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## Welcome Message From the Co-Chairs

On behalf of the Organizing Committee and the sponsors, we welcome all of you to Saskatoon and the CUexpo conference on *Community–University Research: Partnerships, Policy & Progress*. Based on the overwhelming response to the Call for Presentations and Registration, we feel that the next three days will be both exciting and a learning experience for all involved. This is one of the largest conferences in Canada to focus on community-university research from a wide variety of perspectives and issues. It has attempted to embody partnership, both in planning and in format. As such, you will see that we have encouraged a diversity of presentation styles and have incorporated site visits as an integral component to the conference.

As you are aware, the ultimate goals of the conference are to:

- Build the capacity of universities, community organizations, government and business to start and maintain effective partnerships,
- Foster community applications of research, and
- Contribute to the program and policy agendas for governments, granting agencies, community organizations, business and universities.

We look forward to your active participation. We also hope that you have an opportunity outside of the conference hours to see a little more of Saskatoon and the University of Saskatchewan.

We also wanted to gratefully acknowledge the sponsors of this conference, as represented in the logos in this program and in the posters that you will see throughout the hotel. This event could not have taken place without these contributions. Also, after the conference, we will be preparing a Proceedings that will be posted to the website of the Community-University Institute for Social Research at [www.usask.ca/cuisr](http://www.usask.ca/cuisr). These Proceedings will consist primarily of the keynote and plenary panel presentations, together with the dialogue between the presenters and the audience that might arise following these sessions. We will let you know by email when these Proceedings are posted.

Sincerely,

*Kate Waygood*  
Conference Co-Chair  
[kate.waygood@saskatoonhealthregion.ca](mailto:kate.waygood@saskatoonhealthregion.ca)

*Jim Randall*  
Conference Co-Chair  
[randall@sask.usask.ca](mailto:randall@sask.usask.ca)

## CUexpo Conference Organizing Committee

### Conference Co-Chairs

*Jim Randall*  
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Community-University Institute for  
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*Kate Waygood*  
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### Conference Administrator

*Rochelle Coté*, Graduate Student, Department of Sociology, University of Saskatchewan.  
cuexpo.info@usask.ca

### Programs Committee:

Co-Chair - *Karen Chad*, College of Kinesiology and "InMotion". karen.chad@usask.ca  
Co-Chair - *Nazeem Muhajarine*, Saskatchewan Population Health and Evaluation Research  
Unit and Department of Community Health and Epidemiology.  
nazeem.muhajarine@usask.ca  
Member - *Martin Chicilo*, Saskatoon Credit Union. martin.chicilo@saskatoon.cu.sk.ca  
Member - *Roger Herman*, Center for the Study of Cooperatives. roger.herman@usask.ca

### Spirit and Experience Committee:

Co-Chair - *Georgia Bell-Woodard*, Saskatoon Health Region and SPHERU.  
georgia.bellwoodard@saskatoonhealthregion.ca  
Co-Chair - *Wendy McLeod*, Tourism Saskatoon. wmcleod@tourismsaskatoon.com  
Member - *Vicki Clarke*, Living Skies Tours.

### Media and Communications Committee:

*Jodi Blackwell*, Saskatoon Chamber of Commerce. jblackwell@eboardoftrade.com  
*Hugh Vassos*, Vassos Marketing Group. hvassos@sasktel.net

### Finance Committee:

Chair - *Jim Randall*, CUISR and Department of Geography

### Event Management Team and Sponsorship Coordinator:

*Hugh Vassos*, Vassos Marketing Group. hvassos@sasktel.net  
*Doug Gillespie*, FastPrint, owner. d.gillespie@sasktel.net  
*Moe Neault*, Saskatoon Prairieland Exhibition Corporation. mneault@saskatoonex.com

### Special Thanks:

*Jodie Beattie Flath* and staff, College of Kinesiology and "InMotion".  
*Evelyn Flynn*, CUISR.  
*Stephen Ross*, University of Saskatchewan Research Services  
*Neil Soiseth*, CUISR.

CUexpo, 7 - 10 May 2003

## Registration, Social Events, and Business Meetings

*Wednesday, 7 May 2003*

7:00 PM - 9:00 PM      **Registration and Welcome Reception**, Delta Bessborough Hotel, William Pascoe Room, Mezzanine. Cash bar.

*Thursday, 8 May 2003*

7:30 AM - 3:00 PM      **Registration and Information, Delta Bessborough Hotel**, outside Battleford Room, Mezzanine.

1:40 PM - 5:00 PM      **Site Visits**  
These site visits are included as part of your conference registration. The site visit that you are scheduled to attend is indicated in your Registration package. Buses will pick up conference participants in front of the hotel at 1:40 PM and return you by 5:00PM. Please wear comfortable clothing and shoes.

**Social Partnerships 1:** Child Hunger and Education Program, Quint Development Corporation.

**Social Partnerships 2:** White Buffalo Youth Lodge, Saskatoon Community Service Village.

**Environmental Partnerships:** Walking tour of the Meewasin Valley Authority Trail, Saskatoon Natural Grasslands

**Science and Economic Partnerships:** University of Saskatchewan Research Park (Innovation Place), AgWestBiotech, Canadian Light Source Synchrotron.

**Aboriginal and Cultural Partnerships:** Muskeg Lake Cree Nation urban reserve, Wanuskewin Heritage Park

**Co-operative Partnerships:** At the Diefenbaker Canada Center, visit the Center for the Study of Co-operatives and Native Law Center; Core Neighbourhood Youth Co-op

**Health and Wellness Partnerships:** In-Motion Program at Saskatoon Field House, Saskatoon Community Clinic.

5:00 PM - 6:00 PM      **Meeting to Establish a Campus-Community Action Research Network**, outside Battleford Room, Delta Bessborough Hotel.  
Do you wish to become involved in developing ongoing activities related to community-university research? This is an open meeting to discuss establishing a network.

7:00 PM - 9:00 PM      **Registration and Information, Delta Bessborough Hotel**, outside Battleford Room, Mezzanine.

*Friday, 9 May 2003*

7:30 AM - 3:00PM      **Registration and Information, Delta Bessborough Hotel**, outside Adam Ballroom, Convention Floor.

5:00 PM                **Banquet and Reception.** Buses leave from in front of the Bessborough Hotel to the Western Development Museum starting at 5:30 PM. You will have an opportunity to undertake a self-guided tour of Boomtown, a 19<sup>th</sup> century recreation of a Prairie town. Dinner will be served at 7:00 PM. After dinner entertainment will be provided by the La Ribambelle Folklorique Dance Ensemble and University House Band. Buses will return participants to the hotel at 9:00PM.

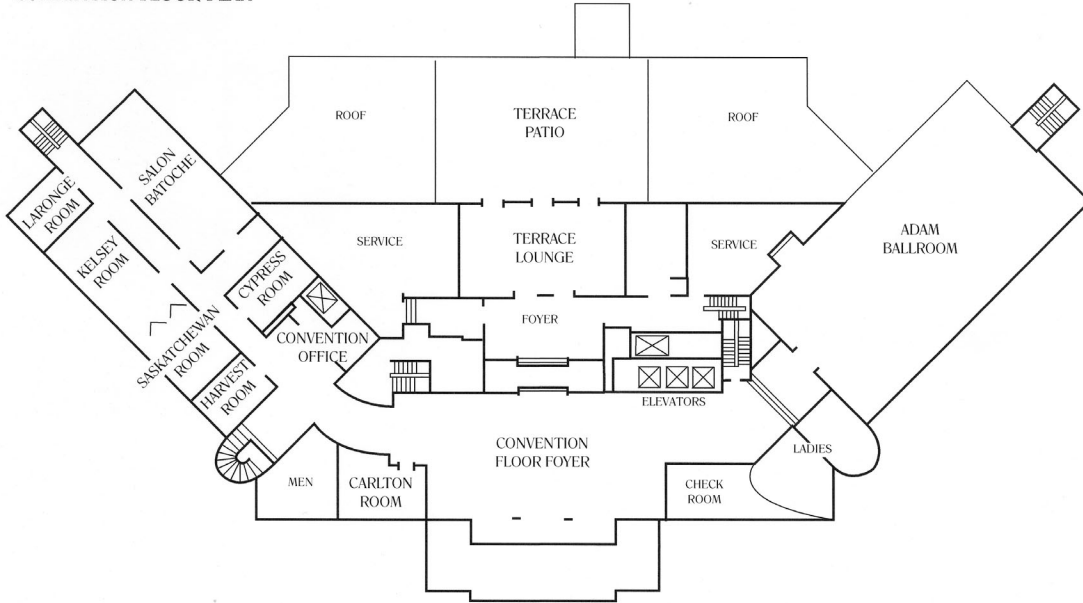
*Saturday, 10 May 2003*

7:30 AM - 12:00PM    **Registration and Information, Delta Bessborough Hotel**, outside Adam Ballroom, Convention Floor.

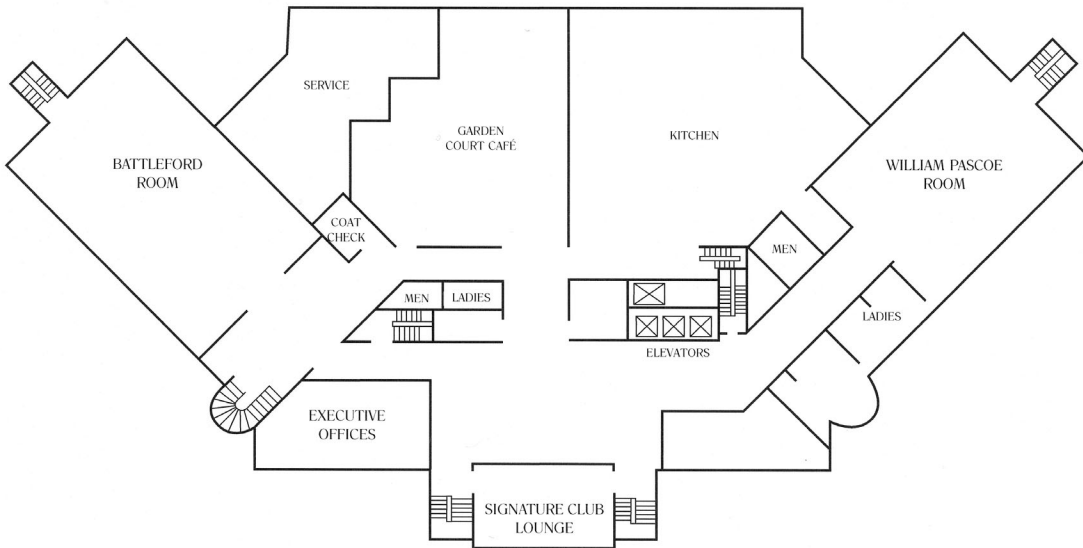
# Delta Bessborough Hotel Map

## Delta Bessborough Hotel Map

### CONVENTION FLOOR PLAN



### MEZZANINE FLOOR



Note: The Gallery (not shown on map) is located to the right of the Adam Ballroom when approached from the Convention Floor Foyer.

# Instructions To Session Chairs & Poster Presenters

## Instructions to Session Chairs

Thank you for agreeing to Chair a session at the CUexpo conference. Any last minute changes to your session, e.g., substitutions, deletions or additions of papers, will be found in the Last Minute Program Changes sheet that will be distributed with your registration package.

All presenters have been provided with a maximum of 30 minutes, unless otherwise indicated in the program. This time includes questions and answers from the audience. It is your responsibility to keep presenters to their time limits. You will find a set of coloured sheets (e.g., 10 minutes left, 5 minutes left, 2 minutes left, 1 minute left) at the front of the room that you should use to inform speakers of their available time. If there is a gap in the program (e.g. a speaker does not appear at the allotted time), do not change the order of the remaining presentations. This does a disservice both to the presenters and to a potential audience that might arrive to listen to one specific paper.

There should be a student volunteer in every room. Please make sure you identify yourself to this individual at the beginning of the session. If you need assistance of any kind, please ask the student volunteer. If you require technical assistance, the student volunteer can go to find the one on site audio-visual technician.

## Instructions to Poster Presenters

Poster boards will be available in the following locations:

Thursday, 8 May 2003	Battleford Ballroom Foyer
Friday, 9 May 2003	Convention Foyer (Upper Level)
Saturday, 10 May 2003	Convention Foyer (Upper Level)

You are asked to display your poster and be physically present to answer questions at the times indicated below. Please ensure that your poster is taken down at the end of the posted display time.

	Display Times	Author Present at Poster
Thursday, 8 May 2003	8:30–1:30	10:15–12:00
Friday, 9 May 2003	9:30–5:00	9:30–11:15
Saturday, 10 May 2003	9:30–2:00	10:15–12:00

## **Exhibitor Booths**

Exhibitor booths will be set up on Friday, 9 May, and Saturday, 10 May, in the Convention Floor Foyer.

### *Community-University Institute for Social Research (CUISR)*

The Community-University Institute for Social Research (CUISR) is a collaborative initiative between the University of Saskatchewan and community-based organizations, government, and the private sector established in 1999 and approved as a formal institute by University Council in June 2000. CUISR's mission is to "serve as the focal point for community-based research and to integrate the various social research needs and experiential knowledge within the community with the technical expertise available at the university." CUISR has been supported by contributions from the Community University Research Alliance (CURA) grant programs of the Social Sciences and Humanities Research Council of Canada (SSHRC), as well as the University of Saskatchewan and other community partners. We believe CUISR's work has advanced the understanding of what helps build better, stronger, safer communities, where all citizens have equal access to an enhanced community quality of life. As hosts for this conference, we are pleased to welcome you to CUexpo International. If you would like additional information on CUISR's activities or wish to discuss a joint initiative, please consult our webpage at [www.usask.ca/cuisr](http://www.usask.ca/cuisr), e-mail us at [cuisr.oncampus@usask.ca](mailto:cuisr.oncampus@usask.ca), or phone at (306) 966-2121.

### *Bridges and Foundations*

Bridges and Foundations is an initiative of the Community-University Research Alliance (CURA) of the Social Sciences and Humanities Research Council of Canada (SSHRC) together with Canada Mortgage and Housing Corporation (CMHC) and the University of Saskatchewan. The goal of Bridges and Foundations is to build sustainable relationships between Aboriginal and non-Aboriginal organizations to design and develop culturally-supportive communities and quality, affordable housing. The project also seeks to develop a better understanding of how to establish and sustain culturally inclusive partnerships between Aboriginal and non-Aboriginal organizations, working to improve the quality of life through affordable, quality housing options in Saskatoon.

### *The Canadian Research Institute for the Advancement of Women*

The Canadian Research Institute for the Advancement of Women (CRIAW) is a national, not-for-profit organization committed to advancing women's equality through research. Founded in 1976, CRIAW is a bilingual, membership-based organization which bridges the gap between the community and universities, and between research and action. We publish and research the issues that matter to women in Canada, and help women's and social justice organizations do participatory action research that meets the needs of their communities.

### *Child Hunger Education Program (CHEP)*

CHEP believes that food is a basic right and that inadequate nutrition adversely affects a child's development, learning ability, health and participation in the community. CHEP supports the initiatives of many Saskatoon neighborhoods who wish to provide nutritious food to children. Programs take place in a variety of settings including schools, drop in centers, parks and housing complexes. Programs also include nutrition education and skill development activities.



The Good Food Box program improves access to good food and encourages healthy eating habits while the Community Garden provides a place of connection, linking people to land through participation in maintaining a garden.

*Community-Campus Partnerships for Health*

Founded in 1996, Community-Campus Partnerships for Health (CCPH) is a nonprofit organization that promotes health through partnerships between communities and higher educational institutions. We advance our mission primarily through information dissemination, training and technical assistance, research and evaluation, policy development and advocacy, membership development and coalition building. We are a growing network of communities and campuses throughout the United States, and increasingly the world, who are collaborating to promote health through service-learning, community-based participatory research, community service and other partnership strategies. These partnerships are powerful tools for improving health professions education, civic responsibility and the overall health of communities.

*People's Free University*

Picture a middle-aged professor lecturing to a class of 40 students. It is a familiar scene, one that is repeated thousands of times each week in universities across Canada. The picture is a bit different at the People's Free University in Saskatoon: the students include teenagers, seniors, high school dropouts and Ph.D.s, they talk a lot, they pay no fees; the professor is retired, volunteering his time; the classroom is a church basement in the city's core area; the readings are from the internet. The Free University is an initiative of community and university people who are dedicated to accessible life-long learning, social responsibility and action research. Since opening its church doors last fall, the Free University has offered 12 short courses to over 300 people, workshops and a public lecture series.

*Saskatchewan Health Research Foundation (SHRF)*

The Saskatchewan Health Research Foundation (SHRF) is the new agency responsible for funding health research in this province. We look forward to working with our partners in the province to develop and implement a health research strategy for Saskatchewan. SHRF assumes responsibility for research funding programs and on-going funding commitments of the Health Services Utilization and Research Commission (HSURC). For more information, contact [info@shrf.ca](mailto:info@shrf.ca) or (306 975-1680, or visit our website at [www.shrf.ca](http://www.shrf.ca).

*Shakespeare on the Saskatchewan*

Shakespeare on the Saskatchewan is Saskatchewan's only professional summer theatre organization. Over the last nineteen years we have continued to grow and are now recognized nationally and internationally as one of the finest Shakespeare Festivals in the country. Our success can be attributed to consistently high quality productions combined with acceptance of our responsibilities to fulfill our duties as a role model for the cultural growth of our youth and our community. Our tents along the riverbank are summer's harbinger for Saskatoon. Our nineteenth season is a Season of Timelessness. *As You Like It* is one of Shakespeare's best loved comedies. It features his most articulate heroine, Rosalind, the wonderful, zany jester Touchstone, and the melancholy Jaques with his famous speech, "All the world's a stage, and all the men and women merely players." *Measure for Measure* is very contemporary, where daily headlines tell stories of the façade of political correctness gives way to the scandal of sexual intimidation. The audience will gasp for Isabella but laugh at the comics, including Barnardine, the prisoner who is too drunk for his own execution. In this satire of authority and corruption, Shakespeare counterpoints his dark plot with a group of comics from the poor

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class. Runs 2 July - 17 August 2003.

*Tamara's House*

Tamara's House, located in Saskatoon, is a charitable community-based healing centre that offers services for women to promote the complete healing of child sexual abuse. We use a holistic approach to healing, and work in co-operation with a wide range of health care systems and professionals. Tamara's House is the only centre of its kind in Canada. We offer a 24-hour, 8 bedroom safe house; a self help drop-in centre currently open 4 days and 2 evenings per week; a resource library; professional and peer counseling; complementary therapies; computer and internet access; as well as a variety of uniquely designed drop-in programs. Most importantly, Tamara's House provides a safe place with someone to listen. Survivors are seen as experts in their own healing, playing a major role in developing programs and ensuring that Tamara's House is a safe place for survivors of child sexual abuse.

*UBC Centre for Human Settlements: Promoting Innovative Models in Community-University Partnerships*

The Centre for Human Settlements conducts multidisciplinary research and capacity-building programs related to regional, urban, and community development. The Centre is a unit within UBC's School of Community and Regional Planning (SCARP). The Centre is a legacy of the 1976 United Nations Conference on Human Settlements, Habitat I, held in Vancouver. In 1990, CHS was named a "Centre of Excellence" in human settlements planning by the Canadian International Development Agency (CIDA). It houses the Disaster Preparedness Resource Centre, the Cosmopolis Participatory Planning Laboratory, and Transportation Planning Lab. Faculty and student associates from various departments participate in CHS projects. Faculty associates are currently undertaking policy-oriented research on gender equity, healthy and sustainable communities, rural-urban linkages, metropolitan governance, disaster preparedness, risk analysis, and participatory planning. Current major capacity-building projects focus on localized planning for poverty reduction and infrastructure in Vietnam, regional water management in China, watershed management in Brazil and planning school development in Sri Lanka.

*Volunteer Saskatoon*

Volunteer Saskatoon, a program of United Way of Saskatoon, offers a range of programs and services to support and promote volunteerism in our community. Whether working with not-for-profit organizations, corporate volunteer programs or volunteers, Volunteer Saskatoon's goal is to be a central clearinghouse in the community for information, resources and services for both organizations and individuals. Volunteer Saskatoon also works within the voluntary sector to build capacity and facilitate leadership development.

## Keynote & Plenary Speaker Biographies

**Alan Bernstein** is an internationally respected researcher, mentor and scientific leader in the fields of cancer, hematopoiesis and genomics. He is currently the President of the Canadian Institutes of Health Research (CIHR).

**Armand Carriere** is the Deputy Director of the Office of University Partnerships (OUP) at the U.S. Department of Housing and Urban Development (HUD). Mr. Carriere joined the Office of University Partnerships (OUP) in 1998 as a Grants Management Specialist. Mr. Carriere came to OUP from the HUD Training Academy where he helped develop HUD's national Community Builders training program.

**Bill Coderre** has had a career in industrial and government research organizations, in research, in management, in policy development and in diplomacy. Currently he is the Director of Corporate Development at the Natural Sciences and Engineering Research Council (NSERC).

**David Gauthier** is a Professor of Geography and has been serving as the Executive Director of the Canadian Plains Research Center (CPRC), University of Regina since 1995. He also founded the Centre for GIS and assisted in establishing the Prairie Adaptation Research Collaborative (PARC) at the University of Regina.

**George E. Lafond** is currently Special Advisor to the President on Aboriginal Initiatives at the University of Saskatchewan. Before his appointment to the President's office, Mr. Lafond was the tribal leader of the Saskatoon Tribal Council from 1995-2002 and also acted as president of the Canada Council for Aboriginal Business in Toronto. He served as policy advisor to the federal ministry of Indian Affairs and continues to be involved with local Aboriginal communities around Saskatoon.

**Steven Lewis** is a partner in Access Consulting Ltd. and the former CEO of both Saskatchewan's Health Services Utilization and Research Commission and the Saskatchewan Health Research Board.

**Stephen Lewis** is currently the UN Special Envoy for HIV/AIDS in Africa and has had extensive experience as a politician, diplomat and humanitarian. Known formerly as Deputy Executive Director of UNICEF, Canada's ambassador to the United Nations and a prominent labour relations arbitrator, Lewis is a respected advisor and commentator on public issues.

**Jonathan Lomas** is the Executive Director of the Canadian Health Services Research Foundation, a national organization dedicated to improving the relevance and use of health services research for decision-makers in the health sector.

**Peter McCann**, president of Ag-West Biotech Inc, has an extensive business background in agri-science-based companies. He is a strong proponent of Saskatoon's biotech cluster and encourages companies to relocate, expand, or start up in Saskatoon. A long-time member of Saskatoon City Council, Peter also serves as a Director of various groups including the Biotechnology Human Resource Council (BHRC), the Canadian Agri-food Marketing Council (CAMC), and the Saskatoon Regional Economic Development Authority (SREDA).

**Ovide Mercredi**, a Cree, lawyer, negotiator, author, lecturer in Native Studies, and activist on behalf of First Nations in Canada. He was first elected National Chief of the Assembly of First Nations in 1991, and went on to serve two terms as National Chief, completing his term in 1997.

**John O'Neil** is currently a Professor and Director of the Centre for Aboriginal Health Research

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and Head of the Department of Community Health Sciences in the Faculty of Medicine at the University of Manitoba. He also chairs the Advisory Board of the Institute for Aboriginal People's Health at the Canadian Institutes for Health Research and is a CIHR Senior Investigator.

**Jim Randall** is currently Associate Professor and former Head of the Department of Geography at the University of Saskatchewan, as well as University Co-Director of the Community-University Institute for Social Research (CUISR). He graduated with a B.A. and M.A. from York University in Toronto, and a Ph.D. from the University of Washington in Seattle, all in the field of Geography. His research and publications are in the area of quality-of-life, sustainability and employment change in resource communities, community economic development and home-based businesses, regional development and community-university research partnerships.

**Judy Rebick** is currently the first CAW-Sam Gindin Chair in Social Justice and Democracy at Ryerson University. She has also served as former President of the National Action Committee on the Status of Women and has been working as a TV host, columnist, and author.

**Marc Renaud** has been president of the Social Sciences and Humanities Research Council since 1997. In addition to serving on the boards for the Canadian Foundation for Innovation and for the Canadian Health Services Research Foundation, he also serves on various committees for the Networks of Centres of Excellence, the Interim Governing Council of the Canadian Institutes of Health Research and the Canada Research Chairs Program.

**Penelope Rowe** is CEO of the Community Services Council Newfoundland and Labrador and Director of the Values Added Community University Research Alliance. She is vice president of the Social Sciences and Humanities Research Council, a member of the national Voluntary Sector Leadership Forum and part of a consortium undertaking a national survey on non-profit and voluntary organizations.

**Victor Rubin** is Director of Research at PolicyLink, a national organization dedicated to advancing policies for social and economic equity. In 1999-2000, he was Director of the Office of University Partnerships in the U.S. Department of Housing and Urban Development.

**Bill Thomlinson** is Director of the Canadian Light Source Synchrotron facility in Saskatoon, Saskatchewan. He is the former Head of the Medical Research Group at the European Synchrotron Radiation Facility (ESRF) in Grenoble, France. Prior to joining the ESRF, he was from 1979 through 1998 a member of the scientific staff and management group at the National Synchrotron Light Source, Brookhaven National Laboratory, in Upton, New York, ultimately serving as Associate Chair for Environment, Safety and Health.

**Judge Mary Ellen Turpel-Lafond** is the First Treaty Indian appointed as a judge in Saskatchewan. She has been sitting as a Provincial Court Judge in Saskatoon since 1998. Judge Lafond is a member of the Muskeg Lake Cree Nation. Prior to her appointment, Judge Lafond was a practicing lawyer in Nova Scotia and Saskatchewan and a tenured professor of law at Dalhousie University Faculty of Law. Judge Lafond has taught law at a number of schools, including the University of Toronto and the University of Notre Dame.

**Bruce Waygood** is the current University Co-ordinator of Health Research and professor of biochemistry at the University of Saskatchewan. He informs health researchers at both Saskatchewan universities of funding opportunities, encourages applications and promotes collaborations among researchers from a broad range of health-related areas. Waygood has also served on numerous university committees and has been active in Saskatoon community affairs.

## CUexpo Final Program

### Wednesday, 7 May 2003

7:00 pm Registration & Welcome Reception (William Pascoe Room, Mezzanine)

### Thursday, 8 May 2003

- 8:30-10:15** Continental Breakfast and Greetings (**Battleford Room**)  
Session A1: Opening Keynote Address  
*Chair: Kate Waygood*  
**A Day of Enlightenment: When Universities and Funders Collaborate with Communities on Research, Education and Training that Communities Need, Want and Lead**  
*Ovide Mercredi*
- 10:15 - 10:30** **Morning Break**
- 10:30 -12:00** **Community-University Partnerships**  
Sessions
- Session A2: Partnerships for Youth (**Kelsey Room**)  
*Chair: Barbara Findlay*
- 10:30 **The Saskatoon Public School Division and the University of Saskatchewan: Respect and Research**  
*R. Berntson*
- 11:00 **A Dynamic Learning Community: How a University and High School Have Partnered**  
*P. Fowler and B. Schoenfeld*
- 11:30 **Community-Based Responses to Youth Crime: Challenges and Opportunities**  
*T. Caputo, K. Kelly, and M. Totten*
- Session A3: Local and International Partnerships (**Salon Batoche**)  
*Chair: Linda Silka*
- 10:30 **Campus and Community: New Models for Community-University Partnerships**  
*B. Savan and M. McGrath*
- 11:00 **Winnipeg Inner-City Research Alliance: Lessons in Collaboration**  
*T. Carter and A. Friesen*
- Session A4: Partnerships Across Sectors (**William Pascoe Room**)  
*Chair: Jacqueline Specht*
- 10:30 **Canadian Light Source Inc. (CLSI): Fostering Community-University Partnerships**  
*R. Slinger and T.A. Sylvester*

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**Thursday**

- 11:00           **“Government, Press and University Partnership: Bringing Social Research to the Community by use of Partnerships with the Local Newspaper and On-Line Education”**  
*H. Dickinson, S. Kemp, and G. Klein*
- 11:30           **Partnerships in Action: Nurturing Networks for Change**  
*L. Gander and D. Lowe*
- Session A5: Community Quality of Life (**Battleford Room**)  
*Chair: Pamela Wiggin*
- 10:30           **Challenging Values: In Search of New Criteria**  
*D. Lowe and L. Gander*
- 11:00           **Establishing and Sustaining Community-University Partnerships: A Case Study of Quality of Life Research**  
*A. Williams, R. Labonte, and B. Holden*
- 11:30           **The Community Care Research Centre: A Model for Building Community Research Capacity**  
*J. Ploeg, B. Hutchison, L. Hayward, K. Henderson, J. North, L. Dayler, B. MacKinnon, W. Roy, and J. Soldera*
- 10:30           Session A6: Roundtable (**Saskatchewan Room**)  
**Experiencing the Challenges of C-U Research: SPR Roundtable Reflections**  
*G. Maslany, F. Douglas, C. Gill, S. McKay, L. Thériault, A. Watkinson, and J. White*
- 10:30           Session A7: Roundtable (**LaRonge Room**)  
**Animating the Postcolonial University: An Interdisciplinary, Intercultural, International Research Project**  
*L. Findlay and L. Bell*
- 10:30           Session A8: Roundtable (**Harvest Room**)  
**Both Sides Now: Insider Perspectives on Community-University Research Collaboration in CED**  
*L. Clarke, M. Gertler, K. Archibald, and L. Usiskin*
- 10:30           Session A9: Roundtable (**The Gallery**)  
**Aligning Research Interests: Experience From Cooperative Research Centres**  
*L. Hammond Ketilson, A. Malan, I. MacPherson, D. Guy, K. Zeuli, and V. Leland*
- 10:30           Session A10: Poster Presentations (**Battleford Room foyer**)  
**Changes and Interconnections: The Ontario Energy Co-operative within Electricity Deregulation**  
*F. Duguid*  
**The Bridges and Foundations Urban Aboriginal Housing Project**  
*A.B. Anderson*  
**The Clayoquot Alliance for Research, Education and Training: A Collaborative Partnership of the University of Victoria and the Clayoquot Biosphere Trust**

*K. Bannister, R. Dobell, A. Morgan, G. Schreiber, S. Harron, and S. Boychuk*

**Exploring the territorial potential of Uashat-Maliotenam – An Innu Community-School of Architecture Collaboration**

*A. Casault, C. Rock, G. Vachon, and 23 students*

**Development of a Culturally Sensitive Food Frequency Questionnaire (FFQ) For Use in a Northern Saskatchewan Community**

*S.J. Whiting, J. Boyle, T. Everitt, and B. Topp*

**Redberry Lake Biosphere Reserve: A model for community-university partnerships**

*S. Mendis, P. Kingsmill, and L. Hawrysh*

12:00-1:30

Session A11: Luncheon and Plenary Panel

*Chair: Isobel Findlay*

**The Importance of Culture and Geography in Community University Research**

*Plenary Speakers: David Gauthier, George Lafond, John O'Neil*

1:40-5:00

Site Visits (see page 4 for details)

## Friday, 9 May 2003

8:00-9:30

Session B1: Continental Breakfast and Plenary Panel (Adam Ballroom)

*Chair: Karen Chad*

**Tools and Challenges to Community University Research.**

*Plenary Speakers: Armand Carriere, Victor Rubin, Mary Ellen Turpel-Lafond*

9:30 - 9:45

Morning Break

9:45-11:15

**Tools / Barriers I**

Sessions

Session B2: Learning from Diverse Partnerships (Salon Batoche)

*Chair: Tom Carter*

9:45

**Barriers and Solutions to Community and Post-Secondary Collaboration: The Career Trek Experience**

*D. Cole and K. Levine*

10:15

**Alternative Responses in Communities: Restorative Justice With Youth**

*K. Kelly, M. Totten, and T. Caputo*

10:45

**Bridging Two Worlds: Strategies for Linking Community and Academia in Community-Based HIV/AIDS Research**

*S. Patten and L.A. Narciso*

Session B3: Community Laboratories (Cypress Room)

*Chair: Peter Levesque*

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**Friday**

- 9:45            **Yet Another Model: The Living Laboratory in Sustainable Development**  
*R. Chipeniuk*
- 10:15           **Canadian Communities and Local Adaptation to Climate Change**  
*P. Crabbé, D. Lagarec, R. Needham, M. Robin, and B. Daneshfar*
- 10:45           **Watershed Planning with Communities**  
*D. J. Martz and J. Richter*
- Session B4: Research Cycles in the Community (**Kelsey Room**)  
*Chair: Margaret Haworth-Brockman*
- 9:45            **Assessing Community-University Partnerships in the Developmental Stages**  
*P. Wiencek and J. Edgren*
- 10:15           **Data Gathering in Communities: Respectful, Creative and Participatory**  
*C. Hanson and L. Hanson*
- 10:45           **Lessons Learned from an Innovative Health Services Research Program**  
*N. Swainson and S. Tomkins*
- Session B5: Challenges in Collaboration (**Terrace Lounge**)  
*Chair: Susan Whiting*
- 9:45            **TBA**
- 10:15           **A Modified Search Conference Approach to Build Community Research Participation**  
*K. Turner and C. Forchuk*
- 10:45           **Building Collaboration between Academic Researchers, Community Researchers, and Community Women's Organizations**  
*L. Wason-Ellam, M. Green, and P. L. Williams*
- 9:45            Session B6: Roundtable (**Harvest Room**)  
**Strategies for Implementing and Supporting Partnership Principles**  
*S. L. Holmes, N. Shore, and S. D. Seifer*
- 9:45            Session B7: Roundtable (**LaRonge Room**)  
**What is Community Capacity? A Framework For Discussion and a Tool For Community Assessment**  
*S. Mendis and M. Reed*
- 9:45            Session B8: Roundtable (**The Gallery**)  
**The Prairie Child Welfare Consortium: An Innovative Approach to Community, University and Government Partnership**  
*A. Wright, G. Gosek, R. Twigg, and B. Unfried*
- 9:45            Session B9: Roundtable (**Carlton Room**)  
**Challenges for University Faculty Engagement in Health Research Partnerships – Structures and Incentives**  
*C. Katterhagen, K. Pain, S. Clelland, and A. Casebeer*



- 9:45 Session B10: Workshop (**Saskatchewan Room**)  
**Applied Research – Completing the Circle**  
*L. Silka, F. Smith, and A. Carriere*
- 9:45 Session B11: Poster Presentations (**Convention foyer**)  
**Strategies For Improving Research Dissemination And Uptake:  
Supporting Community Collaboration As A Tool For Success**  
*M. Servais, G. King, D. Bartlett, D. DeWit, M. Kertoy, S. Killip, L.  
Miller, J. Specht, T. Spencer, and S. Stewart*
- The Cultural Future of Small Cities**  
*H. MacDonald-Carlson*
- The Centre for the Study of Cooperatives**  
*N. Russell*
- Overcoming Challenges in Community-University Collaboration:  
Developing Mutually-Beneficial Student Placements**  
*E. Scriven and K. Thiessen*
- Trent Centre for Community-Based Education – An Evolving Model  
of Social Responsibility**  
*J. Bowe and D. Berger*
- Combining Grounded Theory and Participatory Research as a  
Strategy for Integrating Clients’ Knowledge into Professional  
Practice**  
*E. Teram, C. Schachter, and C. Stalker*
- The Civil Justice System and the Public Project**  
*D. Lowe and L. Gander*
- Reflections of Feet First: A Student-Led “Walk-Shop”**  
*J. Frantz, J. Atkey, H. Blomfield, and P. Dampier*
- Starting with Stories: Participatory Research on the Social  
Determinants of Women’s Health**  
*K. Willson, D. Martz, D. Sarauer, and K. Green*
- Social Capital in First Nations Communities: Conceptual  
Development and Instrument Validation**  
*J. Mignone and J. Longclaws*
- Food-Buying Behaviour in a Central Neighbourhood in Saskatoon  
Indicates Problems With Access to Food**  
*F. Woods, S.J. Whiting, C. Armstrong-Monahan, G. Gordon-Pringle,  
K. Archibald, and L. Usiskin*
- Doing Transformative History With Communities: The Bridging of  
Historical Methodology and Community Organizing Practice**  
*A. Kruzynski*
- Melding academic data with local knowledge: An inventory of  
ecological services provided by farmers and ranchers in the  
Redberry Lake Biosphere Reserve**  
*S. Mendis and M. Bell, on behalf of C. Bonnel and O. Garrigou*
- Affordable, Accessible Housing Needs Assessment at the North  
Saskatchewan Independent Living Centre**  
*K. Soles*
- Emerging Models for Collaborative Research: The Community-  
University Partnership for the Study of Children, Youth, and  
Families**

**CUexpo, 7 - 10 May 2003**

*D. Fleming, K. Shaw, L. Schnirer, and J. Bisanz*

**11:15 - 12:30** Session B12: Luncheon Keynote (**Adam Ballroom**)  
*Chair: Georgia Bell-Woodard*  
**Coming Down From The Ivory Tower: Opening Up The University**  
*Judy Rebick*

**12:30 - 2:00** **Culture / Geography**  
Sessions

Session B13: Partnerships Through Arts and Culture (**Cypress Room**)  
*Chair: Mary Blackstone*

**12:30** **Exploring the territorial potential of Uashat-Maliothenam – An Innu community-School of architecture collaboration**  
*A. Casault, C. Rock, G. Vachon, and 23 students*

**1:00** **Linking Community and University Through Artistic Inquiry: The Kamloops Experience**  
*L. Dubinsky and D. Lawrence*

**1:30** **Partnership Experiences: Involving Decision-makers in the Research Process**  
*S. Ross, J. Lavis, J. Woodside, C. Rodriguez, and J-L. Denis*

Session B14: Cultural Sensitivity (**Terrace Lounge**)  
*Chair: Beth Savan*

**12:30** **Aboriginal and academic research: Building relationships through shared understanding**  
*J. Brown and S. Languedoc*

**1:00** **Building Cross Cultural Relations; community and university**  
*K. Cram, C. Rogers, and W. MacDermott*

**1:30** **Understanding Communities: Communicating Cultures/ Interdisciplining Diversity**  
*I. Findlay*

Session B15: Metaphors, Traditions and History (**Carlton Room**)  
*Chair: Michael Gertler*

**12:30** **Ecological Metaphors and Reflexive Research Practices**  
*M. Reed and E. Peters*

**1:00** **Understanding Research: A Cultural, Traditional Aboriginal/ Indigenous Perspective**  
*A. Solomon*

**1:30** **Living with Contradictory Emotions in Alliance Building: The Experiences of an Academic ally to a Community History Project**  
*A. Kruzynski*

**12:30** Session B16: Workshop: Ethics in Community Research (**Kelsey Room**)  
**Redefining “Participation” in Community-University Research**

*R. Eni*

**Understanding Community and University– How Is Aboriginal Research Strengthening Aboriginal Ways of Knowing and Respecting Oral Tradition?**

*J. Wastesicoot*

**Friday**

**Clinical Health Services and Community-University Partnership**  
*C. R. Quinonez*  
**Research Ethics Review in Health Governance Research: A New Model for University – First Nations Partnerships**  
*J. Kaufert*

- 12:30 Session B17: Roundtable (**Saskatchewan Room**)  
**Using Community-University Research Collaborations to Influence Evidence-Based Policy and Programming for Youth**  
*W. Hoglund, R. Phillips, J. Slatkoff, and E. Dickinson*
- 12:30 Session B18: Panel (**Salon Batoche**)  
**The Challenge for University-Community Collaboration Posed by Current University Policies and Practices**  
*J. Lomas, M. R. Phaneu, P. Goering, and N. Jacobson*
- 12:30 Session B19: Roundtable (**Harvest Room**)  
**The Urban Aboriginal Role In The Community-University Dialogue**  
*A. Anderson, M. Cannon, A. Hunter, P. Settee, W. Wheeler, D. Lanceley*
- 12:30 Session B20: Workshop (**The Gallery**)  
**Community Health Action Planning**  
*M. Moore and B. Chamberlin*
- 12:30 Session B21: Roundtable (**LaRonge Room**)  
**Creating Research, Supporting Practice: A British Columbia Collaboration**  
*B. Herring and partners*

**2:00 - 2:15** Afternoon Break

***Tools / Barriers II***

**2:15 - 3:45** Sessions

- Session B22: Models for Cross-Cultural Research (**Terrace Lounge**)  
*Chair: Anna Kruzynski*
- 2:15 **Respectful And Empowering Inquiry In Northern Aboriginal Communities**  
*B. Chamberlin*
- 2:45 **Understanding the Community-University Alliance – The Waterloo Experience**  
*M. Seasons and J. Lederer*
- 3:15 **Values Added: Charting the Course for Aboriginal Community Economic Development**  
*I. Findlay, L. Clarke, and W. Weir*
- Session B23: Expanding Research Boundaries (**Cypress Room**)  
*Chair: Owen Fortosky*
- 2:15 **Working Together After Deciding to Work Together**

- M. Totten, K. Kelly, and T. Caputo*
- 2:45 **The Tzu Chi Institute for Complementary and Alternative Medicine: Building Community-University Bridges in Research**  
*B. Findlay*
- 3:15 **Resources, Credibility, Results – The Community-University Research Alliances Program in a Comparative International Perspective**  
*P. Levesque and P. Wiggin*
- Session B24: Trends In Community Ethics (**Kelsey Room**)  
*Chair: Susan Dakin*
- 2:15 **Different challenges and different solutions – Reflections of a Community Research Ethics Board**  
*C. Katterhagen and S. Hayward*
- 2:45 **Community Consent Issues in University-Community Research Partnerships**  
*B. Jeffery and S. Abonyi*
- 3:15 **Challenges to Community-Based Research at the Trent Centre – A Story in Multiple Voices**  
*D. Berger and J. Bowe*
- Session B25: Tools for Community-Based Research (**Salon Batoche**)  
*Chair: Angie Thompson*
- 2:15 **Conducting an Epidemiological Research Project and Health Education Intervention Involving a Community-University Research Partnership: The Community Action Against Asthma project**  
*K. Edgren, E. Parker, B. Israel, T. Lewis, M. Salinas, T. Robins, and Y. Hill*
- 2:45 **The Comprehensive Community Information System: Building Partnerships and Community Capacity through Information Technology**  
*L. Murphy, D. Chubb, N. Muhajarine, and C. Neudorf*
- 3:15 **Reflections of Feet First: A Student-Led “Walk-Shop”**  
*J. Frantz, J. Atkey, H. Blomfield, and P. Dampier*
- Session B26: Partnership Models for Research and Application (**Saskatchewan Room**)  
*Chair: Leonora Angeles*
- 2:15 **The University and a Northern Saskatchewan First Nations Community: Evolving a Community Tourism Development Partnership Model**  
*P. Jonker, C. Whitedeer, and D. McDonald*
- 2:45 **Entry, Unpaid Work, and Exits: Three Key Issues in Community-University Research**  
*M. Reitsma-Street, A. M. Peredo, and A. McHugh*
- 3:15 **“I just haven’t had the time” and Other Problems: Overcoming Challenges in Working with a Counselling Agency on a Client-centered Research Project**  
*K. Atwood*

- 2:15 Session B27: Roundtable (**LaRonge Room**)  
**Exploring New Links between Universities and Communities: The Outreach Potential**  
*D. Walsh and R.C. Annis*
- 2:15 Session B28: Roundtable (**Harvest Room**)  
**Community-University Research Partnerships: Equity in Authorship and Acknowledgement**  
*K. Chad, E. Harrison, R. Kinzel, and J. Beattie Flath*
- 2:15 Session B29: Roundtable (**Carlton Room**)  
**Fostering and Developing Research Networks which Transcend Institutional and Geographic Boundaries**  
*K. Pain, S. Hayward, and S. Clelland*
- 2:15 Session B30: Workshop (**The Gallery**)  
**Participatory Action Research for Social Change**  
*M. Morris*
- 3:45 - 5:00 Session B31: Plenary Panel (**Adam Ballroom**)  
*Chair: Bruce Waygood*  
**Community-University Research: Perspectives from the Funders**  
*Plenary Speakers: Alan Bernstein (CIHR), William Coderre (NSERC), Jonathan Lomas (CHSRF), Marc Renaud (SSHRC)*
- Evening **Reception and Banquet, Western Development Museum**  
**(Bus transportation at 5:30)**

## Saturday, 10 May 2003

- 8:30-10:00 Session C1: Continental Breakfast and Plenary Panel (**Adam Ballroom**)  
*Chair: Nazeem Muhajarine*  
**Defining and Assessing Outcomes of Partnerships**  
*Plenary Speakers: Steven Lewis, Penelope Rowe, Jim Randall*
- 10:00 - 10:30 Morning Break
- 10:30 - 12:00 **Outcomes/Policy I**  
Sessions
- 10:30 Session C2: Impacts On Programs and Individuals (**Terrace Lounge**)  
*Chair: Malcolm Shookner*  
**Community-Academic Partnerships: Lessons Learned**  
*M. Haworth-Brockman*
- 11:00 **Assessing the Long Term Impact of the SEARCH program on Individuals and Organizations**  
*R. Thornley, L. McCaffrey, J. Birdsell, and P. O'Connell*
- 11:30 **A Content Analysis of CUISR Community Health Determinants and**

**Health Policy Module Research Reports**

*B. L. Janzen, N. Muhajarine, and C. Dreschler*

Session C3: Measuring Outcomes and Infrastructure Requirements (**Salon Batoche**)

*Chair: Craig Nyirfa*

10:30 **Sustainable Toronto: Outcomes and Lessons Learned**

*B. Savan and M. McGrath*

11:00 **Developing and Sustaining Community-University Research Partnerships: Infrastructure Requirements**

*N. Shore, S. L. Holmes, and S. D. Seifer*

11:30 **Working with Cooperatives to Measure Outcomes and Analyze Impacts on their Members and Communities**

*J. Nembhard*

Session C4: Assessing Effectiveness and Decision-making Processes (**Kelsey Room**)

*Chair: Barbara Herringer*

10:30 **Assessing Effectiveness in a Community Alliance for Health Research**

*T. Riecken, T. Wilson, C. Michel, and J. Riecken*

11:00 **The Need to Know: Collaborative Research by the Manitoba Centre for Health Policy, the Rural and Northern Health Authorities, and Manitoba Health**

*R. Fransoo, E. Burland, P. Martens, and C. Black*

11:30 **Learning from the Localized Poverty Reduction in Vietnam Program: A Community-University Partnership Model for Building Capacity in Participatory Planning and Policy Assessment**

*L. Angeles and P. Boothroyd*

Session C5: Intended and Unintended Outcomes (**Saskatchewan Room**)

*Chair: Deborah Simmons*

10:30 **Quality of Life in Saskatoon: Achieving a Healthy, Sustainable Community**

*A. Williams, B. Holden, J. Randall, R. Labonte, N. Muhajarine, and S. Abonyi*

11:00 **Intended and Unintended Outcomes from a Research Partnership between Saskatoon Services for Seniors and the University of Regina – Social Policy Research Unit**

*S. Bray and L. Theriault*

11:30 **Tackling Complex Policy Issues With Innovative Strategies**

*C. Forchuk and K. Turner*

10:30 Session C6: Workshop (**The Gallery**)

**A Healthy Community in Motion: Building Capacity For Community Change**

*G. Bell-Woodard, K. Chad, L. Martin, and C. Gryba*

10:30 Session C7: Roundtable (**LaRonge Room**)

**Measuring and Managing the Performance of the Social Sciences and Humanities Research Council (SSHRC)'s Community-**

**University Research Alliances (CURA) Program**

*N. Kishchuk and R. Lalande*

- 10:30 Session C8: Roundtable (**Carlton Room**)  
**Measuring the Impact of Community-University Partnerships**  
*J. Specht, M. Servais, M. Currie, G. King, M. Law, C. Forchuck, T. Willoughby, P. Rosenbaum, M. Kertoy, and H. Chalmers*
- 10:30 Session C9: Roundtable (**Cypress Room**)  
**Researching Research Partnerships: A Dialogue on Topics, Methods and Strategies**  
*M. Polanyi, D. Kouri, G. Bell-Woodard, B. Jeffery, N. Muhajarine, and D. Chubb*
- Session C10: Participation and Qualitative Assessment (**Harvest Room**)  
*Chair: Anne Solomon*
- 10:30 **Community Volunteering For Academic Credit: Instructor, Student and Community Perspectives**  
*L. Hanson, R. Walton, E. Matenchuk, and K. Avis*
- 11:00 **Engaging Heart and Mind in Community-Based Participatory Action Research**  
*K. Green*
- 11:30 **One Project, Many Perceptions**  
*A. Elliott and W. MacDermott*
- 10:30 Session C11: Poster Presentations (**Convention foyer**)  
**Collective Kitchens in Saskatoon: A student's experience doing research with community members and organizations**  
*R. Engler-Stringer, S. Berenbaum, K. Archibald, C. Armstrong-Monahan, T-A. Keenan, and J. Phillips*  
**Working with Community Hockey Associations: Successes and Lessons Learned**  
*I. Williamson, K. Willms, N. Bradley, and D. Goodman*  
**An Evaluation, Research, and Development Blueprint For SEARCH**  
*R. Thornley, J. Birdsell, S. Matthias, A. Casebeer, J. Besner, and S. Doze*  
**A Community-University Research Partnership to Develop Counseling Services for Gay Males Living with HIV/AIDS**  
*G. E. Harris and G. Goertz*  
**Examination of a Multidisciplinary Research Unit: Helpful Factors and Lessons Learned**  
*M. Currie, G. King, M. Law, P. Rosenbaum, N. Plews, D. Russell, S. King, C. Missiuna, and S. Walter*  
**A Community-University Research Partnership to Understand the Health Practices and Perceptions Among Alberta Oilsands Workers**  
*V. Taylor and L. Gorman*  
**Developing Applied Health Research Capacity in Alberta: Partnership Programs from the Alberta Heritage Foundation for Medical Research**  
*C. Katterhagen, M. Spence, J. Magnan, D. Juzwishin, M. Taylor, and*

**CUexpo, 7 - 10 May 2003**

*R. Thornley*

**Community Narratives in Heritage Institutions Across B.C.**  
*B. Winters and C. Harding*

**12:00 - 1:30**      Session C12: Luncheon and Closing Keynote Address (**Adam Ballroom**)  
*Chair: Jim Randall*  
**Universities in the World of Change: Global Issues - Local Impact**  
*Closing Keynote Speaker: Stephen Lewis*

**1:30 - 1:45**      Afternoon Break

**1:45 - 3:00**      **Outcomes/Policy II**

1:45      Session C13: Plenary Panel (**Adam Ballroom**)  
*Chair: Bryan Harvey*  
**Science, Perceptions, and Society**  
*Plenary Speakers: Peter McCann, Bill Thomlinson, Bruce Waygood*

1:45      Session C14: Roundtable (**Cypress Room**)  
**CURA and Knowledge Mobilization**  
*P. Wiggan, P. Levesque, and D. Rock*

**Saturday**



## Abstracts

Abstracts are listed in alphabetical order, using the first letter of the lead presenter's surname.

**A. Anderson,<sup>1</sup> Martin Cannon,<sup>2</sup> Anna Hunter,<sup>3</sup> Priscilla Settee,<sup>4</sup> Winona Wheeler,<sup>5</sup> and Darlene Lanceley<sup>6</sup>**

<sup>1</sup>**University of Saskatchewan and Bridges and Foundations CURA Project**

<sup>2</sup>**Department of Sociology, University of Saskatchewan**

<sup>3</sup>**Department of Political Studies, University of Saskatchewan**

<sup>4</sup>**Extensions Division, University of Saskatchewan**

<sup>5</sup>**Saskatchewan Indian Federated College, Saskatoon**

<sup>6</sup>**Saskatchewan Indian Institute of Technology**

*The Urban Aboriginal Role In The Community-University Dialogue*

This roundtable will address the various roles which urban First Nations, non-status and Métis people play in the ongoing dialogue between the university and the community. Focusing primarily on Saskatoon (although the discussion could and should be broader), participants will be drawn from the Bridges & Foundations Project, to comment on their first-hand experience in this relationship. Building upon the discussions at the Aboriginal Research Policy Conference in Ottawa, November 2002, salient issues to be discussed may likely include:

- research sensitivity to Aboriginal cultures
- “ownership” and use of Aboriginal knowledge
- problems in conducting research in poorer urban areas
  - community development of and participation in research
- dissemination of research findings back into the community

- the changing roles of Aboriginal and non-Aboriginal academic researchers (B19)

**A. Anderson**

**University of Saskatchewan and Bridges and Foundations CURA Project**

*The Bridges and Foundations Urban Aboriginal Housing Project*

This poster presentation will consist not only of posters already designed and displayed for the Aboriginal Research Policy conference in Ottawa (Nov 02) but also a photography exhibit relating to the work of Bridges and Foundations Project on Urban Aboriginal Housing, for example illustrating Aboriginal poverty and living conditions within the inner city neighbourhoods of Saskatoon, Aboriginal institutional and business development here, and innovative housing developments. The photographs will be professional quality, taken expressly for this project. The poster display will also highlight the sub-projects of the Bridges and Foundations Project as a whole. (A10)

**L. Angeles and P. Boothroyd**

**Centre for Human Settlements, University of British Columbia**

*Learning from the Localized Poverty Reduction in Vietnam Program: A Community-University Partnership Model for Building Capacity in Participatory Planning and Policy Assessment*

The “Localized Poverty Reduction in Vietnam (LPRV)” project linked UBC and Université Laval with Vietnam’s National Centre for Social Sciences and Humanities (NCSSH) plus five universities located in different regions of Vietnam — Thai Nguyen, Vinh, Hue, Dalat and Ho Chi Minh City . Funding was secured through a CIDA-UPCD “Tier 1” competition. The LPRV goal was “to build self-sustaining capacity in the partner institutions

to develop and teach low-cost, participatory policy assessment and project planning methods that are effective in generating appropriate solutions to localized poverty, and suited to Vietnamese cultures and administrative conditions". The strategy was to develop Centres for Poverty Reduction (CPR) at each Vietnamese university, link them with NCSSH into a mutual learning network, undertake learn-by-doing commune-level pilot projects through the CPRs in collaboration with local officials and community members, then draw lessons together about the effectiveness of various participatory approaches and methods for ensuring women, ethnic minorities, and the poorest of the poor are meaningfully included in planning, local projects, and institution building.

The project focused on building participative and comprehensive problem-solving capacity of individuals (professors, researchers, students, planners, officials, community leaders, etc.) through skill and knowledge enhancement, and of institutions (universities, research centres, local governments or community based-organisations) through organisational development. It broadened inter-institutional collaboration as our academic partners increasingly collaborated with local governments. Most importantly, both projects emphasised learning about development work. This learning, we came to realise, took three forms. First, there was learning by the overseas partners about the specific planning tools that the Canadians were to introduce, The second form was learning by Canadians from their overseas partners, such as creative possibilities for involving faculty in community service of various kinds, such as flood relief, establishing local government committees for poverty reduction committees, or providing interdisciplinary assistance to community-based organisations. The third form of learning was based on the realisation that we were not just learning what the other side already knew, we were also creating new knowledge through joint action. Through

continuous reflection about the projects themselves we learned about the factors determining project effectiveness, or not, in building: i) strong, satisfying and ideally sustained international partnerships, ii) individual and institutional capacities, and iii) inter-institutional collaborations among universities, local governments and others to advance participatory planning for sustainability and poverty reduction. (C4)

**K. Atwood**

**University of Victoria**

*"I just haven't had the time" and Other Problems: Overcoming Challenges in Working with a Counselling Agency on a Client-centered Research Project*

Working with a counselling agency presented the most effective and ethical way of approaching male survivors of sexual abuse about their participation in the research study; however, it also presented several challenges. For instance, issues of confidentiality and anonymity between counsellors and clients were raised. Practical problems often arose as well, because underfunded counsellors often were unable to find the time to promote or participate in the research study. In this conference presentation, the author recounts some of the difficulties that arose in the project, undertaken as part of her Master's degree in Sociology, as well as some of the creative solutions she discovered to help overcome these obstacles. (B26)

**K. Bannister,<sup>1</sup> R. Dobell,<sup>1</sup> A. Morgan,<sup>2</sup> G. Schreiber,<sup>3</sup> S. Harron,<sup>4</sup> and S. Boychuk<sup>5</sup>**

<sup>1</sup>**University of Victoria**

<sup>2</sup>**Toquaht First Nation**

<sup>3</sup>**Vancouver Island Regional Aquatic Management Board**

<sup>4</sup>**Independent consultant**

<sup>5</sup>**Clayoquot Biosphere Trust**

*The Clayoquot Alliance for Research, Education and Training: A Collaborative Partnership of the University of Victoria and the Clayoquot Biosphere Trust*

After decades of upheaval involving First Nations, governments, corporations, environmental organizations and labor groups, major institutional innovations are now taking place in the Clayoquot Sound region on the west coast of Vancouver Island, British Columbia. The Clayoquot Alliance for Research, Education and Training is a collaborative partnership founded through the Community-University Research Alliance (CURA) initiative of the Social Sciences and Humanities Research Council of Canada (SSHRC). The goals are to forge creative links between the University and the communities of the Clayoquot Sound region, to provide a forum in which community interests and needs become academic concerns, and to make education and training resources of the University more accessible in the region. Several collaborative projects are in progress such as: developing consensus on protocols and guidelines for community-based research, studies on sustainable resource management, developing learning materials for Nuu-chah-nulth language training, development of a inventory and database on local social and environmental research, and extension of the Clayoquot Archives for community access and use. An ultimate goal of the Clayoquot Alliance is to establish a resource centre or "science shop" for ongoing community-university connections that foster collaborative research, education and training. (A10)

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**G. Bell-Woodard,<sup>1</sup> K. Chad,<sup>2</sup> L. Martin,<sup>3</sup> and C. Gryba<sup>4</sup>**

<sup>1</sup>SPHERU

<sup>2</sup>College of Kinesiology, University of Saskatchewan

<sup>3</sup>Saskatoon Health Region

<sup>4</sup>City of Saskatoon

*A healthy community in motion: Building capacity for community change*

This workshop will present a case study that addresses three questions: What is the role of a university department in a community partnership? How do you measure community change? and, What are the challenges in managing research in a dynamic community intervention? The workshop is designed with three distinct parts describing and analyzing aspects of a university-community partnership focused on physical activity promotion. The first part will describe the developmental process of the partnership and a model of collaboration. Participants will have an opportunity to evaluate this and one of their own experiences in relation to the conceptual model. The second part of the workshop will focus on measurement of community capacity in this partnership initiative, and will allow participants to develop indicators for measuring capacity for this case study or for their own example or experience. The third part of the workshop will focus primarily on the experiences of all three local partners and the challenges and benefits they have realized as a result of this work together. (C6)

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**D. Berger<sup>1</sup> and J. Bowe<sup>2</sup>**

<sup>1</sup>Trent University

<sup>2</sup>Trent Centre for Community-Based Education (COIN)

*Challenges to Community-Based Research at the Trent Centre – A Story in Multiple Voices*

This storytelling session, illuminated by skits, will highlight the varied points of view and differences in organizational culture that challenge community-university partnerships. It will showcase tools and strategies that prevent conflict and propel research while imparting skills that support collaboration. Through six years of praxis, the Trent Centre for Community-Based Education has

developed a unique model for sustainable and socially responsible research. The Centre provides opportunities for students, faculty and local organizations to pool their resources and work together on community-inspired projects that enhance the social, environmental, cultural and economic health of our (Peterborough and Haliburton counties). Elements of this model include a partnership of university and community members on the Centre's management committees, a set of core policies and procedures to support ethical and academic standards, mechanisms to ensure that community needs drive the research process, and an administrative centre that operates at 'arms length' from the University. The presentation will complement the proposed poster session entitled, 'Trent Centre for Community-Based Education – An Evolving Model of Social Responsibility. (B24)

**R. Berntson**

**Nutana Collegiate, Saskatoon**

*The Saskatoon Public School Division and the University of Saskatchewan: Respect and Research*

After a decade of naïve practitioner research, a local high school formed a research partnership with a university academic. A CUISR sabbatical allowed this practitioner research to mature in depth and integrity. It became apparent that university researchers and the public school teachers have distinct values and priorities that may make cooperating for research complicated. The University researcher often works within a narrow scope of inquiry governed by accepted vocabulary and research methodologies. This seems needlessly obtuse and restrictive to the teacher, who has overriding concern with the heterogeneous needs of specific students. Teacher training borrow from an eclectic mix of subjects and theories. Often, the teacher's understanding of theory seems shallow and confusing to the

academic. While the university upholds ideals of independent inquiry and integrity, the teacher must work within the constraints of the special duty of care they owe to their students and the governance of elected politicians. Carefully constructed research plans may not fit easily within the time orientation of the public school and its relentless beginnings and endings. There should be an ongoing personal relationship that has mutual respect for the needs of each partner. Research agendas should be set cooperatively and may alternate between holistic inquiry and specific questions. The language of interpretation should speak to a broad audience. From this relationship may merge teachers who can pose useful questions and be discriminating consumers of research. This session presents an outline of how the research and school can work together. (A2)

**J. Bowe<sup>1</sup> and D. Berger<sup>2</sup>**

**<sup>1</sup>Trent Centre for Community-Based Education (COIN)**

**<sup>2</sup>Trent University**

*Trent Centre for Community-Based Education – An Evolving Model of Social Responsibility*

Through six years of praxis, the Trent Centre for Community-Based Education has developed a unique model to facilitate socially responsible research partnerships. The Centre provides opportunities for students, faculty and local organizations to work together on projects that enhance the social, environmental, cultural and economic vitality of the surrounding region (central Ontario counties of Peterborough and Haliburton). This model includes several key elements: balanced institutional and community representation on its management committees, core policies and procedures which support ethical and academic standards, mechanisms to ensure that community needs drive research priorities, and an administrative centre that operates at

'arms length' from the University. This poster presentation will identify key aspects of the Trent Centre model and demonstrate how it is being used in one region, to meet research needs, the desire of students to acquire relevant experience, and the mandate of the University to be socially responsive. Materials displayed will complement the proposed "creative session" entitled Challenges to Community-Based Research at the Trent Centre – A Story in Multiple Voices. (B11)

**S. Bray<sup>1</sup> and L. Thériault<sup>2</sup>**

<sup>1</sup>**Saskatoon Services for Seniors**

<sup>2</sup>**University of Regina – SPRU**

*Intended and Unintended Outcomes from a Research Partnership between Saskatoon Services for Seniors and the University of Regina – Social Policy Research Unit*

Dr. Theriault, surveyed clients and employees of Saskatoon Services for Seniors (SFS) and compared this data to survey results from a similar organization in Regina. The survey has been used by SFS to accomplish some intended goals— improved human resource management and industrial relations, increased Quality Assurance and client satisfaction. It has also had beneficial unintended outcomes – attracting greater funds from community resources and the Saskatoon Health Region. By forging a trusting relationship between the University of Regina, and Saskatoon Services for Seniors, our organization was ultimately able to determine where the major concerns of both our employees and our clients lay. We were then able to forge an effective response to these issues. Clearly, any research of this nature was not only beyond the capabilities and resources of SFS acting alone, but the results would also have been suspect were it not for the fact that the research was carried out by a skilled professional, an impartial third party. Because the research was comprehensive, SFS was also able to parlay results into a three-fold increase in

Community Funding, and low five figure ongoing funding from the Saskatoon Health Region. All of the benefits flowing from this research, including the completely unforeseen funding benefits should serve as further proof of the importance of Community/ University Partnerships in Research. (C5)

**J. Brown<sup>1</sup> and S. Languedoc<sup>2</sup>**

<sup>1</sup>**University of Manitoba**

<sup>2</sup>**Aboriginal Consulting Services**

*Aboriginal and academic research: Building relationships through shared understanding*

Evidence of program impact is becoming increasingly important for accountability and continued funding in community-based agencies. Aboriginal community agencies needing this kind of information may look outside their own walls, to researchers in academe, for assistance. The relationship between partners is fundamental to its success. Developing a relationship based on mutual trust and respect will facilitate the blending of academic and traditional approaches necessary to find answers that are meaningful and useful to both the researcher and the agency. The focus of this interactive presentation is the integration of academic and Aboriginal perspectives for research. The co-presenters, the Co-Executive Director of an Aboriginal community agency and a university professor, will describe their research partnership. They will discuss how cultural differences influenced expectations in early stages of their relationship and how they fit academic research together with traditional perspective to form a common purpose and approach to their topic. Those attending the presentation will be invited to participate in a discussion about ways to develop a shared understanding of goals and approaches in the early stages of Aboriginal / non-Aboriginal research partnerships. (B14)

**T. Caputo,<sup>1</sup> K. Kelly,<sup>1</sup> and M. Totten<sup>2</sup>**

<sup>1</sup>Carleton University Department of Sociology

<sup>2</sup>Youth Services Bureau of Ottawa

*Community-Based Responses to Youth Crime: Challenges and Opportunities*

Over the past two decades, there has been an increasing emphasis on community-based responses to youth in conflict with the law. This paper examines some of the challenges and benefits of extra-legal measures in work with communities, and is based upon the experience of a CURA restorative justice program in a major metropolitan area. Issues discussed include: defining "community"; garnering the support and participation of low-income and visible minority community members, schools, youth-serving organizations, and the legal system; confidentiality and information sharing; and sustainability. Theoretical and policy implications are discussed. (A2)

T. Carter<sup>1</sup> and A. Friesen<sup>2</sup>

<sup>1</sup>Research Liaison Director, Winnipeg Inner-city Research Alliance, Institute of Urban Studies, University of Winnipeg

<sup>2</sup>Community Liaison Director, Winnipeg Inner-city Research Alliance

*Winnipeg Inner-city Research Alliance: Lessons in Collaboration*

Background and Rationale: Winnipeg's inner city is in serious need of rehabilitation. Much work is being done by community groups to improve the situation; however, community groups alone do not have the time or the resources to conduct the type of in-depth research that will lead to more responsive policies, better use of existing resources and innovative solutions to ongoing problems. Collaboration between community and academic partners in research projects addressing these issues can have a significant positive impact on the inner city

and enhance mutual learning. What we did: The Winnipeg Inner-city Research Alliance (WIRA) pairs community groups with established researchers to undertake action-oriented research that meets community needs. The initiative draws on the resources and expertise of the local community, including a diverse range of community-based organizations, academics, researchers, and policy makers. Under the program, community stakeholders work together to identify and address key issues in the inner city. WIRA funds community-based research projects that will result in policy and program development and will ultimately improve the quality of life in the inner city. The Outcomes: The research projects have resulted in innovative research, training and advancement of knowledge in community development; enriched research, teaching methods and curricula in universities; community program development; influential policy recommendations; and, increased research skills and capacity in the community. The Presentation: An overview of the WIRA initiative and our collaboration framework will provide the foundation for the presentation which will examine the challenges in structuring partnerships, the strengths associated with community-academic collaboration, and the lessons learned through WIRA. (A3)

A.Casault, C. Rock, G.Vachon, and 23 students: A.-M. Angers, G. Beaulieu, V. Bérubé, E. Boucher, M. Bourbeau, H. Bricout, N. Danis, C. Dubois, K. Faucher-Lamontagne, R. Hovington, L.-A. Langlois, S. Leger, M. Leroy, J. Mac-Hine-Fane, L. P. Nguyen, M.T. Nguyen, I. Périgny, J.-N. Pitre, S. Plourde, P. Sauvageau, St-Pierre, N. Martineau

Laval University

*Exploring the territorial potential of Uashat-Maliotenam – An Innu community-School of architecture collaboration*

Today in the large-scale globalization of our world, the importance of the cultural diversity is not yet fully recognized (compared, for example, with the recognition of bio-diversity). Facing these changes, most communities are searching for their proper identity. In this context, a group of 23 students and 2 professors from the Université Laval School of Architecture in Quebec City is collaborating on a project with the Innu Community of Uashat-Maliotenam, Sept-Œles (located about 700 km north-east of Quebec City). The objective of the joint project is to explore and develop the territorial potential of the sites occupied by the community. The collaboration is also very important to the school in terms of academic goals: how to design sites and buildings while respecting the cultural identity and values of the community one is working with. Can the cultural specificities in the built environment preserve and enrich the future of humankind. This actual collaboration with Uashat-Maliotenam is the third one after the one with the Innus of La Romaine in 1999 and the Abenakis of Odanak in spring 2002. The project involves 13 students working on different urban design proposals and 10 students exploring the design alternatives for the small houses to be built on the reserves. The students visited the community twice. The sites were surveyed, observations were made, the population was interviewed and meetings were held with the people involved in the joint project. Preliminary work was presented to the population in Uashat-Maliotenam at the end of October and in November a second project review was organized at the School of Architecture, in which members of the Innu community also participated. The proposed oral presentation will present the challenges of such a collaboration, and more specifically the poster presentation will show the projects developed by the students. (A10, B13)

**K. Chad,<sup>1</sup> E. Harrison,<sup>1</sup> R. Kinzel,<sup>2</sup> and J. Beattie Flath<sup>1</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Kinzel, Cadrin & Associates Consulting Inc.

*Community-University Research Partnerships: Equity in Authorship and Acknowledgement*

Community-university research partnerships usually involve multi-disciplinary projects and programs, a range of organizations and individuals, and are often carried out over a long period of time. Traditional guidelines established to direct authorship for scientific publications are considered inappropriate for this research model. Assignment of authorship is complicated by the unique and diverse nature of this type of research, an increase in multi-authored publications, the professional importance of publication in academia, and the increasing interest of community partners to engage in research. A community-university partnership at the University of Saskatchewan (Saskatoon In Motion) saw the necessity to formulate a set of publication guidelines for authorship to address this need. A facilitated workshop brought together academic and community representatives to identify key elements and issues for developing generalizable publication guidelines. A questionnaire was developed to collect feedback from workshop participants. Based on common themes and recommendations, subsequent drafts of the authorship guidelines document were distributed to a broader community and university audience for feedback. Questions to be posed: Do the phases of the research cycle represent the key elements of academic and community involvement? What defines substantial involvement? What is the decision-making process? Can this generic template be applied to other community-university partnerships? Plan for engaging participants: Small group discussion facilitated by the draft document 'Community-University Partnerships: Equity in Authorship' developed by Saskatoon In Motion. (B28)

**B. Chamberlin**

**Partner, Moore Chamberlin & Associates,  
Community Health Development  
Consultants, Saskatoon**

*Respectful And Empowering Inquiry In  
Northern Aboriginal Communities*

This presentation examines thirteen principles for accomplishing respectful and empowering qualitative inquiry in northern Aboriginal communities. The principles have been developed from an extensive search of the academic literature and from the author's learning as a cross-cultural worker in northern Saskatchewan. A research project, designed by the author, to discover culturally appropriate health promotion strategies for use by northern Aboriginal community development and health promotion workers is discussed as a model for the adaptation of the principles to an applied research project. Both a qualitative data gathering method and analysis procedure are included in the discussion. (B22)

**R. Chipeniuk**

**University of Northern British Columbia**

*Yet Another Model: The Living Laboratory in  
Sustainable Development*

The Living Laboratory in Sustainable Development is a new, informal institution centred in Smithers, northwestern B.C. Rather than a physical entity, it is a set of research arrangements between Environmental Planning faculty at the University of Northern British Columbia and organizations involved in sustainable development (SD) planning. Participants include government agencies, First Nations offices, resource-based businesses, and environmental advocacy groups. The Living Laboratory serves two broad purposes: facilitating field studies in a region where SD planning goes on all the time, is important

even globally, and has high salience in the minds of the public; and secondly, compensating host organizations and communities by giving them better access to academic expertise and assistance. The Living Laboratory model for enabling community-university research draws inspiration from the Urban Environmental Laboratory at Brown University, RI, U.S.A., the Experimental Lakes research program in Manitoba, and the Hubbard Brook Ecosystem Study in New Hampshire. Living Laboratory research aims to study SD planning at the scale of whole communities, sometimes by means of experiments, and to generate improvements in SD planning processes. (B3)

**L. Clarke,<sup>1</sup> M. Gertler,<sup>1</sup> K. Archibald,<sup>2</sup> and  
L. Usiskin<sup>3</sup>**

<sup>1</sup>**University of Saskatchewan**

<sup>2</sup>**Child Hunger & Education Program**

<sup>3</sup>**Quint Community Development  
Corporation**

*Both Sides Now: Insider Perspectives on  
Community-University Research  
Collaboration in CED*

This workshop will explore the key characteristics of non-profit, community economic development groups which may have important consequences for partners on both sides of research collaboration in the CURA context. In particular, does it make a difference that these groups have a community-based board of directors and an explicit philosophy of social change? Two executive directors of such community groups and two university researchers all involved in projects funded by CUISR will briefly present their perspectives on this issue. They will address such questions as: What have you learned about collaborative research from your experiences? What worked best? What were the most challenging aspects of the collaboration? Are the challenges primarily operational or are there key differences in orientations or philosophies involved? There



may be different institutional rhythms in terms of when resources are available and when they are needed. More fundamentally, who within the organizations and partnerships gets to define the key elements of community and research? This will be followed by an open discussion with the audience on ways to enhance the research capacity and other outcomes of all who participate in research collaboration between small non-profits and university researchers. We will try to reach consensus on key recommendations for improving funding arrangements and working relationships. (A8)

**D. Cole<sup>1</sup> and K. Levine<sup>2</sup>**

<sup>1</sup>Career Trek Inc.

<sup>2</sup>University of Manitoba

*Barriers and Solutions to Community and Post-Secondary Collaboration: The Career Trek Experience.*

Background: Winnipeg currently has the second highest rate of child poverty among Canada's major cities. This can be attributed in part to the extreme poverty being experienced by Winnipeg's Aboriginal community. At the same time, both the public and private sector have identified a critical shortage of skilled labour. Our current situation seems to be one of exasperation and opportunity. Disparaging youth, unable to find work, are juxtaposed to many unfilled jobs. Career Trek is an award-winning program that uses career education as a vehicle to fight poverty/potential poverty among select young people within the City of Winnipeg and surrounding communities. Employing a holistic program model that necessitates the involvement of three post-secondary institutions, 55 schools and 240 young people (and their families), Career Trek allows participants to experience the value of staying in school and pursuing a post-secondary education. Outcomes: Career Trek was originally established as a joint project between the Universities of Manitoba and

Winnipeg and Red River College. Largely as a result of problematic initial experiences that were encountered at a post-secondary level during its first three years, Career Trek was forced to evolve into a free-standing, not-for-profit organization. Operating with this new structural arrangement for the last four years, Career Trek has now established a model that allows for maximum participation of all stakeholders, given their individual limitations. (B2)

**P. Crabbé, D. Lagarec, R. Needham, M. Robin, and B. Daneshfar**

**University of Ottawa**

*Canadian Communities and Local Adaptation to Climate Change*

While mitigation for climate change at the change at the local level has been spearheaded by the Federal Government and FCM, complementary local adaptation has not received the same level of leadership. Very few local community adaptation initiatives are documented. Actually, in Canada, municipalities have been the leaders in local community sustainable development, which appears to be the proper analytical framework for local adaptation initiatives. U of O together with a local ENGO and FCM initiated a climate change institutional adaptation assessment for water resources –related infrastructures in Eastern Ontario, building upon an ongoing study initiated by local municipalities with provincial funding, which looked at the stressors on water resources independantly from climate change. CURA produced climate change scenarios for Eastern Ontario and an evaluation of their localized cumulative impacts on water resources and related institutions. The principal institutional barriers and challenges that local community adaptation initiatives face are: lack of science-based climate information at a regional level, lack of resources and professionally directed information related to water infrastructures for

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municipal staff and councilors, lack of information on the costs of waiting to implement adaptation initiatives, lack of focus on adaptation in federal initiatives and lack of knowledge about current and future water sources and uses. (B3)

**K. Cram,<sup>1</sup> C. Rogers,<sup>2</sup> and W. MacDermott<sup>3</sup>**

<sup>1</sup>Saskatoon Health Region and Child Poverty Working Group

<sup>2</sup>Saskatoon Anti Poverty Coalition

<sup>3</sup>Saskatoon Communities for Children

*Building Cross Cultural Relations; community and university*

Rationale and Background. The Child Poverty Working Group of Saskatoon Communities for Children and the Saskatoon Anti-Poverty Coalition collaborated with the Community University Institute for Social Research to investigate poverty in Saskatoon. The objectives of the projects were to a) document the extent of child poverty in Saskatoon, b) better understand the consequences for children, families and the community, and c) build community capacity in a process to identify problems and propose solutions to reduce poverty. The outcomes. In both cases people living in poverty were engaged in developing research project design and methods and gained knowledge and skills in conducting community-based research. They also developed skills in public speaking, understanding policy-making processes, and working with the media. What we want to talk about. The Anti-Poverty Coalition and the Working Group are interested in using this forum as an opportunity to advance their own skills and deepen their understanding of university and community relations. We are also interested in providing a creative atmosphere for sharing ideas and experiences. More specifically, we want to describe and reflect upon how our experiences relate to the following theme areas: a) Developing ways for researchers and community work together, b) Defining and

understanding different accountabilities, c) Communicating in a language that respects community, d) Understanding the dynamics of cross cultural relations & power, and e) Creating an infrastructure of communication and advocacy. We will use a combination of the story- dialogue and focused conversation methods. (B14)

**M. Currie,<sup>1</sup> G. King,<sup>1,2</sup> M. Law,<sup>2</sup> P. Rosenbaum,<sup>2</sup> N. Plews,<sup>2</sup> D. Russell,<sup>2</sup> S. King,<sup>2</sup> C. Missiuna,<sup>2</sup> and S. Walter<sup>2</sup>**

<sup>1</sup>Thames Valley Children's Centre

<sup>2</sup>CanChild Centre for Childhood Disability Research

*Examination of a Multidisciplinary Research Unit: Helpful Factors and Lessons Learned*

Multidisciplinary research units and alliances that link researchers and community partner groups are proliferating. Little has been published about the benefits of these research organizations, the factors that make them successful, the challenges they face, or how they change and evolve as entities over time. This poster will describe the findings of an open-ended survey of 13 investigators and coordinators at CanChild Centre for Childhood Disability Research, a multidisciplinary team of researchers from the fields of occupational therapy, physical therapy, speech-language pathology, pediatric medicine, psychology, and epidemiology-biostatistics, in existence since 1989. The Centre is sponsored by the School of Rehabilitation Science at McMaster University, funded by the Ontario Ministry of Health as a health system-linked research unit, and is formally partnered with the Ontario Association of Children's Rehabilitation Services, an association of 19 children's rehabilitation centres. CanChild has established research links with other universities, hospitals, and centres in Canada and other countries. The poster will describe this group's perceptions of CanChild as an organization, including major helpful factors,

lessons learned, and challenges and changes to the Centre's internal operations and approach to research over time. Study themes indicated the importance of three aspects of the functioning of a research organization: awareness of environmental context, strong commitment to a shared vision, and emphasis on internal and external communication activities. Findings demonstrate the collaborative advantages of multidisciplinary research organizations that link universities with community partners around a common issue. (C11)

**H. Dickinson,<sup>1</sup> S. Kemp,<sup>2</sup> and G. Klein<sup>3</sup>**

<sup>1</sup>**Director, Social Research Unit, Department of Sociology, University of Saskatchewan**

<sup>2</sup>**Curriculum Developer, Saskatchewan Learning**

<sup>3</sup>**Saskatoon Star Phoenix**

*"Government, Press and University Partnership: Bringing Social Research to the Community by use of Partnerships with the Local Newspaper and On-Line Education"*

This session will describe the partnerships established by The Star Phoenix with the Social Research Unit in the Department of Sociology and the Community University Institute for Social Research (CUISR) at the University of Saskatchewan to examine social attitudes and the quality of life issues in Saskatchewan, and how some of that research was incorporated by Saskatchewan Learning into an on-line curriculum in provincial high schools. Utilizing the research expertise of the University, the newspaper commissions academic-based studies of the major social issues facing the provincial and local communities. The results of the research are published in special reports in the paper, then a database has been developed by Saskatchewan Learning and the University to provide teachers and students in Saskatchewan with on-line access to survey information covering major topics and issues

in social psychology. This session will describe the design and development process, and then demonstrate the utility and effectiveness of the database by working through the lessons of the on-line courseware currently under development. (A4)

**L. Dubinsky<sup>1</sup> and D. Lawrence<sup>2</sup>**

<sup>1</sup>**Kamloops Art Gallery**

<sup>2</sup>**University College of the Cariboo**

*Linking Community and University Through Artistic Inquiry: The Kamloops Experience*

"The Cultural Future of Small Cities" is a CURA/SSHRC supported initiative in Kamloops, British Columbia that is exploring the cultural challenges and possibilities facing small urban centers. Comprising nine partners including the gallery, the university and seven other local organizations, it consists of research projects and community-based activities that are examining issues such as city planning, linking cultural resources to social development and documenting the history of the Secwepemc people. This paper focuses on artistic inquiry, which is emerging as a feature of much of the work being undertaken. The paper will identify some of the ways artists are engaging as researchers conceptually and methodologically and how their work contributes to and is a consequence of community-university collaboration. The paper will also examine the implications of this work for other partnerships that may not have an arts and/or cultural component. Finally, there will be an attempt to address policy issues, including artistic inquiry as both a form of legitimate academic research and as a basis for community development. (B13)

**F. Duguid**

**OISE/University of Toronto**

*Changes and Interconnections: The Ontario Energy Co-operative within Electricity*

*Deregulation*

In 1998, the Ontario provincial government passed the new Electricity Act. The resulting changes for stakeholders- consumers, generation plants, transmission companies, environmental advocates to name a few- have been swift and extreme, such as: unbundling the public utility, privatizing generation plants, altering regulatory bodies, and opening up the retail supply market to competition. Of significance within this context, are the creative and innovative ways in which communities, community economic development enterprises, governments and university alliances can come together to increase democratic processes, participation, information flow, and environmental awareness in order to foster an active citizenship. I discuss the Ontario Energy Co-operative (OEC), a non-profit community enterprise currently being developed. Within the deregulated electricity industry, the potential for the OEC to become a catalyst and/or leader is refreshing. The OEC's aims are to (1) promote clear, concise and accurate information of traditional energy options (2) encourage methods of energy efficiency and (3) advance renewable and/or green energy options. Grounded in the values of the co-operative movement, the OEC also provides a venue for local participation, democratic decision-making, and community involvement, which is increasingly important in a globalized, centralized world and Canada. For the purposes of this poster presentation, I highlight the changing and interconnected roles of community, business, government and university research in regards to the OEC within the current electricity climate in Ontario. (A10)

K. Edgren,<sup>1</sup> E. Parker,<sup>1</sup> B. Israel,<sup>1</sup> T. Lewis,<sup>1</sup> M. Salinas,<sup>1</sup> T. Robins,<sup>1</sup> and Y. Hill<sup>2</sup>

<sup>1</sup>University of Michigan  
<sup>2</sup>Detroit Health Department

*Conducting an epidemiological research*

*project and health education intervention involving a community-university research partnership: The Community Action Against Asthma project*

Despite calls for more community-based participatory research in public health, little has been written about the specific roles and contributions of community members in the conduct of traditional epidemiological studies and health interventions using a community-university research approach. This presentation focuses on how a Steering Committee comprised of representatives from community-based organizations, a local health department, an integrated health care system, and academia actively participated in the design and implementation of a children's asthma study in Detroit, Michigan: Community Action Against Asthma. The overall aim of Community Action Against Asthma is to examine and address environmental triggers of childhood asthma. This presentation will describe and analyze the model of community-based participatory research used, including key principles adopted and strategies involved in enhancing community participation in research and capacity building. The role of community members as data collectors, examining a variety of sophisticated data collection roles will be discussed. An analysis of how community members shaped and participated in the project, the lessons learned, and implications for future community-university research partnerships. (B25)

A. Elliott<sup>1</sup> and W. MacDermott<sup>2</sup>

<sup>1</sup>Tamara's House; Services for Survivors of Child Sexual Abuse  
<sup>2</sup>MA- Saskatoon Communities for Children

*One project, many perceptions*

Wendy and Anne will talk about the processes around a research project that was conducted at a local service for women survivors of child sexual abuse, Tamara's House. This research

project also served as Wendy's masters thesis. Tamara's House required the research to demonstrated the utility of complementary modes of healing for survivors of trauma. The researcher required practicum and thesis topic to complete her masters degree. Both had expectations, both had needs, and both had preconceived notions, but both held the needs of the community as paramount. Wendy and Anne will tell their 'lived experience' of the research touching on the benefits, difficulties, rewards, and realities they faced from their own unique experiences. Anne will discuss how and why Tamara's House decided upon a student, what criteria were in place, and what were the primary concerns and considerations. Wendy will talk about how she became a part of the community of Tamara's House. Wendy and Anne will also discuss the importance of dissemination and ways research can be used to inform service delivery and best practices. (C10)

**R. Engler-Stringer,<sup>1</sup> S. Berenbaum,<sup>1</sup> K. Archibald,<sup>2</sup> C. Armstrong-Monahan,<sup>3</sup> T-A. Keenan,<sup>4</sup> and J. Phillips<sup>5</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Child Hunger and Education Program

<sup>3</sup>Saskatoon Community Clinic

<sup>4</sup>Public Health Services Saskatoon District Health

<sup>5</sup>Collective Kitchen Partnership

*Collective Kitchens in Saskatoon: A student's experience doing research with community members and organizations*

Collective Kitchens are defined in a general way as groups of people who meet to plan, shop for and cook meals in large quantities. The study explored through observation and interviews, the experiences of collective kitchen members during and away from collective kitchen meetings, in relation to the central concepts of health promotion, community development and food security. The Collective Kitchen Partnership includes

four partners: the Child Hunger and Education Program, Public Health Services, the Saskatoon Community Clinic and the Community. The student researcher became immersed in all areas related to collective kitchens. She became a member of the Collective Kitchen Partnership Committee and attended their monthly meetings in order to keep track of the activities of individual collective kitchens, as well as the Partnership. She provided the committee with monthly updates on her study, and asked members for their input into the project. The researcher also developed a partnership with the members of each of the collective kitchens she studied. Upon initial contact with each group, the researcher committed to bringing her final research findings to all participants during a community event scheduled for September of 2003. She also made explicit that participant experiences were central to the project. The two activities of becoming an active member of the Collective Kitchen Partnership Committee, and the emphasis on giving the research findings back to the community, have made this on-going project an almost problem-free process. (C11)

**R. Eni**

**Manitoba First Nations – Center for Aboriginal Health Research, Department of Community Health Sciences, University of Manitoba**

*Redefining "Participation" in Community-University Research*

We have entered into a new era of research. Whereas universities have traditionally used research as a tool for the advancement of knowledge and the 'improvement' of the 'human condition', communities other than the mainstream have not been wholly considered and often made to pay the consequences for 'societal improvement'. For decades, science had continued relatively unquestioned, largely through utilitarian justification, the unquestioned power and

legitimacy of government and its institutions over the lives of human communities by the mainstream population, and the simultaneous exclusion of the voices of First Nations and other marginalized communities from the official discourses. Over the past forty years, researchers have been responding to First Nation resistances of the colonial agenda. Terms like PAR, community-based, community-development, partnership, collaboration and traditional ways-of-knowing have infiltrated into the design and implementation of Canadian – First Nation research projects. Through the–First Nations Health Services-Health Governance Project, researchers have discovered that in order for our actions to reflect the language of modern research, universities and communities, together, must critically analyze the assumptions upon which the research is based. In our research, this has meant to engage in university-community dialogue where the following questions are explored: What is the meaning of community-university partnership? Whose values do the research process represent? Who decides what are the benefits of the research? How do we know when the goals of the research have been met? What are the responsibilities of the university to the communities? Are communities responsible to the university? This dialogue, with its focus on negotiating university-community relationships, informs and is very much a part of the research process. (B16)

**B. Findlay<sup>1</sup> and M. Verhoef<sup>1,2</sup>**

<sup>1</sup>Tzu Chi Institute, Vancouver  
<sup>2</sup>University of Calgary

*The Tzu Chi Institute for Complementary and Alternative Medicine: Building Community-University Bridges in Research*

Background: The Tzu Chi Institute is a charitable organization which develops and provides integrated health care that supports people in making positive health changes. Its

activities include clinical practice, research and education/information provision. Major challenges: Challenges to the development of its research program consisted of 1) lack of awareness of its goals by academia, 2) lack of credibility, 3) lack of trust, 4) lack of collaborative relationships, 5) lack of champions promoting research collaboration, and 6) lack of experience in navigating bureaucracy. Overcoming the challenges: These challenges were addressed by: 1) creating an evaluation/research culture and hiring dedicated, committed staff 2) internal reorganization to better integrate clinical practice, research and education and 3) ensuring the research agenda reflects the organization's mission and is linked to the strategic plan. The latter included developing a focused, feasible research program, inviting a university based researcher to direct the research program, mentoring students from a wide range of faculties, presenting and publishing research results, establishing collaborative research teams, offering workshops at BC Universities and Colleges and participating in national networking initiatives. Outcome: A small but flourishing research program, a dramatic increase in abstract and manuscript production and increased nation-wide recognition. (B23)

**I. Findlay**

**University of Saskatchewan**

*Understanding Communities: Communicating Cultures/Interdisciplining Diversity*

Constructions and reconstructions of culture are critical to community identities and their relation to Canada and its institutions—legal, political, educational, socio-economic. Such constructions as—“the cultural gap” between Aboriginal and non-Aboriginal groups and the discourse of managing diversity are often taken to be so natural as to resist and resent critical scrutiny. The tendencies to exaggerate, exoticize, or erase cultural differences reproduce colonial relations. Only

in understanding culture in the plural and as a set of historically contingent practices can we develop means of improving or replacing what at a particular time and place seems to be the only “natural” way to think, act, and interact. This presentation reflects on (narrowly disciplinary) misconstructions of culture that have proven so influential in public discourse as to become major impediments to productive research partnerships, policy initiatives, and community development efforts with Aboriginal communities. Drawing on interdisciplinary, crosscultural, and collaborative research, this presentation offers alternatives to institutional systems that actively reproduce the gaps and differences they claim to find in the so-called “real world.” It does so in order to remake meanings and relationships and underline the value of Indigenous knowledge to a sustainable knowledge economy for all of us. (B14)

**I. Findlay, L. Clarke, and W. Weir**

**College of Commerce, University of Saskatchewan**

*Values Added: Charting the Course for Aboriginal Community Economic Development*

In our presentation we'll share lessons from a conference we organized in May 2002—Value(s) Added: Sharing Voices on Aboriginal Community Economic Development—its mandate and mission; design, delivery, and dissemination; key players, issues, outcomes, and ongoing agenda. To encourage mutual education and public understanding of Aboriginal CED, the conference promoted dialogue across cultures, communities, and disciplines. A wide sampling of current academic research and community practice across Canada animated regular talking circles in which community and university participants shared their sense of issues, obstacles, and opportunities. The findings of the talking circles were then shared in a final agenda-building session in which participants

revisited (in small and large group settings) key themes and strategies and come to consensus on elements critical to charting the course for Aboriginal CED in the 21<sup>st</sup> century. In addressing Aboriginal CED, participants explored success stories as well as persistent challenges and aimed to rethink the three key terms—community, economic, development—and add values to current debate by re-centring Aboriginal world views, spirituality, land, and languages. Keeping the agenda alive and enhancing a new Aboriginal CED culture means multiple strategies in multiple sites; interdisciplinary and cross-cultural cooperation; rediscovering traditional economies while developing treaty, knowledge, and other economies; rewriting discourses and curricula to remake meanings and relationships; and re-imagining big stories that nourish local realities. (B22)

**L. Findlay,<sup>1</sup> L. Bell,<sup>2</sup> and M. Battiste<sup>3</sup>**

<sup>1</sup>English, University of Saskatchewan

<sup>2</sup>Art and Art History, University of Saskatchewan

<sup>3</sup>ITEP, University of Saskatchewan

*Animating the Postcolonial University: An Interdisciplinary, Intercultural, International Research Project*

Despite decades of work on equity in curriculum, research, and access, Aboriginal peoples' achievements, knowledge, and perspectives remain too often ignored, suppressed, or under-utilized in universities across Canada and beyond. The Aboriginal agenda expressed in mission statements and resource distribution reaffirms colonialism in the name of excellence, integration, and modernity. Universities promise to make postsecondary education accessible to Aboriginal peoples, but are largely silent on the legitimacy and power of Indigenous knowledge. They neither decolonize institutional assumptions, content, structures, and processes nor encourage change via Indigenous peoples' participation as full

partners across universities' full range. We are addressing these challenges theoretically and practically: developing new theories of cognitive justice, Indigenous interdisciplinarity, and multicultural literacy, from the postcolonial Indigenous consciousness and cultural renaissance nourished by Aboriginal scholars in Canada and Aotearoa (New Zealand); and we are developing sites of animation involving elders, federal and provincial policy makers, and Aboriginal and academic organizations and communities. (A7)

**D. Fleming, K. Shaw, L. Schnirer, and J. Bisanz**

**Community-University Partnership for the Study of Children, Youth, and Families**

*Emerging Models for Collaborative Research: The Community-University Partnership for the Study of Children, Youth, and Families*

People who work with children and families seek information about best practices and effective programs, but they find that information is usually scattered, difficult to obtain, and difficult to evaluate. Meanwhile, many universities have considerable research expertise in matters related to child and family development, but that expertise tends to be theoretically focused and spread across numerous departments and research centres that are not well linked to their surrounding communities. Usually there is no effective means of coordinating university and community resources, and there is no stable structure to support the kinds of community-based, applied research that is necessary for advancing knowledge about child and family development. In July, 2000, the Community-University Partnership for the Study of Children, Youth, and Families (CUP), a collaborative initiative between faculty members and community leaders, was formed to address this problem. Over the past two years CUP has developed a number of collaborative, community-based research

projects on topics ranging from social and educational intervention to educational policy analysis. CUP has developed a flexible model for facilitating community-university research that includes three aspects: research consulting; matching making; and collaboration. Specific strategies for implementing this model will be described, along with examples of projects. (B11)

**C. Forchuk<sup>1</sup> and K. Turner<sup>2</sup>**

**<sup>1</sup>University of Western Ontario/Lawson Health Research Institute  
<sup>2</sup>Margaret's Haven**

*Tackling Complex Policy Issues With Innovative Strategies*

There are a vast number of policies that impact on people with mental illness struggling to find and maintain affordable safe housing. It became almost impossible for a Community University Research Alliance project to analyze a multitude of policies to identify gaps and barriers, let alone determine which political actions would best serve the identified population. Innovative strategies were developed to address the complexities of policy analysis. With the formation of a policy subcommittee, an initial grid was developed to scan different types of policies (housing, health, mental health and income support) across three levels of government and different ministries/ departments. Based on these results, further committee members were chosen for content expertise. Knowledge was gathered from these members, community focus groups, key informant interviews and through scanning of written reports. This process led to the development of "cheat" sheets to simplify the information and educate others about the inter-play of policies affecting their clientele. The sharing of policy information between community groups and researchers resulted in formal and informal coalitions. A major strategy has been to piggyback onto other group events, which allows us to work



towards multiple goals simultaneously. Providing simplified information directly to key decision makers has also been fruitful. The strategies allowed the group to collect data that validated policy barriers and allowed us to respond quickly to opportunities to influence policy. (C5)

**P. Fowler<sup>1</sup> and B. Schoenfeld<sup>2</sup>**

**<sup>1</sup>Nutana Collegiate Institute  
<sup>2</sup>University of Saskatchewan**

*A Dynamic Learning Community: How a University and High School Have Partnered*

*You can't educate a child who isn't healthy  
You can't keep a child healthy who isn't  
educated*

Success in school is influenced by many factors in a student's life. The degree of physical, mental, social and spiritual well-being has a great impact on one's ability to do well and to feel good about being at school. It is ineffective to address a student's poor academic standing without exploring health and social issues. Schools are an ideal environment for an interdisciplinary team to address a broad range of educational, social, and health issues. Change will occur when communities work together to promote the health of students in a holistic fashion. Nutana Collegiate and the College of Nursing have developed a partnership for the purpose of creating strategies that will support students at Nutana to make positive and informed lifestyle choices. Working with numerous members of the Integrated School Linked Services team at the school, senior nursing students and a faculty member from the College of Nursing are afforded excellent opportunities to apply principles of health promotion and community development. This experience fulfills the requirements of a senior nursing practicum called Primary Health Care in the Community. This session will focus on the story of the journey together; the lessons learned, the outcomes of projects, the

relationships that have been built and the visions for future work. (A2)

**R. Fransoo<sup>1</sup>, E. Burland<sup>1</sup>, P. Martens<sup>1</sup>, and C. Black<sup>2</sup>**

**<sup>1</sup>University of Manitoba, <sup>2</sup>University of British Columbia**

*The Need to Know: Collaborative Research by the Manitoba Centre for Health Policy, the Rural and Northern Health Authorities, and Manitoba Health*

The *Need to Know* project is based on a 'knowledge transfer' model that facilitates collaborative research between the Manitoba Centre for Health Policy, Manitoba Health and the 11 rural and northern Regional Health Authorities of Manitoba, with representatives from each making up the project team. The main goals of the project form the basis of this model: (i) to create and develop knowledge directly relevant to rural and northern regional health authorities, (ii) to develop both RHA-relevant capacity for collaborative research and useful models for health information infrastructure, and (iii) to disseminate and apply health-related research so as to increase the effectiveness of health services, and ultimately the health of RHA populations. The creation and development of knowledge involves conducting three RHA-relevant research projects, the first of which is nearing completion. The development of RHA-relevant capacity includes training for RHA team members and graduate students, to (a) increase their understanding of and/or their ability to conduct RHA policy-relevant research, and (b) improve their ability to access information. Ongoing team meetings, facilitated workshops, and other participatory activities provide opportunities for networking and increased partner interaction.

Preliminary feedback from team members has been very positive. Interacting and working collaboratively with others from across the province has been beneficial for

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many members. As well, the opportunity to learn, share knowledge, provide input and receive relevant training, has helped members to better understand and effectively use information. (C4)

**J. Frantz, J. Atkey, H. Blomfield, and P. Dampier**

**University of British Columbia**

*Reflections of Feet First: A Student-Led "Walk-Shop"*

A group of masters students are holding a one-day event (titled Feet First: A Student-Led 'Walk-Shop') that will bring together citizens, municipal engineers, planners, academics, and politicians to discuss improving the walkability of Vancouver. In doing so, the Walking Security Index (WSI) will be introduced as one possible tool for assessing the security (as defined by safety, comfort, and convenience) of pedestrians throughout the city. In addition to being an effective technical tool, the WSI is also an excellent community development tool, which will be highlighted throughout the event. The group would present a summary and reflection of the process involved in organizing and conducting the Feet First event. As a group of students, who are successfully integrating community, planning, engineering, political, and academic fields together by focusing on one key initiative, we can discuss our experiences as they directly relate to the theme of this conference. Throughout the presentation we will discuss the methodology that was used in organizing the Feet First event, highlight what went well and what contributed to the success of the event, and we will also discuss problems that were encountered and suggest methods of avoiding them in the future. The student group is using a multi-media presentation style for the Feet First event that will incorporate video, music, field work, and the use of models. We would like to reflect this format in this conference by integrating video with a

speaker. We are documenting, on video, the organizational process of the Feet First event, the event itself, as well as conducting interviews with participants of the event to solicit feedback and comments on the success of the event. (B11, B25)

**L. Gander<sup>1</sup> and D. Lowe<sup>2</sup>**

**<sup>1</sup>Faculty of Extension, University of Alberta  
<sup>2</sup>Canadian Forum on Civil Justice**

*Partnerships in Action: Nurturing Networks for Change*

In 2001, the Canadian Forum on Civil Justice launched a multi-disciplinary, collaborative research program to explore the nature of communication between the Canadian civil justice system and the public. The program has brought together key academics and representatives of the justice community from every region of the country to identify and overcome barriers to communication. This is the first time such a cross-section of the justice community has worked together to address the challenges it faces. This presentation discusses the Civil Justice System and the Public project as a partnership within the justice community that has the potential to transform the way the civil justice system in Canada interacts with and responds to the public. A major objective is to nurture the partnership into a strong and self-sufficient network to bring about change. The justice community partners share a concern for reform and an interest in involving the public, but must overcome challenges posed by geographical distance, a limited history of working together, a hierarchical tradition that does not value collaboration, and opposing theoretical groundings. Key elements in a successful network-building process include selecting initial partners, achieving their active buy-in, engaging them throughout the research process and providing them with opportunities to advance and articulate other issues of interest among themselves. (A4)

K. Green

Department of Community Health & Epidemiology, University of Saskatchewan

*Engaging Heart and Mind in Community-Based Participatory Action Research*

In May 2000, a participatory action research project involving low-income mothers of preschool-aged children began in Saskatoon, funded by the Prairie Women's Health Centre of Excellence and CUISR (Health Determinants and Health Policy Module). The project was developed and guided by a Community/Research Team consisting of individuals representing five community-based organizations and myself, a university researcher. Over the next year or so, approximately 15 women met to talk about what they would like to change in their communities and to develop the skills they needed to make change; they took photos of their neighbourhoods and made murals depicting community problems and solutions. Finally, in the fall of 2001, they published a book containing their own stories, called *Telling It Like It Is: Realities of Parenting in Poverty*. In this session I will tell the story of the project, focussing on its impact on myself as an academic, the challenges I have faced in reconciling the expectations of academe with the expectations of community-based organizations and community members, and the role of funders who value community-based work. (C10)

L. Hammond Ketilson,<sup>1</sup> A. Malan,<sup>2</sup> I. MacPherson,<sup>3</sup> D. Guy,<sup>4</sup> K. Zeuli,<sup>5</sup> and V. Leland<sup>6</sup>

<sup>1</sup>Centre for the Study of Co-ops, University of Saskatchewan

<sup>2</sup>Co-operation Works

<sup>3</sup>B.C. Centre for Co-operative Studies, University of Victoria

<sup>4</sup>Ontario Co-operative Association

<sup>5</sup>University of Wisconsin Centre for Co-operatives

<sup>4</sup>Former President, Federated Co-operatives Ltd.

*Aligning research interests: experience from cooperative research centres*

Interdisciplinarity in university centres sometimes develops as part of partnerships with community based organizations. Co-operatives are community based in that the members of a co-operative are its owners, the users of the services provided, and the controllers of the organization via a democratic system of elected officials. As part of their educational mandate, some co-operatives have chosen to develop or support interdisciplinary centres for co-operative studies at universities. The purpose of these centres varies, but typically includes attention to research, teaching, outreach or extension, and sometimes co-operative development. In some cases, the co-operative sector not only provides funding to support the centres, but also allows access to its organizations. This session's presenters represent a variety of perspectives including those of academic researchers, a co-operative developer, an elected representative, and a sectoral representative. The roundtable discussion is intended to examine the varying experiences of co-operative centres – two from the United states and three from Canada. Each presenter will consider how their respective centre works collaboratively with its community based funders to identify and align research priorities and to resolve issues such as ownership and application of research findings. (A9)

C. Hanson<sup>1</sup> and L. Hanson<sup>2</sup>

<sup>1</sup>Extension Divisions, University of Saskatchewan

<sup>2</sup>University of Saskatchewan graduate student, Community Health and Epidemiology

*Data Gathering in Communities: Respectful, Creative and Participatory*

Building opportunities for the development of new knowledge and capacities in communities require that researchers use appropriate and respectful methodologies in research in and with community groups. These methods should address different ways of learning and kinds of knowledge creation. Tools to build a respectful atmosphere and to stimulate participation lead to creative responses to resolving issues in the midst of change. Associates with Community Choices Consulting Inc. have collaborated in community-based research projects with community people and groups using creative, participatory methodologies. Many of the particular tools for data collection explored in this presentation were originally used with community groups and marginalized populations including: a study on the unpaid work of women on social assistance with small children; an evaluation of a small business training program for social assistance and employment insurance recipients; a needs assessment with adult literacy students; and a needs assessment of breast cancer survivors. Methods such as juggling, drawing, time-use tools, "ah-hah" and role-play will be shared. Participatory methods for ascertaining face validity and for sharing the results obtained from this data will also be presented. (B4)

**L. Hanson,<sup>1</sup> R. Walton,<sup>2</sup> E. Matenchuk,<sup>2</sup> and K. Avis<sup>3</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Core Neighborhood Youth Co-op

<sup>3</sup>University of Saskatchewan graduate student, Community Health and Epidemiology

*Community volunteering for academic credit: Instructor, student and community perspectives*

University students who are engaged in the

hands-on work of community organizations early in their careers are more likely to become committed local and global citizens. Learning first-hand about the issues driving development work in core communities, and learning the 'culture' and rhythms of work in a community setting are particularly important to professionals entering the human services fields. Stories presented in this session are from instructors, students and community organization representatives. They seek to explore the following questions: How can university classes facilitate the development of engaged community citizens and practitioners? What can a brief infusion of off-campus volunteering teach students about collaborating with communities? Is there any benefit derived from such encounters by community organizations? When does it work and when not? Over a five year period, a fourth year inter-disciplinary class entitled "International Health", offered by the Department of Community Health and Epidemiology, has facilitated the involvement of over one hundred university students in volunteer placements in a variety of core community groups. Experiential learning, through volunteering a minimum of five hours a month throughout the semester, combined with ongoing reflections on those community experiences, has become a core part of the curriculum. The presenters - instructor, student, and community representative - will offer stories that capture their perspectives on the value and the challenges of the community volunteering experience. Key lessons that have informed this community - university collaboration will be drawn out. (C10)

**G. E. Harris<sup>1</sup> and G. Goertz<sup>2</sup>**

<sup>1</sup>University of Calgary, M.Sc candidate

<sup>2</sup>Team Leader, AIDS Calgary Awareness Association

*A Community-University Research Partnership to Develop Counseling Services for Gay Males Living with HIV/AIDS*

Background and Rationale: In Canada, there have been 20,000 AIDS cases and between 45,000 and 50,000 HIV infections since the first reported AIDS case in 1982 (Health Canada, 2000). Siushansian, Nguyen, and Archibald (2000) reported that during the time period of 1999-2000 there was an increase in HIV infections within the group men who have sex with men (MSM), in at least some parts of Canada. With current advances in antiretroviral treatment, people who are HIV-positive can expect to live longer, healthier and more productive lives. Community-based HIV/AIDS organizations offer a range of support services for people living with HIV/AIDS, including peer-led psychosocial support groups as well as professional one-on-one counselling. For many gay men, an HIV diagnosis must be dealt with in conjunction with a coming out process about their sexual orientation, further adding to the support needs during this difficult time in their lives. This community-university partnership was developed to conduct a community-based research project exploring the different benefits of peer-based participatory programs versus professional-based support programs for gay men living with HIV/AIDS. What did you do: This research project illustrates a working partnership between AIDS Calgary, a community-based HIV/AIDS organization, and the University of Calgary. The purpose of this partnership is to facilitate research that addresses clients' needs and concerns regarding services (i.e., facets of individual counselling and participatory programs) that are being offered to help them, as gay males living with HIV/AIDS. This community-based research initiative involves in-depth interviews to actively engage gay males living with HIV/AIDS to tell their stories. Research indicates (e.g., Horvath, 2000; O'Dell, 1997) that clients' perceptions of their own needs are more accurate than service providers' perceptions in terms of counselling outcomes, relationship factors, and process variables. This presentation will not only include qualitative research findings on pressing health and

wellness domains, but will also elucidate the process of actively engaging community-university partnerships, including challenges, benefits, and future improvements. What were the Outcomes: This research is presently ongoing; however, some tentative outcomes suggest an effective community-university partnership based on process variables (e.g., learning and networking opportunities), client empowerment and feelings of ownership of services through active involvement, active knowledge sharing between the community agency and the university, increasingly beneficial program development with client input, and learning/training opportunities for clients, community organization staff, and university students and faculty. (C11)

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**M. Haworth-Brockman**

**Executive Director, Prairie Women's Health Centre of Excellence**

*Community-Academic Partnerships: Lessons Learned*

The Prairie Women's Health Centre of Excellence (PWHCE) has funded several innovative community-academic partnerships on the social determinants of women's health. The research generated by the partnerships developed creative new approaches for conducting research and sharing research results with the public and with policy makers. An evaluation of the community-academic partnerships at PWHCE was conducted in order to bring to light many of the benefits and challenges in building community-academic research teams. Community-Academic Partnerships: Lessons Learned, a survey of the research teams supported by PWHCE, will serve as a background document to this oral presentation and discussion of the supports needed to foster strong research teams. One of the key findings was the importance of building relationships and networking in the creation of effective research teams. Both an academic and a community group member

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who have been involved in such a partnership will briefly present their experience in the oral presentation facilitated by PWHCE. The presentation will have an emphasis on lessons learned. (C2)

**B. Herringer and partners****Ministry of Children and Family Development**

*Creating Research, Supporting Practice: A British Columbia Collaboration*

Background and Rationale: British Columbia child and family services is experiencing a major shift in governance from ministry driven to community-centred. A group comprised of community, government and university participants has been working together to create a Centre for Practice and Applied Research (CPAR) in order to ensure that practitioners and community members have access to the most current evidence-based research to support their work with families and children. Still in a development stage itself, the committee is working on a number of projects that will comprise the centre: initiatives regarding streamlining and mobilizing data; access to ministry data by researchers and communities; the creation of web access; and face-to-face forums for and with partners—all to support community-based research and the dissemination of knowledge that supports practice. What did you do? We are still in the very early stages of creating a centre that will be an equal partnership with community agencies, university researchers, and Ministry for Children and Family Development. All are examining joint funding possibilities. What were the outcomes? Even in our early meetings participants see the beginning of an exciting collaborative provincial initiative with an expanding partner base committed to children and families. We will have more to share at the conference. (B21)

**W. Hoglund, R. Phillips, J. Slatkoff, and E.**

**Dickinson****University of Victoria**

*Using Community-University Research Collaborations to Influence Evidence-Based Policy and Programming for Youth*

Intentional injuries (e.g., assaults, homicide) are one of the leading causes of hospitalizations and fatalities among youth in Canada (B.C. Provincial Health Officer, 1998). Risks for injuries can be reduced with evidence-based research, informed policy and program development, and the competent translation of research into policy and practice. Community-university research collaborations represent one way to successfully reduce youths' risks for injuries when relevant research findings are effectively disseminated to policymakers, service providers and other community stakeholders. This roundtable session will address ways that community-university research collaborations can influence youth injury prevention policies and programs. Three main questions will be explored: 1) How can community-university research collaborations facilitate the dissemination of youth injury prevention research to policymakers and community stakeholders? 2) How can community-university research relationships support the effective implementation of youth injury prevention policies and programs? 3) How can community-university research partnerships successfully advocate for evidence-based youth injury prevention policies and programs? A consortium of graduate students who are involved in an interdisciplinary research project, Healthy Youth in A Healthy Society Community Alliance for Health Research, will lead this roundtable discussion. Participants will be engaged in the roundtable via three focus groups that will each address one of the three questions noted above. Participants will be challenged to develop recommendations that can be adopted by community-university research

groups to influence youth injury prevention policies and programming. This session will conclude by reconvening at the roundtable to generate a summative policy statement based on the recommendations generated by each focus group. (B17)

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**S. L. Holmes, N. Shore, and S. D. Seifer**

**Community-Campus Partnerships for Health, Seattle, Washington**

*Strategies for Implementing and Supporting Partnership Principles*

Building successful community-university research partnerships for research requires time to develop organizational relationships, structures and processes. This roundtable will focus primarily on developing partnership principles, one of the major activities contributing to successful partnerships. Partnership principles are useful guides, and should be allowed to continually evolve to reflect changes in the partnership and research context. Community Campus Partnerships for Health (CCPH) promotes nine key principles that support community-university partnerships. These include "Partners have agreed upon mission, values, goals, and measurable outcomes," and "Partnership balances power among partners and enables resources among partners to be shared." Capitalizing upon CCPH's role as a clearinghouse and facilitator, we will provide resources on best practices from our own partnership experiences as well as from additional resources. We will encourage participants to share their partnership principles/values and to identify concrete tools that can be used as a framework to inform partnership-building efforts. Questions to be posed: What principles are critical to sustaining community-university research partnerships and how are these principles actualized? (e.g., memorandum of agreements, conflict resolution training, equitable funding distribution). Plan for Engagement:

1) Opening skit illustrating partnership pitfalls: this "case" acts as a reference for participants throughout the roundtable. 2) Participants critique the skit and share thoughts regarding how the scenario reflects their experiences in doing partnership research. CCPH's Nine Principles of Partnership will provide a framework for the discussion. Participants will share their partnership principles and how they are actualized. 3) Revisit the opening skit and have participants create the next "act." (B6)

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**B. L. Janzen, N. Muhajarine, C. Dreschler**

**University of Saskatchewan**

*A Content Analysis of CUISR Community Health Determinants and Health Policy Module Research Reports*

Under the overarching goal of enhancing the quality of life of Saskatoon residents, the Community-University Institute of Social Research (CUISR) has funded numerous research collaborations since its inception several years ago. The mandate of one of CUISR's three focused research modules, the Community Health Determinants and Health Policy module, is to provide needed information to assist communities in identifying and addressing key determinants of population health. Although a number of research projects have been completed, little integration of these findings across research reports has taken place. To address this shortcoming, the present study utilizes a content analysis methodology to identify and synthesize key themes and concepts emerging from CUISR – funded Community Health Determinants and Health Policy Module research reports. The results of the present study will provide additional information to community and university partners toward enhancing the well-being of the local community. (C2)

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**B. Jeffery and S. Abonyi**

**University of Regina**

*Community Consent Issues in University-Community Research Partnerships*

While the concept of individual informed consent is well understood in the research process there is a growing interest in developing processes that include attention to issues of community consent to participate in research studies. This presentation will discuss a model that addresses five themes related to developing authentic participation of the community partners in research projects. These themes include: consultation on protocol development, the consent process, involvement in the conduct of the research, access to data, and dissemination and publication of findings. We will highlight the process being developed in a current study with First Nations health organizations in northern Saskatchewan. The purpose of this study is to develop an evaluative framework that can be used by First Nations health organizations to assess effects of their health and social service programs on community health and capacity. We are beginning to develop specific protocols to ensure participation of the research partners throughout the study and to date have been able to identify some successes and challenges in this work. While we will discuss an example from our current research work, we will also raise other challenges that arise when implementing procedures to safeguard community consent in research studies. (B24)

**P. Jonker, C. Whitedeer, and D. McDonald**

**University of Saskatchewan**

*The University and a Northern Saskatchewan First Nations Community: Evolving a Community Tourism Development Partnership Model*

Background and Rationale: Tourist interest in northern Canada is exploding, and northern Indigenous peoples are largely unprepared

to embrace this as an opportunity for locally-directed community development. Educational institutions can play a pivotal role to help build capacity and foster nurturing conditions for entrepreneurship. What we Did/Are Doing: Phase I of a two-step, long-term project proceeded on two fronts in Fond du Lac, a DenÉ community on the north shore of Lake Athabasca, Saskatchewan. Firstly, we assessed the extant gap between local traditional knowledge, experience, and formal training on the one hand, and tourism industry standards for performance and knowledge on the other. Secondly, we facilitated establishing and orienting a community-based group—the Fond du Lac Community Tourism Development Committee—to initiate and coordinate ways of improving the community's positive involvement with tourism. What Outcomes Resulted: This project is being conducted collaboratively by the University of Saskatchewan Extension Division, the Prince Albert Grand Council, and the Fond du Lac Denesuline First Nation. Thirty people signed up to be interviewed with the prospect of eventual training. On the basis of 22 pursuant interviews we designed a 9-week training program proposal. We are building a consortium of training providers and seeking funds to bring the program to the community. We also interviewed 6 local operators of small service businesses, met with Chief and Council to discuss tourism business opportunity and issues, and facilitated the first meeting of the Fond du Lac Tourism Development Committee. We will describe and comment on issues we encountered around building and conducting this partnership between Indigenous and non-Indigenous groups. (B26)

**C. Katterhagen,<sup>1</sup> K. Pain,<sup>2,3</sup> S. Clelland,<sup>4,5</sup> and A. Casebeer<sup>3,4</sup>**

<sup>1</sup>Alberta Heritage Foundation for Medical Research

<sup>2</sup>Alberta Consultative Health Research Network

<sup>3</sup>University of Calgary



**<sup>4</sup>SEARCH Program**

**<sup>5</sup>Centre for Health Evidence, University of Alberta**

*Challenges for University Faculty Engagement in Health Research Partnerships – Structures and Incentives*

There is increasing commitment among government, funders and academic institutions to policy-responsive and practice-based health research. Many people feel that partnerships between academics and community professionals increase the volume and quality of applied health research. However, many academic researchers report that different incentives and structures would facilitate their engagement in such partnerships. Increasing capacity for relevant and timely health research requires a re-examination of structures and processes, rewards and recognitions that encourage faculty engagement in partnership endeavours. Questions to be posed: What recommendations would you make to universities and funding agencies to increase the engagement of faculty members in community-university research partnerships? Methods of Engagement: The discussion will focus on the experience of academic researchers in partnership programs, using some Alberta-based initiatives as examples when appropriate. Discussion will be stimulated using questions about: a) the most and least rewarding aspects of partnership engagement for academic faculty, b) the impact on research career development at various stages, c) the ways in which partnership work is 'counted' by universities, and d) processes or structures that facilitate involvement. Results: The discussion will be synthesized by the facilitators into recommendations, which will be circulated after the conference to interested participants, and forwarded to relevant audiences. (B9)

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**C. Katterhagen, M. Spence, J. Magnan, D. Juzwishin, M. Taylor, and R. Thornley**

**Alberta Heritage Foundation for Medical Research**

*Developing Applied Health Research Capacity in Alberta: Partnership Programs from the Alberta Heritage Foundation for Medical Research*

The Alberta Heritage Foundation for Medical Research was established in 1980 with a mandate to "establish and support a balanced long-term program of medical research based in Alberta directed to the discovery of new knowledge and the application of that knowledge to improve health and the quality of the health system." Over the past decade, the Foundation has developed a number of funding opportunities and other programs to achieve its strategic goals of strengthening health research across the entire spectrum of activities from laboratory to community-based research, and encouraging the application of knowledge, while maintaining its commitment to invest in people and support excellence. Funding and program models have been developed to direct decision-maker engagement in research projects, engage faculty members in applied research partnerships, facilitate the evolution of collaborative networks of expertise, incubate services that support community-based research, and catalyze new partnerships and exchange across sectors. This presentation will describe the goals of the Foundation in supporting collaborative research, and the various approaches taken to achieve these goals, including models developed through the SEARCH program, Health Technology Assessment unit, Alberta Consultative Health Research Network, Health Research Fund, and State of the Science Review program. (C11)

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**C. Katterhagen and S. Hayward**

**On behalf of the Community Research Ethics Board of Alberta, Alberta Heritage Foundation for Medical Research**

**CUexpo, 7 - 10 May 2003***Different challenges and different solutions – Reflections of a Community Research Ethics Board*

The Challenge Community-university research partnerships often lead to research being generated independently by community-based researchers. However, researchers from communities may not have access to ethical and scientific review of projects because the jurisdiction of institutional Research Ethics Boards does not typically extend to community-based researchers or their organizations. Furthermore, the conceptualization of research and the ethical issues arising from it differ when it is conducted in a community setting. A Solution As one of only a few community-based Canadian research ethics boards, the Community Research Ethics Board of Alberta (CREBA) fills a gap by providing ethical review for health research occurring anywhere in the province. Comprised of members from communities across Alberta, the committee has the scientific, legal and ethical expertise required by the existing national TCPS guidelines on research ethics review. CREBA is uniquely positioned to understand both the contexts of research in university and community settings and to mentor neophyte researchers through the ethics review process. The Session will describe the history of CREBA since 1998 and the ways in which it has developed to resolve the challenges of ethics review for community-based researchers. The challenges community-based research ethics boards face will be discussed, including membership, policy and procedure, funding and incubation, collaboration and coordination. Approaches to resolving these challenges will be outlined, with a particular focus on collaborations with other REBs. (B24)

**J. Kaufert**

**Department of Community Health Sciences, University of Manitoba**

*Research Ethics Review in Health Governance Research: A New Model for University – First Nations Partnerships*

Background and Rationale: The demands for a more culturally appropriate and more participatory ethical review process holds major implications for First Nations communities and governments, researchers and universities, research institutions and research ethics committees (NAHO, 2002, APHI/CIHR). If the principles of Aboriginal ownership, control, and access are accepted as the basis for self-determination in research participation, then the rights of communities (Weijer, 2000) must be part of the “OCA” framework. This paper describes the development of an ethical framework for research partnerships in the AMC/CAHR study of health governance. The process included a principle-oriented review by University Research Ethics Board, but combined with an evaluation by the Manitoba First Nations Health Information and Research Committee (HIRC) of the ethical protection of individuals and communities. The University Research Ethics Board was very limited in its capacity to determine community involvement in the consent process, the validity of the community’s commitment to participate in the research, or event whether the participation of the community and the university in the research process was mutually beneficial during all (or most) phases of the research project. This project is working with a network of key informants including First Nation leaders, service providers and community stakeholders to develop a new model of consent agreements. This will recognize the need for a formal approval by official organizations, but recognizes also that the rights and understandings of all participants must be continually renegotiated. (B16)

**K. Kelly,<sup>1</sup> M. Totten,<sup>2</sup> and T. Caputo<sup>1</sup>**

**<sup>1</sup>Carleton University Department of**

**Sociology**

**<sup>2</sup>Youth Services Bureau of Ottawa**

*Alternative Responses in Communities:  
Restorative Justice With Youth*

This paper presents the results of a CURA youth restorative justice program, which uses Community Justice Forums (CJFs), Wraparound and intensive counselling. Data analysis for the first 3 years is described, and key issues are highlighted, including: cultural competency and research in immigrant and minority communities; community assessment; facilitation of CJFs; and a tool kit for replication in other Canadian neighbourhoods. (B2)

**N. Kishchuk<sup>1</sup> and R. Lalonde<sup>2</sup>**

**<sup>1</sup>Nathalie Kishchuk Research and Evaluation, Inc.**

**<sup>2</sup>Senior Evaluation Officer, Social Sciences and Humanities Research Council of Canada, Ottawa**

*Measuring and Managing the Performance of the Social Sciences and Humanities Research Council (SSHRC)'s Community-University Research Alliances (CURA) Program*

In 1999, SSHRC launched the Community-University Research Alliances (CURA) program as a four-year pilot. In 2002, after an informal review of the pilot, which focussed on the outcomes to date, SSHRC decided to re-launch the program with some improvements to its design. In order to ensure the success of the new CURA program, SSHRC has launched a formal project aimed at compiling and reporting on the results of the program's pilot phase, and at providing a structure for the measurement and management of performance and risk for the new CURA program. During this presentation/discussion session, participants will have an opportunity to provide comments and suggestions on a preliminary framework

that will guide SSHRC in the ongoing monitoring of program results, as well as in the conduct of periodic mid-term reviews and evaluation studies for this program. Participants will also have the opportunity to provide input on the outline of a performance report on the pilot phase of the program. (C7)

**A. Kruzynski**

**McGill University and Université de Montréal**

*Doing transformative history with communities: The bridging of historical methodology and community organizing practice*

Historians concerned with social change, have used historical products, as well as historical methodology with the goals of transforming knowledge, academic writing, community, and self. Doing transformative history, however, is a complex endeavor, full of ethical and practical dilemmas related to structural power dynamics, that can be understood and dealt with by borrowing from community organizing practice. Community organizers have developed analyses and honed strategies and tools that, when put into practice, pre-figure transformative process and result in social change at many levels. In this paper, I will attempt to show that the application of community organizing principles to historical methodology can lead to social change. I begin the theoretical section with a rapid overview of how history can be about social change. Next, I describe the principles of feminist, anti-racist community organizing practice, then apply these to historical methodology. Using the example of a community history project that aims to document neighborhood organizing history via the life stories of women activists, I describe how community organizing principles apply, and share some of my insights into the transformations that have transpired to date, and that may still emerge. (B11)

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**A. Kruzynski**

**McGill University and Université de Montréal**

*Living with contradictory emotions in Alliance Building: The Experiences of an Academic ally to a Community History Project*

Academics working with communities are building relationships which cannot be fully understood unless attention is paid to the complex interaction of the rational and the emotional. Inherent to all alliances are power dynamics which if left unnamed lead to paralyzing anger and guilt. By creating dialogic spaces that “pre-figure” the non-hierarchical relations we strive for, we allow for constructive tensions related to these emotions to emerge, to be named, and acted upon. This leads to increased understanding of oneself, of Other, and of the relationship, to trust, and to a strengthened alliance. Based on this conceptual framework, the author shares her journey as academic ally to a community-based, community-run history project. Pre-figurative spaces created for constructive dialogue resulted in an “as-equal-as-possible” relationship with her co-worker, and in healthy “structured, yet flexible small group dialogue” with history bearers. It is because of these spaces, that the inevitable conflicts that emerged did not result in paralyzing anger and guilt; instead, the living of contradictory emotions resulted in “creative tension” that strengthened the alliances. (B15)

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**P. Levesque and P. Wiggin**

**Social Sciences and Humanities Research Council**

*Resources, Credibility, Results – the Community-University Research Alliances Program in a Comparative International Perspective*

Background and Rationale: Launched in 1999, the CURA program has become one of the largest and best-funded programs supporting collaborative cross-sector research work in the world. The initial results have been extraordinary and are positively impacting communities at both the practice and policy levels across Canada. Despite this success, researchers and partners still face many challenges and the future of similar programs in Canada and internationally is uncertain. What did we do? Combined the data and experience gathered during the launch, assessment and expansion of the CURA program, with perspectives gained from consulting with Science Shops in the Netherlands, Germany, England, Israel, Spain, Denmark, and others, as well as with European Union and with Community-based Research organizations in the United States and Australia. Produced a report of visits to existing CURA projects. Integrated lessons learned into the creation of a new division of the SSHRC, Knowledge Products and Mobilisation. What were the outcomes? Better understanding of the resources needed to undertake community-university research, the credibility issues faced by a variety of partners within their respective institutional and community contexts, and the results expected, derived and the methods and systems needed to mobilize those results to where they are needed. (B23)

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**J. Lomas,<sup>1</sup> M. R. Phaneuf,<sup>1</sup> P. Goering,<sup>2</sup> and N. Jacobson<sup>2</sup>**

**<sup>1</sup>Canadian Health Services Research Foundation**

**<sup>2</sup>University of Toronto**

*The Challenge for University-Community Collaboration Posed by Current University Policies and Practices*

As federal granting agencies and other funders emphasize the need for research to be more responsive to community needs, university-based researchers are coming

under increasing pressure to form partnerships with community-based organizations and decision-makers in the public sector. Such collaborations produce the best results when both partners engage in "linkage and exchange." That is, when the design, conduct, and presentation of research is subject to a series of interactive negotiations. While many university-based researchers find this approach to research exciting and intellectually rewarding, they experience the policies and practices of their institutions as barriers to, or at least discouraging of, engagement in such collaborative work. For example, they fear that the time it requires and the divergence of its products from traditional academic publications may disadvantage them when it comes to the reward system of the university. This panel will examine the relationship between university policies and practices and the types of collaborative work that constitute university-community partnerships. The Canadian Health Services Research Foundation has been surveying universities about the challenge for university-community collaboration posed by current university promotion criteria and processes. The Health Systems Research & Consulting Unit at the Centre for Addiction and Mental Health recently completed a comprehensive literature review examining the role played by organizational factors in university-based researchers' engagement in collaborative research. The panelists will present for discussion the results from both studies and the recent effort of the University of Toronto Department of Psychiatry to develop criteria for recognizing such work. (B18)

**D. Lowe<sup>1</sup> and L. Gander<sup>2</sup>**

**<sup>1</sup>Canadian Forum on Civil Justice  
<sup>2</sup>Extension Division, University of Alberta**

*The Civil Justice System and the Public Project*

This presentation includes a variety of

research project materials, many in french and english. Posters, brochures, project development materials, research instruments and preliminary dissemination will be features. (B11)

**D. Lowe<sup>1</sup> and L. Gander<sup>2</sup>**

**<sup>1</sup>Canadian Forum on Civil Justice  
<sup>2</sup>Extension Division, University of Alberta**

*Challenging Values: In Search of New Criteria*

Community-University Research Alliance (CURA) grants are an innovative attempt to recognize and support the need to bridge the gap that exists between the knowledge and skills in the social science disciplines and the expertise and innovation that are founded on the front line experience of the communities. The Social Sciences and Humanities Research Council believes that, taken together, these alliances offer new approaches to problem-solving. CURA projects are breaking new ground and offer challenges to traditional academic forms of evaluation for funding applications, research results and modes of dissemination. This presentation examines those challenges, drawing on our experiences with community-based program evaluation, academic research standards, adjudication criteria and as Research Directors of Community-University Research Alliance. We argue that the research contribution must be viewed as a "stool balanced by three equally important legs: theory, methodology and practice". Recognizing the equal contribution of the practice component requires that we adjust our evaluation criteria at every stage of the process. (A5)

**H. MacDonald-Carlson**

**University College of the Cariboo**

*The Cultural Future of Small Cities*

For the last year, the Small Cities research

program has been exploring the cultural challenges and possibilities facing small cities in a world increasingly dominated by large urban centers, suburban sprawl, and economic globalization. Kamloops, a city of 80,000 in the southern interior of British Columbia, is the focal point for a program of interdisciplinary research, training and knowledge sharing. The program is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC) and local funders, and has nine partners: the Kamloops Art Gallery (KAG) as lead organization, the University College of the Cariboo (UCC), City of Kamloops, Forest Research Extension Partnership, Kamloops Museum and Archives, John Howard Society, Secwepemc Cultural Education Society, Stuart Wood School, and Western Canada Theatre. Research studies and related community initiatives fall under four overlapping thematic areas: 1) city, regional and environmental planning, 2) local history and heritage, 3) linking cultural resources to social development and 4) representing Kamloops. This freestanding display uses both visual and verbal representations to describe the research focus, methods, expected outcomes, and emergent research questions for each of the 15 individual projects associated with the Small Cities research program. (B11)

**D. J. Martz<sup>1</sup> and J. Richter<sup>2</sup>**

**<sup>1</sup>Centre for Rural Studies and Enrichment, St. Peter's College**

**<sup>2</sup>Partners For the Saskatchewan River Basin**

*Watershed Planning with Communities*

Background and Rationale: In recent years, concepts such as community economic development and more broadly, sustainable community planning have become the new approaches to ensuring the vitality of communities in many parts of the world. The value of these approaches is that they attempt

to engage the community in determining their own future and strategies needed to ensure that future. What did you do? We have attempted to apply these ideas of sustainable community planning to watershed in Saskatchewan. Although we are at the very early stages of sustainable community planning processes, our first steps have been positively received in communities. What were the outcomes: A sustainable community planning process was undertaken in three watersheds in Saskatchewan; Beaver Creek, Crescent Creek and Good Spirit Lake. The presentation will discuss the background to community based sustainable watershed planning and look at our experiences in implementing this process. (B3)

**G. Maslany,<sup>1</sup> F. Douglas,<sup>1</sup> C. Gill,<sup>1</sup> S. McKay,<sup>1</sup> L. Thériault,<sup>1</sup> A. Watkinson,<sup>2</sup> and J. White<sup>2</sup>**

**<sup>1</sup>Social Policy Research Unit (SPR) Regina, Faculty of Social Work, University of Regina**

**<sup>2</sup>Social Policy Research Unit (SPR) Saskatoon, Faculty of Social Work, University of Regina**

*Experiencing the Challenges of C-U Research: SPR Roundtable Reflections*

Background and Rationale: SPR has a 25-year history of engagement with the community in research activities. During the first hour of the roundtable, 7 SPR research associates will draw upon their experiences and share their reflections on the "process" challenges of community-university collaboration. Roundtable participants will address four broad questions: 1) What are the roles and responsibilities in c-u research - who is the community, who is the expert, who owns the research and how are findings disseminated? 2) How does the c-u relationship affect the process of research? 3) What have we learned about engaging communities and initiating and sustaining research relationships over time? and 4)

Does the funder/the public value c-u collaborations and the social capital generated in c-u relationships? The final one-half hour of the roundtable will be devoted to audience responses and general discussion. (A6)

**S. Mendis<sup>1</sup> and M. Bell,<sup>1</sup> on behalf of C. Bonnel<sup>2</sup> and O. Garrigou<sup>2</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Ecole Nationale du Génie Rural, des Eaux et des Forêts

*Melding academic data with local knowledge: An inventory of ecological services provided by farmers and ranchers in the Redberry Lake Biosphere Reserve*

Background and Rationale: Biosphere Reserves have a mandate to encourage and facilitate research, monitoring, education and information exchange related to local, national and global issues of conservation and development. One problem often encountered is that academic interests do not always coincide with local concerns and knowledge. Therefore, how can the two be combined in research processes and results? What did you do? Two students from France completed an internship in the Redberry Lake Biosphere Reserve in Saskatchewan (summer 2002) by undertaking a project to compile a preliminary inventory of the ecological services provided by farmers and ranchers. Their work provides an excellent example of how community-university partnerships can result in research that balances academic and scientific data with local knowledge and input. What were the outcomes? The students were successful in conducting work meaningful to the people of Redberry Lake by carrying out one of the strategic actions identified by the Community's Plan for Sustainability, engaging people in discussion, and addressing local concerns. In the process, they raised awareness of the multiple roles, both beneficial and detrimental, that agricultural

activities play in conservation practices. As well, the project provided the opportunity for mutual learning and increased the capacity of the community to address environmental issues. (B11)

**S. Mendis,<sup>1</sup> P. Kingsmill,<sup>2</sup> and L. Hawrysh<sup>2</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Redberry Lake Biosphere Reserve

*Redberry Lake Biosphere Reserve: A model for community-university partnerships*

Background and Rationale: The Redberry Lake Biosphere Reserve has a mandate to encourage and facilitate research, monitoring, education, and information exchange related to local, national and global issues of conservation and sustainable development. As such, it has entered into several innovative and successful community-university partnerships; these have led to joint projects that have offered opportunities for mutual learning, education, and progress towards community-defined goals. This presentation will outline what factors contributed to past and present successes. What did you do? Since its designation in 2000, the Redberry Lake Biosphere Reserve has encouraged and participated in several community-university endeavours. The first of such projects for the Biosphere Reserve led to the creation of a Community Plan for Sustainability that has since been held up as an international example for other Biosphere Reserves to follow in terms of process and product. Key to this achievement was the incorporation of public ideas and values in a collaborative effort aimed at building community capacity and improving life for the people in the area. What were the outcomes? The community-university projects have been successful, generating further research, both university and non-university related, aimed at addressing community concerns and interests. As a result, dialogue and discussion within the community increased, the capacity of researchers and community organizations

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was enhanced, and training opportunities for students were fostered. (A10)

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**S. Mendis and M. Reed**

**University of Saskatchewan**

*What is Community Capacity? A framework for discussion and a tool for community assessment*

Background and Rationale: Before strategies for building community capacity can be developed, we must define what community capacity is in the context of fostering meaningful community-university research. We will present one framework of community capacity to spark discussion and demonstrate how it can be used as a community assessment framework to ascertain research needs. What will you do? In early 2003, Mendis will facilitate community capacity self-assessments in the Clayoquot Sound (BC) and Redberry Lake (SK) Biosphere Reserves. Undertaking this assessment serves several purposes, such as creating opportunities for mutual learning, inventorying resources for facilitating research, and aiding community leaders in making socially responsive policies and decisions. As well, it can build social capital that contributes to the capacity of people to participate in and be open to research opportunities and partnerships. What do you propose? To begin the roundtable discussion, we will present a definition and framework of community capacity with accompanying handouts and open up the floor to discussion. Next, people will work in small groups to brainstorm about questions such as: What does community capacity mean to you? What do you think is needed for capacity to be built? What factors influence capacity and do any override others? What is required for community-university research? Afterwards, each group will present their ideas, allowing for further discussion. Throughout the discussion we will record ideas on a flip-chart and then refer to it to summarize what was learned in the

session. If time permits, we will hand out a worksheet for people to practice doing a community-assessment for their own community using the community capacity model presented. (B7)

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**J. Mignone and J. Longclaws**

**Centre for Aboriginal Health Research, University of Manitoba**

*Social Capital in First Nations Communities: Conceptual Development and Instrument Validation*

There is increasing evidence of social environmental factors affecting population health. There is a variety of possible ecological level descriptors of these factors. Social capital is one of these descriptors. The two main contributions of the study were to articulate a conceptual framework for social capital in First Nations communities and to derive culturally appropriate measures of the dimensions of social capital. The study took place in partnership with the Assembly of Manitoba Chiefs (AMC) via its Manitoba First Nations Health Information and Research (HIR) Committee, and the Centre for Aboriginal Health at the University of Manitoba. Three Manitoba First Nations communities took part in the study. The first phase of the study used ethnographic methodology with two aims, to contribute to the development of the conceptual framework, and to generate an initial list of instrument items. Based on these results, dimensions of social capital were identified for measurement and a list of questionnaire items was composed. The questionnaire was pilot tested, with a total sample of 462 respondents from the three communities. The study achieved a measurement device that had good discriminatory power among First Nations communities, was made up of internally consistent scales and good construct validity. (B11)

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**M. Moore and B. Chamberlin**



**Partners, Moore Chamberlin & Associates,  
Community Health Development  
Consultants, Saskatoon**

*Community Health Action Planning*

CHAP is a process of community capacity assessment, participatory analysis, and participatory community planning to enhance the strengths of a community, to develop a long term community plan and address health challenges faced by the community. This workshop will engage participants in an exciting simulation of Community Health Action Planning. A case study will be used to assist participants to experience real community challenges in northern and remote communities. The presenters have 20 years experience assisting northern communities in northern Saskatchewan and northern Ontario. The CHAP process has been used successfully by community members in approximately 60 communities to achieve improved health status through local empowerment and local solutions to root causes of health challenges. (B20)

**M. Morris**

**Research Coordinator, Canadian  
Research Institute for the Advancement of  
Women**

*Participatory Action Research for Social  
Change*

What is participatory action research (PAR)? What are the advantages and pitfalls of community groups and academics working together on PAR projects? This workshop is a step-by-step journey through the research process: choosing an issue, project partners and participants, finding funding, collecting information, analysis, presentation, taking action on the results, and evaluation. The problems and solutions presented are based on the successful strategies of community groups, including women's organizations,

Aboriginal organizations, immigrant and racialized community organizations, organizations for people with disabilities across Canada, published in CRIAW's recent book *Participatory research and action: Becoming a researcher for social change*. Participants will have an opportunity to network and problem-solve around their own projects. (B30)

**L. Murphy,<sup>1</sup> D. Chubb,<sup>2</sup> N. Muhajarine,<sup>3</sup> and  
C. Neudorf<sup>1</sup>**

<sup>1</sup>**Saskatoon Health Region**

<sup>2</sup>**Saskatoon Regional Intersectoral  
Committee**

<sup>3</sup>**University of Saskatchewan**

*The Comprehensive Community Information  
System: Building Partnerships and  
Community Capacity through Information  
Technology*

The Comprehensive Community Information System is being developed to meet the information needs of the community. CCIS is envisioned as a linkable, relational database supported by appropriate usage policies, standards, information technologies and tools for end users. The users will range from community members, researchers, to senior government officials. The uses of the data will include planning, evaluation, reporting, and prioritizing and focusing research. CCIS, originally a Saskatoon District Health initiative, was endorsed and adopted by the Saskatoon Regional Intersectoral Committee (RIC). The partnership and shared vision with RIC has been crucial for the continued development and success of CCIS by enabling the first phase— the proof-of-concept— of a strategic incremental development. This initial phase established working relationships with all partner organizations, described to the partners the utility and benefits of data sharing, developed database and user interface prototypes, and developed technical and GIS capabilities. Unstructured participatory dialogue has

driven this phase of the project. It is envisioned that the next phase will consist of a formalized dialogue or feed back loop. This will result in the functions of information production and the evaluation of its usefulness being built into the system. Eventually CCIS will address the issues of what data should be routinely collected, what community level indicators will be maintained by the system, how should the information be presented and to whom, and how is the information going to be managed, accessed, and utilized? This presentation will include sharing the lessons learned and factors that have contributed to CCIS success to date. (B25)

**J. Nembhard**

**University of Maryland**

*Working with Cooperatives to Measure Outcomes and Analyze Impacts on their Members and Communities*

This paper reports on preliminary work helping cooperatives to evaluate their impact on the community as well as their own members, and to figure out meaningful and non-traditional outcome measurement indicators that reflect the myriad of economic and social accomplishments successful cooperatives achieve. Thorough evaluation of the outcomes and impacts of cooperatives and democratically owned enterprises must include both traditional and non-traditional measures, the humane, social and political spillover effects and intangible values added, in addition to the more conventional economic and business impacts and achievements that can and should be highlighted and measured. In particular, the paper will explore ways to measure values and outcomes that may not have not been measured or articulated yet or measured well - for example, individual and community wealth and asset accumulation; democratic control over income generation; economic, social and democratic skills and capacities; and leadership developed within

and outside the enterprise. This paper asks questions about the various outcomes and impacts from cooperative ownership that can be measured, and discusses ways to involve community partners and practitioners in formulating the questions and collecting and analyzing the data. Examples of why these indicators might be useful and how such analysis is beginning to be used in practice will be provided. (C3)

**K. Pain,<sup>1,2</sup> S. Hayward,<sup>3</sup> and S. Clelland<sup>3</sup>**

<sup>1</sup>**University of Calgary**

<sup>2</sup>**Calgary Health Region**

<sup>3</sup>**Alberta Heritage Foundation for Medical Research**

*Fostering and Developing Research Networks which Transcend Institutional and Geographic Boundaries*

Problem / Issue: This Round Table discussion will focus on how we can effectively nurture networks among professionals who share an interest in applied research but may come from different disciplines, institutions and geographic locations. Significance: Many groups are actively trying to form networks to link people across different types of boundaries in order to develop capacity for research production and uptake. This session will provide an opportunity to discuss issues and ideas about effective means of fostering active and productive networks. The presentation team represents three Alberta network initiatives: the Alberta Consultative Health Research Network (ACHRN), the Alberta Complementary and Alternative Medicine Research Network and the SEARCH network (Swift Efficient Application of Research in Community Health). These networks are interconnected, represent different ways of conceptualizing and developing 'a network' and have different but complementary objectives. Key Questions: What strategies encourage people to join a network? How do you keep them engaged and active? What structures and processes

facilitate networks that include both university and community participants? What are the key resources necessary to build a network? Participant Involvement: The session will start with a brief description of the three Alberta networks and the strategies we have used for network development. Participants will then be asked to discuss a set of key questions focusing on different issues concerning network formation, activation and maintenance. (B29)

**S. Patten<sup>1</sup> and L.A. Narciso<sup>2</sup>**

<sup>1</sup>Alberta Community Council on HIV, Calgary, Alberta

<sup>2</sup>Ontario AIDS Network, Toronto, Ontario

*Bridging Two Worlds: Strategies for Linking Community and Academia in Community-Based HIV/AIDS Research*

Objectives: A central principle of community-based research (CBR) is the development of collaborative partnerships between community members, service providers and academic researchers in order to facilitate mutual capacity building and resource sharing. Partnership-building is necessary to ensure that research is relevant, ethical, methodologically sound and results are translated into action. Methods: Regional coalitions of community-based HIV/AIDS organizations in Ontario and Alberta are building the capacity of member organizations to engage in research activities that help meet advocacy, policy, program and service delivery goals. The development of partnerships between community representatives and academic researchers is a key role of the CBR Capacity Building Projects of the Ontario AIDS Network and the Alberta Community Council on HIV. These projects have documented the challenges of and strategies for bridging the two worlds of community practice and academic research. Conclusions: Challenges of building community-academic partnerships include power differentials between academics and

community researchers and organizations, lack of acknowledgement of diverse skill sets, inequitable access to research funding, communication barriers and mismatched priorities. Strategies for facilitating successful partnerships include: involvement of practicum and research students; building an understanding of the value of community-based research; active sharing of research priorities; effective transfer and uptake of research findings; and equitable participation and sharing of respective knowledge, expertise and resources. (B2)

**J. Ploeg,<sup>1</sup> B. Hutchison,<sup>1</sup> L. Hayward,<sup>1</sup> K. Henderson,<sup>1</sup> J. North,<sup>2</sup> L. Dayler,<sup>3</sup> B. MacKinnon,<sup>4</sup> W. Roy,<sup>5</sup> and J. Soldera<sup>6</sup>**

<sup>1</sup>McMaster University

<sup>2</sup>VON Hamilton

<sup>3</sup>Catholic Family Services

<sup>4</sup>Hamilton Community Care Access Centre

<sup>5</sup>St. Matthews House

<sup>6</sup>Social and Public Health Services Department, City of Hamilton

*The Community Care Research Centre: A Model for Building Community Research Capacity*

This presentation describes the Community Care Research Centre, an innovative model of a community-university partnership to build research capacity in community care agencies. The Centre is a joint initiative of community care agencies and an interdisciplinary group of university investigators. The objectives of the Centre are to: (a) generate new knowledge in the field of community care; (b) build research and evaluation capacity in community care; (c) stimulate interagency and intersectoral collaboration and resource sharing in research; (d) provide opportunities for students, agency staff and managers to acquire and apply research skills; and (e) promote the application of research evidence to clinical practice, management and policy making. The principal components of the

program are research projects in partnership with community agencies, research consultation to community agencies, and research training of students and partner agency staff. The research program is focussed on the organization and delivery of community health and support services. Results of the program to date include initiating, obtaining funding for, and conducting research projects; provision of research mentorship to staff members from partner community agencies; research consultation to partner agencies; and the development of a research education curriculum for community care managers. Preliminary findings from the formative evaluation of the Centre will also be presented. (A5)

**M. Polanyi,<sup>1</sup> D. Kouri,<sup>2</sup> G. Bell-Woodard,<sup>1</sup> B. Jeffery,<sup>1</sup> N. Muhajarine,<sup>1</sup> and D. Chubb<sup>3</sup>**

<sup>1</sup>Saskatchewan Population Health Research and Evaluation Unit (SPHERU), Universities of Regina and Saskatchewan

<sup>2</sup>Canadian Centre for Analysis of Regionalization and Health

<sup>3</sup>Saskatoon Intersectoral Regional Committee, Saskatchewan Education

*Researching Research Partnerships: A Dialogue on Topics, Methods and Strategies*

Community-university partnerships are emerging as a prominent approach to social science and health research in Canada. These partnerships are thought to help researchers better focus and implement research, to help funders to leverage matching resources, and to help generate relevant and applicable findings that will solve real community problems. These claims, however, remain largely unassessed. With a critical mass of partnership research projects on health and social well-being coming to maturation, now is an opportune time to systematically reflect on the process and impacts of such research. To this end, this roundtable aims to explore and identify

promising approaches to, and topics of, research on community-university partnerships. The session will involve focused small group discussion of key questions followed by brief responses by university and community researchers and practitioners. Questions to be addressed include: What do we currently know about community-university partnerships? What do we not yet know? What methods of research are promising for better understanding partnerships? What are the barriers to researching these partnerships? What future actions can we take, individually and collectively, to advance our understanding, and reflective practice, of partnership research? (C9)

**C. R. Quinonez**

**Center for Community Oral Health, Faculty of Dentistry, University of Manitoba, Manitoba First Nations – Center for Aboriginal Health Research, Department of Community Health Sciences, University of Manitoba**

*Clinical Health Services and Community-University Partnership*

Background and Rationale: Framing and understanding the terms 'community,' and 'university' and community-university partnership is problematic at its least and horrifically slippery at its worst. This presentation will expound on the former statement by discussing how these terms cannot provide full clarity on particular aspects of community-university involvement. For years, 'university' has acted as a service delivery structure in First Nations and Inuit communities. This paper will follow the development of this role using the dental academic literature as well as employing an ethnographic case study of delivering a clinical health service in First Nations and Inuit communities. This case study, specifically and with intent, brings to the surface method (the way one does their research) from the point

of view of a clinician/researcher advocate, in order to demonstrate the subtleties and difficulties involved in an academic analysis and response to the terms 'community', 'university partnership.' It will also critically observe the involvement of 'university' in service delivery in order to flesh out how this aspect of 'community-university partnership' can be acted out in an ethically and prudent manner. (B16)

**M. Reed and E. Peters**

**Geography, University of Saskatchewan**

*Ecological Metaphors and Reflexive Research Practices*

In this paper, we reflect on our efforts to undertake qualitative, sometimes participatory, research in our investigations of the geographies of Aboriginal people across Canada and of women living in forestry communities. In particular, we consider metaphors used by feminist geographers to describe the nature of power relations between researched and researcher in the production of situated knowledges. We begin with Gillian Rose's (1997) proposal that these relations might be conceptualised as "ecological", characterised by fluid connections among researcher, researched and text, marked by fragmented understandings, uncertainty, and risk throughout research and dissemination practices. This metaphor is useful as it overcomes the unilinear flows of power embedded within previous landscape and spatial metaphors (Pratt 1992). However, Rose sees the relationship as potentially risky for the researcher and the research subjects and thereby draws a fairly pessimistic conclusion about the outcomes of the research relationship. In contrast, we challenge her pessimism. We refer to our own research experiences and draw analogies to current ecological theory to suggest that outcomes associated with the research process are not static and negative, but

rather, may arise from a dynamic, interactive, and resilient interplay among research actors and texts. (B15)

**M. Reitsma-Street, A. M. Peredo, and A. McHugh**

**University of Victoria**

*Entry, Unpaid Work, and Exits: Three Key Issues in Community-University Research*

Of the many thorny issues we have encountered during two decades of engaging in community-university research projects for community resource centres, poverty coalitions, and community enterprises in multicultural and impoverished communities in Canada and Peru, those of entry, unpaid work, and ending remain the most problematic. Entry is more feasible and desired with careful attention to building of relationships, clarifying the possibilities of multiple purposes and negotiating principles and resources. But contributing unpaid work, particularly by community members, is so prevalent it is virtually invisible or expected as in kind contributions in proposals. How to end a community-university project is rarely debated, although one of the more common complaints by community is the university participants obtain publications and the community is left with the problems. The paper explores implications of these three issues for the design of a new project on the innovative approaches women and men use to provision for their practical and strategic interests in "provisioning communities." (B26)

**T. Riecken, T. Wilson, C. Michel, and J.Riecken**

**Faculty of Education & Centre for Youth and Society, University of Victoria**

*Assessing Effectiveness in a Community Alliance for Health Research*

Healthy Youth in a Healthy Society: A

Community Alliance for the Prevention of Injury to Children and Adolescents is a federally funded interdisciplinary research project being conducted in Victoria, B.C. through the Centre for Youth & Society at the University of Victoria. This five-year Community Alliance for Health Research (CAHR), now in its second year, consists of six research projects, each involving a community partner group or agency, and a University of Victoria based research team of faculty and graduate student researchers. The interdisciplinary nature of this project along with differing values and concerns held by community and university partners make assessment of this project a complex undertaking. This presentation will provide an overview of how the individual projects are undertaking assessments of the effectiveness of their activities within the community and the university. Both intended and unintended outcomes of the various projects will be explored. The presentation will highlight the research methodologies and dissemination strategies used by the various projects as they communicate the outcomes of their research to their host communities. The session will conclude with a summary of what project teams have learned to date about assessing their research partnerships. (C4)

**S. Ross,<sup>1</sup> J. Lavis,<sup>1,2,3</sup> J. Woodside,<sup>1</sup> C. Rodriguez,<sup>4,5</sup> and J-L. Denis<sup>5</sup>**

**<sup>1</sup>McMaster University**

**<sup>2</sup>Institute for Work and Health**

**<sup>3</sup>Canadian Institute for Advanced Research**

**<sup>4</sup>McGill University**

**<sup>5</sup>University of Montreal**

*Partnership Experiences: Involving Decision-makers in the Research Process*

Background: There is increasing support for promoting linkages between researchers and decision-makers (i.e., potential users of research) for improving research uptake. As an innovative way to foster linkages between

researchers and decision-makers, The Canadian Health Services Research Foundation (CHSRF) requires the involvement of at least one decision-maker in the research that it funds. Little is known, however, about the actual experiences of these collaborations and their costs and benefits. Our Study: We conducted in-depth interviews with principal investigators, research staff, and decision-maker partners for the seven CHSRF-funded research programs in the 1999 and 2000 competition years. Findings and Conclusions: The level of decision-maker involvement in the research process varied across programs and across stages of the research process. There were benefits of involving decision-makers (e.g., keeping research “grounded in reality”) as well as costs (e.g., time and effort required). Further promotion of interaction opportunities should be flexible and sensitive to different researcher and decision-maker contexts, should increasingly recognize and support the costs associated with interaction activities, and should consider additional opportunities for researcher/decision-maker interactions beyond just direct participation of the decision-maker in the research process. (B13)

**N. Russell**

**Centre for the Study of Co-operatives**

*The Centre for the Study of Cooperatives*

The Centre for the Study of Co-operatives is an interdisciplinary teaching and research institute at the University of Saskatchewan. Established in 1984, the Centre is funded and supported by the University of Saskatchewan, major co-operatives—Credit Union Central, Saskatchewan Wheat Pool, Federated Co-operatives Limited, Co-operative Trust, The Co-operators, The CUMIS Group—and the Government of Saskatchewan. Representatives of these groups form an advisory board that provides direction, support, and assistance to the Centre in

matters of policy and planning. The objectives of the Centre are: to develop and offer university courses that provide an understanding of co-operative theory, principles, development, structures, and legislation; to undertake original research into co-operatives; to publish co-operative research, both that of Centre staff and that of other researchers; and to maintain a resource centre of co-operative materials that supports the Centre's teaching and research functions. This poster session will illustrate what the centre is, who the major players are in its operations, how it is funded and governed, how it is connected to other units on campus, and how it relates to community-based organizations. (B11)

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**B. Savan and M. McGrath**

**University of Toronto**

*Sustainable Toronto: Outcomes and Lessons Learned*

The Sustainable Toronto project, a community based research initiative hosted by the University of Toronto and York University in Ontario, Canada, and involving several local environmental organizations as well as the City of Toronto, incorporates ten university-community research partnerships under its general umbrella. Funded for three years by the Community University Research Alliance programme of the Social Sciences and Humanities Research Council of Canada, this project aims to promote community sustainability in the City of Toronto. This general project goal is advanced through a series of ten sub-projects, which link research with action (and often with policy as well) to advance sustainability. Sub-projects have produced diverse outcomes which generally link research, action, and often policy, although each sub-project has a unique focus and balance among these three objectives. This presentation reflects on the lessons learned from this experience for future partnerships, including maximising

productivity and good governance while maintaining flexibility and remaining open to new ideas and partners. (C3)

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**B. Savan and M. McGrath**

**University of Toronto**

*Campus and Community: New Models for Community-University Partnerships*

Community based research partnerships can serve a variety of research, policy, educational and action goals, which determine the range of faculty and students involved, and the infrastructure required to support the work. The nature of the research, policy and action outcomes also depends on the intensity, duration and quality of the partnership. Four types of partnership – consultative, contractual, collaborative and institutional - are described, with comments on the evolution of collaborative projects and the institutional barriers to more effective partnerships. Recommendations are made to encourage and sustain community university partnerships. (A3)

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**E. Scriven<sup>1</sup> and K. Thiessen<sup>2</sup>**

<sup>1</sup>**AIDS Saskatoon**

<sup>2</sup>**University of Saskatchewan**

*Overcoming Challenges in Community-University Collaboration: Developing Mutually-Beneficial Student Placements*

Background: Any organization working within a community to support the health of individuals and communities bases their work on a set of values. Often this value set is not explicitly stated. In this case, the staff at AIDS Saskatoon had an intrinsic understanding of the way they practiced, and acknowledged that "it was different", but had difficulty in identifying what this "difference" was. For students entering the agency, a more extrinsic model would provide a more complete understanding of organizational goals and

philosophies; provide for more efficient integration of the student into the organization; and identify where in the organization student expectations and contributions would be best served. The Project: The House Model of Community Service Delivery was developed through a collaborative effort between a practicum student and host agency in response to the challenges faced when developing mutually beneficial student placements. The model literally and conceptually outlines the philosophy and goals of the organization, while offering concrete options for student involvement in program planning, implementation, research, and evaluation. (B11)

**M. Seasons and J. Lederer**

**University of Waterloo**

*Understanding the Community-University Alliance – The Waterloo Experience*

This paper explores the dynamics of “alliances” to determine what sets them apart from traditional partnership structures especially within the public sector. An example of a university-community alliance, called the Waterloo Community University Resource Alliance (CURA) Program, will be presented to illustrate the dynamics and roles of partnership, and lessons that can be drawn for supporting realistic partnerships. Community-University alliances need to be understood as ambiguous, complex and dynamic so that either practitioners convening them or policy makers promoting them can clearly understand the enormous challenges which collaboration presents. Achieving collaborative advantage for all requires major resource investment, together with significant managerial skill and patience from each of the individual participants. The Waterloo CURA is a prime example of an alliance under development. It follows the theoretical propositions of alliance characteristics (program-oriented, evolutionary and member-

inclusive). Since its inception in February 2001, a number of lessons have been realized. Appropriate organizational structure, time and money are essential to support the growth and development of alliances. Recommendations including funding agencies as alliance members, accountability and continual organization are suggested to support this notion. (B22)

**M. Servais,<sup>1</sup> G. King,<sup>1</sup> D. Bartlett,<sup>2</sup> D. DeWit,<sup>3</sup> M. Kertoy,<sup>2</sup> S. Killip,<sup>4</sup> L. Miller,<sup>2</sup> J. Specht,<sup>5</sup> T. Spencer,<sup>6</sup> and S. Stewart<sup>7</sup>**

<sup>1</sup>Thames Valley Children’s Centre

<sup>2</sup>University of Western Ontario

<sup>3</sup>Centre for Addiction and Mental Health

<sup>4</sup>Thames Valley District School Board

<sup>5</sup>Huron University College

<sup>6</sup>London District Catholic School Board

<sup>7</sup>Child and Parent Resource Institute

*Strategies For Improving Research Dissemination And Uptake: Supporting Community Collaboration As A Tool For Success*

Research partnerships strive to disseminate research findings with the goal that these findings will be utilized by the targeted recipients of the research. This poster presents a partnership model of the Research Alliance for Children with Special Needs (RACSN) and highlights some of the methods RACSN has used to ensure that research findings reach their intended audiences. RACSN (funded by SSHRC in 2000) consists of community and university partners from education, health, mental health, and social services, who collaborate with service providers, teachers, students, and parents to conduct relevant research with the goal of enhancing the participation of children with special needs. The Alliance also provides research training opportunities for students, teachers, and service providers to enhance their research skills and foster practical applications of RACSN’s research. RACSN has hosted two community forums, which



provided opportunities for 88 community members including volunteers, individuals with special needs, parents, and representatives from over 45 organizations to (1) discuss relevant issues, (2) network with other community members, and (3) develop strategies for collaborative community action to enhance children's participation. Dissemination materials, such as easy-to-read research summaries, provide community members with practical strategies for implementing research findings. (B11)

**N. Shore, S. L. Holmes, and S. D. Seifer**

**Community-Campus Partnerships for Health, Seattle, Washington**

*Developing and sustaining community-university research partnerships: Infrastructure requirements*

Although there is a growing literature about community-university research partnerships, questions remain about the infrastructure required to develop and sustain these partnerships. For example what community or university policies and processes are required to conduct such research? What faculty, staff and volunteer roles, expertise and experience are required? The answers to these questions add to our understanding of how policy and procedures relate to infrastructure, and support community-university research partnerships. Our findings and recommendations are based on a review of recently published literature and an analysis of thirty structured telephone interviews with principal investigators, project managers, community partners and funding agency program officers involved in community-university research partnerships. Study participants identified nine critical issues that affect the infrastructure required for community-university research partnerships and, consequently, the future of the field. Several of these issues relate to the policies and implementation procedures that support research partnerships through

staffing mechanisms, funding mechanisms, grants and contracts, and relationship building processes. In addition, broad recommendations emerged, including several that would affect policy development in the field of community-university research partnerships. Some of these recommendations include: 1) Providing support for planning, relationship-building and partnership development as an essential part of the methodology of community-based research; 2) Investing in ongoing training and professional development for all partners; and 3) Prioritizing a research partnership's infrastructure, sustainability, and power imbalances when allocating funding or making funding decisions. (C3)

**L. Silka,<sup>1</sup> F. Smith,<sup>2</sup> and A. Carriere<sup>3</sup>**

<sup>1</sup>University of Massachusetts

<sup>2</sup>Lowell, University of Minnesota

<sup>3</sup>Office of University Partnerships, US Dept. of HUD

*Applied Research – Completing the Circle*

Representatives of the US Department of Housing and Urban Development's (HUD) Community Outreach Partnership Center (COPC) program will examine building applied research/outreach partnerships that increase the capacities of the partner communities and the academic communities.

The workshop will look at a process that begins with responding to a request from a community-based organization to help address a local problem. In crafting a response a university may determine that there is insufficient information to competently address the issue. The community and university develop a researchable question, and bring the findings back to the community. This information or data then leads to a program or other deliverable, often in partnership with the community. The circle is complete when this new initiative, through evaluation or implementation, leads to a new set of research questions. This process, while

building the capacity of the community organizations being assisted, also builds the capacity of the university to better serve its community constituency.

The workshop will conclude by involving the audience in a discussion of how this model can be adapted to a specific college or university setting and how participants have dealt with problems or pitfalls associated with linking community-based research and on-going community outreach. (B10)

**R. Slinger and T.A. Sylvester**

**Canadian Light Source Inc.**  
([www.lightsource.ca](http://www.lightsource.ca))

*Canadian Light Source Inc. (CLSI): Fostering Community-University Partnerships*

The Canadian Light Source synchrotron is the largest scientific project in Canada in the last 30 years. CLSI is a not-for-profit corporation, wholly owned by the University of Saskatchewan, instituted to fulfill national mandates in synchrotron research and development. Due to the strategic planning of the University of Saskatchewan, the efforts of CLS staff, academic users and community-based "friends" of the synchrotron, the realization of a research facility that fosters academic-government-industry partnerships now seems possible. At least seven research stations ("beamlines") will be functioning in 2004. In addition to research projects underway and in development at the CLS, groups have been forming to initiate exceptional community-university collaborations for the design and construction of growth beamlines, such as biomedical, Micro-Electrical Mechanical Systems (MEMS) and x-ray diffraction and emission beamlines. By 2015, we expect the mature CLS facility will be operating 25-30 beamlines with approximately 100 scientists in nearly every discipline. CLS anticipates hosting roughly 2000 users annually. Not only will this interdisciplinary setting at the CLS lead to important basic and industrial research, with

industrial spin-offs, it will also demonstrate the value of community team work and collaboration to help achieve extraordinary goals. (A4)

**K. Soles**

**Community-University Institute For Social Research, Saskatoon**

*Affordable, Accessible Housing Needs Assessment at the North Saskatchewan Independent Living Centre*

There is not enough barrier-free housing available in of Saskatoon and housing options that include wheelchair access are difficult to find. People with disabilities are over represented in the low-income population and are badly in need of housing options that address both affordability and accessibility concerns. The only evidence that such a problem exists is through anecdotal evidence of need from community organizations that deal with housing issues. One such organization is the North Saskatchewan Independent Living Centre (NSILC). NSILC hears of the need, but without hard numbers, anecdotal evidence is not enough. In order to address this problem, the relevant research must be conducted. The current study includes demographic statistics and information on the housing needs of people with disabilities obtained through the distribution of a questionnaire and the conducting of consumer focus groups and service provider interviews. The questionnaires were mailed out to 450 persons with disabilities, of which 113 were returned, giving a response rate of 25%. Major findings showed the need for more low-income and social housing home ownership opportunities. The results and their implications are discussed. (B11)

**A. Solomon**

**Ontario Institute for Studies in Education**

*Understanding Research: A Cultural, Traditional Aboriginal/Indigenous Perspective*

Background/Rationale: As researchers in this modern world, it is imperative that we learn how our Elders, Traditional teachers, medicine, cultural and ceremonial people are in fact enacting the re-birth of our nations based on the highest levels experiential research. We are responsible to learn the remembering and relating for the revitalization of the universe and Mother Earth for the good and honour of the life-force within and around us, for all our relations. Focus: I will be providing Aboriginal/Indigenous principles of research. In the distinctive difference between the Western worldview and our Aboriginal worldview, the fundamental difference is based on the formal economic theory and the informal economic theory. From the Western perspective, it is based on capitalistic and materialistic foundations. From the Aboriginal and indeed the Indigenous perspective, it is based on the spiritual foundation. This presentation will explore and discuss the truism inherent in "re-searching", "remembering", "re-visiting", and "re-telling" of how our Aboriginal and Indigenous ancestors researched, remembered, revisited and retold the experiences, teachings and understandings, we have today. It is my belief, that if we are to truly comprehend that which we are researching, remembering, revisiting, and relating, we must have an in depth understanding on of the issue on more that and intellectual level. (B15)

J. Specht,<sup>1</sup> M. Servais,<sup>2</sup> M. Currie,<sup>2</sup> G. King,<sup>2</sup> M. Law,<sup>3</sup> C. Forchuck,<sup>4</sup> T. Willoughby,<sup>5</sup> P. Rosenbaum,<sup>3</sup> M. Kertoy,<sup>4</sup> and H. Chalmers<sup>5</sup>

<sup>1</sup>Huron University College

<sup>2</sup>Thames Valley Children's Centre

<sup>3</sup>McMaster University

<sup>4</sup>University Of Western Ontario

<sup>5</sup>Brock University

*Measuring the Impact of Community-*

*University Partnerships*

Research partnerships between universities and community agencies are assumed to produce knowledge that informs community members and leads to more effective service delivery, more effective clinical programs and enhanced community development. While universities have impact measures in place in terms of number of publications, conference presentations and so on, community impact (e.g., enhanced social or health services) is often harder to measure. We are interested in performance as assessed by the people who are affected by or otherwise interested in the partnership and its impact. To date, no generic tool exists that can assess impact and thereby allow comparisons among and between the various research partnerships. The purpose of our research is to develop a survey to measure impact for individuals, agencies and the larger community in terms of enhanced knowledge, the use of this knowledge, and enhanced research skills and competencies. We have interviewed people about the impact of their various partnerships in order to develop items for the survey. We have 5 community-university partnerships from Southern Ontario involved in this research. The purpose of this roundtable will be to present our model of impact as a means of discussing the issue of how impact has been measured in the other community-university partnerships across Canada. We hope that these conversations will spark interest in the development of this generic tool. (C8)

N. Swainson and S. Tomkins

Primary Health Care Division, Health Canada

*Lessons Learned from an Innovative Health Services Research Program*

The Health Transition Fund was a federal government program intended to encourage and support evidence based decision making

in health care reform. From 1997 to 2001 it supported 140 projects which tested innovative approaches to health care delivery, and it undertook a major dissemination initiative to share project results. Partnerships took place on several levels: some community level projects were undertaken by universities; others were led by community partners and engaged with universities for evaluation activities; and the engaged academics in producing many of its dissemination products. Numerous challenges were encountered and lessons learned regarding expectations, roles and outcomes. These experiences and the strategies that were developed to overcome them would be of interest to others engaged in community university partnerships. (B4)

**V. Taylor<sup>1</sup> and L. Gorman<sup>2</sup>**

<sup>1</sup>University of Calgary

<sup>2</sup>Wood Buffalo HIV & AIDS Society

*A Community-University Research Partnership to Understand the Health Practices and Perceptions Among Alberta Oilsands Workers*

Background and Rationale: Within the Fort McMurray region of Alberta, there are approximately 15, 000 workers employed in the oilsands exploration industry. There is extensive anecdotal evidence within the community that unhealthy behaviours are taking place among these workers. This community-university partnership was developed to conduct a community-based research project addressing the need for preventative health care in the work camps. These health issues include, but are not limited to: HIV, drug abuse, alcoholism, gambling, STDs, and Hepatitis C. What did you do? This research project illustrates a partnership between Wood Buffalo HIV & AIDS Society and the University of Calgary, which has been negotiated through a formal contract. The purpose of this collaboration is to facilitate research addressing the workers

health needs, for the purpose of informing health risk-reduction programs. This research initiative involves in-depth interviews to actively engage oilsands workers to share their experiences of living and working in this setting. This presentation will not only include qualitative research findings, but will explain the process of the community-university partnership engagement and formalization. The benefits, challenges, and future prospects and involvements will also be discussed. What were the outcomes? Although this research is presently ongoing, active knowledge sharing and networking propose an effective community-university partnership, that will inform intervention and prevention initiatives among various community-stakeholders and agencies. (C11)

**E. Teram,<sup>1</sup> C. Schachter,<sup>2</sup> and C. Stalker<sup>1</sup>**

<sup>1</sup>Faculty of Social Work, Wilfrid Laurier University

<sup>2</sup>School of Physical Therapy, University of Saskatchewan

*Combining Grounded Theory and Participatory Research as a Strategy for Integrating Clients' Knowledge into Professional Practice*

Participatory action research methods have been common in community-university partnerships projects. As inclusive processes of generating knowledge, these methods actively engage researchers and community participants in all stages of the research process. This paper argues that some knowledge generation projects can benefit from the integration of grounded theory and participatory approaches. Grounded theory appeals to those who prefer the image of neutral observers searching for objective truth through rigorous collection and analysis of qualitative data. As such, it may appear to contradict the tenets of participatory approaches and their questioning of objectivity in the generation of knowledge. The authors applied both approaches in an

interdisciplinary project designed to explore the experience of female survivors of childhood sexual abuse with physiotherapy, and subsequently develop a handbook on sensitive practice. We demonstrate how grounded theory research can effectively equip clients with a theory about their experiences, and how this theory can be used as a base for participatory research designed to inform professional practice. Since clients do not have an institutionalized group identity, nor a body of knowledge to help construct this identity, they are not considered 'expert witnesses', and their evidence can be easily disregarded as impressionistic. In the age of evidence based practice, combining grounded theory with participatory research is one way to address this legitimacy problem. (B11)

**R. Thornley,<sup>1</sup> L. McCaffrey,<sup>2</sup> J. Birdsell,<sup>3</sup> and P. O'Connell<sup>3</sup>**

<sup>1</sup>**Alberta Heritage Foundation for Medical Research**

<sup>2</sup>**McCaffrey Consulting**

<sup>3</sup>**On Management Inc.**

*Assessing the Long Term Impact of the SEARCH program on Individuals and Organizations*

What is the impact of providing education, mentoring, and collaborative opportunities to community-based health professionals, universities, and organizations? The SEARCH program is a health research professional development program for community-based health professionals. It supports capacity building through a virtual learning community of managers and health professionals in partnership with university-based faculty. An evaluation Blueprint identifies priority questions for evaluation at varying levels (individual, organization) and as relevant to various stakeholders (practitioners, academics). This paper reports on the impact of the SEARCH program for individual participants as well as sponsoring

organizations. To assess impact at the individual level, long-term follow-up was conducted with previous SEARCH participants. A survey examined impact on personal and career development in terms of job satisfaction, leadership, ability to influence decision-makers, value to the organization, respect and recognition, and personal and professional networks. The use and value of networks, application of skills and support for skill use were also examined. A key outcome included increased connectivity between community-based health professionals and university teachers and researchers. Prior to assessing organizational impact, a generic framework through which to assess organizational capacity for research was developed in consultation with organizational scholars and was subsequently refined through a series of case studies. Subsequently, this framework was used to design a survey of participating organizations through which organizational impact was assessed. Results of this survey will be presented. (C2)

**R. Thornley,<sup>1</sup> J. Birdsell,<sup>2,3</sup> S. Matthias,<sup>2,4</sup> A. Casebeer,<sup>2,5</sup> J. Besner,<sup>2,6</sup> and S. Doze<sup>2,7</sup>**

<sup>1</sup>**Alberta Heritage Foundation for Medical Research**

<sup>2</sup>**On behalf of the SEARCH Program Evaluation Steering Committee**

<sup>3</sup>**On Management Ltd.**

<sup>4</sup>**Matthias Inc.**

<sup>5</sup>**Centre for Health and Policy Studies, University of Calgary**

<sup>6</sup>**Calgary Regional Health Authority**

<sup>7</sup>**Crossroads Regional Health Authority**

*An evaluation, research, and development blueprint for SEARCH*

The SEARCH Program helps health organizations develop capacity for using and producing locally relevant evidence through the development of their people. It provides education, training, mentoring, and research collaboration through a virtual learning

community of managers and health professionals in partnership with university-based researchers and teachers. A variety of evaluation activities have been incorporated into the SEARCH program's operations to ensure that its development is guided by evidence based decision making. A comprehensive Blueprint has been developed which articulates the program's theory of action, anticipated impact and priority evaluation questions for stakeholders. The Blueprint hypothesizes impacts at various levels of the health enterprise and on multiple sectors. Research and evaluation projects resulting from the framework include assessment of participant outcomes, curriculum, program design and delivery, organizational research capacity, collaborative network development, and the faculty team. A variety of methods have been employed to study the program's impact. Specialized methods, such as network analysis, may further increase our understanding of this community-university partnership. Research and evaluation findings to date have informed program development and been reported to stakeholders. The Blueprint has been useful in designing and prioritizing evaluation and program monitoring initiatives. This poster will describe the Blueprint and will provide examples of research and evaluations conducted. (C11)

**M. Totten,<sup>1</sup> K. Kelly,<sup>2</sup> and T. Caputo<sup>2</sup>**

<sup>1</sup>**Youth Services Bureau of Ottawa**

<sup>2</sup>**Carleton University Department of Sociology**

*Working Together After Deciding to Work Together*

The CURA Youth in Conflict with the Law Project is a partnership between the Youth Services Bureau of Ottawa and Carleton University Department of Sociology. The Project's goal is to build the capacities of young offenders, victims, and communities

to respond to youth crime in an integrated and holistic manner by using community justice conferences and Wraparound or intensive counselling. Challenges in developing and maintaining cross-sectoral research and practice partnerships with social housing residents, youth justice professionals, academics, minority young offenders, and non-profits are discussed. Recommendations are presented to address areas of conflict. (B23)

**K. Turner<sup>1</sup> and C. Forchuk<sup>2</sup>**

<sup>1</sup>**Margaret's Haven**

<sup>2</sup>**University of Western Ontario/Lawson Health Research Institute**

*A Modified Search Conference Approach to Build Community Research Participation*

Background and Rationale: De-institutionalization, health system restructuring, and a move to supported community living for persons with severe mental illness have created the necessity for a comprehensive understanding of needs, gaps and barriers to acquiring and maintaining housing. To understand these needs, we realized that the direction set would benefit from broader community participation and input. What we did? The modified Search conference was a strategy used successfully to elicit direction for the upcoming year and build relationships with new and existing community partners. We included a diverse population which permitted a holistic perspective. This in turn brought new people who have lived the experience of searching for safe housing to dialogue with policy makers, agency directors, students and researchers. The use of different formats, such as singing and playacting, to convey valuable information allowed presenters to be the experts within their own comfort zone. Two-way dialogue with participants allowed researchers to present data that validated much of the community's experience. What were the outcomes? Community members

actively engaged with the researchers through a facilitation process to determine the areas of action for the upcoming year. The researchers left with action plans designed by the community, subcommittees in place and a growing respect for the community's capacity to create change. (B5)

**D. Walsh<sup>1</sup> and R.C. Annis<sup>2</sup>**

**<sup>1</sup>Community Outreach Coordinator,  
Brandon University**

**<sup>2</sup>Director, Rural Development Institute,  
Brandon University**

*Exploring New Links between Universities  
and Communities: The Outreach Potential*

The nature of the relationship between universities and the communities they serve is dynamic. Universities have always been important resources to the communities where they are located but their role today, especially in rural areas, is much more of an active partner in community development initiatives. One example of this partnership is the Brandon University Community Outreach Service. Initiated in 1997 under Brandon's Rural Development Institute and based on the principles of service learning, outreach connects the community of Brandon and its rural surround with student and faculty volunteers to facilitate projects and learning. Because of increasing workloads, however, it is sometimes difficult to accommodate the needs of all those involved in the outreach triad. This roundtable session is designed to generate discussion on how outreach programs can better fulfill their philosophy of meeting the needs of the community, while engaging both students and faculty who have the time and are interested. It will explore issues of volunteerism, community organization constraints, research needs and service learning at the university level. Organizers invite those with an interest in how universities are connected to communities, those already engaged in outreach or service learning programs, and community members,

leaders and volunteers to be active contributors to the session. (B27)

**L. Wason-Ellam, M. Green, and P. L. Williams**

**University of Saskatchewan**

*Building Collaboration between Academic  
Researchers, Community Researchers, and  
Community Women's Organizations*

Rationale: Research, a process of inquiry and learning, is an integral part of an academic career and is equally important to community-based organizations. It seems natural for university-based and community-based women to collaborate on research projects since research interests of many academic women complement those of community-based women's groups. This project arose from questions raised by members of the Women's Studies Research Unit [WSRU] at the University of Saskatchewan who saw that research collaboration between and among university and community women was not always useful, effective or productive for either partner. Process: Using PAR methodology and feminist analysis, we interviewed 23 women with research experience from Saskatoon and from the University of Saskatchewan. We asked them to reflect on their experiences as researcher and as participant in community-academy research projects, both those initiated from the community and those initiated by university researchers. Findings: Obstacles identified by both groups included: inappropriate procedures, unrealistic timetables, questions over accreditation of knowledge and data ownership, power imbalances (real and perceived), funding limitations and structures that discourage collaborative research partnerships. Examples cited include both positive and negative experiences. Participants offered suggestions to overcome barriers to collaborative research so that community-based women and groups could benefit from

the knowledge of academic women while retaining a voice and a stake in the process and academic women could benefit from the knowledge and experience of the community women while also fulfilling the research and publication requirements of their career. (B5)

**J. Wastesicoot**

**Manitoba First Nations – Center for Aboriginal Health Research, Department of Community Health Sciences, University of Manitoba**

*Understanding Community and University–How Is Aboriginal Research Strengthening Aboriginal Ways of Knowing and Respecting Oral Tradition?*

Background and Rationale: This presentation will focus on how Aboriginal ways of knowing and respecting oral tradition is being conceptualized in the context of forming partnership and collaboration between the Aboriginal community and University. Many Aboriginal people are becoming more aware of the value of research and want to ensure their Aboriginal ways of knowing are being respected and that their oral traditions are protected. The primary focus of this presentation will be to provide a framework how partnerships can be developed with the Aboriginal community, to create and develop an atmosphere of understanding with the University that Aboriginal way of knowledge is not written in text but rather, is the passing of knowledge through oral tradition. In partnership and in collaboration with the Aboriginal community, the University is working with Aboriginal researchers who are capturing and paving the framework to protecting oral traditions of the Aboriginal community. (B16)

**S.J. Whiting,<sup>1</sup> J. Boyle,<sup>1</sup> T. Everitt,<sup>1</sup> and B.Topp<sup>2</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Canada North Environmental Services

**Ltd., Saskatoon, SK**

*Development of a Culturally Sensitive Food Frequency Questionnaire (FFQ) For Use in a Northern Saskatchewan Community*

Rationale: The food frequency questionnaire (FFQ) is a rapid interview method for dietary assessment; however, published FFQs are not suitable for all communities. Our purpose was to develop an FFQ suitable for a community in Northern Saskatchewan where hunting, fishing and other traditional food methods of procurement are practiced. Methods: Once the community link was established, focus groups were conducted to develop a list of traditional foods reflecting seasonal use and preparation/cooking methods. Training of local interviewers provided a means to refine the FFQ. Piloting in the field allowed us to delete items that were rarely consumed. Data from the FFQ were coded in a spreadsheet, converting food items to nutrients. As information on traditional foods is missing from national nutrition databases, some imputing of information was required. Outcomes: Data on food consumption was obtained for 116 residents of the community in the summer of 1998 and 145 residents in the winter of 1999. Culturally appropriate FFQs provide dietary results that are more accurate for the target population under study. (A10)

**P. Wiencek and J. Edgren**

**Eastern Michigan University**

*Assessing Community-University Partnerships in the Developmental Stages*

The Community Outreach Partnership Center (COPC) is a three-year Federally funded project to develop a partnership between Eastern Michigan University and the Ypsilanti Community to enhance the development of community assets and capacities. Project requirements include conducting semi-annual evaluations. The accomplishments achieved



during the first six months of a three-year project of this complexity can only reflect the most preliminary groundwork in the realization of project goals. Therefore, while future evaluations will focus on progressively more detailed examinations of project outcomes, the first evaluation focused on the foundations needed for achieving those outcomes. The evaluation was conducted through the development of a survey that was distributed to each of the university and community partners who had participated in one of the project activities during the first six months of the project. The questions were designed to obtain descriptions of five dimensions of the project: 1) the nature and extent of project participation 2) quality of communication in the project 3) clarity and focus of project objectives 4) nature and impact of project changes that have occurred or may develop and 5) participants' satisfaction with the project. The survey was completed by 41 participants and provided helpful insights which document project progress, identify problems that have surfaced early in the project, clarify objectives and how to measure them, and develop corrective actions to improve processes. (B4)

**P. Wiggin, P. Levesque, and D. Rock**

#### **Social Sciences and Humanities Research Council**

##### *CURA and Knowledge Mobilization*

Leading edge information is not enough to ensure Canada's place in a rapidly changing world. The CURA program has demonstrated that information has more power and value when combined with analysis and action to create knowledge—this translates into economic, social, and cultural benefits for Canadians. SSHRC is the federal government's key agency for developing new knowledge in the social sciences and humanities. Like our colleagues in the natural sciences and engineering who seek better mechanisms for the commercialization of their

research results, SSHRC is striving to find the best methods to mobilize the results of its research, so that the people who need the results—policy-makers, business leaders, service providers, teachers, the media—have what they need, when they need it, in a form that they can use.

SSHRC is rapidly moving from a traditional granting agency with a defined arc of rigorously peer-reviewed programs to a national body that assists in the creation, dissemination, and brokering of knowledge that meets the needs of Canadian society. Knowledge mobilization (KM) is now a core corporate strategy at SSHRC. The primary goal is to assist the movement of knowledge generated through SSHRC-funded research so that it flows systematically throughout key sectors of society to inform discussion, understanding and decision-making.

Moving beyond traditional vehicles for dissemination of new research and into a multifaceted strategy for getting knowledge into society where it can reap optimum rewards for Canadians, SSHRC created the new Knowledge Products and Mobilization (KPM) Division. Tasked with leading this collective movement, KPM is focused on KM efforts within the organization, but more importantly, externally with researchers and users.

This interactive roundtable will outline what SSHRC is currently doing for the Initiative on the New Economy and will seek input from the researchers and research-users on how this may be most effectively addressed for the CURA program. (C14)

**A. Williams,<sup>1</sup> R. Labonte,<sup>2</sup> and B. Holden<sup>3</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Saskatchewan Population Health and Evaluation Research Unit

<sup>3</sup>City of Saskatoon

*Establishing and Sustaining Community-University Partnerships: A Case Study of Quality of Life Research*

Background and Rationale: Community-university partnerships intersect multi-stakeholder approaches to decision-making and multidisciplinary research. Numerous influences, together with theoretical developments specific to action research and ecological validity of knowledge produced various collaborative approaches to social research often collectively termed participatory action research or PAR. Today, these collaborative approaches are more commonly used than ever before. What did you do? Using the experience of the University of Saskatchewan's Community-University Institute for Social Research (CUISR), specifically its Saskatoon quality of life module, we explore two broad aspects of establishing and sustaining community-university partnerships: (1) components of the partnerships, and (2) the general stages of progression. What were the outcomes? In addition to ongoing stakeholder engagement, the quality of life module's widely representative steering committee, together with its hired Action Researcher, operate to further inform the community-university partnership. (A5)

**A. Williams,<sup>1</sup> B. Holden,<sup>2</sup> J. Randall,<sup>1</sup> R. Labonte,<sup>1</sup> N. Muhajarine,<sup>1</sup> and S. Abonyi<sup>1</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>City of Saskatoon

*Quality of Life in Saskatoon: Achieving a Healthy, Sustainable Community*

Background and Rationale: Using a participatory community research process, an in-depth study of quality of life (QOL) in Saskatoon, Saskatchewan was undertaken by the Community-University Institute for Social Research. What did you do? Using a mixed method approach, intra-urban comparisons of data across three sets of neighbourhoods — representing low, medium and high socio-economic status — were made and provide evidence for the thematic results. What were the outcomes? The two policy-

relevant themes being focused on to best meet the goal of achieving a healthy, sustainable community are: (1) decreasing the growing income gap and, (2) creating a social cohesive community. (C5)

**I. Williamson, K. Willms, N. Bradley, and D. Goodman**

**Simon Fraser University**

*Working with Community Hockey Associations: Successes and Lessons Learned*

Background and Rationale: The incidence of mild traumatic brain injury (concussion) in minor (youth) hockey is a serious concern given that concussion is the most common hockey-related injury. The symptoms are often present in diverse and subtle ways, and may linger for extended periods of time. Determining the magnitude of the problem requires working cooperatively with community-based minor hockey associations, their players and parents. What did you do? The primary objective of the study was to quantify the occurrence of concussion among minor hockey players by developing a program whereby community volunteers (e.g. team coaches, managers, etc.) record and submit details of incidents that resulted in a concussion. The secondary objective was to determine the method and level of volunteer-researcher interaction necessary to facilitate consistent and accurate reporting through the employment of varying interaction strategies. Effective development and delivery of these strategies required considerable cooperation between researchers and volunteers and the continuous assessment and improvement of this university-community partnership. What were the outcomes? The hockey associations and their membership contributed to a major health initiative meant to protect minor hockey participants from mild head injury. In addition, the capability of researchers to examine factors that contribute to concussion incidence and its reporting were enhanced.

The information gathered from this on-going research will be utilized to develop more effective strategies of cooperation with minor hockey associations for future investigative endeavors. Funding provided by CIHR. (C11)

**K. Willson, D. Martz, D. Sarauer, and K. Green**

**Prairie Women's Health Centre of Excellence**

*Starting with Stories: Participatory Research on the Social Determinants of Women's Health*

The Prairie Women's Health Centre of Excellence has funded several innovative participatory research projects on the social determinants of women's health. The commitment, research skills, creativity and practical experience of community and academic partnerships has generated new understandings of the impacts of violence, poverty and social inequality in women's lives. Three qualitative studies are highlighted on the poster: Domestic Violence and the Experience of Rural Women in Saskatchewan; We Did it Together: Low Income Mothers Working Toward a Healthier Community; and Exploring Social Risk Factors for Women with HIV/AIDS. Moving beyond the confines of traditional academic research methods and publications, these studies have developed creative new approaches for conducting research and sharing research results with the public and with policymakers. These qualitative studies draw up on women's accounts of their own experiences and the social and economic factors which influence their health. (B11)

**B. Winters<sup>1</sup> and C. Harding<sup>2</sup>**

<sup>1</sup>CURA Program Coordinator, CURA Cultural Property Community Research Collaborative Program, University of Victoria

<sup>2</sup>Department of History in Art, University

**of Victoria**

*"We think we have something you may be interested in...": Community Narratives in Heritage Institutions Across B.C.*

The University of Victoria SSHRC-CURA program has been privileged to work with over 25 heritage institutions across British Columbia, from Sointula to Fernie. From the very start, we were overwhelmed by the richness of materials hidden in small community museums and galleries. By far the most important trend to emerge was how collaborative research itself had to be re-conceptualized to give the community the lead in defining its own voice. The rewards of these partnerships have been two-fold: enabling communities to tell their stories and celebrate their own local identities while, at the same time, expanding the research territory for the CURA teams of scholars, curators, and student researchers. For the CURA teams the projects offered the chance to apply existing skills in exciting new ways.

Without CURA support, these cultural resources would remain undocumented as community institutions have scant resources for the research and presentation of their collections. Through innovative partnerships involving a network of scholars, students, museum staff and numerous community participants working together with mutual respect for what each brings to the project, this CURA is bringing new local knowledge to regional, provincial and national attention. Faculty and students from the Humanities and Fine Arts at the University of Victoria have forged invaluable links throughout the province that will be a legacy beyond the duration of each of the individual projects. (C11)

**F. Woods,<sup>1</sup> S.J. Whiting,<sup>1</sup> C. Armstrong-Monahan,<sup>2</sup> G. Gordon-Pringle,<sup>2</sup> K. Archibald,<sup>3</sup> and L. Usiskin<sup>4</sup>**

<sup>1</sup>University of Saskatchewan

<sup>2</sup>Saskatoon Community Clinic

**<sup>3</sup>Child Hunger and Education Program**

**<sup>4</sup>Quint Development Corporation,  
Saskatoon SK**

*Food-Buying Behaviour in a Central Neighbourhood in Saskatoon Indicates Problems With Access to Food*

Background and Purpose: When food retailers move out of a low income neighbourhood, access to food can be limited. The cost of obtaining food may increase to accommodate the additional transportation needs. However, little is known of food buying behaviours when grocery store access is a barrier. Methods: We determined food-buying behaviour of 37 households in a central neighbourhood of Saskatoon containing a few large grocery stores on the periphery by weekly collection of grocery and restaurant receipts and administration of a food buying questionnaires for four weeks. Outcomes: The food expenditure values in comparison to national data are similar, but a wide range in expenditures revealed a concern about access to food shopping. Transportation added to food costs yet participants preferred, and spent most of their food dollars at larger stores. Most of our sample used community food programs that likely helped to supplement food needs. Our study demonstrates a need to address what may be limited access to food procurement services. (A10)

**A. Wright,<sup>1</sup> G. Gosek,<sup>1</sup> R. Twigg,<sup>2</sup> and B. Unfried<sup>1</sup>**

**<sup>1</sup>University of Manitoba**

**<sup>2</sup>University of Regina**

*The Prairie Child Welfare Consortium: An Innovative Approach to Community, University and Government Partnership*

Child welfare is undergoing major transformations across the prairie provinces. In 2001, the four prairie schools of social work (Saskatchewan Indian Federated College,

University of Manitoba, University Regina, and University of Calgary) signed a memo of understanding to develop tri-provincial partnerships in research, training education and service delivery. From this initiative evolved a partnership that expanded to include the three provincial governments and child welfare agencies, referred to as 'The Prairie Child Welfare Consortium' (PCWC). Two key elements of the PCWC's mission are of particular relevance: 1) To build capacity that supports children, families and communities in the delivery of child welfare; 2) To work to influence, advocate and change education, training, research, policy and practice/service delivery through collaboration, innovation and partnering. Currently three strategic goals are reflected in the development of tri-provincial sub-committees focused on: 1) Research; 2) Education and Training; and 3) Practice and Service Delivery. Through an oral presentation we will describe the process of the creation of the PCWC and propose a framework to develop and maintain university, government and community partnerships that incorporate Aboriginal world views. The presentation will highlight challenges to the implementation of this consortium focusing on issues related to process, collaboration and relationship building, between communities, universities and government. The presentation will also discuss the process and outcomes of an initial tri-provincial symposium held in Saskatoon in November, 2001. (B8)

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