



# HORIZONS

CRISIS AND SOCIAL TRANSFORMATION  
IN COMMUNITY-ENGAGED RESEARCH

## PROGRAM GUIDE

**2022** MAY  
26<sup>th</sup> - 29<sup>th</sup>

**SFU GOLDCORP CENTRE  
FOR THE ARTS**  
149 WEST HASTINGS ST.  
VANCOUVER, BC V6B 5K3



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SFU

- London Drugs
- Nesters Market
- TD Canada Trust
- W Dental
- The Charles Bar
- Il Bean Coffee
- Hiro Japan Sushi



# WELCOME TO HORIZONS

## CRISIS AND SOCIAL TRANSFORMATION IN COMMUNITY-ENGAGED RESEARCH

### VENUE

**SFU GOLDCORP CENTRE  
FOR THE ARTS**

149 WEST HASTINGS ST.  
VANCOUVER, BC V6B 5K3

### IN GRATITUDE TO OUR SPONSORS

**THE COMMUNITY  
SCHOLARS PROGRAM**

**SFU** OFFICE OF  
COMMUNITY ENGAGEMENT

**SFU** SIMON FRASER  
UNIVERSITY

## WELCOME TO HORIZONS: CRISIS AND SOCIAL TRANSFORMATION IN COMMUNITY-ENGAGED RESEARCH

Horizons offers a space to explore the history and future of community-engaged research (CER). At the broadest level, community-engaged research (CER) is a form of praxis, an exercise in knowledge generation and epistemic justice that weaves theory and academic knowledge with the world through collaboration with communities in ways that aim to understand, analyze, reimagine and change the conditions governing our lives.

We are living through one of the most disruptive and transformative eras in living memory, a period when war, health, environmental, social and political crises are challenging our ability to care for each other and imagine a common future. It is a time when these same crises have brought into stark contrast the immense concentration of power and privilege in the hands of the few and the dangers and inequities this poses for many.

In this context, community-engaged research and knowledge mobilization that supports sustainable, inclusive and just futures are more urgent than ever. It is in this spirit that Horizons brings together community and university-based researchers, artists, students, and others to share work that responds to the crises now before us. Our vision is to offer an inclusive and welcoming space for those working in community research, to gather together those who aim to create a world beyond the crises we face today, a world on the horizon that we can dream together, into a new reality for all.



**Stuart Poyntz and Am Johal,**  
Co-Directors, Community Engaged Research initiative CERi

Simon Fraser University, Vancouver May 2022

## ABOUT SFU COMMUNITY-ENGAGED RESEARCH INITIATIVE [CERi]

SFU's Community-Engaged Research Initiative (CERi) is a unique social infrastructure within the University that aims to entrench and expand SFU's capacity to support participatory community research by promoting principles of cooperation, social transformation and knowledge translation in ways that strengthen the capacity of SFU's researchers and students to engage respectfully and ethically with community members.



### JOY JOHNSON

Dr. Joy Johnson, SFU's 10th president and vice-chancellor, is passionate about SFU's academic and research mission.

## MESSAGE FROM JOY

We live in a world faced by complex and interconnected challenges, from threats to democracy to climate change and increasing global inequity. Addressing these challenges will require us to collaborate with local and global communities in order to create equitable and sustainable solutions. In this context, SFU's mission to be Canada's Engaged University—our promise that the work we do here isn't just confined to our campuses—is more relevant than ever. And SFU's Community-Engaged Research Initiative plays a vital role in helping us keep that promise.

Over the course of this conference, as you meet people from all walks of life and discuss developments in the field of community-engaged research, I hope that you are inspired, encouraged and reminded that we are all working towards a common goal. And I hope that you come away imagining new paths towards a more just and inclusive world for everyone.

## ACKNOWLEDGEMENT OF PLACE

We respectfully acknowledge that the people working with SFU's Community-Engaged Research Initiative work and rely on the unceded, ancestral, and stolen homelands of the Squamish (Sḵwxwú7mesh), Tsleil-Waututh (səl\_ ' ilwətaʔt), Musqueam (xʷməθkʷəyəm) and Kwikwetlem' (kʷikʷəłəm) Nations (in Vancouver and Burnaby respectfully) and the ą ícəý (Katzie), Kwantlen,' Kwikwetlem (kʷikʷəłəm), Qayqayt, Musqueam (xʷməθkʷəyəm), numerous Stó:lō Nations, Semiahmoo and Tsawwassen (in Surrey).

Given that the majority of Higher Education institutions in Canada are on unceded traditional territories of Indigenous peoples, and inequities from colonization are ongoing in Canadian society, we see community-engaged research as an actionable strategy for change that aims to make visible Indigenous ways of knowing that have traditionally been excluded across research settings and institutions. **Within this acknowledgement we seek to deepen our responsibility and respect for one another, the land, and for the culture of this place.**





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## **EVENT PROVIDER**

SFU CERi

## **KEYNOTE SPEAKERS**

Timothy K. Eatman

Rubén A. Gaztambide-Fernández

Lyana Patrick

Angela Kaida

Elder Valerie Nicholson

Dr Dorothy Christian

## **ILLUSTRATION BY**

Marlene Yuen

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# EVENT SCHEDULE

## 26 MAY 2022 THURSDAY

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### Registration

**14:00 - 15:30**

Lobby (1F)

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### Community Conversation Roundtable

Intercultural Dialogues & Revolutionary Changes through  
Crisis and Social Transformation

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**15:30 - 16:30**

Wong Theatre (BF)

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### Break

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**16:30 - 16:45**

### Plenary 1

Conference Welcome;  
Territorial Welcome;  
Framing the Research Relationship with indigenous  
nations - Dorothy Christian;  
Keynote: Creative Solidarity and the Futurities of  
Community-Engaged Research  
- Rubén Gaztambide-Fernandez.

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**16:45 - 18:15**

Wong Theatre (BF)

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### Reception

**18:15 - 19:30**

Wong Lobby (BF)

FULL DETAILS  
[@sfu.ca/ceri](https://sfu.ca/ceri)

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# 27 MAY 2022 FRIDAY

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## Registration & Early Morning Coffee

**08:00 – 08:30**

Lobby (1F)

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## Plenary 2

First Nations Welcome;  
Keynote: Sex, Equity, and Resistance: The power of community-engaged research by, with, and for women living with HIV - Elder Valerie Nicholson and Angela Kaida;  
Horizons Community Mosaic.

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**08:30 – 10:00**

Wong Theatre (BF)

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## Coffee Break

**10:00 – 10:30**

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## 1 Concurrent Sessions

F1 Panel:  
Innovations in Training

Wong Theatre (BF)

F2 Panel:  
Youth Engagement in CER

Wong Assembly (BF)

F3 Roundtable:  
South Vancouver Neighbourhood House: Engagement for Equity

World Art Centre (2F)

F4 Workshop:  
Colonial impacts on the ecology of False Creek

Room 2205 (2F)

F5 Panel:  
Principles and Ethical Dimensions of CER

DM Cinema (3F)

F6 Panel:  
Overcoming Struggles and Building Strengths in CER

Room 4390 (4F)

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## Lunch

**12:00 – 13:00**

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## 2 Concurrent Sessions

F7 Panel:

Unique Partnerships in CER

F8 Panel:

Innovative Models for CER

F9 Roundtable:

Where are the Children and Youth in Community Engaged Research:  
Ecologies, Challenges, Possibilities

F10 Workshop:

Art as a liberatory and anti-racist tool

F11 Panel:

Video Methodologies

F12 Workshop:

Zine Production in Response to Archive, Spaces of Sociality

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**Break**

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## 3 Concurrent Sessions

F13 Roundtable:

Creating Pathways for Seniors and Youth through CER

F14 Roundtable:

Advancing Transformative Policymaking

F15 Panel:

Addressing Complex Challenges in CER

F16 Panel:

Designing CER Innovations and Experiments

F17 Workshop:

Skookum Health in COVID Times: Exploring a Hybrid Model of Indigenous  
Community Engagement

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**Break**

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## **Music Performance**

Khari Wendall McClelland & Guest

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## **Plenary 3**

Keynote: Publicly Engaged Scholarship in a Time of Crisis - Timothy Eatman

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## **Reception**

**13:00 – 14:30**

Wong Theatre (BF)

Wong Assembly (BF)

World Art Centre (2F)

Room 2205 (2F)

DM Cinema (3F)

Room 4390 (4F)

**14:30 – 15:00**

**15:00 – 16:30**

Wong Assembly (BF)

World Art Centre (2F)

Room 2205 (2F)

DM Cinema (3F)

Room 4390 (4F)

**16:30 – 16:45**

**16:45 – 17:30**

Wong Theatre (BF)

**17:30 – 18:15**

Wong Theatre (BF)

**18:15 – 19:30**

Wong Lobby (BF)

# 28 MAY 2022 SATURDAY

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Registration & Early Morning Coffee

**08:30 – 09:00**

Lobby (1F)

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## Plenary 4

First Nations Welcome;  
Artistic Presentation: Ally Giesbrecht, Artist & Jamie Smallboy, Poet;  
Keynote: Arts-based methods as disruptive practices in community-based research - Lyana Patrick.

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**09:00 – 10:30**

Wong Theatre (BF)

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Coffee Break

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**10:30 – 11:00**

## **4 Concurrent Sessions**

S1 Panel:  
Transforming Public Policy

Wong Theatre (BF)

S2 Panel:  
COVID-Inspired Innovation

Wong Assembly (BF)

S3 Roundtable:  
Hey Neighbour Collective Workshop

World Art Centre (2F)

S4 Panel:  
Equity and Inclusion Principles and Practices

Room 2205 (2F)

S5 Panel:  
Women and Justice

DM Cinema (3F)

S6 Panel:  
Rethinking Through Practice

Room 4390 (4F)

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Lunch

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**12:30 – 13:30**

## 5 Concurrent Sessions

S7 Panel:

Rural Realities and Researchers-in-Residence

S8 Panel:

CER+Nature

S9 Roundtable:

Reclaiming Nuu-chah-nulth teachings & ceremonial transformation

S10 Panel:

Intergenerational CER

S11 Panel:

Children & Youth CER

S12 Roundtable:

On the Ground: Nonprofits and Research

**13:30 - 15:00**

Wong Theatre (BF)

Wong Assembly (BF)

World Art Centre (2F)

Room 2205 (2F)

DM Cinema (3F)

Room 4390 (4F)

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**Break**

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**15:00 - 15:30**

## 6 Concurrent Sessions

S13 Panel:

CER Research Design

S14 Roundtable:

Indigenous Women Leaving Prison in BC & Exploring Ways to Improve the Lives of Persons Affected by the Criminal Legal System

S15 Panel:

Inclusive Methodologies

S16 Panel:

Visual Methodologies, Maps and Futurity in CER

S17 Roundtable:

The Transformative Potential of Release from Incarceration

Body Archive:

A Movement Workshop

**15:30 - 17:00**

Wong Assembly (BF)

World Art Centre (2F)

Room 2205 (2F)

DM Cinema (3F)

Room 4390 (4F)

Room 4525 (4F)

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**Break & Afternoon Snacks**

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**17:00 - 17:30**

## Plenary 5

Community Conversation: Nurturing Critical Hope: Songs, Sustenance and Somatics - Kari Grain, Vanessa Richards, Nihal Elwan & Peter Wood

**17:30 - 18:45**

Wong Theatre (BF)

# 29 MAY 2022 SUNDAY

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## Methodology Marathon + Brunch

Presentations Pechakucha Style

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**09:30 – 11:00**

Wong Theatre (BF)

## Plenary 6

Horizon's Community Mosaic;  
Roundtable Conversation: What is on the Horizon for CER? With Keynotes and  
Invited Guests;  
Closing Circle

**11:00 – 12:15**

Wong Theatre (BF)

# ARTISTIC DISPLAYS





Location - Ground Floor Lobby

# Artistic Displays

## THE CIRCLE

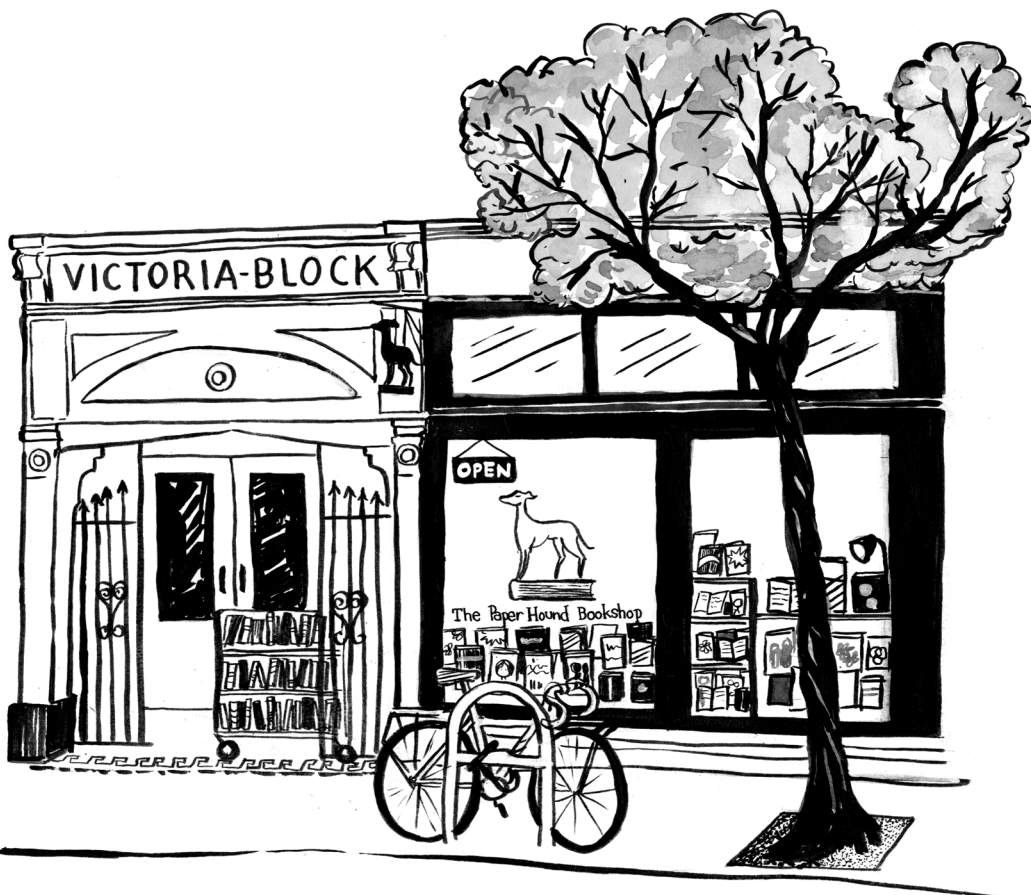
The film, *The Circle*, is part of a project led by **Dr. Brenda Morrison**, Director of the Centre for Restorative Justice at Simon Fraser University and **Dr. Brenda Longfellow** of the York University Immersive Story lab intended to create a series of documentary art projects using Virtual Reality, interactive installation, photography, and animation that focus on women and incarceration. This project is to foreground the voices of incarcerated and formerly incarcerated women, and our process is rooted in principals of reciprocity and deep collaboration actualized through ongoing circles, participatory design processes and novel community engagement. *The Circle* is the interactive video installation that emerged from this collaborative art-based process.

# Artistic Displays

## IF I WERE A WHITE GIRL

This work is the result of a collaboration between **Jamie Smallboy**, a Cree mother of five originally from Maskwacis, and **Ally Giesbrecht**, a second-generation immigrant of Hong Kong descent. In 2020, Jamie recited her poem "If I were a white girl" at the 29th Annual Women's Memorial March. It was Ally's first time attending the march, and Jamie's powerful words deeply moved Ally to get in touch to offer her creative skills as a means of potentially expanding the reach of Jamie's important poem. In 2021, in the midst of the pandemic and on the 30th anniversary of the march, this collaboration was debuted and the poem was printed on red shirts worn by women standing together in a row. Jamie, wearing the title shirt "If I were a white girl" recited her poem as the snow fell. The shirts on display are the same shirts that were worn that day. This collaboration came out of a strong sense of responsibility to "show up" and "walk the walk" of reconciliation and repentance and a way to amplify, with no-holds-barred, the voices, perspectives, and struggles of Missing and Murdered Indigenous Women and Girls.

# COMMUNITY TABLES



# Community Table

## SOCIAL ECHOS

*"A social echo creates a positive ripple effect that builds community to restore well-being and prevent further harm."*

Students from a Criminology course studied Governance, Justice and Indian Residential Schools, and one study group came together to create a "social echo". Taking inspiration from the current case of Gabby Petito and the Truth and Reconciliation Commission of Canada (TRC)'s 94 Calls to Action, this group hoped to bring awareness to Missing and Murdered Women and Girls in Canada. Through this project they not only bring awareness, but also to encourage others to delve into their own ontological securities and reflect on how to be a better ally to support Indigenous peoples and their communities.

# Community Table

## MEGAPHONE

Megaphone Magazine's Voices of the Street publication, offers a collection of poems, stories, essays and creative writing by community storytellers.

# Community Table

## COMMUNITY MOSAIC

Professors Bruno De Olivera and Erika Germonos invite conference participants to contribute to the creation of a community mosaic. Mosaics are the art of creating images with an assemblage of small, flat, roughly square pieces of any chosen material of different colours. Once the square pieces are placed together, they create a unified whole. Mosaics not just challenge aesthetics standards; they also can bring together people from different backgrounds and their hidden stories. Materials are provided for conference participants to add their vision to this collective project. The final production will be revealed on Sunday at the closing plenary session.

# PLENARY DESCRIPTIONS



*Conference Welcome* – Co-Convenors/Conference MCs Stuart Ponytz and Am Johal, Co-Directors, Community Engaged Research initiative CERi

*Territorial Welcome* – Elder Margaret George, Tsleil-Waututh Nation

*Framing the Research Relationship* – Dr. Dorothy Christian, Simon Fraser University



Dorothy Cucw-la7 Christian is Secwepemc and Syilx from the interior plateau regions of what is known as British Columbia. She is happy to be a good relative to her Coast Salish cousins while she lives, works, and plays on their lands. Her research centralizes **land, story, cultural protocols** and how Indigenous Knowledge informs and guides **interrelationships with Canadian Settler society**. Her curiosity in how cultural knowledge influences Indigenous production practice started when she was working for the national broadcaster VisionTV to bring Indigenous stories to the national screen. While she writes scholarly chapters and participates in community on many levels, Dorothy remains involved in the Indigenous visual storytelling culture in Canada. She serves as a Board member of the Indigenous Screen Office in Toronto and has curated programs for the 2018 and 2019 ImagineNative film festival, the largest Indigenous film festival in the world.

*Keynote: Creative Solidarity and the Futurities of Community-Engaged Research*

Speaker: **Rubén Gaztambide-Fernandez**, Ontario Institute for Studies in Education, University of Toronto



Dr. Rubén Gaztambide-Fernandez is Professor at the University of Toronto. His research and scholarship are concerned with questions of **symbolic boundaries** and **the dynamics of cultural production** and **processes of identification in educational contexts**. He draws on cultural studies, decolonial/postcolonial and feminist theory, and critical sociology to inform his understanding of curriculum and pedagogy as encounters with difference. He is the Principal Investigator of the Urban Arts High Schools Project, a study of specialized arts programs in public schools across the United States and Canada, and the author of *The Best of the Best: Becoming Elite at an American Boarding School*, and ethnographic study of processes of elite identification and the production of privilege. Currently, he is the Director of the Youth Research Lab at the Centre for Urban Schooling of the Ontario Institute for Studies in Education, where he is Principal Investigator of the Youth Solidarities Across Boundaries Project, a participatory action research project with Latinx and Indigenous youth in the city of Toronto. At the YRL, he also oversees and supports several youth participatory action research projects, including the editorial board of *in: cite*, a youth-run online research journal, as well as a study of the practices of participatory facilitators. His theoretical work focuses on the relationship between creativity, decolonization, and solidarity.

Community activists, educators, and scholars have leveled profound critiques of the ways in which universities, funders, and other high status institutions express commitments to community engagement without addressing the structural factors that implicate them in the production of inequality and marginalization. Despite these critiques, universities and funders continue to act “as if” they were not implicated in and actively produce the conditions that undermine their own expressed commitments to marginalized communities. This paradox is akin to the ways in which expressions of solidarity often lack a serious commitment to political action and to transforming the conditions that make solidarity necessary in the first place. In this keynote, Gaztambide-Fernández offers a critique of community-engaged research as an expression of a privileged solidarity that fails to engage in transformative practice. Through the frameworks of cultural production and the pedagogy of solidarity, Gaztambide-Fernández will propose “creative solidarity” as an approach to community-engaged research that centres Black, Indigenous, and Brown futurities, and that risks the future of the university as a status-producing institution.

*First Nations Territorial Welcome – Debra Sparrow, Musqueam Nation Weaver, Artist and Knowledge Keeper.*

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### *Horizons Community Mosaic*

Conference participants are invited to participate in Horizon's Community Mosaic. Professors **Bruno De Oliveira Jayme**, Assistant Professor, University of Manitoba and **Erika Germanos**, University of Victoria will share a method for creating a community mosaic and invite our community to visually answer the question: "How do you imagine a new horizon for CER?" Materials for the mosaic are located on main floor lobby.

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### *Keynote: Sex, Equity, and Resistance: The power of community-engaged research by, with, and for women living with HIV*

Speaker: **Elder Valerie Nicholson and Angela Kaida**, Simon Fraser University



Dr. Angela Kaida is an Associate Professor in Health Sciences at Simon Fraser University. Kaida is Canada Research Chair Tier II in Global Perspectives in HIV and Sexual and Reproductive Health. Kaida is a global health epidemiologist interested in the linkages between HIV and sexual and reproductive health. She received her PhD in 2010 from the School of Population and Public Health at the University of British Columbia (UBC). She then completed a brief post-doctoral fellowship jointly at the Women's Health Research Institute at BC Women's Hospital and the Department of Obstetrics and Gynaecology at UBC. In addition to her academic training, Dr. Kaida has substantial experience as a public health practitioner, having worked with the International Development Research Centre (IDRC), the Alberta Ministry of Health and Wellness, and the Public Health Division of the Capital Health Authority. Dr. Kaida joined the Faculty of Health Sciences as an Assistant Professor in September 2010. She commenced her Canada Research Chair in January 2012.



Elder Valerie Nicholson is Mi'kmaq, Haida, Roma and UK Islander descent. Honouring her given names, The One the Eagles watch over, NoDeWenDa (wolf eyes) and Auntie from the Torres Strait Islanders, Valerie is a Spirited Indigenous Warrior Woman living with HIV and a Peer Research Associate with several community engaged research studies, including the Canadian HIV Women's Sexual and Reproductive Health cohort study (CHIWOS). Valerie conducts community-based research with Indigenous women and mentors youth living with HIV as a trainer with the Positive Leadership Development Institute.

People living with HIV in Canada can face criminal charges for not disclosing their HIV status to sexual partners. Although the law produces little discernible public health benefit, it intersects with other social oppressions to create substantial harm for people living with HIV. Driven by community demand for evidence about the gendered consequences of HIV criminalization in Canada, we embraced a community-engaged research approach to understand the impact of the law on the lives of women living with HIV. In this presentation, we share our community collaborative process to collect, analyse, and understand the consequences of HIV non-disclosure laws on the sexual rights, health, and safety of women living with HIV. We also share how a community-engaged research approach created both the evidence and infrastructure necessary to advocate for ending the over-criminalization of HIV non-disclosure using a sex-positive, women-centred, and critical feminist lens.

### Music Performance - Khari McClelland, Musician and Guest



Khari Wendell McClelland is a diversely talented and ever-evolving artist. Originally from Detroit, Khari well known on the Canadian music scene with reviewers lauding his performances as a clever mix of soul and gospel. Khari's songwriting crosses genres and generations, joyfully invoking the spirit of his ancestors who straddled the US-Canadian border in efforts to escape slavery and discrimination. His music draws from this rich history, integrating the rhythms and folklore of early African-Americans with contemporary sounds and stories of struggle. Khari has received critical acclaim for his Freedom Singer project, recreating the music fugitive slaves carried on their journey north into Canada.

### Keynote: *Publicly Engaged Scholarship in a Time of Crisis*

Speaker: **Timothy Eatman**, Rutgers University



Dr. Timothy Eatman is an educational sociologist and publicly engaged scholar, serves as the inaugural dean of the Honors Living Learning Community (HLLC) and Associate Professor in the department of Urban Education at Rutgers University - Newark. Prior to this his primary network of operation and leadership for over a decade was with Imagining America: Artists and Scholars in Public Life (IA) serving as Director of Research (2004 – 2012) and Faculty Co-Director (2012 to 2017). Tim's national association leadership continues as one of three national co-chairs of the Urban Research Action Network (URBAN) and as board vice chair (chair elect) of the International Association for Research on Service Learning and Community Engagement (IARSLCE) which awarded him the 2010 Early Career Research Award. A widely sought-after speaker, workshop facilitator, and collaborator who has earned local, national and international recognition for his leadership in advancing understandings about the multi-faceted impact of publicly engaged scholarship in the university of the 21st century.

Our world needs positive change agents now more than ever. Higher education can be a dynamic space for intellectual personal and professional growth to meet this need as young people navigate the challenges and opportunities of academe. While providing important disciplinary understanding, content and methodological tools for chosen fields, unfortunately our educational system and social structure tends to eclipse imagination in stifling ways. Professor Eatman explores ways in which higher education can remind us all to develop and exercise prophetic imagination to serve our callings. He evokes the Full Participation framework and discusses Publicly Engaged Scholarship in 21st century Academe as both conceptual and practical tools. Drawing on reflections from his leadership of the U.S. national consortium Imagining America: Artists and Scholars in Public Life as well as examples from his current post as Inaugural Dean of the Honors Living-Learning Community (HLLC) at Rutgers University – Newark, Professor Eatman challenges the conference to consider the urgency of the current global condition and the potential ameliorative role that higher education can play in it.

*Artistic Presentation: Ally Giesbrecht, Artist & Jamie Smallboy, Poet*

**Ally Giesbrecht** is a settler of Hong Kong descent who resides in Vancouver Chinatown, stolen and unceded territories of the Skw̓xwú7mesh (Squamish), Stó:lō and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) and xʷməθkʷəy̓əm (Musqueam) Nations. She traverses multiple social justice, academic, health professional, and faith community spaces in her roles and identities as an activist, person of colour & faith, mental health occupational therapist, student, educator, clinician-researcher, child of immigrants, and resident of Vancouver's Downtown Eastside.

**Jamie Smallboy** Tansi Notihkwew Pisim nisikason ekwa nehiyawiskwew Maskwacis ochi niya. Jamie is a single Cree mother of five and grateful to the host nations, and their ancestors for the sacrifices they have made to have the privilege of living within their beautiful territories. Jamie created the Red Ribbon Skirt project in 2020 and co-founded the Sweetgrass Sisters Healing Society in 2021. These initiatives were created to address the intersectionality of social issues and crisis that Urban Indigenous communities face daily. Her poem is a tribute to missing and murdered Indigenous women and girls and a call for change.

**Keynote: Arts-based methods as disruptive practices in community-based research**

Speaker: **Dr. Lyana Patrick**, Simon Fraser University



Dr. Lyana Patrick is an Assistant Professor in the Faculty of Health Sciences at Simon Fraser University. Patrick's work focuses on challenging colonial constructions of community planning as it connects to health and well-being. Specifically, her work on the interconnections between justice and health seeks to promote Indigenous understandings of community building and towards better understanding the factors that hinder or help Indigenous peoples to create community connectedness. She has a keen interest in bringing together researchers working in justice, health, geography, Indigenous Studies, community and environmental studies, to pursue an intersectoral/cross-disciplinary approach to addressing justice and health. Other areas of interest Dr. Patrick brings to both her research and teaching are promoting institutional change in the decolonization of education; postcolonial educational approaches that are inclusive of cultural diversity in Canada; understanding municipal planning processes and their connection to history, power, culture and Indigenous resistance; Indigenous community planning as place-based practices that are also reflective of diverse Indigenous perspectives; urban Indigenous community planning; participatory planning processes; and creative community engagement.

Arts-based methodologies have long been incorporated into community-based research. Such methods are often deeply integrated into research that draws upon decolonial, liberatory and self-determining frameworks. This keynote will ask how such methods can be mobilized to engage communities – particularly Indigenous communities – that have long been excluded from the benefits of research and yet have simultaneously experienced “engagement fatigue.” Arts-based methods have the potential to transcend disciplinary boundaries while placing community ownership and control at the center of community-engaged research.



### *Community Conversation: Nurturing Critical Hope: Songs, Sustenance and Somatics* Hosted by Kari Grain with Vanessa Richards, Nihal Elwa & Peter Wood

#### Program Description

Drawing on the newly released book, *Critical Hope*, this session will build creative connections between conceptual aspects of critical hope and the vibrant ways we can live it as a dynamic practice. A mix of academic research, storytelling, song, and movement, this session brings together the author of *Critical Hope*, Dr. Kari Grain, with three inspiring community leaders who are featured in the book and who cultivate critical hope through policy activism, food, and music: Climate activist and researcher, Dr. Peter Wood will discuss the role of “climate rage” in the ability to enact systemic change; Founder of Syrian Women’s Catering Company (Tayybeh), Nihal Elwan, will share how food can cultivate solidarity in community; And our guide in somatic healing, singing, and movement will be community organizer, Vanessa Richards.



**Dr. Kari Grain** is the author of ‘Critical Hope’ (2022). Kari is an experienced education, community engagement, and leadership specialist with a demonstrated history of working in the higher education and non-profit industries. She is skilled in Equity and Inclusion, Strategic Planning, Non-profit Fund Development, Adult Education, Editing, and Public Speaking. Strong human resources professional with a Doctor of Philosophy - PhD focused in Educational Studies and Global Engagement from The University of British Columbia.



**Vanessa Richards** is an artist and facilitator. Her practices encourage the personal and civic imagination towards positive social change and sustainability. Since the 1990’s she has been devising and delivering arts-based engagement, education and programming through collaboration with community programmes, universities, unions, cultural organizations, healthcare providers, and projects that serve the imaginations of young people and elders. As a community choir leader, she also brings collective singing to conferences and gatherings to connect ideas, emotions and people. Vanessa’s poetry and critical works are anthologized in the UK, Holland, United States and Canada. As a performer she has been nominated for a Jesse Richardson Theatre Award. Vanessa is on the advisory committee for the RADIUS Fellowship at Beedie School of Business SFU and a producer/facilitator for the Social Venture Institute with Hollyhock Leadership Institute. For many years Richards served as a volunteer on the City of Vancouver Black History Month Advisory Committee as well as the Hogan’s Alley Working Group and Society. For her work in community engagement Richards was the recipient of the 2018 City of Vancouver’s Mayor’s Achievement Award.

**Nihal Elwan** is the founder and CEO of Tayybeh Foods, a social enterprise, caterer and food processor with a mission of empowering women, uplifting community and offering delicious and healthy Syrian food. Nihal is an international development professional with over ten years of experience researching, developing, monitoring and evaluating economic and social inclusion programmes, with special focus on gender and youth. She has an extensive understanding of gender issues across various sectors ( e.g., labor, employment generation, and education).

**Peter Wood** is a passionate advocate for environmental protection and human rights, and see the two as inseparable. Peter has experience working at the nexus of these two issues in a number of countries around the world and within Canada, including his home province of British Columbia.

*Territorial welcome* - Sempulyan (Stewart) Gonzales  
Two spirit Elder and knowledge keeper of Squamish protocols

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### *Creative CER Methodologies Showcase*

Enjoy your Sunday morning beginning with brunch and a creative CER methodology marathon with some of the most innovative and creative methodologies being used in community engaged research today. Fast paced and engaging, the 'Pechakucha' style of presentation is driven by strong images and laser-focused storytelling that will inspire our work in a myriad of ways.

### Methodology Marathon Presentations:

**Moderator: Joanna Ashworth**, Simon Fraser University

#### **1. Trauma-Uninformed Design: Lessons Learned bringing together students and people with lived experience.**

Presenter: **Caylee Raber**, Director, Health Design Lab, Emily Carr University

When engaging in participatory design research practices such as interviews, journey mapping, co-design workshops and probe kits, there is the potential for painful emotions and traumatic memories to be brought up. This is especially important to consider when designers are working with equity-seeking groups, and if the designers do not share the same identities or experiences of their collaborators. This presentation highlights lessons-learned in bringing together students and people with lived experience', and shares important considerations for before, during and after the facilitation of participatory design activities with vulnerable populations within a health research context.

#### **2. Loneliness and social connection: A community-engaged study with older adults using mixed visuals and traditional methods.**

Presenter: **Callista Ottoni**, PhD Candidate, Interdisciplinary Studies, University of British Columbia

The COVID-19 pandemic has exacerbated the public health crisis of loneliness. Of particular concern are people often characterized as vulnerable to social isolation such as older adults. However, older adults have also demonstrated resilience, e.g., an ability to recover from unexpected challenges. My research, co-designed with partners at the Vancouver West End Seniors' Network (WESN), explores the loneliness and social connectedness experiences of older adults during the pandemic. My approach learns directly from older adults' lived experiences, considers how their perspectives shift over time, and will generate knowledge mobilization tools (video) to inform community-based strategies to mitigate loneliness and encourage social connectedness.

#### **3. Applying Co-design as a Method of Community Engaged Research for developing public spaces.**

Presenter: **Farinaz Rikhtehgaran**, Masters Student, Gerontology, Simon Fraser University

Citizen engagement has a long history in contemporary urbanism. Recent evolutions of the participatory design movement from the early 1970s have transformed into "co-design". Co-designing highlights the importance of including the end-users' experience-based knowledge and creativity into the design process. In addition, urban co-design challenges the pretentious passive involvement of citizens in public space development projects by incorporating citizens' active engagement and social creativity into the design, this is critical as they are the end-users of these public spaces. This session explores the application of urban co-design workshops for developing a livable public space in a densified neighbourhood in Isfahan metropolitan area, Iran. In this process we used the Icogram – a design platform – which helped our non-expert co-designers to visualize their ideas and observe them in a 3-dimensional illustration. The power of applying such an innovative designing tool like Icogram, is the ways in which participants can engage in more fruitful and to-the-point dialogue and offer more creative and realistic ideas.

### 4. Collaborative Creation of a Logo for Untold Stories of True Strength.

Presenters: **Heidi Smith**, Addictive Designs & **Nance Cunningham**, PhD student in Experimental Medicine at University of British Columbia

Hepatitis C affects about 70,000 people in British Columbia, and carries a high risk of liver cancer and mortality. However, many people with undiagnosed and untreated hepatitis C have been alienated by the healthcare system, and do not seek treatment. In the Untold Stories of True Strength project, learning materials for building better healthcare relationships are created from the experiences of patients from hepatitis C priority populations. A logo will identify both the project and the learning materials.

### 5. Youth Language Warriors: Reclaiming Culture through Intergenerational Relationships and the Arts.

Presenters: **Amanda Wager**, Canada Research Chair in Community Engaged Research, Vancouver Island University & **Noreen McHale**, M.Ed., First Nations Independent High School teacher. **Becky Thiessen**, MCP, arc Research Centre Coordinator.

On Vancouver Island, at the arc: a centre for art, research, and community, we explore arts-based literacies work with the objective to stimulate culturally responsive learning through youth-led public art projects involving literacies and participatory visual methodologies. Funded by a Vancouver Foundation Convene Grant and the Social Sciences and Humanities Research Council, over the past few years we have been working with different groups of youth at two secondary schools using digital artistic platforms as a means for youth-led research. Through youth participatory research, a group of young people, Elders and community members revisited and reclaimed Indigenous languages through the arts for wellness and healing. Sessions with the youth researchers focussed on learning how to investigate a question utilizing art to explore the question and using art as a way to disseminate their ideas and findings. Out of these discussions and explorations, the youth researchers developed their own questions and answered them through a media platform taught by two Indigenous visiting artists (funded by an ArtStarts Grant). In this presentation, we will share the arts-based research practices we used while working with youth community members, view the youth creations, hear stories from the practitioners and share our reflections and analysis of the process.

### 6. Urban for All: Street Skaters in Public Space and Beyond.

Presenter: **Jenna Aujla**, Social Planner, Simon Fraser University

I conducted an ethnographic project that explores urban communities' engagement in public space by examining how and why people skateboard in Vancouver. By conducting semi-structured interviews and employing the use of the participant-led research methodology photovoice, this research project discusses the perspectives of skateboarders to discover the motivations behind their relationship with urban space. This project is contextualized by highlighting the historic process of skateboarding in the urban realm, and the design and development of the skatepark as purpose-built public space intended for skateboarding. The purpose and meaning of the skatepark and other urban spaces are identified by participants using verbal (semi-structured interviews) and visual (photovoice) methods and analyzed using a place-attachment framework to determine attributed meaning of public space to the user. This study discusses the narratives of street-style skateboarders in Vancouver to tell a story about interactions with the urban environment. The findings of this participant-led research describe an intimate relationship with the urban environment as a backdrop for a meaningful urban activity.

## *Reveal of the Horizons Community Mosaic*

**Bruno De Olivera** and **Erika Germanos** will reveal the community mosaic co-created by conference participants.

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## *Roundtable Conversation with Conference Keynotes*

Join us to reflect on the conference highlights and explore the themes that have emerged from our time together in this dynamic closing conversation with conference keynote speakers **Timothy Eatman, Lyana Patrick, and Rubén Gaztambide-Fernandez** guided by conference **MCs Stuart Poyntz and Am Johal**.

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*Closing Circle &  
Conference Adjourn 12:15PM*

# CONCURRENT SESSIONS

# Roundtable

**Community Conversation Roundtable - Intercultural Dialogues & Revolutionary Changes through Crisis and Social Transformation**

**Location - Milton Wong Theatre**

**Dr. Satwinder Bains**, University of the Fraser Valley

**Ms. Lucy Bell**, Simon Fraser University

**Dr. Tzu-I Chung**, Royal BC Museum

**Ms. Hanna Cho**, Royal BC Museum

**Ms. Sherri Shinobu Kajiwara**, Director | Curator at Nikkei National Museum & Cultural Centre, Vancouver

**Dr. June N.P. Francis**, Simon Fraser University

**Roundtable Description**

This roundtable brings together academics and museum professionals with divergent community-engaged research experience in a cross-cultural dialogue. Building upon the premise that community-based work is the foundation for the transformation of minds, approaches, structures and frameworks of existing institutions, the panelists at this roundtable explore the critical concepts and practical solutions required for addressing the needs of our time. These institutions are deeply rooted in colonialism, as a result of centuries-long Eurocentric and discriminatory practices, call for IBPOC community agency, participation and meaningful engagement. This participation, particularly during the time of crisis, unfurls around community-engaged work. The roundtable will ask 'what is community' and 'what are moments of crisis from community perspectives' based on the panelists' community-engaged work. Questions will be raised by panelists to engage in a dialogue: How has each panelist worked with and/or through moments of crisis in community-engaged practices? What are the possibilities and limitations in times of crisis? What type of social and cultural transformation can community-based academic and museum research practices help inform? And ultimately, what is the collective future that we wish to build together through community-engaged work?

# panel

## F1 - Innovations in Training

Location - Milton Wong Theatre

### 1 Designing & Piloting Community-Based Research (CBR) Training Modules Tailored for 2SLGBTQ+ Communities

**Anu Radha Verma**, Community-Based Research Centre, Vancouver, BC

**Ryosuke Takamatsu**, Community-Based Research Centre, Vancouver, BC

**Ben Klassen**, Community-Based Research Centre, Vancouver, BC

**Michael Kwag**, Community-Based Research Centre, Vancouver, BC

**Christopher DiRaddo**, Community-Based Research Centre, Vancouver, BC

**Ricky Rodrigues**, Community-Based Research Centre, Vancouver, BC

**Jessy Dame**, Community-Based Research Centre, Vancouver, BC

**Nathan Lachowsky**, Community-Based Research Centre, Vancouver, BC and University of Victoria, Victoria, BC, Canada

#### Presentation Description

This presentation will introduce how we have developed the Community-Based Research (CBR) skills training modules for 2SLGBTQ+ communities and what we have learned from developing these training materials. CBR can be an empowering and transformative tool for 2SLGBTQ+ communities. However, there are often barriers to gaining relevant CBR literacy and skills for 2SLGBTQ+ community members. Existing CBR training materials are often designed for those with/in post-secondary education. They are also usually cis-heteronormative by design and lack attention to the unique needs of 2SLGBTQ+ communities. To address these barriers and increase 2SLGBTQ+ communities' CBR literacy and skills, we developed free, self-directed (asynchronous) online training modules, which consist of video- and text-based instruction. The accessible training curriculum supports CBR literacy and applied skills development within 2SLGBTQ+ communities through content and exercises specifically designed for 2SLGBTQ+ community members, including those without previous research training or education. The training modules highlight the importance of producing knowledge through CBR in advocacy and social transformation and also attend to the importance of bringing other forms of systematic knowledge production such as community program evaluation and lived experience to the forefront. This presentation will consider how to democratize CBR outside of post-secondary education/research, and to make it more accessible for community members of diverse backgrounds. With evaluation data collected from learners, the presentation will also share learner reflections on their experience piloting these training materials.

# panel

## F1 - Innovations in Training

Location - Milton Wong Theatre

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### 2 Beyond the toolkit: Online and Remote Community-Engaged Facilitation in the COVID-19 Pandemic

Dr. Sarah Switzer, University of Toronto

Ms. Andrea Vela Alarcón, McMaster University

Dr. Casey Burkholder, University of New Brunswick

Dr. Francisco Ibáñez-Carrasco, University of Toronto

Eva Hellreich, Toronto Arts Council

Dr. Rubén Gaztambide-Fernández, University of Toronto

#### Presentation Description

During the COVID-19 pandemic, many community-engaged practitioners struggled with how to build, maintain or sustain pre-existing relationships, partnerships, or community-engaged projects in meaningful and ethical ways. COVID-19 introduced many ethical complexities for those working with communities such as privacy, equitable access to technology, safety, and confidentiality (Giacomazzo, 2020; Mejia, 2020; Teti et al., 2021; Valdez & Gubrium, 2020; Xie et al, 2020; Fang et al, 2018). Secondary or post-secondary institutions developed online learning resources to guide educators during the massive online transition (Bozkurt et al., 2020). However, many of these resources were not available to, or relevant for community-engaged practitioners facilitating workshops or meetings in out of school settings. This left many community-engaged practitioners with limited resources to support them in strategizing around the unique pedagogical and ethical complexities they were encountering. As authors who were also community-engaged practitioners, we were also encountering unique ethical and pedagogical challenges in adapting our work online, or to remote settings. This paper shares findings from the pilot study, Community Engagement in COVID-19 – a participatory study that explored how community-engaged practitioners (community artists, participatory researchers, community facilitators, and participatory visual methods practitioners) were adapting their facilitation practice to online and remote settings during the pandemic. As part of analysis, we translated findings into illustrations that helped us further refine our findings, open-up dialogue with a diversity of stakeholders, and accessibly share findings during events, in presentations, audio-visual outputs, and online ([www.beyondthetoolkit.com](http://www.beyondthetoolkit.com)).



# panel

## F1 - Innovations in Training

Location - Milton Wong Theatre

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### 3 How Community Engaged Learning became 'WIL': The shifting Canadian discourses on Experiential Learning

Dr. David Peacock, University of Alberta

#### Presentation Description

Community Service-Learning (CSL) is an academic form of experiential learning that developed in the United States in the late 1960's to deepen student engagement in their learning and create opportunities to accompany community-based organizations in their efforts to achieve positive social change (Stanton, Giles & Cruz, 1999). CSL also closely resembles community-based research (CBR) practices in course-based research projects (Etmanski, Hall and Dawson, 2018). Early CSL proponents such as Sigmon (1979) and Furco (1996) saw CSL as distinct from other forms of experiential learning - co-ops, internships, volunteering, outbound and field education - in the way it intentionally balanced the needs of the academy (the academic learning) with the needs of community (the 'service'). Today in Canada, CSL has been enveloped by the more dominant 'work-integrated learning' (WIL) approach, concerned primarily with student employability and building 'talent pipelines' for industry (Drewery, Pretti & Church, 2020). Using Fairclough's (2003) concept of a colonization/appropriation dialectic and Bernstein's (1990) process of the 'recontextualization' of educational discourse, this presentation seeks to explain how CSL/CEL became WIL in Canada. For illustrative purposes, a particular critical engagement with WIL funding is elaborated.

# panel

## F2 - Youth Engagement in CER

Location - Milton Wong Assembly

### 1 Youth Participatory Action Research: Zine production for teaching social change

Ms. Katie Hamill, University of New Brunswick

#### Presentation Description

Youth are typically excluded from research processes as co-producers, and researchers regularly fail to take into consideration young people's perspectives (Bertrand, Brooks, & Dominguez, 2020). Youth participatory action research (YPAR) is a methodology and approach to scientific inquiry and social change that is rooted in equitable engagement with young people and provides them with a context wherein they can identify the problems that are relevant in their own lives (Anyiwo, Richards, Schuster, & Jerald, 2021). YPAR is rooted in the epistemological assumption that young people are not merely participants in the research process but rather are active contributors throughout all stages of research (Goessling, 2020). Moreover, engaging with YPAR likewise provides young people with a context through which they might create youth civic spaces, wherein they are encouraged to have critical conversations about the social issues that impact the directly (Anyiwo, Richards, Schuster, & Jerald, 2021). In this paper, I ask, how might zines (DIY print productions) be employed as a community engaged pedagogical practice with pre-service teachers? How might zines be used to foster critical youth spaces? Zine production through a YPAR framework allows for the creation of critical youth spaces as young people to act as both producers and participants (see also: Burkholder, Hamill & Thorpe, 2021; Goessling, 2020). Zines additionally allow for auto-ethnographic expression and provide young people with a space in which they can explore their intersecting identities and the manner in which they experience places and spaces in relation to their multiple identities (Gabai, 2016; Thiel-Stern, 2011).

# panel

## F2 - Youth Engagement in CER

Location - Milton Wong Assembly

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### 2 Research Resurgence and Land-Based Healing with Indigenous Youth

**Veronique Picard Concordia**, Concordia University

**Dr. Natasha Blanchet-Cohen**, Concordia University

**Maeve Lydon**, University of Victoria

**John Harris**, Greater Victoria School District

#### Presentation Description

We highlight two initiatives of community driven programs and research with and by Indigenous youth in Quebec and Coast Salish Territory on the west coast. Participants from the Living Lab Project in BC will discuss how the Indigenous Resurgence Research Project and Eco-Stewards program connect land and school-based learning to personal, cultural and ecosystem healing along with the transformation of school and post-secondary education. Beyond Indigenizing, Living Lab's work focuses on decolonizing the curriculum (esp. STEM education) and academic systems while increasing Indigenous youth access to and restoration of their own lands, waters, histories, artefacts, and archives. Those from the Indigenous stream of the Quebec Youth research will share their work with the youth advisory committee in developing creative formats for engaging with researchers and community members around decolonizing research, Indigenous youth identities and healing. We will reflect on the opportunities for bringing youth into the center of doing and informing research in Quebec.

# panel

## F2 - Youth Engagement in CER

Location - Milton Wong Assembly

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### 3 Re-Imagining Histories and Re-Visioning Futures: Youth Engagement and Living History Museums

Dr. Heather Marie Fitzsimmons Frey, MacEwan University

Ms. Tania Gigliotti, MacEwan University

#### Presentation Description

Times collide when children (who so often represent the future) enter living history museums animated by historically dressed interpreters. How does youth presence in these history-focussed spaces influence how we understand our past, and how do these youth-infused pasts influence futures we hope for? Based on site visits and interviews conducted at Calgary Heritage Park, Fort Edmonton Park, and the Ukrainian Cultural Heritage Village (2017-2022), numerous distinct communities guide our inquiry: living history museum interpreters and education coordinators, youth volunteers (and sometimes their families), and children attending field trips. Our research relationships are mediated through the museums who themselves are connected (formally and informally) to specific cultural communities (such as Black pioneers, Asian settlers, Muslim settlers, Ukrainian communities, and Indigenous stakeholders). We are especially interested in how young people influence the interpretation of history. Centring young people's questions, experiences and hopes in this way, we apply qualitative and ethnographic practices of Dillabough and Kennelly (2010), and Gallagher, Rodricks, and Jacobson (2020), to practices that ensure that youth show and tell us what matters, and to the idea of thinking across time (instead of across space) with youth; we apply the rights-based approaches of Caron (2016) and de Finney and Saraceno (2015) to how we listen. As educational programmers create for children, and re-enactors perform the past for Alberta's future adults, we are inspired by thinkers who connect histories, futures, and childhood together, such as Betasamasoke Simpson (2017), Ishiguro (2016), and Lesko (2012).

# panel

## F2 - Youth Engagement in CER

Location - Milton Wong Assembly

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### 4 Art on the Go: Engaging newcomer youth in arts-based dialogue towards policy change for road safety.

**Hanah Damot**, Simon Fraser University

**Helena Phan**, Simon Fraser University

**John Vincent Flores**, Simon Fraser University

**Author Paola Ardiles** Simon Fraser University

**Author Nancy Clark**, University of British Columbia

#### Presentation Description

The city of Surrey is one of western Canada's fastest-growing urban centres, welcoming many immigrant and refugee families. In Surrey, more traffic-related injuries and fatalities occur in neighbourhoods with higher percentages of newcomers (Vision Zero, 2019). Between 2017 and 2018, a significant increase in motor vehicle fatalities occurred among youth aged 15 to 24, reaching the highest proportion of deaths in 2018; further emphasizing the need for road safety intervention (RoadSafetyBC, 2019). With Surrey's changing demographics, it is important for youth to engage in decision-making processes that impact them, however, barriers such as power imbalances and the lack of equal inclusion has led to disengagement from these discussions (Smith et al. 2009). Art on the Go is a project co-designed with newcomer youth and uses an equity-centred design framework to identify social/cultural conditions by acknowledging power inequities between youth and policy-makers. The art workshops allow newcomer youth to express their experiences in navigating roads through dialogue and art. The walk tours build social cohesion and support youth in gaining skills to advocate for traffic safety by developing their own solutions. The community-based and youth-led solutions will be presented to the City of Surrey's key stakeholders including settlement agencies and municipal staff in traffic safety and parks and recreation.

# Roundtable

**F3 Roundtable: South Vancouver Neighbourhood House: Engagement for Equity**

Location - World Art Center

**South Vancouver Neighbourhood House: Engagement for equity**

**Dr. Meg Holden**, Simon Fraser University

**Ms. Mimi Rennie**, South Vancouver Neighbourhood House

**Dr. Caislin Firth**, University of Washington

**Ms. Meridith Sones**, , Simon Fraser University

**Ms. Farina Fassihi**, Simon Fraser University

**Ms. Aphrodite Bouikidis**, Simon Fraser University

**Roundtable Description**

This roundtable session focuses on the South Vancouver neighbourhoods, home to one-quarter of the city's youth and over a fifth of our seniors, while also falling outside of many images, infrastructure and opportunities typically associated with living in the City of Vancouver. The South Vancouver Neighbourhood House (SVNH) has a vision that "Everyone in South Vancouver lives in a healthy and engaged community." This vision is humble but profound as it is not a reality for so many residents and as the gaps between vision and reality require increasing attention from the neighbourhood house and partners. SFU-based researchers in Urban Studies and Health Sciences have engaged in partnership with the SVNH since 2020 in a series of collaborative projects that seek to advance the vision and work of the SVNH while driving deeper understanding of social and public health questions related to neighbourhood equity, community resilience, and social infrastructure and connectedness. This panel will provide an opportunity to discuss the model pursued by the South Vancouver Neighbourhood House in community-engaged research as well as introduce the work of three distinct engaged research projects that were sparked and pursued with support from CERi. Professor Meg Holden will moderate.

# Workshop

**F4: Workshop - Colonial impacts on the ecology of False Creek**

Location - Room 2205

**Understanding colonial impacts on the ecology of False Creek with ArcGIS StoryMap.**

Dr. Poh C Tan, Simon Fraser University

Dr. David Zandvliet, Simon Fraser University

Mr. Tom Cummins, Science World, Vancouver, British Columbia

**Roundtable Description**

False Creek is a narrow inlet in Vancouver, British Columbia Canada. It is one of four main bodies of water that borders Vancouver. The creek lies in Musqueam territory and is inhabited by Tsleil-Waututh and Squamish nations. Among the beautiful scenery of the mountains, water, and cityscape are hidden stories about how False Creek was once an estuary but was in-filled by the Canadian Pacific Railway or where its shores were historically lined with sawmills, slaughterhouses, ship-building, and other industrial uses. Utilizing the storytelling features of ArcGIS Storymap, we present a hybrid virtual and in-person tour of the area from a local science museum, Science World (site of World's Fair on transportation and communication), along the southeast and south west trail towards Olympic Village (a green community built for the 2010 Winter Olympic Games), and ending at Habitat Island (an urban sanctuary to provide an environmental experience with native trees and animals). Decades of development has occurred in False Creek and the types of development found along the waterfront is dictated by how the water is used. Using ArcGIS Storymap, multimedia, and collection of stories from the community, we will extend the audience's experience and understanding of what False Creek used to be and how colonization, industrialization, and development changed what once was a large and ecologically rich site.

# Panel

## F5 - Principles and Ethical Dimensions of CER

Location - DM Cinema

### 1 Living the Story – Realizing the Dream: Building of the Downtown Eastside Community Research Ethics Workshop (CREW) Project:

**Jules Chapman**, Community Research Ethics Workshop

**Sarah Common**, Hives for Humanity

**Nicolas Crier**, Community Research Ethics Workshop

**Cait Hurley**, Hives for Humanity

**Janina Krabbe**, University of British Columbia

**Jim McLeod**, Community Research Ethics Workshop

**Kelsey Timler**, University of British Columbia

#### Presentation Description

For the past three years the Community Research Ethics Workshop (CREW) has been forming, to build relationships between institutions and community, towards equitable research that offers respect to all participants, explicitly in the form of Informed and Ongoing Consent, and Return of Work in accessible and relevant ways to the communities it was made in. What started as conversations about consent in cultural production became our Empowering Informed Consent Card; and what moved through a series of workshops called Research 101, out of which was co-authored the Manifesto for Ethical Research in the Downtown Eastside; has now become CREW, who present to you today our stories of this process, including the premiere of a mini documentary sharing our story. We seek to share our experiences of holding space for these conversations about how to do community engaged work, share our skills and perspectives, lived and living experiences, and how we each have embedded this work in each of our own organisations and lives. Our work going forward is to establish a sustainable framework for Community Engaged Ethics Review that is led by peers in community in the DTES and is a point of access into the conversation about how we do the work together to transform our society into one where no one is without dignified shelter, no one is denied access to care, and everyone has safe drug supply.



# Panel

## F5 - Principles and Ethical Dimensions of CER

Location - DM Cinema

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### 2 Developing a Situational Ethics for Community-engaged Research

Dr. Daniel R. Y. Gan, Simon Fraser University

Dr. Gerald McKinley, University of Western Ontario

Dr. Darrell Hudson, Washington University in St. Louis

#### Presentation Description

Since its inception, CER is now widely lauded as one of the most transformative and ethical approach to knowledge generation especially in light of public research funding and the social role of tertiary institutions. However, among practitioners “in the trenches,” everyday decision-making around common CER challenges can be real dilemmas that deserve a forum among a Community of Practitioners for difficult dialogues and better decision-making in day-to-day CER practices. Currently, the most common citation for CER Ethics comes from the traditions of Public Health and focuses on the need for new principles (Mikesell, Bromley, & Khodyakov, 2013). This presentation addresses the third area of development required for more transformative CER practices given the “emergent and situation specific” nature of its practical, day-to-day considerations (ibid, p.e12). To provide guidance to navigate situational tensions between otherwise complementary CER values, this presentation will present several common scenarios for discussions and case-based learning to reflect and build on Cornwall’s practice-oriented model of participation (2008).

# Panel

## F5 - Principles and Ethical Dimensions of CER

Location - DM Cinema

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### 3 Reflecting on the Making Research Accessible in the Downtown East side Initiative: Principles for mutually beneficial community-university engagement

Dr. Heather Holroyd, University of British Columbia

Mr. Nick Ubels, University of British Columbia

#### Presentation Description

The *Making Research Accessible initiative* (MRAi) is a multi-partner project to improve access to academic research and community-generated materials about the Downtown Eastside (DTES), a heavily researched inner-city neighbourhood in Vancouver. This session will describe how the MRAi was founded in response to a need identified by members of the DTES and will draw on the community engagement principles through which we connect with DTES residents and organizations to articulate the place-based and collaborative model through which we work. The presentation will describe how such projects can contribute to longer-term objectives of engaging community groups in the setting of academic research priorities. Delving into the complexities of executing the simple premise of making research accessible demonstrates what is needed to facilitate reciprocity and knowledge exchange, including wraparound reference support focused on knowledge translation and mobilization provided by place-based librarians. This reference support provides community members and organizations most directly affected by the production of this research with access to its findings; this process of inclusion ensures that research findings have greater value for the communities they concern, promotes engagement with research as a useful activity and, as a capacity-building activity, increases the likelihood of greater research-related collaboration and uptake going forward.

# Panel

## F5 - Principles and Ethical Dimensions of CER

Location - DM Cinema

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### 4 Money, power and reciprocity: Financial transactions and critical reciprocity in community-engaged research

Ms. Vanessa C. Fong, Simon Fraser University

Dr. Kari Grain, University of British Columbia

Dr. Stuart Poyntz, Simon Fraser University

#### Presentation Description

Postsecondary institutions are increasingly prioritizing and investing in community-engaged research (CER). Community partners who participate in research-related activities and provide their expertise are often provided payment for their important contributions. While this has become standard practice in CER, very little discussion has been dedicated to the challenges and complexities involved in these financial transactions. Understanding the role of money in CER, specifically used as a means for facilitating reciprocity, is crucial because it reveals the often-invisible lines of institutional administrative power that are intricately tied to monetary exchanges. In this paper, we begin by reviewing the available literature on reciprocity in CER, then provide case studies that explore the challenges and complexities created by financial exchanges between researchers and community partners. Finally, this paper concludes by framing a notion of reciprocity that may be used to guide postsecondary institutions in their aim towards social justice-oriented goals.

# Panel

## F6 - Overcoming Struggles and Building Strengths in CER

Location - Room 4390

### 1 The Road Map to Community-Engaged Research: Strengths and Struggles by Graduate Students

**Ms. Nicole K. Stewart**, Simon Fraser University

**Mx. Martha Gumprich**, Simon Fraser University

**Ms. Sandeep Dhillon**, Simon Fraser University

#### Presentation Description

The Road Map to Community-Engaged Research (CER) will explore how CER intersects with graduate student work to promote trust and community empowerment (Wallerstein, 2021; see also Anderson et al., 2012). As graduate fellows in the Community-Engaged Research initiative (CERi) at Simon Fraser University, we share a similar habitus and social milieu (Reed-Danahay, 2017). We present individual road maps to illustrate our journey using CER, our intersecting thread, before turning to the assemblage of our combined voices. The collective conversation is centered around a five-part road map to CER which we use to illustrate our successes and struggles. The road map illustrates structural limitations and exigencies related to our positionality. In processes and support, we discuss ethics, committees, and roadblocks related to COVID-19. We highlight the variances between quantitative and qualitative CER work. For instance, Nicole uses mixed methods enveloped with ethnography, Martha uses a quantitative online survey, and Sandeep uses quantitative surveys and in-depth qualitative interviews. We also examine the layers of gatekeeping, with a particular emphasis on participant recruitment, and use narratives to illustrate how stigmas and trauma-related resistance unfolds in our work. Finally, we discuss our projects data analysis and dissemination stages as it intersects with shared decision making, power, and building safer spaces with the communities we work with.

# Panel

## F6 - Overcoming Struggles and Building Strengths in CER

Location - Room 4390

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### 2 Integrating strengths-based community mapping approaches in community engaged research

Ms. Jaimy L Fischer, Simon Fraser University

#### Presentation Description

This presentation will share approaches to integrating community asset mapping into community-engaged research (CER). Community asset mapping takes a strengths-based and generative approach to identify community resources (individual, community, and institutional) and is both process and outcome-driven. The approach is adaptable to project goals and has been applied across a diverse range of projects and contexts, including Indigenous-led research, community-led planning, youth studies, and in urban and rural settings.

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### 3 Participatory Content Creation as an Innovative Community-Engaged Approach

Belen Febres-Cordero, Simon Fraser University

#### Presentation Description

In this presentation, I consider the strengths and limitations of the methodology that I developed to conduct a community-engaged project exploring alternative expressions of health and wellbeing with 59 internal migrant women in Quito, Ecuador. This methodology included three main methods: 1) sensory elicitation and affective evocation individual interviews, 2) in-person and online workshops, and 3) the participatory creation of collective journalistic posts sharing women's experiences and initial research findings, which were published at a local community media outlet. Through this analysis, I argue that the implementation of innovative research methods such as the ones described does not only allows us to co-create new information and mobilize it in different ways; it also opens the opportunity to critically reflect on multiple topics that are at the core of community-engaged work. Some of these topics include relationship building, self-reflexivity, power examination and redistribution, representation and self-representation, collaborative data analysis, authorship, and voice. In doing so, I aim to contribute to the dialogue and exploration of novel ways of advancing and strengthening community-engaged research both in Canada and abroad.

# Panel

## **F7 - Unique Partnerships in CER**

**Location - Milton Wong Theatre**

### **1 Voices of the Marginalized: Engaging Sub-Saharan African Women Living with HIV in British Columbia to Highlight Complex Challenges.**

**Mrs. Ngozi Nneka Joe-Ikechebelu**, University of Victoria and Chukwuemeka Odumegwu Ojukwu University

**Mrs. Patience Magagula**, Afro-Canadian Positive Network of BC

**Dr. Nathan John Lachowsky**, University of Victoria

#### **Presentation Description**

Responding to the HIV epidemic through community-based organizations that engage with people most affected by the disease will help to gain lost ground, particularly in this COVID-19 era. From 2011 to 2016, Africa was the primary source of Black immigrants to Canada. Reflecting on HIV being endemic in several African nations, in Canada's 2018 HIV surveillance report, heterosexual transmission (32.3%) was the second most reported exposure category among adults. In British Columbia (BC), Black females comprise less than 1% of the general populace, yet 13.3% of all new HIV diagnoses among females, highlighting the overrepresentation of Black women living with HIV in BC. This presentation will highlight perspectives of marginalized African immigrants affected by HIV in BC to discuss and amplify their voices and experiences of these women. The presentation will explore their knowledge and accessibility to HIV prevention efforts, such as Undetectable = Untransmissible, and their community involvement with Afro-Canadian Positive Network of BC Society (ACPNet), a 'by and for' community-based AIDS service organization. Since 2017, the University of Victoria researchers have been building relationships and co-leading community-based research with ACPNet.

# Panel

## F7 - Unique Partnerships in CER

Location - Milton Wong Theatre

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### 2 Including all Voices: Meaningful Partnerships in Community Engaged Learning

**Dr. Kathy Sanford**, University of Victoria

**Ms. Rhianna Nagel**, University of Victoria

**Ms. Alexandra Haupt**, University of Victoria

**Ms. Lilaine Galway**, Big Brothers Big Sisters, Victoria, BC

**Ms. Lisa Mort-Putland**, Volunteer Victoria, Victoria, BC

#### Presentation Description

The Community-Engaged Learning research and teaching group at UVic is working to support changes to outmoded colonial practices and provide support to instructors and students in challenging traditional notions of education and addressing increasingly complex workplace and life needs, to create more equitable and just experiences for individuals and communities.

In this presentation we will share insights from two projects: 1) development of short videos used to exemplify ways in which community organizations have worked with university instructors to engage students in work that not only offered ways in which their learning could improve and enhance the community as well as potentially lead to employment; and 2) interviews with triads of participants (community partner, university student, university instructor), to share CEL learnings that far exceeded expectations from any one perspective. In each instance these projects highlight the importance of reciprocity (Sigmon, 1979), particularly transformational reciprocity (Jameson, Clayton & Jaeger, 2010) where all partners are collaborators in shaping and improving their own and each other's learning as well as contributing meaningfully to the world. Participants at three sites discussed several themes that emerged, including: 1) transformation for students and university instructors of the nature of learning and knowing from transmission to engaged experiential learning; 2) valuing and forging relationships and partnerships between community and UVic that support students' future career and lifelong experiences; and 3) identifying benefits to community organizations of working with university students, enhancing their current and future capacity to meaningfully participate in and generate new approaches for CEL. The CEL opportunities deepened students' and university instructors' understanding of meaningful learning that is ongoing, purposeful, and iterative, rather than top-down and terminal. Examples provided by the participants will be shared in the presentation.

# Panel

## F7 - Unique Partnerships in CER

Location - Milton Wong Theatre

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### 3 New Public and Community Solidarities—challenges, processes, and repercussions of social innovation on health and well-being disparities

Lourdes Rodrigues del Barrio, Université de Montréal

Ana Ramos, Université de Montréal

#### Presentation Description

The COVID-19 pandemic crisis brought into evidence the discriminatory effects of inequalities and the limits of both the public services and community organizations to attend to complex socio-sanitary problems. In response to this context, this presentation will introduce InterActions, a research center that proposes an innovative, cross-sectorial and multilevel strategy by fostering a new orientation of inclusive practices. To do so, two transformational research projects of social innovation, inspired by the Living Lab method, will be discussed. We will outline the corresponding processes of establishment and the effects, not only on population but also on decision making of associated public institutions and community organisations. The first one, Le Laboratoire d'Innovation Aire Ouverte, aims to renew the relationship between the public services and young people in situation of exclusion. The second one, Le Laboratoire Vivant Immigration, Inclusion, Participation, aims at encouraging and facilitating a full participation of immigrants in Quebec society. InterActions is located in a public institution endowed with the responsibility of North of Montreal population's health and well-being. This area is composed by one of the most diversified and disadvantaged populations of Canada. The main feature of InterActions' research program is to provide the tools for transformation at the very heart of community, institutional, and political milieus. It does so by facilitating the convergence of researchers and influential actors, promoting documentation availability, experimentation, evaluation, and the propagation of practical and theoretical tools that will capture the imaginary of decision-makers and pertinent actors. The aim is to facilitate a shift toward solidarities and practices that are more inclusive, with concrete impacts on the quality of life, the well-being, and the health of local communities, most specifically, discriminated and excluded groups.



# Panel

## F7 - Unique Partnerships in CER

Location - Milton Wong Theatre

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### 4 Connecting People with Plants: Towards responsible stewardship through an urban garden teaching model

**Dr. Poh C Tan**, Simon Fraser University

**Miss. Hailey Moran**, Vancouver Botanical Gardens Association

**Miss Maria Cristina**, Simon Fraser University

**Miss Jacque Kwok**, University of British Columbia

**Dr. David Zandvliet**, Simon Fraser University

#### Presentation Description

In partnership between the Vancouver Botanical Gardens Association (VBGA), the Institute of Environmental Learning (IEL), and SFU, a project to understand the responsibility and stewardship through human interactions with others (nature, life, cosmos) was established to address the current climate emergency. In collaboration with camp leaders, camp participants, and researchers, we seek to understand more deeply how participants interacted with the camp materials, structure, camp leaders, and with each other while participating in programming at VanDusen Botanical Garden. This emergent collaborative project between the IEL and VBGA was conducted to explore, understand, and evaluate how Spring and Summer camps aligned with the five priority themes of the Garden. Through observer-participant reflections of the three fellows, a common narrative emerged across different camp programs. Participation in the camp programs creates a place for the children to learn about nature and plants and to develop a deeper connection with them. The activities created for and conducted in the camps, extended the participants' learning and connections beyond the garden and into the community, including their homes. The extension of the participants' understanding and development of a relationship with plants supports the intent of the VBGA programs which is to utilize the Garden as a medium to build connections between people and plants towards developing community scientists who recognize their role and responsibility in stewardship and longevity of the land.

# Panel

## F8 - Innovative Models for CER

Location - Milton Wong Assembly

### 1 'The Circle': A response to institutionally propagated individual-centric research logics

Dr. Sharon Karsten, Thompson Rivers University

#### Presentation Description

Increasingly throughout the past half-century, biomedical logics have proliferated through research institutes globally - bringing with them a concern for the individual over the collective and diminishing potentials for robust engagement with collective responsibility as related to such research frameworks as ethics, publication, and accreditation. Practitioners working in Community-Engaged Research (CER), whose concern often extends beyond the individual, and whose projects often embody and model collective, multi-modal, and relational dimensions, have had to tread carefully amidst this landscape, often finding their projects to fit awkwardly, or not at all, within existent systems. Many have had to create new frameworks, layered on top of those required by the academe, that express concern for, and responsibility towards, 'the collective'. This presentation contributes to a growing body of calls made by CER practitioners for the development of new academic research frameworks that acknowledge collective, as well as individual, responsibility, and potential. It does this by foregrounding 'the circle' as a research metaphor and paradigm. Using illustrations from the project 'Walk with Me: uncovering the human dimensions of the overdose crisis' - a multi-year (beginning in 2019) community-engaged research initiative developed on Vancouver Island, B.C. involving Elders/Knowledge Keepers, Peers with lived experience, artists, and outreach workers (as well as researchers) working together 'in circle' as conceived within Coast Salish teachings - the presentation offers reflections on collectivized research in-practice. It illustrates how such a practice sits at-odds within, and could be better-supported by, dominant academic research frameworks. Borrowing from key principles embedded within such domains as community organizing, ritual/ceremony and front-line work, this presentation offers recommendations by which the collectivist principles embedded within the circle paradigm might be taken up by the academe's research support and gatekeeping systems, including within ethics, publication, and accreditation systems. The circle metaphor calls for the re-imagination of academic research structures to nourish the possibility of 'the collective', and for the enablement of the structural inclusion, within CER research teams supported by these frameworks, of multiple, diverse, and relational ways of knowing.

# Panel

## F8 - Innovative Models for CER

Location - Milton Wong Assembly

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### 2 Reclaiming Indigenous Economic Development through Participatory Action Research

Dr. Astrid V Perez Pinan, University of Victoria

Dr. Hadley Friedland, University of Alberta

Dr. Judith Sayers, University of Victoria

Dr. Matt Murphy, University of Victoria

#### Presentation Description

Participatory, gender-sensitive processes are hailed as valuable in ensuring community perspectives shape economic development planning: to assess community needs, aspirations, and to identify indicators of development based on local perspectives. In Indigenous communities, such processes may not always be taken up due to research and consultation fatigue or plain scepticism. Women are often silent or less outspoken in public settings and dominant perspectives tend to occupy most of the space and time allocated to participatory processes. This can lead to distorted understandings of community voices and inadvertently preserve the gendered status quo. A case study based on the community engagement approach taken in partnership with the government of the Toquaht Nation, on Vancouver Island endeavored, in a gender-sensitive consultation process, to develop a values-based decision support system for economic development activities. The presentation details the use of the “Making Connections” method to facilitate discussions about economic development through Toquaht women’s circles. “Making Connections” is a tool to identify and build place-based, people-centred visions and indicators of economic development for community well-being. Based on James Tully’s work on actions for and of freedom, the presentation introduces this new method as a framework for cooperative community discussions in ways that allow for naming past and current histories of discrimination and disconnection, while honouring people’s strengths, resistance, and resilience. The themes and concerns emerging from the women’s circles speak of a richer and more expansive notion of economic development that puts comprehensive wellbeing at the heart of economic development.

# Panel

## **F8 - Innovative Models for CER**

Location - Milton Wong Assembly

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### **3 Wageningen University & Research (WUR) Science Shop**

Ms. Marta Vallve Odena, Wageningen University

#### **Presentation Description**

The Wageningen University & Research (WUR) Science Shop has years of experience in facilitating participatory research projects. We receive questions that come from civil society and respond to their requests, engaging researchers and students in a research project and co-producing results that become available for the commissioner to use. While being an impactful and inspiring way of working, we believe it is time to move from a “reactive” to a “proactive” approach. This need for a “proactive” Science Shop arises from the realization that we often engage with the “participation elite”: white, male, middle-aged, highly educated people who have the time and resources to be active within a civil society organization. However, when becoming “proactive” we need to tread carefully: establishing more conventional participation channels that end up being used by the same people leaves us at a “participation paradox”, where more participation leads to exacerbated inequalities. In this presentation we will share our insights and practical know-how on a) who we serve and who we’re missing, b) our ways of working, c) the ways in which we create bridges with underserved groups, and c) possible ways to create or strengthen these bridges.

# Panel

## **F8 - Innovative Models for CER**

Location - Milton Wong Assembly

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### **4 Towards Critical Community Engagement: Challenges and Learning for Anti-Oppressive Research Practice.**

Dr. Elizabeth Jackson, University of Guelph, Community-Engaged Scholarship Institute (CESI)

#### **Presentation Description**

In this presentation, we reflect on the ways in which critical community-engaged scholarship could and may already contribute to ongoing work to create, as the conference outline puts it, more equitable and just societies. Drawing on the work of Cynthia Gordon da Cruz (2017), we define CCES as forms of research that are “informed by critical theory, including anti-racist and other anti-oppressive theories, asset-based understandings of community, and an explicit focus on and commitment to justice. [...] Critical CES supports university and community partnerships in producing knowledge that works to dismantle systemic sources of racial and social injustice. It also ensures equitable access to high impact educational practices” (cesinstitute.ca). Unsurprisingly, our path toward critical community engaged scholarship has included many obstacles and challenges – some institutional, others more personal, and all linked in various ways to the very systems of power and oppression that we seek to dismantle. Our approach is one of constant learning and of awareness of systemic and interpersonal oppression and harm, insistently fueled by what bell hooks brilliantly calls critical hope (2003).

# Roundtable

**F9 - Roundtable: Where are the Children and Youth in Community Engaged Research: Ecologies, Challenges, Possibilities**

**Location - World Art Center**

**Roundtable Description**

This panel explores the space of children and young people in community engaged research (CER), with a focus on how horizons of agency, collaboration, vision and change are operating across practices in the field. By space we mean two things: the places, zones, infrastructures and communities where young people are operating and driving CER; and secondly, the ways, examples, media and aesthetic practices that constitute the activity and presence of young people in the field of CER. Young activists, researchers and learners are at the forefront of world responses to crises in societies everywhere today, the climate crisis chiefly among them. Representing research practices across children and young people's spaces, from different temporalities and multiple regions and communities across the global north and south, this panel looks at how complex forms of collaboration with diverse and minoritized youth and community organizations create meaningful involvement for young people across the research process. Multiple projects and forms of research (arts-driven, dialogic and so on) will be featured, showcasing paradigmatic spaces and nuanced forms of participation, challenges for youth voices, and ways of being allies with young activists and researchers.

# Roundtable

## **F9 - Roundtable: Where are the Children and Youth in Community Engaged Research: Ecologies, Challenges, Possibilities**

Location - World Art Center

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### **1 Making space for missing words: The P\*&n Project, youth voices and pornography education**

Dr. Stuart Poyntz, Simon Fraser University

#### **Presentation Description**

This paper examines the complexities and challenges of engaging young people as researchers whose voices lead the development of arts-creation projects. The setting for our exploration is a 2018 theatre creation project with 12 young actor-creators whose voices and experiences led the development of two theatre productions about youth experiences of growing up in a time of ubiquitous online pornography. Internet porn is common in youth lives and is now implicated in how sexual identities, power, and sexual violence operate across societies. In response, educators, parents, youth, and others have called for the development of learning resources and other creative interventions to address relationships between pornography and youth sexualities (Goldstein, 2020; Dawson et al., 2019; Attwood et al., 2018). Youth voices and perspectives are often thought essential to ensure credibility and relevance in this work. In this presentation, we examine how youth voices operate in the development of creative learning resources with a focus on the barriers and challenges that arise in the process. Among the findings in our study, we suggest that while the inclusion of young people as researcher-creators in projects about pornography and youth sexualities is essential, these aims are often compromised by a set of institutional, cultural, and linguistic barriers that make language elusive. These structures and conditions contour and limit how youth speak about pornography and ultimately impact what it is they express. We conclude by indicating how this mystifies pornography, limits possibilities for social change, and effects assessment of the complicated relationships between pornography and sexual violence in youth-centred sex education projects.

# Roundtable

## **F9 - Roundtable: Where are the Children and Youth in Community Engaged Research: Ecologies, Challenges, Possibilities**

Location - World Art Center

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### **2 Transformative Possibilities: Child and Youth Participatory Action Research**

**Laura H.V. Wright**, University of Edinburgh and Royal Roads University

**Kathleen Manion**, Royal Roads University

**Dr Laure Lee**, Royal Roads University

**Vanessa Currie**, Royal Roads University

#### **Presentation Description**

The world is slowly opening to the critical insight offered by children and youth in articulating their realities, highlighting systemic discrimination, and offering alternative innovations to programs and policies affecting them. While participation as envisioned in Article 12 of the United Nations Convention on the Rights of the Child is still a long way off from being met, and examples of poor participation in research persist, there are increasing examples of effective child and youth-led and meaningful child engagement processes that illustrate both paradigmatic and more nuanced advances in child participation. This has been amplified by the high-profile youth leaders pushing for social and environmental justice across a range of disparate issues around the world. Drawing on several communities engaged research case examples, this paper provides insights into the ways in which academics and researchers can better act as allies to child and youth activists and amplify their work as agents of change. The presenters, as academics/researchers of the International Institute for Child Rights and Development, share successes, challenges, and lessons learned in art and play based participatory action research projects (online and in-person) on the transformative possibilities of participatory research. Examples will include projects where children and young people are redressing violence against children in schools, working through issues emerging from the pandemic. and tackling the climate crisis. The presentation will highlight the innate wisdom of children and young people to effect change in their local environment in child protection, climate action, and children's psychosocial wellbeing in Canada, Europe, Africa, and the Middle East. The presentation will expose the messy and pose the challenge question, what do meaningful community engaged research relationships really look like in partnership with children and young people across contexts?



# Roundtable

## **F9 - Roundtable: Where are the Children and Youth in Community Engaged Research: Ecologies, Challenges, Possibilities**

Location - World Art Center

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### **3 Intricacies of community collaborations and relationality in research with minoritized young people**

Natasha Blanchet-Cohen, Concordia University

#### **Presentation Description**

This paper will draw on several experiences of community collaborative research carried out with community organizations. These shared the common aim of giving voice to regularly silenced/minoritized young people and to the groundwork being done by youth serving organizations. The reflection will focus on three questions: (1) How to meaningfully maintain collaboration amongst the diversity of actors (researchers, community organizers and youth) who are unequal and unevenly implicated? (2) How to deal with the competing/conflicting needs and interests (i.e., findings that may not all be positive for the organizations; prioritizing youth's cultural safety; researchers need to situate findings for academia)? (3) How to build relationships and meaningful involvement in research with youth who are on a healing journey? More broadly, the conversation is part of discussing CB research processes that support youth engagement, social justice and contribute to social change, how do we ensure we are always moving in the right direction?

# Roundtable

## **F9 - Roundtable: Where are the Children and Youth in Community Engaged Research: Ecologies, Challenges, Possibilities**

Location - World Art Center

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### **4 Towards meaningful youth-adult partnerships for change in physical, social and virtual learning spaces.**

**Dr. Jenna Gillett-Swan**, Queensland University of Technology.

**Dr. Prue Miles**, Queensland University of Technology.

#### **Presentation Description**

Children and young people spend a considerable period of their childhoods at school, but are rarely involved in the design, development, and construction of the physical, social, and virtual spaces they will (and do) inhabit. Despite the good intentions of researcher initiated participatory collaborations with children and young people about their experiences, it seems rare that these participatory processes result in informing meaningful structural change from the outset. If change does occur, it tends to be retrofit or somewhat tokenistic in application. Recognising the disconnect between views and perspectives elicited from children, resulting in meaningful change and influence (Lundy, 2007), this project brings together a collaborative partnership between academic researchers, schools, and industry partners including architects, builders, digital media producers and school leaders from across multiple industries to develop new and authentic understandings of school spaces and student capability and well-being. Through digital narrative productions young people will showcase their perspectives of new, urban vertical schools in Australia. This paper brings together the collective insights of students, researchers, teachers, industry partners to provide critical and authentic reflection on the enablers and constraints to participatory research with children and young people in school contexts that informed the design and development of a current Australian, national project. It highlights the importance of time, buy-in and development of genuine relationships to enable and support the authentic participation, access, and involvement of young people in the design and improved experience of their school environments.

**13:00 - 14:30 Friday, 27th May, 2022**

**# Workshop**

## **F10 - Workshop - Art as a liberatory and anti-racist tool**

**Location - Room 2205**

**Dr. Paola Ardiles Gamboa**, Simon Fraser University

**Dr. Hope Corbin**, Western Washington University

**Dr. Bianca Brigidi**, Simon Fraser University

### **Workshop Description**

Art can be an engaging tool that promotes critical reflection and community participation. The broad relevance of art in diverse settings around the world provides the promise for how art might be a pathway to redressing power structures that influence and cause health inequities. This session will explore how the use of art can serve as a tool for liberation to dismantle oppressive colonial structures while honouring inclusive ways of co-creating.

This interactive session will offer hands-on learning by showcasing existing art-based tools used in anti-racism work in public health research and practice; introducing techniques and tools to foster critical reflection and dialogue. Participants will have an opportunity to experience two different modalities of arts-based practices including visual arts and theatre arts. Workshop participants will have the chance to reflect at individual, small group, and large group level. Through a facilitated activity, participants will contribute to a collective piece of art that will remain throughout the conference as a legacy piece in commitment of bringing anti-racist and decolonizing practices to our work in research, education, policymaking. Format continued in section below Special Accommodations.

# Panel

## F11 - Video Methodologies

Location - DM Cinema

### 1 Siyēya Ta Kwat'lkwa | Relatives of the Ocean - Community-engaged research and methodologies of transformational reconnection

**Rosemary Georgeson**, Sahtu Dene and Coast Salish, Independent Artist

**Jessica Hallenbeck**, Simon Fraser University

**Kate Hennessy**, Simon Fraser University

#### Workshop Description

This hybrid paper presentation shares photographs, sound, and video for Flow, an upcoming exhibition at the Yellowhouse on Galiano Island, British Columbia. The exhibition shares knowledge about the relationship between Indigenous women, water, and fish along the Salish Sea. The exhibition features the four films and is the culmination of a two-year community-centered research creation process. In this talk, we reflect on the exhibition's decolonial curatorial process in the context of fostering transformational reconnection. In so doing, we share our methods and methodologies for community-engaged research that displaces and subverts the academy to re-center connections to relatives and the ocean. As context, in September 2019, in collaboration with the Access to Media Education Society (AMES), we held a gathering of Indigenous matriarchs Siyēya Ta Kwat'lkwa | Relatives of the Ocean from different Nations with shared connections to the Salish Sea, the Gulf Islands and Galiano Island. Three subsequent seasonal Siyēya Ta Kwat'lkwa gatherings were held, each centered on the knowledge that was appropriate to share during that time of year. These gatherings were witnessed and recorded and collaboratively edited into four short videos. A fifth video, made by AMES, foregrounds the knowledge and role of the witnesses. This work demonstrates how collaborative video production can be used as a method for decolonial curation and knowledge translation. This research offers significant decolonial frameworks for public scholarship and collaboration across institutions.

# Panel

## F11 - Video Methodologies

Location - DM Cinema

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### 2 It's enough (for a rooftop). A case-study of community-engaged dance research.

**Carolina Bergonzoni**, Simon Fraser University

**Naomi Brand**, Artistic Director, All Bodies Dance Project

#### Presentation Description

This paper presentation offers insight into the community-engaged practices of All Bodies Dance Project (ABDP), a dance company based in Vancouver (BC, Canada) that brings together artists with and without disabilities. ABDP seeks to explore questions about the dancing body, community, connection, and to foster a community of care. As a case-study, we will discuss the project It's enough (for a rooftop), which was created during the time of Covid-19 (November 2020-September 2021). This work features both artists with and without disabilities, dancing on the rooftop of the Sun Wah Centre 新華中心, a vacant parking lot in Chinatown. The unique setting provided space for safe and physically distanced dance practice throughout times of crisis. The project explored the complex feelings that surfaced when dancing together in-person, during a global pandemic and held questions about dance-making that prioritizes community care, individual needs and accessibility. In presenting this work – through images, audio documentation, videos, and excerpts of writing – we will be sharing our definition of arts-driven community-engaged research and practices. We aim to offer concrete and practical insights into our practice of dance making, which strives to provide an aesthetic of access and values process over product. We will describe the ways in which ABDP's practice exemplifies the intersection of ethic and aesthetic; particularly an ethic/aesthetic of hosting and caring.

# Panel

## F11 - Video Methodologies

Location - DM Cinema

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### 3 Near/Far

Carolina Bergonzoni, Simon Fraser University

#### Presentation Description

Over the course of the Fall of 2020, I led a community-engaged project titled Near/Far. The project was executed entirely online via Zoom. Over the course of 6 weeks, 11 dancers gathered online to explore questions such as: How can we stay near to each other, while being physically far apart? Is there a newfound relationship with the environment that allows us to feel both near and far from each other? The resulting film was edited by Gemma Crowe with a sound score designed by Sebastian Laskowski. My role as the facilitator/choreographer of the project was to guide movement explorations while holding a space for the dancers to come together during a time where we were all experiencing a lack of connection. Near/Far became an opportunity to build community and to build, or rediscover, relationship with our environment: dancers engaged in new connections with trees, discover new ways of viewing out of their window, of engaging with a crack on the sidewalk. We reflected on the opportunity of building connection both in relationship with each other, and in dance making practices. Near/Far captures a unique moment in time, a global pandemic, and has helped participants to stay playful, curious, creative, and engaged in dancing. Near/Far shows the possibility of an arts-driven community-engaged project adapting in times of crisis. Through this project, I was able to experiment with new skills and tools – including having to learn how to coach dancers to use cameras, Zoom, and sharing their videos.

# Panel

## F11 - Video Methodologies

Location - DM Cinema

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### 4 Making Stories Together While Apart: Reflections on Re•Vision's Remote Digital Storytelling Methods

Calla Evans, Toronto Metropolitan University

#### Presentation Description

The Re•Vision Centre for Art and Social Justice ([www.revisioncentre.ca](http://www.revisioncentre.ca)) is an arts methodology research hub at the University of Guelph that investigates the power of the arts and story-making to examine systemic injustices across diverse sectors, such as education, healthcare, and the arts. Our story-making methodology brings together majority and minoritized creators to make-visible previously unattended experiences, resist dominant discourses and narratives, and speak back to systems of oppression and injustice. Re•Vision has run over 100 storytelling workshops, working with community engaged researchers involved in a diverse array of projects.

Until early 2020, Re•Vision's storytelling workshops were typically held in-person, over a relatively short period of time (between two to five days) with collaboration between facilitators, researchers and storytellers. Each storyteller would typically craft a 3–5-minute digital film involving multimedia elements such as music, still and moving images, drawing, animation, voice over and sounds. Workshops often involved intensive hands-on support from Re•Vision facilitators and the use of audio, video, and editing equipment and software, supplied by Re•Vision's REDLAB. However, with the emergence of the COVID-19 global crisis, and resulting lockdown and isolation restrictions, Re•Vision has had to reimagine our in-person digital storytelling workshop methods for a new remote, online reality. This presentation will explore the iterative process of how Re•Vision has (and continues to) evolve our online workshop format and processes and will reflect on the possibilities and limitations of online, remote, digital storytelling work. Framed by some of the digital stories that have been constructed through our online workshops, this presentation will offer tangible approaches to digital storytelling for community members and researchers who wish to engage with these methods in their own work.

# Workshop

**F12 - Workshop – Part One: Zine Production with 2SLGBTQ+ Atlantic Canadian Youth and Part Two: Spaces of Sociality**

Location - Room 4390

**1 Exploring the Pride/Swell Participatory Archive: Zine Production in Response to an Archive of DIY Art Produced with 2SLGBTQ+ Atlantic Canadian Youth Amidst COVID-19**

Dr. Casey Burkholder, University of New Brunswick

Dr. Katie MacEntee, University of Toronto

Ms. Amelia Thorpe, University of New Brunswick

Brody Weaver, NSCAD, Halifax, Nova Scotia, Canada

Dr. April Mandrona, NSCAD, Halifax, Nova Scotia, Canada

**Workshop Description – Part 1**

Pride/Swell was a physically distanced project with 50 2SLGBTQ+ youth from Atlantic Canada that explored community-building through art-activism and participatory archiving during the COVID-19 pandemic. Pride/Swell is rooted in feminist participatory visual research practices that highlight participants' identities, ways of knowing, and ways of representing the world through visual approaches (Gubrium & Harper, 2016; Gustafson & Brunger, 2014; Mitchell et al., 2017). This project calls attention to the ways that the intersectional experiences, histories, and activist practices of 2SLGBTQ+ youth can be included in larger discourses in Atlantic Canada about civic and political participation.

In this workshop, we will highlight the development of a mail-based approach to engaging in art production with 2SLGBTQ+ youth, and the co-curation of a participatory digital archive. Workshop participants will be invited to interact with the Pride/Swell archive, which is made up of 12 art practices and prompts, ranging from collage to jewelry to terrariums. We will discuss how sharing art supplies directly with participants provides opportunities for distanced collaboration, but also underscored the phenomenon of non-participation over the course of the project. We propose that youth-focused archiving and dissemination practices offer insight into asset-informed approaches within participatory visual research produced at a distance. To demonstrate and invite active participation in this workshop, participants will partake in a gallery "walk about" of the Pride/Swell art (Mitchell, 2015, p. 141). We will guide participants to create zines (DIY print productions) in response to the participatory archive. We will provide all necessary tools and materials to engage in the zine-making. Through this interactive experience, we seek to extend the archive, and make visible the opportunities for participatory approaches to archiving and exhibiting and explore the ways that multiple audiences interact with the pieces.



# Workshop

## **F12 - Workshop – Part One: Zine Production with 2SLGBTQ+ Atlantic Canadian Youth and Part Two: Spaces of Sociality**

Location - Room 4390

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### **2 Spaces of Care and Sociality by Collectif SoCS Collective**

**Melora Koepke**, Simon Fraser University

**Celine Debaulieu**, Harm Reduction International, TRI3U

**Lauren Dixon**, LATTs, Paris

**Madeleine Andrews**, VANDU Art Table

#### **Workshop Description – Part 2**

This hands-on workshop offers a speculative exploration of countermapping as a collaborative methodology that furthers commitment to situated, decolonial and collaborative research and the dissemination of knowledge through accessible media for the benefit of a public reader/viewership. Participants will be invited to provide images and oral/written materials during the workshop to co-create a counter map of a material or non-representational landscape TBD at the session.

Using the model of a participatory urban design lab, the “spaces of sociability” maps coproduced by the SOS collective are co-produced cartographic representations that use a combination of photographs, narrative (text quotes) and illustrative cartography to depict the past, present and futures of specific urban “spaces of sociality”. Most recently, the Collective has been working on their first project: The co-creation of comparative cartographies of historical and ongoing policy failures and speculative urban futures for marginalized people who use drugs in specific open scenes in Vancouver and Paris, France for a collective book project. This work stems from our previous research and professional work experience in harm-reduction spaces that has highlighted the urgent need to create and support spaces of sociability where marginalized people who use drugs are physically present and desirous of working towards autonomous care networks and infrastructures of survival and sustenance. Through our past and ongoing research and work, we have noted the ways that response to these basic needs is frequently problematized through approaches that misunderstand and mismanage existent conditions through approaches that, at best signify inefficient use of State health and social resources and at worst exacerbate the effects of precarity and illegalization and amplify the potential for harm.

# Roundtable

## **F13 - Roundtable - Creating Pathways for Seniors and Youth through CER**

**Location - Milton Wong Assembly**

### **1 Channeling Youth Voices: Pathways to Resilience in Chilliwack**

**Marinel Kniseley**, University of the Fraser Valley

**Greg Laychak**, University of the Fraser Valley

**Ava Savage**, Chilliwack Community Services

**Kelli Ovington**, University of the Fraser Valley

**Summer Byrne**, Chilliwack Community Services

**Tatjana Raphael**, University of the Fraser Valley

#### **Presentation Description**

Channeling Youth Voices: Pathways to Resilience in Chilliwack explores the daily challenges and survival strategies of young adults in Chilliwack who have experienced barriers such as housing precarity, problems with substance use, poverty, mental health issues, and/or the loss of a supportive figure (to death, incarceration, or neglect). Responding to local research and youth committees calling for attention to youth transitioning into adulthood (“aging out”), Channeling Youth Voices particularly focuses on residents aged 19-26. The research was conducted using participatory action research (PAR) methods, employing four youth leads with lived experience to help guide and conduct the research. The overall project has engaged around 30 participants to share their perspectives through interviews and “listening sessions” (community conversations on specific topics).

# Roundtable

## F13 - Roundtable - Creating Pathways for Seniors and Youth through CER

Location - Milton Wong Assembly

### 2 Seniors and the Digital Divide: Using community-driven research to address the implications of living in a digital world

**Leslie Remund**, Executive Director, 411 Seniors Centre Society

**Andrew Sixsmith**, Simon Fraser University

**Sarah Moreheart**, 411 Seniors Centre Society

**Hannah Shin**, Simon Fraser University

**Ms. Jane Belanger**, Community Member

**Marion Pollack**, Community Member

**Ms. Charlotte Ferrell**, Community Member

**Mr. Gerry Dragomir**, Community Member

#### Presentation Description

Seniors are the fastest-growing demographic in BC; 1 in 4 people will be a senior by 2031. This underscores the importance of how various sectors must adapt to best support this aging population. Inescapably, digital technology is deeply entrenched in our society, and with the rapid technological advancements, many businesses and critical services have transitioned to online platforms. Yet, many seniors are excluded from opportunities to capitalize on the interconnectedness that digital access offers, resulting in a greater gap in civic engagement and social participation. This unequal access amounts to digital discrimination and threatens to replicate and widen inequities across multiple domains. Understanding and responding to the current digital divide crisis requires engagement from seniors and learning from their lived experiences. Addressing the needs of seniors affected by the digital divide requires a transdisciplinary lens driven by a human rights framework. To challenge the ageist attitudes embedded in our society, we should include seniors and senior-led agencies in decision-making processes that affect their daily lives. The 411 Seniors Centre and the STAR Institute have formed a strategic partnership shaped on the shared values of supporting seniors to engage and utilize technology, which supports independent living and enhances their social and civic lives. Through this partnership, an ongoing community-based participatory action research project has unfolded, which is driven by community stakeholders setting the research priorities. Outputs from this partnership aim to inform and shape how governmental agencies and various sectors design and adapt their services to ensure that seniors are not left behind due to a lack of access to digital technologies and skills in digital literacy. This in-person and digitally accessible presentation will involve community members from 411 to engage in various activities, like persona and scenario methodologies to discuss how the digital divide has impacted seniors' lives.

# Roundtable

**F14 - Roundtable - Advancing Transformative Policymaking**

**Location - World Art Center**

**Dr. Leah Levac**, University of Guelph

**Dr. Ethel Tungohan**, York University

**Dr. Sarah Marie Wiebe**, University of Victoria

**Dr. Laura Pin**, Wilfrid Laurier University

**Dr. Tobin Haley**, Ryerson University

**Roundtable Description**

This session responds to the theme of how community engaged research can bring together participants, stakeholders, and policymakers around protracted social and ecological issues. There have been many attempts to democratize public policymaking through enhanced public engagement efforts. However, the extent to which these efforts have confronted structural power inequities and produced more equitable policy outcomes is contested. Many people – including those experiencing homelessness, migrant workers, and others with whom we have collaborated – remain invisible in the policymaking process and are re/harmed by policy decisions made in their absence, even when public engagement has occurred. To address this problem, this panel presents a series of engaged scholarship projects that illuminate the role engaged scholarship can play in advancing transformative, community-driven, possibilities for policymaking. With other critical policy scholars, we are concerned about how power circulates and is distributed through public policy; our particular interest is with how commitments manifested through engaged scholarship can disrupt these power distributions. Using the projects as examples, we demonstrate – and make recommendations about – how transformative, community-driven policy research collaborations can shape how policy problems are prioritized and defined, and how meaningful policy solutions are constituted. Together, we argue that these collaborations merit careful examination for their potential to advance participatory democratic practices, and more equitable policy outcomes. Please see attachment for individual presentation descriptions.

# Panel

## F15 - Addressing Complex Challenges in CER

Location - Room 2205

### 1 Toward a more inclusive walkable built environment: Developing an integrative framework to co-investigate the role of culture on walking behaviour of older adults

Farinaz Rikhtehgaran, Simon Fraser University  
Dr. Atiya Mahmood, Simon Fraser University

#### Presentation Description

Walking is one of the most popular forms of physical activities (PA) reported by older adults and has the potential to improve their quality of life thorough helping them lead an active life and age in place. Numerous studies have focused on the walkability of urban environments for older adults, however, there is a lack of consideration of cultural differences in this area. As a social determinant of health, culture has a critical role in the perception of and engagement in PA. Walking is considered the most popular form of PA, consequently the perception of and engagement in walking activities will be influenced by culture. Thus, to develop more inclusive age-friendly environments, it is essential to explore cultural influence on walking behaviour. This presentation outlines the process of community engaged research (CER) that involves older adults as co-researchers in walkability projects, enabling co-creation of solutions to remove barriers to mobility. This paper aims to develop a CER applicable, integrative framework to help understand how culture influences the walking behaviour of older adults. For this purpose, the "PEN-3 cultural model" (Airhihenbuwa, 1989) has been expanded through application of the "conical model of mobility in older adults" (Webber, 2010). This paper provides a literature review on the importance of the topic, explains the appropriateness of the selected theories, reviews and critiques both selected theories and explains why they are not sufficient for the purpose of this study on their own. The application of the theories in the development of a new integrative framework, "PEN-3 cultural model adapted to include temporal and physical environmental factors", is presented, which supports investigation of the role of culture on perception of walkability and engagement in walking behaviour.

# Panel

## F15 - Addressing Complex Challenges in CER

Location - Room 2205

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### 2 Engaging People Living with Dementia in Decision Making: Learning from a Community-Engaged Research Project

Jessica Fehrenbacher, UBC Centre for Community Engaged Learning  
Craig Burns, Canadian Centre for Elder Law

#### Presentation Description

This presentation will highlight CCEL's project on Engaging People Living with Dementia in Decision Making and will provide an overview of the unique Community-Engaged Research (CER) model used in the project. We will discuss how we work with an Advisory Council of people with lived experience of dementia. This model centers the voices of people living with dementia towards system change. Our presentation will include hearing from a Dementia Advisory Council member about their experience participating in the project. Our project demonstrates the possibilities in partnering with people living with dementia and disabilities in community-engaged research. This work can inform best practice strategies and tools to include people living with dementia in research.

# Panel

## F15 - Addressing Complex Challenges in CER

Location - Room 2205

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### 3 Storytelling for Social Change: Helping Parents of Children with Disabilities Discover Services and Support through Action Research

Mrs. Michelle C Vasquez, University of the Incarnate Word

#### Presentation Description

In the U.S., 1 in 6 children has been diagnosed with developmental disabilities, with a significant increase from previous years (CDC, 2021). Autism spectrum disorder (ASD) affects 1 in 54 children in the U.S. and is the fastest-growing developmental disorder, according to the Autism and Developmental Disabilities Monitoring Network (CDC, 2021). When looking at state-by-state comparisons, Texas has the lowest prevalence rate for early ASD diagnosis (Xu et al., 2019). In San Antonio, Texas, a ground breaking report by the Kronkosky Charitable Foundation (2016) suggests 1 in 79 individuals in the local community and surrounding area have some form of ASD, and 4,000 students in Bexar County receive special education support for ASD. With the growing discovery of the ASD population in Texas, parents are desperately seeking access to services from federal, state, and local levels. This is important because the number of children with ASD can outweigh the services offered in the community such as diagnostic services, therapy services, and specialist appointments. The waitlist for these services has steadily advanced over the years. The increasing number of people with ASD has put a strain on state resources and long waitlists (Texas Autism Council, 2019). This research expands on a previous study using methods such as interviews, digital storytelling workshops, and parent film screening to continue learning how parents gain access to services and how that access might be improved through participatory action research processes in which parents actively participate in their change processes. Looking forward, we will be using the digital stories created in phase one to move into action planning and implementation in phase two of the study.

# Panel

## F15 - Addressing Complex Challenges in CER

Location - Room 2205

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### 3 Transforming Aging in the Right Place Through Community-Engaged Research: Photovoice with Older Adults who are Experiencing Homelessness or Housing Insecurity

Ms. **Rachelle Patille**, Simon Fraser University

Ms. **Emily Lam**, Simon Fraser University

Dr. **Atiya Mahmood**, Simon Fraser University

Ms. **Shreemouna Gurung**, Simon Fraser University

**Diana Juanita Mora**, University of Granada

#### Presentation Description

Aging in the right place (AIRP) recognizes that to age optimally, older adults' environment must support and balance their diverse needs, lifestyles, and vulnerabilities. However, little is known on what AIRP means for older adults who are experiencing homelessness (OPEH). This study's objective was to understand the lived experience of AIRP for OPEH residing in a transitional housing program (THP). Photovoice interviews were conducted with ten older adults with diverse backgrounds and housing experiences. To build rapport between researcher and participant, each interview was conducted in three 45 to 60-minute sessions over three weeks, allowing for deeper insights into how the THP contributes to AIRP for OPEH. The preliminary findings from this study suggest that the THP is a steppingstone for AIRP for OPEH. Findings point to preliminary themes: 1) community mobility and access, 2) role of time, space, and diverse users in social interaction, 3) supportive features of THP, and 4) engagement with built and natural environment. Photovoice centres people with lived experience, encouraging them to document their perspectives through photography and storytelling. This method promotes self-advocacy and critical dialogue and is particularly well-suited to examine complex issues of equity like AIRP and rights-based housing. Our team will elaborate on the findings and discuss how photovoice was used effectively to engage in community-engaged research with OPEH to cultivate self-advocacy among study participants. With an emphasis on participants' perspectives of AIRP, findings can help transform policy around aging and advocate for adequate housing for OPEH.



# Panel

## **F16 - Designing CER Innovations and Experiments**

**Location - DM Cinema**

### **1 Trauma & Resiliency Informed Patient Engagement in Evaluation and Research: What it is and Why it Matters More So Now**

**Mx. Beverley Pomeroy**, Fraser Health Authority, Surrey, British Columbia

**Ms. Marika Sandrelli**, Fraser Health Authority, Surrey, British Columbia

#### **Presentation Description**

Stress in the healthcare sector is now more pronounced due to the effects of the COVID-19 pandemic. Provider stress is connected to patient care, with recent research on Canada's opioid crisis finding that compassion satisfaction and burnout are linked to the perpetuation of negative attitudes and behaviours towards people with opioid use problems. Accordingly, Fraser Health Authority (FH) has developed a compassion-led program based in the principles of trauma- and resiliency-informed practice (TRIP) for service providers. This presentation will share evaluation findings for reducing stigmatizing behaviours and improving patient care by enhancing knowledge and teaching skills related to compassion satisfaction, self-compassion, and resiliency. Preliminary findings from sessions conducted with 186 FH service providers already suggest that embedding resiliency and self-compassion within trauma-informed training programs is a promising approach for cultural change in healthcare practice. TRIP is now being piloted with 140 FH Emergency Department staff. Results from this pilot related to increases in compassion satisfaction, improvements in perceived resiliency skills and self-compassion, and reductions in stigmatizing attitudes and behaviours will be presented. Conclusions from the results and recommendations for program improvement will be shared as well as implications for adaptation and replication of TRIP to improve both patient care and provider work environments.

# Panel

## F16 - Designing CER Innovations and Experiments

Location - DM Cinema

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### 2 Community-Engaged Research Increasing Non-Binary Inclusion in Organized Sport.

**Mx. Martha Gumprich**, Simon Fraser University

**Ms. Sarah Watt**, Simon Fraser University

**Ms. Stéphanie Black**, Simon Fraser University

**Dr. Travis Salway**, Simon Fraser University

#### Presentation Description

Sexism is deeply embedded in sport, leading to the creation of exclusionary policies in sport, and leaving out transgender and non-binary people. These gender minorities – those whose gender identity differs from their sex assigned at birth – miss out on opportunities for social inclusion and networking, losing social rights which help lead to equitable lives. We will present our approach to this study that will recruit 2000 respondents, ages 15-29, across Canada, through bilingual (English/French) marketing across social media platforms, ads on public transit, and sports leagues in Canada. These methods help ensure that many voices are heard, and diverse data are collected. We will work with different sporting organizations, religious groups, and university organizations to ensure all backgrounds are represented. While this study is open to all youth, we are primarily interested in the experiences of sexual and gender minorities, two populations that are often overlooked or excluded in research. This data will provide insight into structural changes to organized sport that can help create positive social transformation for gender minorities. It is critical that policies and regulations be crafted in collaboration with those affected most by potential changes to accurately reflect their needs. Community-engaged research creates an upstream approach to highlight the voices of those most affected by cissexism and heterosexism in sport and provides an opportunity to create relevant and just social transformation.

# Panel

## F16 - Designing CER Innovations and Experiments

Location - DM Cinema

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### 3 Pedal Poll/Sondo Vélo 2021: A Community Science Project on Who Cycles in Canada

Mr. Moreno Zanotto, Simon Fraser University

Ms. Jeneva Beairsto, Simon Fraser University

Dr. Meghan Winters, Simon Fraser University

#### Presentation Description

Cycling is the fastest growing mode of transportation in Canada, yet there is minimal data on who is cycling. To address this gap, Vélo Canada Bikes, a national NGO that advocates for everyday cycling, partnered with researchers to launch Pedal Poll/Sondo Vélo 2021: a community-led campaign to collect data on the gender, age, and ethnic origin of people cycling in Canada. The team worked with advocates in pilot cities to identify locally relevant locations for counts. Ultimately, over 1000 volunteers in 70 communities counted 79,735 people cycling over 1-6 June 2021. We share insights on the launch of this initiative and on the demographics of people cycling.

Nationally, there were twice as many men cycling (65% men, 32% women), although this gap was narrower in Whitehorse (54% men) and wider in Toronto (74% men). While 78% of people cycling were adults (18-64 years), this group comprised 73% of the population in the underlying areas. For ethnicity, 74% of people cycling were perceived as white, 7% East Asian, 3% South Asian, 2% Black, 2% Middle Eastern, 1% Latin, and 1% Indigenous, often showing marked differences from the local population. The results highlight there is space for measures to reduce transportation inequities for women, for the young and the old, and for racialized populations. The community members, advocates, and researchers who jointly participated in this work are leveraging findings to promote the more equitable uptake of cycling in Canada.

# Panel

## F16 - Designing CER Innovations and Experiments

Location - DM Cinema

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### 4 The HeART of Engagement: Experiences of a Community-Created Mobile Art Gallery in Brazil

Dr. Bruno de Oliveira Jayme, University of Manitoba

#### Presentation Description

How can we create meaningful spaces of engagement for citizens who work in the recycling industry but suffer marginalization? What can we learn from the Brazilian experience of opening spaces of engagement? Seeking answers to these questions, I embarked upon a journey of participatory action and arts-based research and developed a series of visual arts workshops and public exhibits in São Paulo. In this context, the objective of this presentation is to explore the diverse role of the arts, not just in creating spaces for engagement that are inherently deliberatively democratic, but also in holding the space for dialogue, knowledge construction and mobilization, and civic engagement. Deliberative democracy advances the idea that inclusive public decision making emerges through dialogical and dialectical spaces and interactions between the oppressed and the oppressor. In this sense, deliberative democracy sustained the art workshops and the exhibit and represented the core value of the community art gallery that was established during this project. Civic engagement, in the context of this study, refers to the complex and ever-changing construction of knowledge and its mobilization, through collaboration between participants and the public. The goal of civic engagement is to empower participants to take leading roles in the art-making process and, later in their lives, as subjects of their own history, not mere objects of it. This process of conscientização is what Paulo Freire eloquently defines as “the pedagogy of possible dreams.”

# Workshop

**F17 – Workshop: Skookum Health in COVID Times: Exploring a Hybrid Model of Indigenous Community Engagement**

**Location - Room 4390**

**Dr. Lyana M Patrick**, Simon Fraser University

**Ms. Tsatia Adzich**, Simon Fraser University

**Ms. Krystal Dumais**, Simon Fraser University

**Ms. Jeska Slater**, Simon Fraser University

**Workshop Description**

A cornerstone of community-based research is appropriate, respectful, community-led engagement. Skookum Lab – a social innovation lab convened by the Surrey Urban Indigenous Leadership Committee to look at Indigenous child and youth poverty in Surrey – used creative, arts-based methods in community engagements in person and online to engage with over 1000 community members over hundreds of hours of conversation. This workshop will be an opportunity for facilitators to share practices used in community engagement sessions with Skookum Lab participants. Lyana Patrick will reflect on the Skookum Health project initiated early in 2020 before the COVID-19 pandemic shut down all social activities and how (with guidance from Skookum Lab), community engagement was moved online in 2021. Attendees to this workshop will have the opportunity to put some of the techniques used by Skookum Lab/Skookum Health into practice by engaging in an art-based knowledge generating activity. The workshop will be an opportunity to reflect on what worked well and what did not work well in this adapted model of community engagement. It will also consider what elements of a hybrid model of community engagement (mix of in-person and online) should be brought forward to address issues such as accessibility, justice, equity, and urban Indigenous self-determination.

# Panel

## **S1 - Transforming Public Policy**

**Location - Milton Wong Theatre**

### **1 Using CER Approaches to Advance Law Reform with Older People: Benefits, Challenges, and Learning**

**Ms. Sara Pon**, Canadian Centre for Elder Law

**Ms. Krista James**, Canadian Centre for Elder Law

**Ms. Jess Fehrenbacher**, Canadian Centre for Elder Law

#### **Presentation Description**

In legal and law reform research, community-engaged research (CER) methods are not common. Legal research may involve consultation with individual people or community organizations who are impacted by the legal issue. Legal research does not typically involve non-lawyers as research partners. This session will discuss how CER can be used to advance law reform with older people. We will discuss the benefits, challenges, and learnings we have found through using CER methods in elder law reform projects, and end with small group discussions. The Canadian Centre for Elder Law often works with people living with dementia, and we want to maximize their capacity to be partners in the research. Benefits of CER methods include gaining a stronger understanding of how a law is used by and impacts people in their lives. CER methods can be an effective method of bringing an intersectional lens to legal research. Challenges include bridging the highly siloed disability sectors. This session will also discuss challenges in obtaining consent from participants living with reduced capacity. In any type of research, it is important to maximize the participation of people living with disabilities, and not diminish the capacity they retain to consent, assent, and share their experiences.

# Panel

## S1 - Transforming Public Policy

Location - Milton Wong Theatre

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### 2 “No help. If anything, they make the situation worse”: Men’s experiences with help-seeking for intimate partner abuse

Dr. Alexandra Lysova, Simon Fraser University

Ms. Kenzie Hanson, Simon Fraser University

Mr. David Minor, Canadian Centre for Men and Families

#### Presentation Description

Intimate partner violence (IPV) is a pervasive criminal justice and public health issue that affects many women, men, and children and can take different forms, including physical and sexual violence, and emotional and financial abuse. Recent studies suggest many men in Canada experience IPA. Understanding how male victims of IPA respond to their abusive experience and the kind of help they seek is critical to addressing and preventing violence. The collaborative project between Simon Fraser University researchers and the Canadian Centre for Men and Families (CCMF) in Vancouver that offers support to men who have experienced family violence (including a men’s support group and legal clinic for men post-divorce) examined the barriers to men’s help-seeking. We conducted individual interviews with men who experienced abuse and with several community members who help victims of abuse. Male victims are less likely than female victims to seek help. Moreover, little social awareness of this issue, norms of traditional masculinity, and very few resources in the community are some of the potential barriers to men’s help-seeking. This project sought to balance the immediate provision of support services to men who have experienced IPA with long-term public education, awareness, and consciousness-raising, thereby creating an opportunity for male survivors and various community stakeholders to offer insight into how to engage more men and boys in addressing IPA and how to overcome the barriers that prevent many men from seeking help. This project raises awareness about men’s experiences of IPA and the existing support services for men in British Columbia and in Canada in general.

# Panel

## S1 - Transforming Public Policy

Location - Milton Wong Theatre

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### 3 The Process of Imagining Safer Supply

**Ms. Erin Howley**, Canadian Drug Policy Coalition

**Mr. Jack Farrell**, Columbia College

**Mr. Sean O'Callaghan**, Simon Fraser University

#### Presentation Description

Imagine Safer Supply is a multi-provincial, community-engaged research initiative exploring current attitudes and perceptions of safer supply amongst frontline workers and people who use drugs. Led by a Community Advisory Committee, this research charts horizons of possible safer supply by bringing together drug user advocates from a wide variety of political contexts and social perspectives on an issue of fundamental social urgency. This panel lends insight into the importance and challenges of doing community-engaged research at the juncture of dual overdose and pandemic crises. Led by a multi-provincial CAC, this research brought together drug user advocates across the country. As such, this presentation brings together a wide variety of perspectives, providing a unique insight into both safer supply and the process of doing community-engaged research on an issue of fundamental social urgency.



# Panel

## **S2 - COVID-Inspired Innovation**

**Location - Milton Wong Assembly**

### **1 Partnership for mobility, access and participation: moving towards barrier-free communities in person and online**

Presenter:

**Alfiya Battalova**, University of British Columbia

Project Authors:

**Hailey-Thomas Ford**, Simon Fraser University

**Mike Prescott**, Université Laval

**Atiya Mahmood**, Simon Fraser University

**Krista Best**, Université Laval

**Normand Boucher**, Université Laval

**Director Olivier Collomb d'Eyrames**, Regroupement des organismes de personnes handicapées région 03 (ROP03)

**Mir Abolfazl Mostafavi**, Université Laval

**Delphine Labbé**, University of Illinois at Chicago

**Marie-Eve Lamontagne**, Université Laval

**Kathleen Martin Ginis**, University of British Columbia

**Mary Ann McColl**, Queens University

**William Miller**, University of British Columbia

**François Routhier**, Université Laval

**Ben W. Mortenson**, University of British Columbia

**Ernesto Morales**, Université Laval

## **Presentation Description**

The issues of mobility, access and participation that disabled people face are rarely addressed using a partnership approach. As part of the seven-year SSHRC-funded partnership, researchers, community organizations, people with disabilities and their allies, and municipalities work together to develop, evaluate, and implement solutions to the development of barrier-free communities. The research streams under the project include navigation and pedestrian environmental accessibility, transportation accessibility, and social accessibility. The partnership development has been informed by several community-engaged research (CER) principles, including collaboration, democratization of knowledge, and commitment to social change and social justice. By applying asset-based community development (ABCD) approach, we formed a list of research questions and developed preliminary projects. However, the pandemic reshaped our research directions based on the changing needs of the partners and the new ways of engagement. This presentation will provide an overview of how the partnership developed and what engagement mechanisms were used. Using an example of one of the projects that explores the experiences of disabled people serving on the municipal accessibility advisory committees, this presentation will also discuss the impact of COVID-19 on research activities. Community-level advocacy of disabled people often remains invisible despite its contribution to policy change on a local level. By being able to attend the municipal meetings virtually, the researchers could learn more about this work and build new connections with municipalities and disabled people. The presentation will offer some reflections about what sustainable partnership can look like and what potential caveats of such CER are (e.g., digital divide).

# Panel

## S2 - COVID-Inspired Innovation

Location - Milton Wong Assembly

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### 2 Supporting Community in Times of Crisis & Social Distancing: Design Sprints as a Collaborative Tool

Dr. Jennifer Long, MacEwan University

Mr. Wayne Williams, MacEwan University

Dr. Cynthia Puddu, MacEwan University

#### Presentation Description

What happens to community-based research in a lockdown? A hallmark of community-based research is the significant amount of time researchers spend 'in the field' conducting research on behalf and at the request of community partners (CP). These efforts become limited in times of crisis and social distancing. Because many campuses were locked down at the start of the COVID-19 pandemic, there was much uncertainty around how meaningful research could be conducted with CP who faced increasing challenges as they supported historically marginalized communities. This presentation highlights the work of the MacEwan University COVID-19 Special Response Team. This team was formed to create opportunities for researchers to connect with communities and respond to COVID-19 issues while under lockdown. This presentation will discuss how we used design thinking –specifically the design sprint method– to bring together CP remotely to understand how COVID-19 affected their ability to work and help their communities. CP and researchers were taught and subsequently applied the design sprint approach over four online workshops, giving them a unique opportunity to collaborate, identify opportunities and build relationships. This approach had a minimal impact on the time and resources of both CP and researchers while providing maximum supportive capacity for CP who find themselves already stretched thin. We will illustrate how design thinking and online design sprints can address social distancing challenges and foster research collaborations in digital environments. This presentation describes our experience using various platforms and includes recommendations related to design tools and facilitation for users with varying levels of technical expertise.

# Panel

## S2 - COVID-Inspired Innovation

Location - Milton Wong Assembly

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### 3 Seizing the Moment: Collaborative responses to the pandemic through community-campus conversations across Canada

Dr. Lynn Gidluck, University of Regina

Dr. Amber Fletcher, University of Regina

Dr. Magdalene Goemans, Community Campus Engage Canada

#### Presentation Description

The COVID pandemic has exposed long-standing vulnerabilities across social and environmental sectors. As the pandemic has evolved, community-based organizations have shifted research priorities as they reimagine how they may be better equipped to deliver services and address systemic injustice. This presentation describes an extensive outreach project implemented over 2021 to build understanding and strengthen a pan-Canadian network for community-campus collaboration in response to pandemic challenges. The Community Engagement and Research Centre (CERC) at the University of Regina and Community Campus Engage Canada (CCEC) co-led a year-long series of knowledge-exchange activities – a two-day virtual workshop, several online discussion sessions, and an ongoing project web page – to explore just and sustainable transitions through community-campus research, learning, and creative partnerships. The project brought together community-based organizations and community engagement offices, as well as post-secondary faculty, students, and administrators to facilitate meaningful discussion around the following themes: How has COVID-19 impacted Canadian communities, and how are adaptive strategies being implemented or considered across non-profit sectors? What options exist for community-campus collaboration to effectively respond to this large-scale disruption? The presentation will explore how participants in these conversations accessed deeper understandings of community and campus experiences as they shared stories of burnout and survival, the exacerbation of existing structural inequalities, and access to new and far-reaching spaces for online communication. Also discussed will be insights gleaned regarding collaborative ways forward that include better recognizing the broader root conditions influencing current challenges; understanding the deep value of sustained and authentic relationship-building in addressing issues; enhancing research relationships with racialized communities and fostering reconciliation; and strengthening co-governance efforts among community and campus. Throughout these conversations, participants stressed the need to continually adapt to uncertain conditions and, fundamentally, to take what we have learned from the pandemic to prepare for climate change and other future challenges.

# Panel

## S2 - COVID-Inspired Innovation

Location - Milton Wong Assembly

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### 4 Climate Change amidst COVID-19: Transforming Flood Response in British Columbia?

Ms. Dawn Hoogeveen, Simon Fraser University

#### Presentation Description

After the devastating floods that impacted populations across British Columbia (B.C.) in 2021, flood response is of increasing significance regionally. Drawing on collaborative research on the Grand Forks floods of 2018 with the SHIFT collaborative, the Climate Action Secretariat of B.C., and colleagues in the Faculty of Health Sciences at SFU, this presentation asks key questions to help transform jurisdictional challenges faced by multiple scales of governance in flood response, recovery, and mitigation. Questions are approached with an emphasis on community resilience and what is known as the trough of recovery, given the devastating impacts of floods on community. Grand Forks flood response research is elaborated on, through preliminary work on the overlapping crises faced by communities amidst COVID-19 and the climate emergency in 2021. Focus is on how, theoretically, through understandings of racial capitalism, jurisdictions might better work in practice to transform upstream policy collaborations to assist in recovery efforts in the future, given the ongoing and increasing challenge climate change poses for environments and communities throughout B.C. and beyond.

# Roundtable

**S3 - Roundtable - Hey Neighbour Collective Workshop on social connections and resilience in multi-unit housing**

**Location - World Art Center**

**Dr. Meg Holden**, Simon Fraser University

**Michelle Hoar**, Hey Neighbour Collective

**Maura Chestnutt**, Catalyst Community Developments Society

**Renée de St. Croix**, City of North Vancouver

**Nicole Viduka**, Concert Properties

**About the Presentation Team**

Michelle Hoar, Project Director of Hey Neighbour Collective, is responsible for overall management of the Collective, including strategic partnerships, fundraising and funder relations, financial administration, housing industry engagement and knowledge mobilization. Previous to this, she did public and stakeholder engagement work, largely on housing issues, including as the co-founder of The Tyee, where she led the business operations of one of Canada's most highly regarded independent media companies from 2003 through 2016.

Maura Chestnutt is a consultant and former Vice President, Strategic Initiatives at Catalyst Community Developments Society, where she oversaw a variety of functions including property management, accounting, and internal operations. Maura holds several decades of experience as a senior administrative professional in for-profit, government, and non-profit sectors.

Renée de St. Croix has been a city planner, urban designer, and urbanist for over 14 years and is passionate about building better cities for people. She is responsible for major city-wide policy initiatives, long range and community planning, and other special projects for the City of North Vancouver.

Nicola Viduka, Social Sustainability Coordinator with Concert Properties, leads the Community Connector program, supporting resident volunteers to work together to co-create community activities big and small that bring neighbours together.

Meg Holden, PhD (New School for Social Research, 2004) is Professor of Urban Studies and Resources and Environmental Management at SFU and co-leads the research team for the Hey Neighbourhood Collective.

### **Additional workshop facilitators:**

Ghazaleh Akbarnejad holds a B.Sc and M.Sc in architectural engineering, with more than five years of experience working in consulting engineering sector as an architect. Currently, she is completing a Master of Urban Studies at Simon Fraser University.

Lainey Martin recently completed her BA in Global Environmental Systems, Indigenous Studies and Urban Studies at SFU.

Robyn Lee is a research assistant with the SFU Research Team for the Hey Neighbour Collective.

### **Roundtable Description**

The Hey Neighbour Collective is an action and research partnership begun in 2019, with a base at the Morris J. Wosk Centre for Dialogue at SFU, and members that include housing and resilience advocates, researchers, community housing providers, and municipal and other government and funding partners.

This interactive session will introduce participants to the key themes addressed by the Collective: social connections and resilience, multi-unit residential housing, and urban neighbourhood well-being, through introductions to aspects of our work and round table open dialogue about how we have engaged and connected our action and research to date. Together, we will provide information and insight into our different takes on the work we are engaged in collaboratively, and will invite participant input and feedback into how best to go about advancing this work in order to embed it more effectively as we advance the work.

Panel presentations (60 min, 4 presentations): Introduction to the goal and aims of Hey Neighbour Collective. How do we make urban apartment living social? Why is this an important goal for housing providers? Why does it matter to residents and how can and should tenants participate? How can it be a practice and planning priority for municipalities as well as housing developers and resident groups? Presenters who are landlords, housing advocates, and community planners involved in HNC will address the value they see in the work of HNC so far and will characterize the shift that they envision toward more pro-social environments in apartment living.

Workshop roundtables (25 min, in 3 rotating round table discussions): Surveys, photovoice, and pizza parties: how do we observe neighbourly dynamics among residents? Panelists will join student researchers active in conducting the engaged research in HNC housing communities at three roundtables with participants. Tables will present some features of their research approach and ask for input from participants about challenges and opportunities in community-engaged research conducted with people in their home environments and in partnership with their housing providers. Roundtable hosts: Ghazaleh Akbarnejad, Lainey Martin, Robyn Lee (SFU student researchers).

# Panel

## **S4 - Equity and Inclusion Principles and Practices**

**Location - Milton Wong Assembly**

### **1 Eight Principles for Equity in Community Engagement**

**Ms. Nicole Armos**, Simon Fraser University

**Ms. Elodie Jacquet**, Simon Fraser University

#### **Presentation Description**

By bringing voice to lived experience, community-engaged research is a powerful avenue for community members to influence decision makers. However, all research grapples with inherent inequities of power, privilege, and accessibility. Alongside logistical barriers to participation (e.g., location and timing), community members may face historic and ongoing alienation from research institutions due to their race, gender, disability, socioeconomic background, or other identities. Additionally, analysis and reporting can silence or obscure community voices. When left unaddressed, these inequities can reinforce distrust, and exclusion, leading to findings that do not reflect the most marginalized members of society, and decisions that do not serve their needs. In this presentation researchers from SFU's Morris J. Wosk Centre for Dialogue will share eight principles for equitable public engagement in democratic processes and explore how the principles can be applied, adapted and/or expanded in research contexts. Our research highlights that equity is highly context-dependent; there is no set "checklist." Thus, following a principles-based approach can help practitioners respond creatively to emerging needs, while upholding core values. Moving beyond surface questions of logistics, the eight principles call for a re-examination of research objectives, ethics, partnerships, and dissemination to deepen equity, reciprocity, and impact.



# Panel

## S4 - Equity and Inclusion Principles and Practices

Location - Milton Wong Assembly

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### 2 Connection Before Correction: Sharing Promising Practices for Decolonized Research Relationships from the xaçqana# ʔitkini# (Many Ways of Working on the Same Thing) Project

Dr. Christopher Horsethief, Ktunaxa Nation Council

Dr. Sana Shahram, University of British Columbia

Dr. Bernie Pauly, University of Victoria

Hereditary Chief Sophie Pierre, Ktunaxa Nation Council

Ms. Alex Kent, Simon Fraser University

#### Presentation Description

During this panel presentation, members of the xaçqana# ʔitkini# (Many Ways of Working on the Same Thing) research project will share lessons from our experience conducting Nation-led community-engaged research. While there are no shortcuts to building meaningful relationships— the details of which are necessarily brokered between the people involved – we will share guiding principles and promising practices for reflection as an initial step to pursuing research, engagement, and knowledge mobilization with Indigenous community partners. This partnership is paving a way forward for decolonized relationships between health systems and Indigenous communities, with broad implications for other disciplines, sectors, and community contexts. Over the last several years, Ktunaxa Nation Council, Interior Health, University of Victoria and University of British Columbia- Okanagan have formed a nation-led partnership to support culturally grounded co-learning processes in Ktunaxa Nation. The aim of the partnership is to reorient health systems to learn from Ktunaxa approaches to supporting wellness and inform equity-oriented, anti-colonial health systems transformation. Under the leadership of Ktunaxa Elders and Knowledge Holders, our team developed xaçqana# ʔitkini#, a locally specific and culturally informed approach to co-learning and co-creation of knowledge. We piloted and validated xaçqana# ʔitkini# through a series of community gatherings, intergenerational land-based activities, and ceremonial recognitions in Ktunaxa communities. Specifically, we facilitated community dialogue around the question: Qapsin ki?in ʔaka#x-uniyam? (What would a healthy community look like?). Participants commented that this process has been “really meaningful, really powerful” and that being able to talk and listen embodied what it means to be a healthy community.

# Panel

## S4 - Equity and Inclusion Principles and Practices

Location - Milton Wong Assembly

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### **3 Decolonizing Urban Research?: Tactics, strategies, and methods for capacity-building between, across and beyond local contexts hosted by NUICC and the National Urban Indigenous Knowledge Mobilization Hub**

Ms. Chantelle Spicer, Voor Urban Labs

Mr. Irwin Oostindie, Simon Fraser University

Ms. Melora Koepke, Simon Fraser University

Mr. Kanatase Horn, Carleton University

#### **Presentation Description**

This presentation shares current activities of building a national urban Indigenous research platform for culturally located, trauma-informed, intersectional, and accessible research for community action. Since 2021, Voor Urban Labs and NUICC (The National Urban Indigenous Coalitions Council) has been developing the Urban Indigenous Knowledge Mobilisation Hub to support coalitions in 34 Canadian cities and impact federal policy changes through mobilising urban Indigenous research. With an emphasis on community-engaged research, the Hub amplifies research from one community to another and plays a central role in urban Indigenous advocacy, policy recommendations, reflecting services and programming needs in communities. The Hub is also spawning an Urban Indigenous Research Caucus to mobilise key policy research prioritised by NUICC's National Council, as it co-develops a new national urban Indigenous strategy with Indigenous Services Canada. The Hub allows for members and communities to come together in learning and sharing, while also gaining access to resources, research, and tools that support their programming, services, reports, and policy recommendations. It hosts resources and online programming that build on promising practices for culturally located, trauma-informed, intersectional, and accessible research. Sharing knowledge and community-engaged research practices between urban Indigenous coalitions (and beyond) can affect policy in urban Indigenous communities, but it can also highlight the praxis of decolonizing research. Strong evidence and documentation of our lived experience is often transferable to other cities, and good policy and strategies can inform and inspire action in other urban spaces.

# Panel

## **S5 - Women and Justice**

Location - DM Cinema

### **1 Prepping Food Justice: Participatory Action Research to Support the Wellbeing & Dignity of Women Leaving Prison in the Lower Mainland of BC**

**Mx. Kelsey Timler**, University of British Columbia

**Mx. Lil Cameron**, Elizabeth Fry Society of Greater Vancouver

**Mx. Lisa Bowden**, Elizabeth Fry Society of Greater Vancouver

**Mx. Kat Andrews**

#### **Presentation Description**

Previously incarcerated women faced unjust barriers to health, meaningful living wage employment and related food security. These barriers are exacerbated for Indigenous and other racialized women who face systemic racism. In this context, food justice – confronting unjust socioeconomic, political, and historic barriers to nutritious and culturally appropriate foods – offers novel insight into supporting individual and collective wellbeing for women on parole. In this presentation we share our experiences from the midst of a Participatory Action Research study aimed at co-developing food justice programming with and for women on parole, with the ultimate goal of supporting health and dignity for Indigenous and non-Indigenous women in BC. We will describe the experience of building relationships around food, collaboratively learning about food justice and engaging in storytelling through recipe development. We will share perspectives on co-creating research and food justice programming, including how the concept of food justice can support PAR, the power of recipe development and storytelling as a research method, and the ways the strengths, challenges, and opportunities of conducting participatory research in this context during COVID-19.

# Panel

## S5 - Women and Justice

Location - DM Cinema

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### 2 Student and Peer-led Research with and for People in Prison: An Overview of the Health & Justice Applied Research Collective (ARC)

Ms. Nyki Kish, University of the Fraser Valley

Ms. Kelsey Timler, University of British Columbia

Ms. Janina S Krabbe, University of British Columbia

Ms. Amanda Butler, Simon Fraser University

#### Presentation Description

The student-led Health & Justice Applied Research Collective (ARC), was co-founded by graduate students at UBC and SFU in 2019 to support opportunities for networking and collaboration for trainees engaged in equity-oriented, participatory, and applied research at the intersections of health and the criminal justice systems, including previously incarcerated people. Our presentation will provide an overview of the development of the ARC and the ways the Collective supports action-oriented engagement; we will discuss why and how the development of a non-hierarchical, student-led Collective working within and beyond the confines of traditional academic outputs was and continues to be important to us. Additionally, we will showcase some key projects in progress, including the co-development of an Open Access Prison Health Teaching Resource that centers the voices and expertise of people with lived and living experience of the carceral system, as well as a Participatory Action Impact Evaluation of Walls 2 Bridges, a prison-based education program that supports people in prison and undergraduate students from partnering universities to learn together in a prison setting. After sharing insights about our Collective and these two projects we hope to engage in dialogue with the audience about the strengths of student- and Peer-led work, the barriers, and challenges of applied research in this context, creative ways that Collectives can amplify the voices of people disproportionately impacted by the Canadian carceral system, and why this work is so important.

# Panel

## S5 - Women and Justice

Location - DM Cinema

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### 3 The Circle: Interactive documentary amplifying the lived experience of incarcerated women

Dr. Brenda Longfellow, York University

Dr. Brenda E Morrison, Simon Fraser University

#### Presentation Description

Inside-Out is a research collaboration between Dr. Brenda Morrison, Director of the Centre for Restorative Justice at Simon Fraser University and Dr. Brenda Longfellow of the York University Immersive Story Lab intended to create a series of documentary art projects using Virtual Reality, interactive installation, photography, and animation that focus on women and incarceration. Together they have been hosting circles with a group of 15 formerly incarcerated women and allies living in the Vancouver region led by Elders and community facilitators. These circles have become a rich communal space to share stories, deepen our relations and to brainstorm and exchange ideas around the development of our art projects. As we know from correctional investigator reports and voluminous literature, women represent the fastest growing prison population and Indigenous women are vastly over-represented in correctional institutions at all levels. For the most part, the public conversation around this crisis has been missing the voices of women with lived experience who are all too often portrayed as passive victims of violence, poverty, and colonization. There is no doubt that incarcerated women frequently share deep histories of trauma, but they are also so much more: articulate, poetic, self-reflexive, humorous and passionate. Our goal with this project is to foreground the voices of incarcerated and formerly incarcerated women, and our process is rooted in principles of reciprocity and deep collaboration actualized through ongoing circles, participatory design processes and novel community engagement.

# Roundtable

**S6 - Roundtable: Rethinking-through-practice: engaging with ecologies of knowledges, cultures, and collaboration in smaller communities**

**Location - Room 4390**

**Dr. Nancy Duxbury**, University of Coimbra

**Ms. Sílvia Silva**, University of Coimbra

**Mr. Tiago Vinagre de Castro**, University of Coimbra

**Roundtable Description**

Internationally, the pandemic crisis has highlighted the need for strengthening local systems and cross-sectoral connections, inclusive and collaborative approaches, and regenerative strategies. Community well-being has been centralized, with strategies such as cooptation, the practices of social economy actors, and the development of local collaborative arrangements and networks highlighted. This situation promises a framework for developing place-responsive and community engaged strategies. Community involvement plays a crucial role in emphasizing and understanding the uniqueness of each place, articulating the narratives emerging from local history and community stories, and building upon these to craft new initiatives. Multi-sectoral community engagement approaches can facilitate dialogue between different actors and sectors, encourage the sharing of values and aspirations, and contribute to fostering a deeper sense of community, ownership, and empowerment that can prevail over time. This panel brings together three research initiatives from Portugal that are developing community engaged approaches that highlight these ecologies of knowledges and aiming to advance linkages among research, cultural and social practice, and planning/policy spheres. They each promote culture as an agent of inclusive and responsible local development and focus on smaller communities (small cities and rural areas) rather than metropolitan areas. These projects have been rethinking-through-practice what the role of researchers can be, and how researchers can work closely with community members, pursuing “future-forming” research trajectories.

# Roundtable

## **S6 - Roundtable: Rethinking-through-practice: engaging with ecologies of knowledges, cultures, and collaboration in smaller communities**

Location - Room 4390

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### **1 INTERMEDIA: The role of cultural intermediaries in the dynamics of urban regeneration in small cities**

Tiago Vinagre de Castro, University of Coimbra

#### **Presentation Description**

The central role of culture in the regeneration of cities has resulted in the increasing importance of cultural intermediaries/mediators in urban development. Working between the public, private and cultural sectors, these agents promote synergies and projects engaging local agents and communities and facilitate and mediate partnerships using collaborative and co-creation processes that tend to result in socio-economic and cultural dynamics. However, few studies prove this relationship outside the big cities, where most of the cultural critical mass and urban revitalization actions are concentrated. INTERMEDIA aims to understand cultural intermediaries in the context of small cities, e.g., their social profile and position in the local cultural scene, forms of action, motivations and social ethos, and relationships with local communities and institutions. Based on city case studies of Abrantes, Caldas da Rainha and Covilhã, Portugal, in the period between 2000 and 2020, this investigation is based on a methodological strategy that combines document analysis, interviews, ethnography and a participatory process that aims to mobilize the local cultural and creative community. The research will design and operationalize a cultural mapping and analysis model combining urban regeneration and culture, at the macro level, and cultural intermediaries, aiming to contribute to better integrated urban and cultural policies.

# Roundtable

## **S6 - Roundtable: Rethinking-through-practice: engaging with ecologies of knowledges, cultures, and collaboration in smaller communities**

Location - Room 4390

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### **2 Generating knowledge together: Insights from a research-and-application creative tourism project**

Silvia Silva, University of Coimbra

#### **Presentation Description**

CREATOUR was a 44-month Portuguese research-and-application project (2016-2020) that inter-linked multidisciplinary research perspectives – culture, tourism, and local/regional development – and experience-based knowledges and involved small-scale creative tourism practitioners as co-researchers. The project included 30 researchers in 5 research centres and 40 pilot project organizers/practitioners geographically distributed in small cities and rural areas across four regions of mainland Portugal. Participating organizations included artistic and cultural associations, tourism entrepreneurs, local and regional development agencies, municipalities, localized networks, and a few cross-sectoral partnerships launched for the project. In fostering the creative tourism pilots, the CREATOUR project took a cultural development approach, enabling a diversity of “bottom-up” ideas and experimentation, linked regionally and nationally through the project’s integrated network involving both practice and research. CREATOUR created an innovative knowledge milieu through multiple strategies and techniques, including (1) developing spaces for ongoing knowledge exchange between researchers and pilot-practitioners; (2) involving pilot-participants in knowledge co-creation and in research design, changing the norms of researcher–participant relations and expanding upon the concept of reciprocity; and (3) requiring researchers’ deep attention to ‘application’ and ‘implementation’ as an integral part of the overall project. Altogether, these aspects produced implications for the research processes and the roles and identities of researchers in this context.



# Roundtable

## **S6 - Roundtable: Rethinking-through-practice: engaging with ecologies of knowledges, cultures, and collaboration in smaller communities**

Location - Room 4390

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### **3 Making visible distributed knowledges: the promise of cultural mapping**

Nancy Duxbury, University of Coimbra

#### **Presentation Description**

In the face of diversifying forms of social disconnections and tensions, new approaches to citizen participation, empowerment, and social inclusion are needed to bring together ideas, knowledge(s), experiences, resources, and capacities that are (dis)located across an array of arenas and distributed among different actors. Participatory cultural mapping approaches aim to make visible the ways that local cultural assets, stories, practices, relationships, memories, and rituals constitute places as meaningful locations, while bringing a diverse range of stakeholders into conversation about the cultural dimensions and potentials of a place. With the design of cultural mapping projects tightly linked to local needs, issues, and aspirations, cultural mapping practices vary widely, and the field is characterized by a high degree of experimentation. From a broader scale of community-engaged research, these varied practices provide a point for reflecting on how researchers might move from a perspective of knowledge mobilization and valorization to one of cross-sector partnerships and participatory knowledge sharing. This presentation reports on an assessment of contemporary cultural mapping initiatives internationally, and the methods through which the knowledges of participants are made visible, brought together, and interwoven. These initiatives include the work developed within a cultural mapping winter school to be held in Caldas da Rainha, Portugal, in March 2022.

# Panel

## S7 - Rural Realities and Researchers-in-Residence

Location - Milton Wong Theatre

### 1 Community-engaged Research and the Right to be Rural

Presenter:

**Sean Markey**, Simon Fraser University

Co-authors:

**Ashleigh Weeden**, University of Guelph

**Ryan Gibson**, University of Guelph

**Greg Halseth**, University of Northern British Columbia

**Laura Ryser**, University of Northern British Columbia

#### Presentation Description

In this presentation we focus on the concept of the “right to be rural” to explore engaged research activities that have brought together academic researchers and policy makers over the course of a seven-year SSHRC partnership grant, the Rural Policy Learning Commons (RPLC). The right to be rural, “illuminates not only the challenges faced by rural communities worldwide, but also under-appreciated facets of community resilience in the face of these challenges” (Foster and Jarman, 2021). Building on the concept, right to the city, first proposed by Lefebvre (1968), our work relays the dynamism expressed by Harvey’s (2008) renovation of the right to the city concept as something that, 1) demands access to resources; 2) requires engaged collective action; and 3) fundamentally addresses issues of political economic power. Where the more recent scholarship on rural development opens interesting avenues for adapting the “right to” concept to rural space, that we will be exploring in the chapter, is in a recognition that rural policy and development must be “co-constructed,” meaning that senior governments are critical actors in the rural development process (along with the bottom-up forces of community and regional actors). Engaging policy actors in rural development, however, faces significant challenges, including the neoliberalization and marketization of policy and programmatic responses, reduced capacity, and multi-faceted barriers impeding the mobilization of research knowledge from the research space into policy realms (which is as much due to researcher (lack of) capacity to understand policy processes and modes of communication and information sharing).

# Panel

## S7 - Rural Realities and Researchers-in-Residence

Location - Milton Wong Theatre

### 2 Kwiis hen niip (Change): A Nation-Led Partnership to Improve Emergency Care in Remote First Nations Communities

**Ms. Alex Kent**, Simon Fraser University

**Ms. Nicole Malcomson**, Nuu-chah-nulth Tribal Council

**Ms. Jeannette Watts**, Nuu-chah-nulth Tribal Council

**Ms. Lynnette Lucas**, Nuu-chah-nulth Tribal Council

**Dr. Kendall Ho**, University of British Columbia

**Dr. Jeff Reading**, Simon Fraser University

**Dr. Jim Christenson**, University of British Columbia

#### Presentation Description

The Kwiis hen niip (Change) research study is a Nation-led partnership with Nuu-chah-nulth Tribal Council, First Nations Health Authority, Island Health, BC Emergency Medicine Network, UBC Department of Emergency Medicine, and BC Emergency Health Services. The aim of this partnership is to co-design, implement and evaluate a community-driven change in emergency care in four Nuu-chah-nulth Nations: Kyuquot/ Cheklesath, Hesquiaht, Ahousaht and Tla-o-qui-aht. This study addresses persisting gaps and fragmentation of emergency medicine and first responder care in remote First Nations communities, who have been excluded from the urban-centralized design of health systems. Kwiis hen niip builds on a prior needs assessment (2018-2019) that involved an in-depth consultation process with Nuu-chah-nulth community members, local first responders, community leaders, nurses, physicians, Elders, traditional healers, and external agencies. Through this process, we co-defined four priority areas for emergency care improvement: first responder support, patient transport, communications, and community readiness. The team is now designing interventions within the four priority areas, grounded in foundational principles of cultural safety, anti-racism, and trauma-informed care. Our approach, akin to the Mi'kmaw concept of Etuaptmumk (Two-Eyed Seeing), combines the strengths of Nuu-chah-nulth knowledge alongside evidence-based practices from emergency medicine and implementation science. By engaging in meaningful consultation and co-designing solutions, the interventions are more locally relevant and sustainable. The potential impacts of this partnership are first and foremost to provide the four Nations with a more effective first response system, with access to remote help and rapid transportation when needed, delivered with cultural safety and community bystander support.

# Panel

## S7 - Rural Realities and Researchers-in-Residence

Location - Milton Wong Theatre

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### 3 Research with the City: The Researcher-in-Residence Initiative at the City of Kamloops

**Dr. Cheryl Gladu**, Thompson Rivers University

**Wendy Margetts**, Thompson Rivers University

**Sukh Heer Matonovich**, Thompson Rivers University

**Dr. Will Garrett-Petts**, Thompson Rivers University

**Tammy Robertson**, External Relations Manager, City of Kamloops

#### Session Description

The Researcher-in-Residence (RiR) model is a vehicle for advancing community-engaged research. In this session the focus is on the RiR initiative at the City of Kamloops. The Researcher-in-Residence Initiative is a new model for community-engaged research at Thompson Rivers University, that seeks to establish a permanent bridge between the university and the city to better leverage the resources of the university in terms of expertise, energy, and access to academic grants. The model includes five student researchers, a postdoctoral fellow, a supervising faculty member, support from TRU's Office of Research and Graduate Studies, a City/University advisory group and a community partner, the City of Kamloops. Research projects are conducted via Researcher-in-Residence teams and a coordinated process of matchmaking between the city departments, university faculty and students via the Office of Research and Graduate Studies. The Researcher-in-Residence initiative is a three-year pilot project and will be at a halfway point at the time of the conference. Our discussion will include a brief introduction to the initiative, a contextualization of the initiative in terms of community-engaged research theory and practice, and a summary of some of the key collaborations to date. Each of the co-facilitators would then be able to share their experience working on the project, and where they hope to see the initiative in the future.

# Panel

## S8 - CER + Nature

Location - Milton Wong Assembly

### 1 Voices From the Community: Discussions with Community Members on Recurring Flooding Problems in Anambra State, Nigeria.

Presenting

**Mrs Ngozi Nneka Joe-Ikechebelu**, University of Victoria

Project Authors

**Dr Angela Oyilieze Akanwa**, Chukwuemeka Odumegwu Ojukwu University

**Dr Luke Eme**, Chukwuemeka Odumegwu Ojukwu University

**Mrs Christiana Onabola**, University of Northern British Columbia

**Mrs Ogochukwu Udenigwe**, University of Ottawa

**Dr Helen Agu**, Nnamdi Azikiwe University

**Mr Williams Ngene**, Chukwuemeka Odumegwu Ojukwu University Teaching Hospital

**Dr George Eleje**, NCEHR and Nnamdi Azikiwe University

**Dr Uche Umeh**, Chukwuemeka Odumegwu Ojukwu University Teaching Hospital

**Mrs hephizibah Agwaniru**, Widows Centre and Learning Institute

**Lady Theresa Nnalu**, Community Member

**Mr Amechi Uyammadu** Community Member

**Mr okey Udeze**, Community Member

**Mrs Josephine obiorah**, Community Member

**Mrs Ifeoma Onuzulike**, State Ministry of Environment, Awka, Anambra State, Nigeria

**Mrs Onyinye Okolo**, General Hospital Onitsha, Anambra, Nigeria

## **Presentation Description**

In 2019, academic researchers from the Nigeria Coalition for Ecosocial Health Research (NCEHR) and the Nigeria Working Group (NWG) facilitated discussions with leaders of coastal communities in Anambra State, in Nigeria, on the recurrent nature of flooding and its ecosocial impacts, which their communities have continued to experience for over a decade, and to establish relational interventions around community-led research with the four communities impacted by flooding in Anambra state. In 2012, most communities in the state experienced their worst flooding with human and economic loss translating to deprivation of livelihoods, displacements, impaired wellbeing. Despite the state's literacy level (98.1%) being one of the highest in Nigeria, mobilizing commitments to curb flooding in the state are slowed down by poor climate literacy and the educational literacy level in Anambra state has not matched capacities for climate action and the development agenda. Using the Canadian Coalition for Global Health Research principles, a roundtable discussion is proposed to engage members of Nigeria-Canada Research partnership (a merge of NCEHR and NWG) to explore conversations around use of eco-literate community voices for addressing flooding and mitigating impacts in Anambra contexts. The roundtable discussion will adopt its framings from the 2030 agenda for sustainable development. The capacity of Nigerian communities to remain agents of transformation continues to be challenged by unfavorable political and socio-economic realities, the roundtable unpacks these challenges presenting the way forward on empowering communities, and affected stakeholders, such as the academia toward climate action to embody social change and climate justice.

# Panel

## S8 - CER + Nature

Location - Milton Wong Assembly

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### 2 Soil Horizons: From Productivist to Relational Paradigms of Soil Crisis – Part One

Dr. David W Janzen, University of Waterloo

#### Presentation Description

This presentation argues that the 'global soil crisis' (Koch et al.) demands a response grounded in relational ontology and community-engaged research to serve as a counter-practice to crisis discourse. We begin with a critical analysis of soil crisis discourse. Summarizing perspectives on and proposed solutions to the global soil crisis, we demonstrate how the normativity, prescriptiveness, and vagueness of crisis discourse frames the material conditions of global soils within a productivist paradigm, which understands soil as an inert substance (cf. Janzen and Lawless, forthcoming). We argue that, in the context of soil, crisis discourse prescribes a norm (i.e., soil health) through the demarcation of an exception (i.e., soil degradation) that mediates our present through a projected future (i.e., a return to soil health). We show, moreover, that proposed solutions to the soil crisis, like the soil health metaphor, are predicated on the separation of soil or land from the broader ecological and social relations (cf. Janzen, Janzen and Gregorich, 2021). In seeking a return to normal, soil crisis discourse divorces us from the material present in which socially and environmentally just solutions to soil crisis must be grounded. In response, this paper outlines a theory of 'soil as a relational medium,' which reframes soil a dynamic living system accessed through community-engaged research.

# Panel

## S8 - CER + Nature

Location - Milton Wong Assembly

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### 3 Living Soil: A Community-Engaged Case Analysis of Sunnivue Farm

Dr. Katherine Lawless, Western University and Huron University

#### Presentation Description

This presentation develops a theory of 'soil as a relational medium,' which reframes soil as a dynamic living system rather than an inert biophysical object and as a set of social and material relations as opposed to a resource to be extracted and exploited. Following Donna Haraway (2016), we argue for an approach that "stays with the trouble"—i.e., that begins from present-tense, community engaged, and relational practices of soil care (cf. Puig de la Bellacasa, 2017). Accordingly, we outline how the 'relational turn' has been taken up by scholars in 'critical soil studies' (cf. Krzywosynzka and Marchesi 2020; Lyons 2020; Puig de la Bellacasa 2015). Drawing on field research undertaken at Sunnivue Farm, a biodynamic farm in Southwestern Ontario, we then show how community engaged research can augment and support a relational understanding of soil by attending to land-based social and ecological problems through collaborative, community-driven frameworks that not only recognize 'soil crises' as 'social crises' but also work to facilitate environmental justice and social change through the affirmation and enumeration of relational understandings of soil. Ultimately, using CER to study soil as a relational medium strengthens existing relational soil care communities while producing new knowledge grounded in existing socially and environmentally just responses to the soil crisis.



# Roundtable

## **S9 - Roundtable - Reclaiming Nuuchahnulth teachings & ceremonial transformation**

Location - World Art Center

### **1 Bringing the Cupuc to Life: Reclaiming Nuuchahnulth teachings & ceremonial transformation in community-engaged research**

Dr. Sarah R Wright Cardinal, University of Victoria

Mr. Micah L McCarty, Master Carver

Ms. Trena L Black, University of Victoria

Mr. Trystan Dunn-Jones, Apprentice Centre

#### **Roundtable Description**

Indigenous knowledge is a living process, a 'lived curriculum' that comes from the histories, languages, cultures, beliefs, and values of each nation. Each nation has protocols and worldviews informed by sophisticated knowledge systems that live in our ceremonies, knowledge keepers, and land-based relations. Indigenous resurgence is about Indigenous families, communities, and nations reclaiming their teachings and practices. Funded by SSHRC, "Reclaiming Nuuchahnulth teachings to empower and strengthen the roles and responsibilities of Pacheedaht young men" is a community-led transformative project involving 12 months of land and water-based educational, ceremonial and arts-based activities to nurture community wellness. To address Indigenous futurism and during a global crisis, the community carved a 32-foot cedar dugout canoe, led by Makah Master Carver Micah McCarty with two young male Pacheedaht Apprentices and many helpers, including children and youth in the community. Wrap-around activities involved community Culture Night to awaken songs and dances, Elder-youth arts circle, men's circle, and the development of a bilingual children's book and canoe curriculum. In this arts-based presentation, we will share the journey of Bringing the Cupuc to Life through drumming, storytelling, academic weaving, and video footage. Key insights and reflections by four members of the Cupuc crew will be shared, including being responsive in a rural and remote reserve community during a pandemic, the cedar arts as transformative praxis, and the role of university partner as helper.

# Panel

## S10 - Intergenerational CER

Location - Room 2205

### 1 InterGenNS [Intergenerational North Shore] Project: An Inclusive Vision for Facilitating and Sustaining Intergenerational Community Building Strategies

Ms. **Rachelle Patille**, Simon Fraser University

Mrs. **June Maynard**, North Shore community resources

Mrs. **Sue Carabetta**, North Shore community resources

Dr. **Habib Chaudhury**, Simon Fraser University

#### Presentation Description

The InterGenNS Project aims to address the needs of intergenerational connections in the North Shore community by facilitating participatory action in collaboration with various local community organizations. The InterGenNS Community Group was formed in February 2020, which is composed of organizations that provide or support intergenerational activities in the North Shore. With the support from the North Shore community and SFU CERi funding, this study assesses the current intergenerational initiatives in the North Shore and aims to provide the community with resources and information on intergenerational initiatives, while incorporating community engagement at all levels. An in-depth literature review was conducted to gain an understanding of intergenerational initiatives in Canada. Semi-structured virtual interviews with program representatives in the North Shore were conducted as the primary data collection method to generate knowledge of intergenerational opportunities in this area. This study is informed by a constructivist grounded theory approach where data collection and analysis are flexible, and which includes a reflexive meaning making process between the participants and the researcher aligning with the principles of community-engaged research. This presentation highlights key findings from the literature review and the semi-structured interviews which can inform policy and program initiatives, aiming to bridge the generational divide and address age segregation for communities in British Columbia. The InterGenNS Project is growing and expanding its scope (currently in Phase 3) onto an international scale with the focus of resource creation with the support from other funding sources.

# Panel

## S10 - Intergenerational CER

Location - Room 2205

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### 2 Addressing Complex Problems: The Value of Community Engaged Research to Support Older Adults

**Dr. Diane J Martin**, University of Maryland, Baltimore

**Ms. Laura Bristow**, Action in Maturity, Inc

**Ms. Min Park**, University of Maryland, Baltimore

**Dr. Daniel Z. Mansour**, University of Maryland, Baltimore

#### Presentation Description

A white paper released by the American Red Cross in January 2020 outlined 25 expert-informed recommendations to address outstanding problems in advanced disaster planning for older adults. Two months later, COVID-19 brought these problems to light. Our local and state public health and emergency preparedness protocols lacked a strategic plan that could meet the complex health and social needs of older adults living in their own homes. As a result, these needs were only partially addressed in quickly developed outreach programs that underscored further the need for a research-informed emergency management plan. This presentation will highlight our formation of a collaborative planning workgroup comprised of older adults, care partners, community advocates, health & social service providers, and government agencies and how the diversity of this workgroup provided a community engagement aspect to emergency preparedness planning and imparted a community resilience lens to our evaluative work. We will showcase how the efforts of this group followed best practice guidelines for community engaged participatory research outlined by the 10-step framework for community engaged research. This intentional and systematic approach laid the groundwork that can lead to the development and refinement of new and existing emergency preparedness interventions, policies, and regulations specific to older adults living in the community. Moreover, the diversity of the coalition and its collaborative efforts built the needed infrastructure to support future community engagement activities focusing on what matters most to older adults in an urban environment. While sharing our experiences, we will focus on the importance of the workgroup's power sharing and two-way knowledge exchange that resulted in a model that we can activate in subsequent initiatives.

# Panel

## S10 - Intergenerational CER

Location - Room 2205

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### 3 Co-constructing a “Home” Space with Older Women who are Underhoused

**Ms. Audrey Tung**, University of British Columbia

**Ms. Kendall Fraser**, University of Victoria

**Ms. Ruth Kampen**, University of Victoria

**Dr. Denise Cloutier**, University of Victoria

#### Presentation Description

In this community-engaged research project, our research team has aimed to foster social belonging and enhance visibility for a population who is frequently overlooked and stigmatized: older women (50+) who have experienced homelessness and housing insecurity. We are utilizing a community-based participatory action research (CBPAR) approach to empower these women as agents of change for both personal and collective social transformation. In this presentation, we highlight the challenges and opportunities with respect to meaningfully engaging participants in CBPAR work. First, we will reflect upon the difficulty of building and sustaining relationships with four community co-researchers with lived expertise of housing precarity, who have faced complex barriers related to health, mobility, and technology, especially during COVID-19. While the pandemic has exacerbated these challenges, we note that it has also exposed imbalances of power that CBPAR aims to subvert, including those among and between policy-makers, academics, and community members. Finally, we emphasize the contribution of CBPAR approaches, including our proposed arts-based inquiry methods, towards empowering participants to re-construct a sense of self, place, and belonging—one that counters the dehumanizing and alienating identities surrounding conceptualizations of “homelessness.”

# Panel

## **S11 - Children & Youth CER**

**Location - DM Cinema**

### **1 The Development of a Community Research Guidance Circle through a Community-Health-University Partnership**

**Dr. Stephanie Skourtes**, Women's Health Research Institute and University of British Columbia  
**Sara Jassemi**, University of British Columbia

#### **Presentation Description**

Our Community-Health-University partnership is engaged in developing a Community Research Guidance Circle, centering the voices and perspectives of historically marginalized children, youth, and their families who have generally been excluded from the process of research development. The Guidance Circle will be housed at a community center serving Indigenous and ethnically diverse families in and around the DTES of Vancouver. The goal of the Guidance Circle is to meaningfully engage child, youth, and family participation in the process of knowledge creation. Through applying a decolonizing lens, we aim to support and generate a diversity of researchers, storytellers, and artists who represent community voices.

In this session, we will highlight how we—as a community-university and place-based health clinic partnership—have engaged in the Guidance Circle development process, including the limitations and possibilities of engagement during multiple and ongoing crises. After we share our journey, we invite others engaged in community-based research with youth into a dialogue. Our goal is to catalyze ideas and collectively problem-solve strategies for pursuing epistemic justice in collaboration with young people.

# Panel

## S11 - Children & Youth CER

Location - DM Cinema

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### 2 30 years of Children's Rights in Canada: Celebrating Youth Shaking the Movers in BC

Dr. Brenda E Morrison, Simon Fraser University

#### Presentation Description

The rights of children to be heard is increasing present globally. Youth are speaking out on issues from climate change to poverty. Canada signed the Convention on the Rights of the Child 30 years ago; yet, Canada has a poor track record of upholding the rights of children. To address this pressing gap, Shaking the Movers (STM) was gifted to Canada by retired Senator Landon Pearson in 2007, and came to BC in 2015. Shaking the Movers is an annual youth-driven and youth-led workshop series that are held across Canada. The workshops offer a safe space for children to consider their rights in a range of substantive areas that affect their lives. The Landon Pearson Centre's model for collaborative consultation with young people guides the Shaking the Movers workshops. In BC they are a collaborative initiative between SFU's Research and Engagement Centre for Restorative Justice, Equitas and a range of community-based resource and engagement organizations. The workshops have addressed: sexual exploitation, climate change, migration and more. They are transformational spaces for young people. This presentation celebrates the young people who have contributed to STM in BC.

# Panel

## S11 - Children & Youth CER

Location - DM Cinema

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### 3 Engaging Indigenous youth during a global pandemic: Lessons learned from an Indigenous-led community-based research project in Edmonton, Alberta

Dr. Cynthia Puddu, MacEwan University

Ms. Carola Cunningham, Niginan Housing Ventures, Edmonton

Dr. Erin Gray, MacEwan University

Dr. Joshua Evans, University of Alberta

Ms. Lori Sokoluk, MacEwan University

#### Presentation Description

How do community-based researchers engage with communities during COVID-19 lockdowns? In this presentation, we will discuss the challenges faced and opportunities created as we began a new Indigenous-led, Community Based Research Project while amid a global pandemic. In Fall 2020, Niginan Housing Ventures (NHV), a registered non-profit charity formed to address housing needs and requirements of Indigenous people living in Edmonton, AB, started a new housing initiative named Omamoo Wango Gamik. In this pilot program, youth formerly in foster care are housed in a new, multi-generational housing facility that provides wraparound support along with access to Elders, ceremony, and other cultural supports. The pilot created an exciting opportunity to document the experiences of youth entering an Indigenous-led housing initiative. As this is an Indigenous-led, community-based research project, relationship building between the research team, NHV and potential research participants was essential. However, due to continued COVID-19 restrictions, the ability to connect in person and build relationships with youth participants was significantly impacted. The pandemic also limited NHV's ability to help youth connect with Elders, other community members and attend ceremonies. This presentation will describe the challenges of doing community-based research during COVID-19 and the challenges of assisting Indigenous youth in reconnecting with their ancestry, culture, and the land. We will then discuss how we turned the challenges faced into opportunities and created innovative engagement activities to build relationships while we were restricted to virtual platforms.

# Roundtable

## **S12 Roundtable: On the Ground: Non-profits and Research**

**Location - Room 4390**

**Mr. Ian Stephen**, The WaterWealth Project

**Ms. Alysha Baratta**, PeaceGeeks

**Dr. Keiko Honda**, Vancouver Arts Colloquium Society

**Ms. Heather De Forest**, Simon Fraser University

**Ms. Dana McFarland**, Vancouver Island University Library

**Dr. Maya Peled**, Simon Fraser University

### **Roundtable Description**

The Community Scholars Program (CSP), a partnership of five university libraries in BC, supports effective and strategic use of information by non-profits and charities. The CSP provides access to >20,000 otherwise-paywalled scholarly information sources, as well as academic librarian expertise. Participants in the program -- Community Scholars -- work on critical community priorities such as sustainability and food security, physical and mental health, community inclusion, human rights, newcomer supports, and more. Community Scholars develop and deliver programs and services, engage volunteers, build capacity among constituents, do advocacy work, act as knowledge brokers, contribute to wellbeing, and shape the texture of our communities. The CSP approach values knowledge exchange; promotes (open) access to research; encourages and strengthens community/university connections; is relational and grounded in context; and values diverse ways of knowing and learning. We follow Kay Mathiesen's view of informational justice as "justice for persons and communities in their activities as sources, seekers, and subjects of information" (Mathiesen, 2015), intervening to support Community Scholars who share the importance not only of accessing scholarly publications but also of conveying their own research work to academic and public audiences. This panel brings together researchers from four non-profit organizations to discuss their diverse contributions to knowledge and community building through research. They will highlight recent research projects conducted in their organizations and discuss their approaches and methods, findings, and relationship to research.



# Panel

## S13 - CER Research Design

Location - Milton Wong Assembly

### **1 How community-engaged research methods can illuminate and rekindle meaningful multi-generational connections: A qualitative examination of the Intergenerational Classroom (iGen) during the COVID-19 pandemic**

Mr. Jason D.E. Proulx, Simon Fraser University

Ms. Armaghan Aliabadi, Simon Fraser University

Ms. Keri Albert, University of Saskatchewan

Mr. Eric Anderson, Sherbrooke Community Centre

Dr. John F Helliwell, University of British Columbia

Dr. Lara B Akin, Simon Fraser University

#### **Presentation Description**

During the COVID-19 pandemic, maintaining social connection has undoubtedly been invaluable to sustaining people's well-being around the world. Yet, shelter-in-place and physical distancing rules have made connecting with others one of the most challenging and sorely missed activities to maintain, particularly for residents in long-term care facing strict self-isolation rules and kids for whom social connection is critical for overall development. The pandemic was thus especially challenging for members of a Saskatoon community who were participating in a unique program called the Intergenerational Classroom (iGen) when the pandemic was declared. Each year in iGen, 25 Grade 6 students learn their entire curriculum inside a long-term care facility known as Sherbrooke Community Centre. Specifically, kids support, learn from, and interact daily with the long-term care residents known as "Elders," thus potentially developing cherished relationships between generations. However, because of the pandemic, the connections between students and Elders ended abruptly, leaving the community disconnected. Examining the impact of real-world programs like iGen can offer much needed insight into the capacity of these programs to positively develop youth, support Elders, and enrich community well-being. Yet, researchers often use methods that overlook these programs' depth of impact and rarely design the research collaboratively with the community to ensure it is directly beneficial to the community. This paper will detail our experiences using community-engaged research (CER) in which we designed and conducted five virtual focus groups collaboratively with the iGen directors, students, Elders, and Elder-care staff. We will describe how CER enabled the community to reconnect when COVID-19 regulations restricted visits and answer questions that the community believed reflected their most important intergenerational experiences. Overall, we will discuss the theoretical, methodological, and practical strengths of conducting community-engaged field work to simultaneously examine and reignite the well-being benefits of meaningful multi-generational connections.

# Panel

## S13 - CER Research Design

Location - Milton Wong Assembly

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### 2 Exploring Home and Community Care from the Perspectives of Older Adult clients and their Healthcare Providers in Vancouver, British Columbia, Canada

Mrs. Patience Magagul, B.C. Centre for Excellence in HIV/AIDS

Ms. Claudette Cardinal, Simon Fraser University

Mr. Antonio J Marante Changir, B.C. Centre for Excellence in HIV/AIDS

#### Presentation Description

Older adults (50 years+) living with HIV (OALHIV) are a growing population with distinct challenges accessing home and community care (HCC) services. This project is a collaborative effort, involving both virtual and face to face interactions between team members. Steps in our Research Process include:

- As PRAs we embraced virtual research with Community-Based Research (CBR) foundations as our practice. This project was community-led and originated from the experiences of one PRA. The current project included 15 OALHIV, ASOs, and 10 healthcare providers in Vancouver exploring their experiences in receiving/giving HCC services.
- The team used the qualitative software NVIVO to code participants' and healthcare providers' transcripts.
- The role of PRAs reflections with data analysis: Through self-reflection, PRAs reflect on participants' experiences as they have similar life events interpreted from insider's (participants) and outsider's (PRA's) perspectives.
- Isolation, Stigma and Discrimination: Almost all indicated that they experienced social isolation and Stigma and Discrimination in their lifetime, or while receiving HCC services.
- Advocacy: PRAs acted as mentors, counsellors, or teachers to participants when they were distressed or discouraged, looking for services, Indigenous Elders, or medicines.

# Panel

## S13 - CER Research Design

Location - Milton Wong Assembly

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### 3 Between brilliance and resistance: “research” with/in “our” communities as crisis work

Dr. Muna-Udbi Ali, York University

Hayley Moody, LGBT YouthLine, Toronto

Anu Radha Verma, Community-Based Research Centre (CBRC), Vancouver, BC

#### Presentation Description

What do we mean by “research” and what do we mean by “our” communities? As three individuals with complex relationships and grounded concerns with the academic industrial complex, we are offering an alternative format to trouble the very nature of research, research production, its leveraging within communities that experience marginalization. Using a multiplicity of methods, we will seek to engage participants to lay bare what it means to “collaborate” in times of crisis. Understanding that white supremacy structures all of the institutions we are connected to, as well as the nature of “research” as understood by dominant western spaces, we will offer a space for sharing, dialogue and imagining.

# Roundtable

## Body Archive: A Movement Workshop

Location - Room 4525

**Alana Gerecke** is based in Vancouver, on the unceded traditional territories of the Musqueam, Squamish, and Tsleil Waututh First Nations, Alana Gerecke is a settler scholar and artist of mixed European descent. A former Trudeau Doctoral Scholar (SFU) and Banting Postdoctoral Fellow (York U), she is currently a Jack and Doris Shadbolt Fellow in the Humanities (SFU, Urban Studies) and Artist-in-Residence at Vancouver's The Dance Centre. Her current book project, *Moving Publics* (under contract MQUP), and her ongoing artistic research explore the social and spatial politics of site-based performance.

**Justine A. Chambers** is a dance artist living and working on the unceded on the unceded Coast Salish territories of the Squamish, Musqueam, and Tsleil-Waututh Nations. Her movement-based practice considers how choreography can be an empathic practice rooted in collaborative creation, close observation, and the body as a site of a cumulative embodied archive. She has presented her choreography nationally and internationally and is currently a Lecturer in the School for the Contemporary Arts at Simon Fraser University.

### Workshop Description

This workshop is nested inside a discussion of our community-engaged research with the Cross Cultural Walking Tour (CCWT) initiative, a collaboration between more than 30 local community-based organizations who seek to create bridges between siloed communities and histories. Drawing from these workshops for tour guides, we will invite participants to explore the social and historical knowledge contained in gesture. In particular, we bring choreographic methods and research on urban mobility together to access a personal physical archive of “lost gestures”—place-based and culturally specific gestures that once animated our everyday rhythms, but have fallen out of daily use. Our contribution is driven by a belief that the kinetic and affective information contained in these gestures can function as a sort of embodied archive that can reanimate important stories, knowledges, and ways of being—and that act as a bridge of understanding when offered across bodies. With the permission of the CCWT knowledge holders, we plan to offer some of these gestures to workshop participants to “try on” in a form of embodied remembering and solidarity.

#### NOTE:

*Participants do not need any movement training, nor do they need to wear any particular clothing to join. Movement choices will be participant-led, making them accessible to all bodies.*

# Roundtable

**S14 - Roundtable – Part One: Indigenous Women Leaving Prison in BC & Part Two: Exploring Ways to Improve the Lives of Persons Affected by the Criminal Legal System**

Location - Milton Wong Assembly

**1 Participatory Action Research to Co-Develop Peer Mentorship Programming with and for Indigenous Women Leaving Prison in BC: Knowledge Sharing & Dialogue.**

**Dr. Helen Brown**, The University of British Columbia

**Kelsey Timler**, The University of British Columbia

**Martha Kahnpace**, Peer Leader

**Michelle Paquette**, Peer Leader

**Nourin Abdulla**, The University of British Columbia

**Ms. Danielle Marasty**

**Ms. Charlotte Johnson**

**Presentation Description**

Indigenous Peoples in Canada have diverse and complex systems of care, with Indigenous women in matriarchal roles as leaders, community builders and caregivers. Ongoing harms of colonialism and intergenerational trauma, however, have resulted in the unjust and disproportionate representation of Indigenous women in the Canadian prison system; currently, Indigenous women make up 42% of federally incarcerated women in Canada, 50% of women in solitary confinement, and 61% of women serving life sentences, all despite accounting for less than 4% of the Canadian population. Adding to this, significant barriers to health, wellbeing and dignity Indigenous women face upon release from prison – all of which have been exacerbated by COVID-19 – including barriers to community cohesion, safe and affordable housing, food security, and access to Indigenous Elders, ceremonies, and healing practices. This Participatory Action Research project is focused on co-developing an Indigenous Peer Mentorship program with and for Indigenous women leaving prison in BC. Given evidence of the inherent value of diverse Indigenous knowledges and community and peer support practices, we have been gathering over the past year to build relationship and collaboratively dream the project we want to build. In this presentation, we will share our relational experiences of virtual gatherings, ceremonies and activities led by Indigenous Experts and Elders. We also will share emergent findings from in-depth interviews conducted with Indigenous Peer Co-Leads and collaborative thematic analysis to highlight how informal and formal community and peer support already exist within women's lives. We will outline how we are overcoming the unique challenges of collaborative work during COVID-19 and outline specific processes and practices for our ongoing project. We invite participants to join us for this knowledge sharing and dialogue about Peer Mentorship and community building to collectively confront the harms of the current colonial prison system.

# Roundtable

## **S14 - Roundtable – Part One: Indigenous Women Leaving Prison in BC & Part Two: Exploring Ways to Improve the Lives of Persons Affected by the Criminal Legal System**

Location - Milton Wong Assembly

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### **2 Making Connections Inside & Out to Improve the Lives of Persons Affected by the Criminal Legal System**

**Dr. Helen Brown**, University of British Columbia

**Dr. Amanda Slaunwhite**, University of British Columbia

**Ms. Mo Korchinski**, University of British Columbia and Unlocking the Gates Services Society

**Ms. Pamela Young**, University of British Columbia and Unlocking the Gates Services Society

**Mr. Patrick Keating**, University of British Columbia

**Mr. Nicolas Crier**, University of British Columbia and Megaphone Speakers Bureau

#### **Presentation Description**

Persons affected by the criminal legal system are rarely provided opportunities to influence or shape the development of policies, research and services that affect their lives. As a result, many health and social services are not person-centered, contributing to higher rates of chronic conditions and lower life expectancies, as well as extreme risk of overdose post-release. This 60 minute in-person roundtable discussion will be led by persons with lived experience of criminal legal system involvement, clinicians and researchers working through the UBC Transformative Health and Justice Research Cluster to facilitate peer-led research that improves the lives of (formerly) incarcerated persons. Potential panelists include Dr. Helen Brown (UBC), Nicolas Crier (Megaphone, UBC), Patrick Keating (UBC), Pam Young (Unlocking the Gates, UBC) and Mo Korchinski (Unlocking the Gates). Throughout the session, members of the audience will be prompted to participate by asking questions or comments. The roundtable will be facilitated by Dr. Amanda Slaunwhite, who will be asking the speakers questions around the importance of lived experience peer-led work, transformative health and justice work with those in incarceration/leaving incarceration, and what each speaker has been doing to contribute to this kind of work; afterwards we would like to open up the floor to a question period. Panelists will be asked to reflect on their collaborations with incarcerated persons in the federal and provincial institutions in BC and how COVID-19 has affected life in and outside the walls.

# Panel

## S15 - Inclusive Methodologies

Location - Room 2205

### 1 Bringing to Life "Nothing About Us Without Us" in 2SLGBTQ+ Community-Based Health Research

**Mr. Ben J Klassen**, Community-Based Research Centre, Vancouver

**Ms. Anu Radha Verma**, Community-Based Research Centre, Vancouver

**Mr. Christopher Draenos**, Community-Based Research Centre, Vancouver

**Dr. Nathan Lachowsky**, Community-Based Research Centre, Vancouver and University of Victoria

#### Presentation Description

While the phrase "nothing about us without us" is often used to summarize the ethos of community-based research, a more robust set of principles is required to guide and assess the practice of meaningful community-engaged work. These underlying principles are frequently presumed and rarely articulated explicitly within community-based research projects, especially within non-profit organizations. This presentation will explore the development and implementation of research principles at the Community-Based Research Centre (CBRC), a national non-profit organization founded in 1999 that now promotes the health of people of diverse sexualities and genders through research and intervention development, networking building, and knowledge mobilization. We will describe existing community-based research frameworks within HIV movements and articulated by Indigenous and Black communities, used as foundations to refine our organization's research principles and intended to guide our research and partnership activities. Furthermore, we will detail the iterative consultations held with internal and external 2SLGBTQ+ stakeholders to shape our principles. These included key informant and group discussions with research and non-research staff within our organization, other organizations, and academia. Key principles include a commitment to advancing social justice, centring lived experience, empowering communities through capacity-building, enhancing access to research data, and maintaining self and community determination in research. We note that these principles are aspirational and require critical praxis. As such, we will outline how we intend to action these principles as an internal accountability tool within our research projects and as a means of establishing and evaluating external research partnerships with academics and other organizations. We will share our lessons learned and recommendations for others interested in principle-oriented community-based research. Ultimately, we suggest that similar principles must be articulated and continuously actioned to ensure meaningful community governance within research, particularly with communities that have historically experienced and continually experience harms within research settings.

# Panel

## S15 - Inclusive Methodologies

Location - Room 2205

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### 2 Evaluating Overdose Response in Partnership with People Who Use Drugs

**Phoenix Beck**, KANDU, Kelowna

**Ms. Heather Spence**, KANDU, Kelowna

**Josh Pelletier**, KANDU, Kelowna

**Rebecca McLeod**, KANDU, Kelowna

**Jenny Mcdougall**, KANDU, Kelowna

**Dr. Bernie Pauly**, University of Victoria

#### Presentation Description

BC is in ongoing and devastating overdose emergency that has been escalated by the declaration of the COVID 19 public health emergency. In March 2020, guidelines for prescriber based safer supply was introduced in the province. These guidelines were an emergency measure in the wake of two deadly and intersecting public health emergencies. Both emergencies as well as the guidelines have daily impacts on the lives of people who use drugs. Our team composed of community researchers with lived and living expertise and academic researchers are undertaking a provincial mixed methods evaluation of the guidelines. We are using community engaged participatory research approaches and principles to guide our work together. In collaboration, we developed research objectives, survey and interview guides and are conducting data analysis. Community and academic researchers have met biweekly throughout the project. In this presentation, community researchers with lived and living expertise will share their experiences and thoughts on how it feels to be included in this research. Through this sharing, insights about the meaning of community-based research work as well as what works and doesn't work to support community researchers as full members and partners of a research team. These insights and learnings will be shared through a variety of means such as stories, poetry, or art. We will provide recommendations for doing research in partnership with people with lived and living expertise.



# Panel

## S15 - Inclusive Methodologies

Location - Room 2205

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### 2 The Voices of the Street Podcast – Arts-driven Community-engagement for Social Transformation

Paige Smith, Simon Fraser University

Julia Aoki, Megaphone Magazine

#### Presentation Description

The Voices of the Street Podcast creates space for those marginalized by poverty to creatively express their own struggles and hopes through audio storytelling. Made possible through a partnership between Megaphone and SFU's Vancity Office of Community Engagement (SFU VOCE), the project showcased writers from Megaphone Magazine's 2020 Voices of the Street publication, which offered a collection of poems, stories, essays and creative writing by community storytellers. Additionally, the podcast episodes were created by participants from the Megaphone Speakers Bureau, which supports people with lived experiences of drug use and intersecting marginalization to develop facilitation skills around drug consumption and the opioid crisis.

Over the course of summer 2021, four Speakers Bureau storytellers were trained in vocalization, audio storyboarding, scripting, and interviewing skills. They each then developed one-to-two audio episodes, ranging from creative poetry readings with immersive soundscapes to intimate interviews with peers, discussing topics that emerged in the 2020 Voices of the Street, such as racist incarceration practices and the Sixties Scoop. A total of six episodes have been created, each scripted and produced by the Speakers Bureau producer. The episodes are scheduled to be released on SFU VOCE's RSS feed in early 2022. Our aim with this presentation is to present a university-community partnership model for community storytelling that uplifts the knowledge of those with lived experience of heavily researched social issues. We also hope to inspire conference attendees to experiment with new modes of storytelling and more accessible knowledge outputs, such as podcasts.

# Panel

**S16 - Visual Methodologies, Maps and Futurity in CER**

Location - DM Cinema

**1 Graphic orientations: possibilities of data representation and knowledge mobilization through drawing and illustrations in community-engaged research**

Andrea Vela Alarcón, McMaster University

Dr. Sarah Switzer, Centre for community-based research, Waterloo

Dr. Casey Burkholder, University of New Brunswick

Dr. Rubén Gaztambide-Fernández, University of Toronto

**Presentation Description**

Drawing in research has often been used as a visual methodology for collecting data in community-engaged and autoethnography research projects. The scholarship on drawing mostly focuses on its function as a data collection method and on the complexities of interpreting drawings as visual data (Theron et al., 2011). Thinking with the concept of orientation (Ahmed, 2006), this paper expands on this scholarship by situating drawing as a mode of process-oriented data analysis, opening possibilities for data interpretation and mobilization. Through, what we call graphic orientations, we explore three instances in which drawings oriented the illustrator-researcher, the research team, and the audience towards new possibilities of data representation, dialogue, and knowledge mobilization. The graphic orientations are framed in the context of the pilot study "Community Engagement in COVID-19," which explored how community-engaged practitioners adapted their participatory work to online and remote settings because of COVID-19.

The first graphic orientation focuses on the creative and analytical processes of transforming complex research findings into a single illustrated output. By situating drawing as a process of orientation, the illustrator-researcher is constantly exploring different directions in which data can be represented beyond textuality. The second graphic orientation foregrounds the processes of dialogue and co-inquiry between the research team, community collaborators, and the illustrator-researcher. This section positions the initial sketches as orientation nodes inviting different ways of visualizing ethical commitments around facilitation. The third graphic orientation inquires how the sixteen illustrations and short videos in the study's digital resource "Beyond the Toolkit," invite the audience to multiple orientations for interpreting and affectively relating to the research. We conclude by highlighting how drawings orient our research process away from traditional academic settings and towards more accessible possibilities for our audience to engage with research.

# Panel

## S16 - Visual Methodologies, Maps and Futurity in CER

Location - DM Cinema

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### 2 elaborated Images as Decolonial Photographic Praxis

Ms. Laurence Butet-Roch, York University

Ms. Deanna Del Vecchio, University of Toronto

#### Presentation Description

In the 1970s, some American social documentary photographers published work in which images had been modified with text and drawings. This approach, which we call elaborated images, asks participants to directly intervene on visual prints, marking them up with text, drawings, or any other form of artistic expression. The layering elucidates biases inherent in Western ways of seeing, actively disrupts static notions of meaning and brings forward counternarratives. In this way, elaborated images, which explicitly acknowledges the power dynamics and social entanglements of photography, make it no longer possible to approach images solely from the authoritative perspective of the photographer and creates space for a critical decolonial photographic praxis.'

This presentation will focus on elaborated images as a method for addressing topics of social transformation within arts-based and community-engaged research. We will present examples of elaborated images that situate it to show refusal, a truth-telling mechanism that disrupts dominant narratives, a means to honour a polyphony of voices, a strategy for restoring ancestral and place-based relationships, and a space for imagining alternative futures. For instance, Nigel Poor's work with inmates of the San Quentin State Prison to annotate selections from an archive of 4x5 negatives taken by past correctional officers. Detainees inscribed their interpretations and experiences atop the perspective of their jailers, initiating an otherwise improbable dialogue. And the collaboration between Patrick Waterhouse and a Walpiri community in Australia, who use traditional dot painting to obscure certain parts of photographs. This intervention acts as restriction, a means to respect the cultural sensitivities of the Aboriginal community and foreground their representative agency. To close, we will share a framework of practical considerations for community-engaged researchers to determine how this visual research methodology could fit within their work.

# Panel

## S16 - Visual Methodologies, Maps and Futurity in CER

Location - DM Cinema

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### 3 Catalyzing the Imagining of Alternate Futures through Counter-cartography

Ms. Keisha Maloney, University of British Columbia

#### Presentation Description

What possibilities might emerge if we could reimagine the future from a blank slate? Could reimagining physical space help us engage with and move through conflict? A potential catalyzing tool to co-create alternate futurities is the method of counter-cartography. To transform into a more equitable society, we must be willing and enabled to describe/map/visualize the alternatives. All counter-cartographies are connected in their refusal of settler-colonial order by (re)presenting place/space/land. Thus, they work to resist dominant power structures and center community-based approaches to conceptualizing and engaging with space. The process begins by recognizing that a social/political/economic/geographic conflict can be mediated through reframing (meta)physical space. Community-engaged researchers can work with a group or an individual by first (re)visioning how space should/could be represented to illuminate or work toward a resolution of the identified conflict. The researcher acts as a guide, encouraging the participants to design the counter-cartography in any form, reliant on any artistic medium, communicating the message that speaks to them. Being non-linear and grounded in the conversational method (Kovach 2010), counter-cartographies provoke more than responses to questions; they allow respondents to tell their story in mediums that are meaningful to and reflective of self/community, to share that which they want to convey, and reveal the rhizomatic interconnections of how people relate to place, community, government and more. The contexts in which this tool can be appropriate, the questions it can address, and how it has been utilized by different groups to address pluriversal problems will be detailed. Through showcasing examples of counter-cartographies, this methodology is shared to encourage researchers to foster opportunities to co-create alternate futures and imagine their implementation to respond to the crises and social reckonings we face today.

# Panel

## S16 - Visual Methodologies, Maps and Futurity in CER

Location - DM Cinema

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### 4 Remix workshops: A community of high school teachers listen and write their way to intentional presence and dream potential futures

Ms. Ashleigh A. Allen, University of Toronto

Mr. Doug Friesen, University of Toronto

#### Presentation Description

In this presentation we will share our rationale, methods, observations about how Remix Camp influenced our dissertations and pedagogies. "Remix Camp," was a series of virtual creative workshops offered over six days in July 2021. Including us, it involved a community of nine high school teachers from Toronto and New York who mobilized poetry reading and writing with sound/listening to investigate: How can teachers use writing and listening practices to practice care and dream alternative futures during this time? Since the lives of teachers are indivisible from their praxis, this work attends to students by attending to teachers and their evolving pedagogy and curriculum. Inspired by Oliveros, Ono, Schafer and others, we understand remix as a way to re-engage, re-understand and re-experience something anew. Teachers are rarely offered the space and community to cultivate a personal practice of creative inquiry, even though the personal and professional benefits are numerous (Cremin & Oliver, 2017; Cremin et al., 2020). There is also evidence that offering support, guidance, and the opportunity to create with colleagues alleviates hesitations and deficiencies teachers often experience in cultivating creative curriculum and designing alternative learning environments (Davies et al., 2013). This community of teachers created an environment that was "restorative" (Yagelski, 2011) as the space invited teachers to bring their whole selves (Lieberman & Wood, 2003). We believe this is a way to experience care, "repair our world" (Fischer & Tronto, 1990), and invent new ways of being. We used critical practitioner inquiry (Cochran-Smith & Lytle, 2009), which disrupts the circuit of education as it employs teachers' autonomy and creativity while it offers a reorientation of relations. This research attends to what education scholars are requesting: a reimagining of education that focuses on compassion, community, and relational accountability (Pinar, 2021; Ladson-Billings, 2021; UNESCO, 2021).

# Roundtable

**S17 - Roundtable - The Transformative Potential of Release from Incarceration**

**Location - Room 4390**

**Ms. Amanda Staller**, Triangle Resources, Mission, BC

**Dr. Brenda Morrison**, Simon Fraser University

**Ms. Ruby Harry**

**Ms. Nance Cunningham**, University of British Columbia and Centre for Excellence in HIV/AIDS

**Roundtable Description**

Being incarcerated is profoundly disruptive to lives. BC Corrections recognises that some of the people in their custody have complex needs and have experienced significant trauma. The institution is working to change practices to reflect these needs. However, release from a custodial sentence remains a critical moment which, for many women leaving incarceration, can result in returning to a similar situation of unmet needs and trauma to that which resulted in their path to conviction. For many, their experiences in custody have not prepared them for a successful transition. A growing proportion of women in custody are Indigenous; their overrepresentation is just one of many outcomes of systemic racism and colonial patriarchal practices. The people who understand the most about the transformative potential of women's release from incarceration are women who have made that transition and created fulfilling lives. This roundtable brings together women with lived experience of incarceration who have pursued careers in aiding others with their transition out of custody. Most have both participated in and led community-engaged projects. The roundtable has a dual goal: both to engage as stakeholders in a dialogue about transformation; and to discuss issues that can threaten the transformative potential of community-engaged research

## Thank you.

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### Contact:

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