not suggesting that there be an explosion of “tourism” by main campus personnel to the Learning Exchange, more conscious and strategic efforts at familiarizing key campus partners through firsthand experience at the Learning Exchange might bring long-term benefits.

Collaboration With Other Programs and Agencies

Much of our thinking on this topic was covered in the Community Engagement portion of our report. We have concluded that the Learning Exchange is highly collaborative and performs an important bridging and leadership role among agencies working in the DTES.

One remaining element to consider concerns relationships with other post-secondary institutions involved in the DTES. Several universities and colleges have a presence and do programming in the DTES. Among these are Simon Fraser University which has a significant physical presence in the area and has been very active. Institutional collaboration can be a challenge given the overlapping roles and perceptions of competition amongst post-secondary institutions. It is very positive that there have been examples of collaboration among the active post-secondary institutions. Most notable was the collaboration between the Learning Exchange and colleagues at Simon Fraser University to support the creation of Research 101, A Manifesto for Ethical Research in the Downtown Eastside by members of the DTES community.

[Note: clarification needed that UBC & SFU's roles were in support of a community-led initiative] We encourage UBC, through the Learning Exchange to consider a more formal collaborative model for responding to the needs of the DTES. Collaboration, and partnerships amongst post-secondary institutions can create more opportunities and amplify the work of all in the community. It was also noted community members of the DTES may not differentiate among post-secondary institutions, and all would benefit from exploring and formalizing models for collaboration in this space.

Conclusions and Future Directions

Overall, the value of the Learning Exchange in the DTES is apparent. The Learning Exchange's expertise and contribution to community engagement at UBC and in the post-secondary sector more broadly is also apparent. **We recommend the University of British Columbia continue to support the Learning Exchange and the DTES community based on this strong record of achievement and acknowledged reputation.** In our view, the next stage of the Learning Exchange involves three key priorities.

First, it is time for the university to recommit to the Learning Exchange by reinforcing its foundation. This involves dealing with the structural budget deficit. It also requires dealing with the precarity of employment of Learning Exchange staff and acknowledgement of the unique nature of work in the unit in a review of job descriptions and compensation. Finally, recommitment will require concluding arrangements for new and more appropriate space for the Learning Exchange as quickly as possible.

The second priority is renewal of the Learning Exchange's vision, mission, and strategy. Specifically, the model of roles and relationships among the Learning Exchange and both the UBC main campus and the DTES needs to be explicitly reviewed and refreshed. How this is approached is beyond the scope of our review, however we are convinced a renewal of the Learning Exchange model and Learning Exchange priorities does need to be done. Within the university, we recommend that a formal Steering Committee, consisting of the Associate Vice Presidents Academic and External Relations, the Director and Academic Director of the Learning Exchange, be established to guide this exercise. It will obviously require significant engagement across campus, with Learning Exchange staff and patrons and with other agencies in the DTES.

The final priority is to equip the Learning Exchange and the university for continued and enhanced success in telling the stories of the Learning Exchange, and showing the impact of the work through dedicated and intentional communications. It is time for UBC to tell the story of the Learning Exchange. It represents a unique and important model of a university responding to its social responsibility and becoming a true community partner with a local community that has so much to offer. Other post-secondary institutions need to know about it and learn from this work. Learning Exchange patrons and other agencies collaborating with the Learning Exchange in the DTES need to know what they have accomplished and be recognized for these accomplishments. The Learning Exchange will also benefit from a higher profile within UBC and in the Vancouver/Lower Mainland community. A platform to do this work already exists

through the establishment of a formal Communications position within the Learning Exchange and the knowledge transfer activities that Exchange staff are undertaking within Canada and beyond. However, a formal communications strategy for the Learning Exchange should help it achieve the recognition it deserves while simultaneously being conscious of the need to avoid using the stories of the Learning Exchange, and the DTES community, as exploitative.

This review provides UBC with an opportunity to build on the extraordinary 22-year legacy of the UBC Learning Exchange. We use the word “extraordinary” intentionally to convey the considerable facets of the Learning Exchange’s history and performance. The basic model of the Learning Exchange is unique as a place-based unit that both serves the local community as a drop-in and programming hub while simultaneously connecting UBC faculty, staff, and students to the DTES in a good way. Among local agencies and institutions, the Learning Exchange plays an outstanding leadership and bridging role. It has contributed to the empowerment of DTES community members by providing programs to meet community needs and fostering access to research on the DTES that otherwise might be extractive in nature. Perhaps most importantly, the UBC Learning Exchange embodies the principle and practice of reciprocity which is the cornerstone of ethical and constructive university-community engagement.

APPENDIX ONE: UBC LEARNING EXCHANGE UNIT REVIEW TERMS OF REFERENCE

Terms of Reference

In line with UBC's commitment to ensuring that its programs and services are of the highest quality, an external review will be undertaken of the UBC Learning Exchange (UBCLE). The review will examine how well the UBCLE is carrying out its mission to work with the local community, enrich the educational experience of UBC students and DTES residents, and promote community-based scholarship.

Terms of Reference:

1. **Organization and administration:** Reviewers should consider whether the UBCLE is adequately resourced to meet its needs; whether its facilities are well maintained and properly equipped to carry out its mission; and whether its internal organization and leadership operate at a level ensuring maximum efficiency and responsiveness. Does the UBCLE's current reporting relationship serve its needs and goals effectively?
2. **Learning Exchange staff:** How fully are UBCLE staff members engaged in its planning and operations? Are members of staff encouraged to develop their skills and experiences? Is attention paid to the maintenance of staff morale? Does the unit reflect the University's priorities in equity, diversity, and inclusion in its hiring practices?
3. **Learning and research:** Review the mission and role of the UBCLE in supporting UBC's teaching, learning, and research goals as articulated in the University's strategic plan. How well does it support students and faculty in meeting the goals of community-based learning and scholarship? In what ways does it apply the principle of knowledge exchange in its dealings with the DTES community?
4. **Community engagement:** How well does the UBCLE meet the learning needs of those it works with in the community? Are its programs and activities up-to-date and relevant, and does it work effectively with community residents to adapt and improve those programs and activities? Does it contribute to the goal of supporting and advancing Indigenous rights as outlined in the University's Indigenous Strategic Plan? What activities are valued and what additionally needs to be created, modified or strengthened? What, if anything, should it stop doing?
5. **Campus Partnerships:** Review the ways in which the UBCLE partners with Faculties, Departments and other service units across UBC. Are partnerships valued, appropriate, and effective in supporting teaching, learning, research, and community engagement across diverse contexts at UBC?

6. **Collaboration with other programs and agencies:** How effectively does the UBCLE collaborate with other agencies, government programs, and NGOs dedicated to serving the population of the DTES?
7. **Future development:** Advise on opportunities for future development and enhancement. What should the UBCLE prioritize? What strengths should it build on and advance further? Is it sufficiently innovative?

APPENDIX TWO: REVIEWER BIOGRAPHIES

Katherine A. H. Graham is Professor Emerita in the School of Public Policy and Administration and former Dean of the Faculty of Public Affairs at Carleton University. She served as inaugural Chair of Community-Based Research Canada and in 2017 received its first CBRC Leadership Award. She is currently a member of the core Carleton University team responsible for developing a new Strategic Plan for Community-University Engagement. She is also an active participant in the Canadian Carnegie Pilot Cohort.

Leslie Reid is a Teaching Professor in the Faculty of Science and currently the Vice-Provost Teaching and Learning at the University of Calgary. She is also one of the co-leaders of the Canadian Carnegie Pilot project steering committee at the University of Calgary. She was the inaugural Tamaratt Teaching Chair in Geoscience, focused on enhancing student learning and engagement and supporting educational development for academic staff. Leslie is also a 3M National Teaching Fellow and has been recognized for her developmental approach to strengthening teaching culture through the University of Calgary Teaching Award for Educational Leadership.

APPENDIX THREE: SITE VISIT SCHEDULE

REVIEW OF UBC LEARNING EXCHANGE: 22-24 November 2021

Day 1: Monday, 22 November		
8:30 – 9:30	VP External Relations <ul style="list-style-type: none"> • Simon Bates, Associate Provost, Teaching and Learning • Adriaan de Jager, AVP, Government Relations & Community Engagement 	Board & Senate Room, Old Admin Building
9:45 – 10:00	Break	
10:00 – 11:00	Learning Exchange Administrators <ul style="list-style-type: none"> • Kathleen Leahy, Director, Learning Exchange • Angela Towle, Academic Director, Learning Exchange 	
11:00 – 12:00	Meeting with Academic leaders	
12:00 – 2:00	Lunch & Break	
2:00 – 3:00	Meetings with “thematic” group: Community-Based Research	
3:00 – 3:30	Break	
3:30 – 4:30	Meetings with “thematic” group: Community-University Engagement <ul style="list-style-type: none"> • Community Engagement Office • Indigenous Research Support Initiative, VPRI • PWIAS • Centre for Community Engaged Learning • Office of Strategic Indigenous Initiative 	
4:30 – 5:30	Meetings with “thematic” group: Student Learning	
5:30 – 6:00	Reviewers’ discussion	

Day 2: Tuesday, 23 November – Site Visit to Learning Exchange		
8:30 – 9:00	<i>Breakfast at LE</i>	Learning Exchange
9:00 – 9:30	Tour of LE facilities <ul style="list-style-type: none"> • Kathleen Leahy, Director, Learning Exchange • Chris Koch, Operations Manager, Learning Exchange 	
9:30 – 9:50	Learning Exchange administration <ul style="list-style-type: none"> • Chris Koch, Operations Manager, Learning Exchange 	
9:50 – 10:30	<i>Break</i>	
10:30 – 11:00	Visit to Carnegie Community Centre	Carnegie CC
11:00 – 11:15	<i>Walk back to LE</i>	
11:15 – 12:30	Meeting with LE Staff	Learning Exchange
12:30 – 1:30	<i>Lunch</i>	3 rd floor
1:30 – 2:00	Meetings with patrons: session A	2 nd floor
2:00 – 2:30	Patron activity (1st & 2nd floors)	1 st & 2 nd floors
2:30 – 3:00	Meetings with patrons: session B	2 nd floor
3:00 – 3:30	<i>Break</i>	3 rd floor
3:30 – 4:30	Meetings with community partners: session A	2 nd floor
4:30 – 5:30	Meetings with community partners: session B	2 nd floor
5:30 – 6:00	<i>Reviewers' discussion</i>	3 rd floor

Day 3: Wednesday, 24 November		
9:00 – 10:00	Meetings with “thematic” group: Making Research Accessible initiative (MRAi)	Board & Senate Room
10:00 – 10:15	<i>Break</i>	
10:15 – 11:15	Meetings with “thematic” group: Patron Engagement	
11:15 – 12:15	Meetings with “thematic” group: student group	
12:15 – 2:00	<i>Lunch and reviewers’ discussion</i>	
2:00 – 3:00	Second meeting with LE Administrators <ul style="list-style-type: none"> • Kathleen Leahy, Director, Learning Exchange • Angela Towle, Academic Director, Learning Exchange 	
3:00 – 3:30	<i>Reviewers’ discussion</i>	
3:30 - 4:30	Provost and VP Academic, VP External Relations (exit interview) <ul style="list-style-type: none"> • Andrew Szeri, Provost & VP Academic • Robin Ciceri, VP External Relations • Simon Bates, Associate Provost, Teaching and Learning • Adriaan de Jager, AVP, Government Relations & Community Engagement 	
4:30 – 6:00	<i>Reviewers’ discussion/drafting</i>	