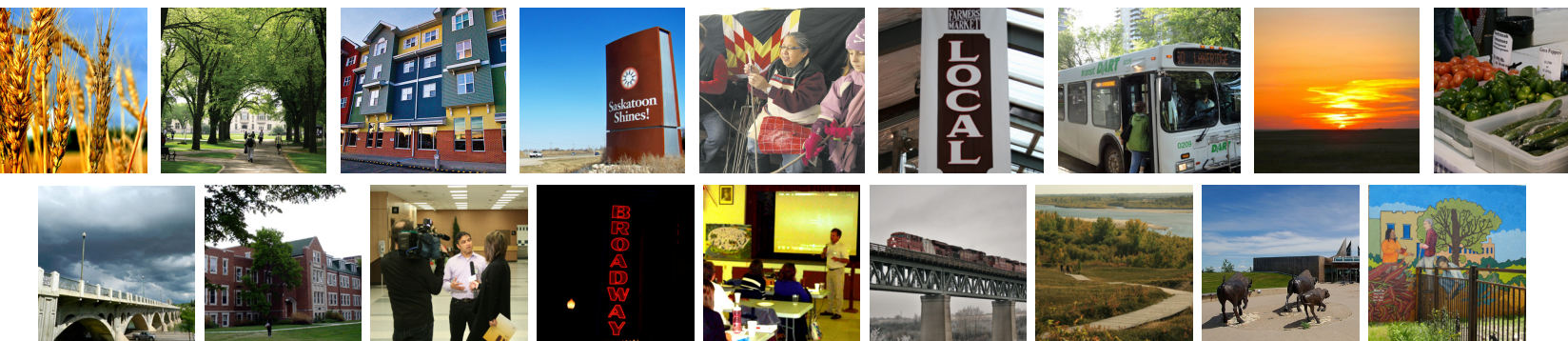# CUISR
COMMUNITY-UNIVERSITY
INSTITUTE FOR SOCIAL RESEARCH

Exploring the Potential for a University of Saskatchewan Research Shop
A Consultation Report

Omeasoo Wāhpāsiw, Isobel M. Findlay, and Lisa Erickson

Community-University Institute for Social Research

Building healthy, sustainable communities

Since 1999, the Community-University Institute for Social Research (CUISR)—formally established as a university-wide interdisciplinary research centre in 2000—has remained true to its mission of facilitating "partnerships between the university and the larger community in order to engage in relevant social research that supports a deeper understanding of our communities and that reveals opportunities for improving our quality of life."

Strategic Research Directions

CUISR is committed to collaborative research and to accurate, objective reporting of research results in the public domain, taking into account the needs for confidentiality in gathering, disseminating, and storing information. In 2007 CUISR adopted five interdisciplinary strategies:

1. Saskatoon Community Sustainability
2. Social Economy
3. Rural-Urban Community Links
4. Building Alliances for Indigenous Women's Community Development
5. Analysis of community-university partnerships

These strategic directions extend our research organized until 2007 in three modules—quality of life indicators, community health determinants and health policy, and community economic development—the result of efforts to address health, quality of life, and poverty that led to the formation of CUISR to build capacity among researchers, CBOs, and citizenry.

CUISR research projects are funded largely by SSHRC, local CBOs, provincial associations, and municipal, provincial, and federal governments. Beginning in 2007, CUISR's reputation for high quality community-based participatory research (CBPR) enabled us to diversify our funding by responding to community agency requests to conduct research projects for them for a fee.

Tools and strategies

Knowledge mobilization: CUISR disseminates research through newsletters, brown bag luncheons, reports, journal articles, monographs, videos, arts-based methods, listserv, website.

Portal bringing university and community together to address social issues: CUISR facilitates partnerships with community agencies.

Public policy: CUISR supports evidence-based practice and policy at these tables: provincial Advisory Table on Individualized Funding for People with Intellectual Disabilities, Saskatoon Poverty Reduction Partnership, and Saskatoon Regional Intersectoral Committee (RIC).

Student training: CUISR provides training and guidance to undergraduate and graduate students and encourages community agencies to provide community orientation in order to promote positive experiences with evaluators and researchers.

EXPLORING THE POTENTIAL FOR A UNIVERSITY OF SASKATCHEWAN RESEARCH SHOP A CONSULTATION REPORT

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LISA ERICKSON

UNIVERSITY OF SASKATCHEWAN

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M ANY IMPORTANT VOICES FROM community-based organizations (CBOs) and from diverse campus units contributed to this report through a series of focus groups and follow-up conversations. Many thanks and much appreciation for the work, insight, patience, generosity, and passion of those involved.

We also gratefully acknowledge the contributions of the Advisory Group of on- and off-campus representatives including the Saskatoon Poverty Reduction Partnership (SPRP), the Saskatoon Council on Aging (SCOA), University Advancement and Community Engagement (ACE), Community-University Institute for Social Research (CUISR), Office of the Vice-President Research and Undergraduate Research Initiative, Social Sciences Research Laboratories (SSRL), and U of S Students' Union (USSU). We especially want to recognize the leadership of the SPRP for reigniting interest in the research shop concept at the University of Saskatchewan (U of S) in 2012.

Abstract

Since the 1970s research shops have developed around the world and have taken diverse forms in efforts to expand universities' outreach and engagement efforts and make research more responsible, relevant, accessible, and impactful for communities and organizations. Typically, short-term research projects are proposed by community organizations who work with faculty, staff, and /or students to identify research questions. Free or low-cost research and teaching initiatives combine with service to produce tangible results for community (including facilitating capacity building, public debate, and funding requests) in a cost-effective leveraging of university resources. Faculty likewise benefit from amplified expertise and credibility, access to collaborators on important social issues, and data for publications, while students gain experiential learning, a range of competencies, career opportunities, and even income to support studies.

Building on its *Second Integrated Plan: Toward an Engaged University, the University of Saskatchewan's* (U of S) *Promise and Potential: The Third Integrated Plan 2012 to 2016* endorsed engaged research, scholarly, and artistic work in its overarching themes: Knowledge Creation, Innovation in Academic Programs and Services, Aboriginal Engagement, and Culture and Community: Our Local and Global Sense of Place. Similarly, the March 21, 2012, *Engaging with External Partners* report recommended principles, guidelines, and action to ensure that the university becomes "a truly engaged institution where partnerships support and enable world-class scholarship, knowledge transfer, and service." Beginning in early 2013, an advisory board added to U of S initiatives by working together to develop and launch on Engaged Scholar Day, April 30, 2015, the first issue of a peer-reviewed, online, open access journal: *Engaged Scholar Journal: Community-engaged Research, Teaching, and Learning.*

Against this background, this study, led by the U of S Community Outreach and Engagement Office at Station 20 West and Community-University Institute for Social Research (CUISR), aims to explore the potential of a research shop at the U of S to provide coordinated access to faculty and student energy and expertise while strengthening university-community capacity for meaningful change within communities. It aims to document existing campus initiatives and to identify the form that might best respond to Saskatchewan strengths and needs while offering a range of benefits to community and university participants. To this end, the research team engaged with community members from multiple sectors in Saskatoon and on-campus stakeholders. From September 2014

to January 2015, group and individual conversations provided perspectives from community-based organizations (CBOs), undergraduate and graduate students, and faculty and staff from across campus on how a research shop might provide services and make an impact in Saskatoon.

Those consulted shared hopes for and concerns with past and current community-university partnerships, and made recommendations for good practices in future endeavours. Many of their hopes and concerns resonated with three important publications with international and local implications: Tremblay, Tandon, and Hall's 2014 United Nations Educational, Scientific and Cultural Organization (UNESCO) report *Global Trends in Support Structures for Community-University Research Partnerships*, the 2012 report *Engaging with External Partners* by the U of S Working Group on Engaging with External Partners, and Clapperton's 2013 *Empowering Civil Society: The Promise and Potential for a Science Shop at the University of Saskatchewan*. These reports situate a U of S research shop within an international movement that aims to democratize academic knowledge and create connections between university educational processes and community needs, knowledge, and strengths. Each report emphasizes concerns that these two goals can be undermined by university policies and structures and recommends tangible methods to re-centre community-university research partnerships (CURPs) in general, and the research shop in particular, on community needs so that the U of S becomes a leader in engagement locally, regionally, and internationally.

Building on the Clapperton (2013) findings and recommended areas for further investigation, the study reported here is designed to develop a clear vision and direction for a potential U of S research shop. It aims to fill some gaps, including more extensive consultations with community groups, as well as in-depth visioning of the structure and operations of a U of S research shop, including possible names, formats, governance, services, resources, and locations. This report discusses the responses of participants from CBOs around Saskatoon, faculty, staff, and students across campus who were asked to share their experiences and collective wisdom that could support a potential research shop project. Participants shared stories where relationships were challenged, communication broke down, or disappointments were felt—as well as successes celebrated when positive, equitable relationships were achieved in CURPs that included the right administrative support, resources, planning, training, and supervision.

U of S participants felt that the university remained connected to its colonial history and that structural racism continues in ways that could obstruct the goals of a research shop to bridge communities. Each stakeholder group also indicated that more could be done to create a University culture that supports faculty and students engaging in community-based research (CBR) as well as interdisciplinary work. Students expressed excitement about CBR and interdisciplinary learning, but faced limited opportunities given the difficulties faculty encountered approaching this type of work. CBO representatives, faculty, and students all felt that four-month semesters were not a good match for actual timelines for community-university partnerships beyond campus walls. Structural barriers impacting community partners include overextension and a general lack of time to spend training and meeting with academics and students, yet they remained committed to research partnerships (with the exception of a few well-resourced CBOs with in-house research capacity) and some expressed a desire to conduct their own research with appropriate University support and mentorship. Faculty and staff also emphasized demands on their time and their need for administrative support for ethics applications and grant writing and longer timelines on projects than

community partners usually expected. They insisted that a general understanding of longer university timelines, especially for trust building so necessary to CBR, would assist their work.

Nevertheless, despite ongoing challenges, both campus and community members itemized their interests in the research shop concept and acknowledged that a research shop is capable of creating immense benefits for all involved and for the broader University and community. Participant suggestions on first steps and best practices revolved around ensuring that community needs were priorities. Most participants agreed that greater coordination and communication is the key to research shop success that could reduce the burden on CBOs and live up to knowledge translation and mobilization responsibilities to deliver research findings in ways that community partners can access, understand, and use. On-and off-campus participants agreed that investments in CBR and knowledge translation training and supervision were needed; protocol agreements or memoranda of understanding (MOUs); clearly communicated criteria for accepting and rejecting proposals and navigating potentially competing interests; and intake, project, and other procedural forms to guide research relationships and processes.

On the topic of staff, name, and location for an inviting, useful U of S research shop, agreement settled on staff and a downtown location, likely Station 20 West. Participants widely shared discomfort with the name "science shop" as misleading and unhelpful in its emphasis on "science" and in its promotion of commodified and consumerist relationships. Most suggested that the name needs to reflect the reciprocity of research relationships and the mutual learning that should underpin any such community-university venture. For a University invested in Aboriginal engagement and a sense of place, some recommended that a Cree word might hold special significance and help differentiate a U of S research shop.

Practically, the research shop should leverage, complement, and not compete with existing CBR initiatives on campus. It must have appropriate governance and create deliverables that support the goals of the community and university, and follow defined objectives:

- Prioritize community needs throughout research shop operations.
- Ensure research shop work contributes to "research, scholarly, and artistic" work.
- Advocate for and improve the environment for CBR across the community and university.
- In governance terms, participants suggested, these objectives mean having a board that represents the diverse interests of the community, including both CBO representatives and Indigenous advisors.

Summary recommendations:

- Foster a University culture and standards that value outreach and engagement for its innovative potential across the diversity of research, scholarly, and artistic work.
- House the research shop in both the Office of the Vice President research (OVPR) and Advancement and Community Engagement (ACE), ensure coordination with the English River Office of First Nations and Métis Engagement.

- Invest in administrative infrastructure to support faculty and students engaging in community-based research (CBR) and interdisciplinary work.
- Invest in knowledge translation and mobilization training and supervision to deliver research findings in ways that community partners can access, understand, and use.
- Rethink what constitutes research and develop innovative dissemination strategies.
- Re-centre community-university research partnerships (CURPs) in general, and the research shop in particular, on community needs.
- Develop protocol agreements or memoranda of understanding (MOUs); clearly communicated criteria for accepting and rejecting proposals; and intake, project, and other procedural forms to guide research relationships and processes.
- Respect and engage culturally specific expectations and Indigenous epistemologies.
- Promote mutual benefit in community-driven research and teaching initiatives.
- Share funding resources with community partners including honoraria that fairly compensate research participants.
- Ensure that the name of any research shop reflects the reciprocity of research relationships and mutual learning in any such community-university venture. A Cree word might hold special significance and help differentiate a U of S research shop.
- Engage Aboriginal researchers, protocols, and methods as well as Aboriginal representation in governance to differentiate the research shop.
- Leverage and not compete with existing CBR initiatives on campus, their infrastructure, formalized processes, strong partnerships, networks, and expertise.
- Engage the diversity of on- and off-campus stakeholders in governance.

Introduction

S ince the 1970s science or research shops have developed on university campuses around the world and taken diverse forms to expand universities' outreach and engagement efforts and make academic research more responsible, relevant, accessible, and impactful to communities and organizations. In general, community organizations share their ideas or problems with research shop staff consisting of staff, faculty, students, and/or community members who work with them to identify research questions for short-term projects. The staff, faculty, or graduate students supervise students to provide free or low-cost research (and/or teaching combined with service) producing tangible results to the community partner (including facilitating capacity building, public debate, and funding requests) in a cost-effective leveraging of university resources (Clapperton, 2013). Faculty likewise benefit from amplified expertise and credibility, access to collaborators on important social issues, and data for publications, while students gain experiential learning, a range of competencies, and even income to support studies. Across Canada, this trend has recently manifested in research shops at the University of Guelph and Memorial University in Newfoundland.

Building on its *Second Integrated Plan: Toward an Engaged University, the University of Saskatchewan's* (U of S) *Promise and Potential: The Third Integrated Plan 2012 to 2016* endorsed engaged research, scholarly, and artistic work in its overarching themes: Knowledge Creation, Innovation in Academic Programs and Services, Aboriginal Engagement, and Culture and Community: Our Local and Global Sense of Place. It made specific commitments to increasing by 20 per cent "the number of students engaging in experiential learning, including community-service learning, internships, undergraduate research, international student exchanges and co-op experiences"; recognizing "scholarship, accomplishments, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada"; and increasing "cultural awareness and understanding" and improving "intercultural competencies." Similarly, the March 21, 2012, *Engaging with External Partners* prepared by the Working Group on Engaging with External Partners recommended principles, guidelines, and action to ensure that the university became "a truly engaged institution where partnerships support and enable world-class scholarship, knowledge transfer, and service" (p. 6). An advisory board added to these U of S initiatives by working together for two years and hosting consultations to develop and launch on Engaged Scholar Day, April 30, 2015, the first issue of a peer-reviewed, online, open access journal: *Engaged Scholar Journal: Community-engaged Research, Teaching, and Learning.*

In 2012 attendees at a U of S meeting of the Saskatoon Poverty Reduction Partnership (SPRP), formed in 2010 to enhance and coordinate multi-sectoral efforts to reduce poverty, reignited interest in a Saskatoon-based research shop. In response, in 2013 the U of S Community Outreach and Engagement Office at Station 20 West (S20W) produced a report, *Empowering Civil Society: The Promise and Potential for a Science Shop at the University of Saskatchewan* (Clapperton, 2013) exploring the viability of a unique U of S research shop. Building on the findings of *Empowering Civil Society*, the study reported here, led by the Community Outreach and Engagement Office

at S20W and Community-University Institute for Social Research (CUISR), was designed to develop a clear vision and direction for a potential U of S research shop. It addresses these recommendations for further research for an in-depth visioning of U of S possibilities:

- Undertake further discussions with extant campus units, most notably the Community-University Institute for Social Research (CUISR).
- Determine the structure of a science shop, including an appropriate name, staff size, the role of students and location.
- Distinguish the U of S from other science shops by publishing the results of the science shop in peer-reviewed fora, such as the Engaged Scholar Journal, broadening its geographical scope beyond Saskatoon to include the rest of the province.
- Apply for funding and initiate a pilot project.
- Plan for the future, including: establish criteria for accepting and rejecting proposals; draft intake, project and other procedural forms; network and have informal discussions with other community organizations and groups to pave the way for future projects; and apply for additional funding. (p. 4)

From the fall of 2014 until the spring of 2015 a community-campus team guided stakeholder consultations to assess support for a research shop and gather input on a practical vision for a unique U of S format, including name, governance, services, resources, and locations. Focus groups and conversations addressed the experiences and expectations of community and campus partnerships to identify what works well in community-campus collaboration, what can be improved, how to enhance coordination, and how to make good use of existing and additional resources to support interdisciplinary, community-campus projects. Community and campus stakeholders identified opportunities and effective processes for community, faculty, and students to collaborate and learn together in mutually rewarding projects with real-world application. Consultations across campus documented current infrastructure and resources across a range of disciplines, departments, schools, and colleges that could support community-identified projects and the training and other needs of both students and faculty participating in community partnerships.

After sections on the literature review and methods, findings from consultations are discussed before conclusions and recommendations are presented. Community-university relationships are discussed in terms of the successes, opportunities, and ongoing challenges related to the University's colonial history, disciplinary and departmental priorities, and course delivery timelines. Research shop design is discussed in terms of objectives, services, resources, location, name, staffing, and governance.

Literature Review

Three recent publications situate the work of this report, one international in scope and the others more specific to the local U of S context. The United Nation Educational, Scientific and Cultural Organization (UNESCO) Chair in Community Based Research and Social Responsibility in Higher Education survey results are reported in *Global Trends in Support Structures for Community University Research Partnerships* (Tremblay, Hall, & Tandon, 2014). In the winter to spring months of 2014, UNESCO surveyed its partners in 53 countries for their experiences in and institutional facilitation of and supports for community-university research partnerships (CURP), including science shops, with these three goals:

1. Develop an understanding of how research partnerships are initiated, supported, and evaluated through a comparative study of different types of institutional arrangements.
2. Promote awareness of the significance and appropriateness of creating and/or supporting such enabling structures amongst decision-makers in higher education institutions (HEIs) in the Global South.
3. Mobilize knowledge for practitioner and policy actions in creating appropriate structures in different countries through the identification of best practices and recommendations. (p. 2)

To deepen understanding of CURPs and their institutionalization, the survey included those working in "pre-formal structures or intermediary mechanisms of engagement" (p. 2). The major findings resonate with the local experience outlined in this report. Importantly, UNESCO and its partners presuppose that community university engagement "is an approach to strengthening the social responsibility of higher education institutions" (p. 6), that institutional supports are needed to broker different interests, bridge disciplines, and enable academic credit, and that mainstreaming of CURP is a desirable outcome; however, they identify a number of current challenges despite the 30-40-year record of CURPs. The foremost challenge to gaining the data they wanted was very much a language barrier; different institutions around the world were calling their CURP work by different terms, although with similar ends. Related to this issue with language, another main finding concerned a major disconnect between academic knowledge and the practical answers that civil society organizations (CSO) seek:

The uses of knowledge, the kinds of knowledge needed, methods used, links to social change and advocacy are understood and practiced very differently. CSOs are looking for answers to concrete issues in the community. They are not interested in nuanced and subtle 'maybe this or maybe that' kind of results that academics often favour. Academics need to write often to a kind of academic formula that is required by journals or books[;] this language is often mysterious and obtuse to outsiders. These and many other knowledge culture differences need to become more transparent if deeper and more respectful partnerships are to evolve. (Tremblay et al., p. 7)

Despite avowed investments in "knowledge democracy" and "co-construction," the report finds that less than 15% of research questions originate in the community (p. 8). This lack of truly community-driven research is tied to the last two findings: civil society organizations (CSOs) found that their university partners had difficulty addressing previous CURP issues; "excluded or marginalized" knowledge remains overlooked in CURPs. However, over 95% of respondents remain committed to knowledge democracy and CURP goals through increased methodological training and capacity building for CURPs, better funding (over 40% are dissatisfied/ very dissatisfied with funding for partner development), and better governance based on consensual and not top-down decision making. In particular, 25% were "dissatisfied [with] community review process[es] for funding and ethics" (Tremblay et al., 2014, pp. 8-9). Respondents agreed that "trust and mutual respect are essential" (Tremblay et al., 2014, 9), but felt that support for the development of mutually beneficial relationships is underfunded. To underpin appropriate power sharing, the report recommends:

> Policies . . . to ensure proper power balance between communities and HEI (higher education institutions). Too often relationships are not partnerships at all[;] rather the community fulfills the role of provider of research material for the HEI. (Tremblay et al., 2014, p. 16).

Importantly, respondents also shared their concern that CURPs programming be responsive and respectful of culturally specific expectations and Indigenous epistemologies.

In the local context, the 2012 report *Engaging with External Partners* by the U of S Working Group on Engaging with External Partners recommended principles, guidelines, and action plan components to move forward the integrated planning commitments to engagement. The report recommends ways to strengthen partnerships on- and off-campus to position the university as "a truly engaged institution" enabling "world-class scholarship, knowledge transfer, and service"—an institution that will "model a culture that values external partnerships as critical to innovative scholarly research and teaching" and become "distinguished for its engagement program at local, national and international levels" (p. 6). Key principles (with seven related guidelines) include these:

1. **Engaged partnerships are mutually beneficial.** Both the university and its partners agree on related goals and strategies, and work to ensure the needs of both partners are met.
2. **Partners must work to build and maintain respect and trust.** All projects will maintain the highest standards of ethics, integrity and sensitivity, and recognize the valuable skills and capacities of each partner.
3. **Collaboration is critical to effective partnerships.** While all partners may not contribute equally at all stages of a partnership, all partners should have the opportunity to influence a project's design, implementation, evaluation and dissemination.
4. **Communication must be clear and regular**, and should flow in multiple directions with partners reporting regularly on all activities and developments relating to the partnership.

5. **Partnerships must be innovative** in ways that recognize that each partnership is unique and dynamic. Engaged partnerships mean developing innovative responses to the barriers and challenges that emerge.
6. **Partnerships should contribute to a culture of engagement.** Research results and teaching experiences from partnerships will be of high quality and will contribute to creating new partnerships from existing ones.

Components of the action plan are designed to renew the culture and distinction at the U of S:

1. Improve internal co-ordination of outreach and engagement (in the absence of any database of activities).
2. Make it easier to partner (and build relationships within complex university structures).
3. Foster a culture of engagement (including through incentives) so that "engagement is valued as a fundamental component of successful teaching and research."
4. Integrate engagement into the student experience.

System change recommendations include adopting "criteria that explicitly recognize the value of outreach and engagement" when adjudicating funding proposals (p. 8).

Clapperton's 2013 *Empowering Civil Society: The Promise and Potential for a Science Shop at the University of Saskatchewan* focuses on community and university stakeholder hopes and desires, as well as the need, purpose, role, and practical implementation of a research or science shop at the U of S (although "shop" is a misnomer and "science" is used in the broadest terms). Based on a literature review, an environmental scan of science shop models (university-based, non-university-based, mixed or hybrid, and decentralized or centralized), and a review of administrative units across campus, and Saskatoon community groups, Clapperton recommends "a university-based, centralized science shop model" as "a valuable asset for the University of Saskatchewan" while complementing existing units, expanding their research scope, and "foster[ing] interdisciplinary and cross-unit collaboration" (pp. 4, 12).

Clapperton (2013) locates a U of S research shop well within U of S expectations of itself as a leader amongst the Western U15 "in outreach and engagement in community-engaged scholarship" (p. 6)-a goal repeated in U of S reports from the 2006 *Foundational Document on Outreach and Engagement: Linking with Communities for Discovery and Learning to Promise and Potential: The Third Integrated Plan* (2012) (Clapperton, 2013).

In addition to these broad institutional and regional goals, Clapperton (2013) locates a U of S research shop within the particular context of other CURPs on this campus responding to social ambivalence about, even hostility to the usefulness of university knowledge, its overinvestment in industry and business interests and underinvestment in public interests and issues. For their efforts to democratize knowledge and strengthen public participation, Clapperton notes (the no longer available) Community University Research Alliances (CURAs) supported by the Social Sciences and Humanities Research Council (SSHRC) as well as the Community-University Institute for Social Research (CUISR). While stressing that a research shop could work alongside both forms of CURP, the author suggests that a research shop will complement and differ from these two institutional structures in important ways.

While CURAs or succeeding Insight, Partnership, and other funding opportunities are normally directed projects with specific research questions and a several-year long mandate, research shops are meant to be nimble, and able to produce short projects and small products, open to any question that may come to its doors. Similarly, CUISR identified that a research shop could complement its goals through student-led, short-term projects that do not fit into its mandate, as well as helping to refer research questions to other appropriate units (Clapperton, 2013). Simultaneously, the research shop will benefit immensely from the relationships and support infrastructure available at CUISR and other existing units, much as this report has.

While Tremblay et al. (2014) asserted that the widespread use of CURPs would support the greater democratization of academic knowledge, Clapperton assessed its cost-benefit analysis, the particular ways that "clients" (community-based organizations CBOs, or CSOs, individuals etc.), students, academics, and universities reap rewards from the operation of a relatively inexpensive research shop structure consistently shown to "make efficient use of university resources" in providing "a very cost-effective method of giving society access to research" (p. 16). Clients reported being enabled to do the following:

> to bring forward the research and its results in order to open debates on topics of concern, to impact public discourse, to speak confidently with politicians or other authorities, and to address the problems they were facing as well as to initiate new projects on their own with the knowledge and advice they received from the Science Shop. … [T]hey were able to use the Science Shop results to attract funding and to maintain and improve the existing services they had, including providing training for their staff or group members, and to further engage with the university. (Clapperton, 2013, p. 16)

While clients benefit greatly from a research shop, students, academics, and universities gain immeasurable advantage. Students gain skills practiced through experiential learning. These can include a better appreciation for the role of academic knowledge in society, policy and political understanding, oral and written communications, defining problems and project planning; teamwork, and additional topic-specific knowledge as well as networking and resume improvement. Students may also gain employment directly from their experience (Clapperton, 2013). Academics will also have increased networking opportunities that will enhance their CBR academically and socially; working interdisciplinarily and building projects for their own students at all levels. Ultimately, Clapperton asserts, "Science shops raise the profile of the university in the community. They demonstrate that the university can provide civil society with relevant knowledge and skills through research and education, and that the university is willing to do so for the 'non-elite'" (Clapperton, 2013, p. 17).

In addition to situating the U of S research shop as an important contribution to the campus, community, and region, Clapperton (2013) outlines how it may operate in ways that support the current report's efforts to fill out the vision of a U of S research shop. The U of S research shop ought to be centralized and "mainstream" CBR throughout campus and the community; utilize and support existing resources such as the Office of Advancement and Community Engagement and CUISR, and extend "interdisciplinary and cross-unit collaboration" (Clapperton,

2013, p. 12). Two repeated recommendations, or, perhaps, challenges facing research shops, relate to networking and buy-in (including faculty buy-in): to establishing mechanisms to support meaningful engagement and investment "in the very process of knowledge creation, mobilization, and implementation" and to "fostering and modeling a culture that values external partnerships as critical to innovative scholarly research and teaching" (p. 5-6). The first steps of a potential research shop are summed up by several of the report's recommendations: that it differentiate itself through defining its scope provincially, publishing its processes through peer-review, defining processes for acceptance and rejection of proposals; drafting intake and other forms; networking amongst CBOs; and securing funding and launching a pilot project (Clapperton, 2013). Other practical suggestions are to implement a clear name for the research shop, begin with a minimal staff, use students for both research and administrative tasks, and lastly, locate the research shop downtown and likely at Station 20 West.

Methods

Building on Clapperton's (2013) recommendations, creating opportunities for additional input, and broadening the original audience helped to ensure that moving forward, the best and most supported model will be successful in our community. The student researcher supervised by the co-principal investigators was able to "make an inventory" (Clapperton, 2013, p. 30) of the units and services already engaging in CBR, to identify students, faculty, and staff across campus who will be interested and available as various supports to the research shop, as well as to maintain interest and input from potential community partners. The consultations for this report included additional cross-campus dialogues that helped to keep the profile of the research shop idea in the minds of faculty, administrators, and students as well as community members.

At the University of Oslo Science Shop surveyed by Clapperton, Science Shop projects were so popular that it proved hard to fill the demand for students. We were able to work with the U of S Students' Union (USSU) to hold student focus groups and conversations; while student turnover is a perennial issue in the development of student programming, the conversation has begun amongst undergraduate and graduate students at the U of S.

The U of S research shop project undertook five months of consultations in fall 2014 and winter 2015. This consultation process received U of S Behavioural Research Ethics Board (Beh-REB) exemption. Although the study received ethics exemption (as a program evaluation or quality assurance study that gathered no personal data), it was conducted with due concern for ethical issues of consent, respect, equity, confidentiality, and privacy. Consultations included six focus groups: three with community-based organizations (CBOs) on September 23, 30, and November 3 (n=5, 8, and 5 respectively), two with U of S faculty and staff on October 1 and 2 (n=7 and 8 respectively), and one on September 24 with students (n=9). Food and refreshments were provided at each to create a welcoming atmosphere and to offer a token of appreciation to attendees. Additional targeted conversations (n=50) were held

across the CBO sector and campus with faculty, staff, and student groups. Participants were found largely through word of mouth and the networks of the co-principal investigators and Advisory Group, as well as the community and campus listservs of both the Community Engagement Office at Station 20 West and Community-University Institute for Social Research (CUISR), and PAWS announcements.

The first five focus groups were held in late September and early October 2014 on dates selected to fit the schedules of the relevant groups, while the sixth was held on November 3. For example, our CBO advisors suggested appropriate times and dates coinciding with CBO meetings, and the student representatives and student calendar were consulted for best times and dates for students. The only setback encountered was with the second student focus group, where, despite several confirmations, no students participated. The CBO focus groups were help off-campus at Station 20 West and the Saskatoon Community Service Village, where levels of engagement confirmed that an appropriate location is at the heart of good attendance.

Following the initial analysis of the focus groups, a number of sectors and units in the community and across campus were identified as missing. In the time period remaining, we held targeted conversations and additional meetings with some of these stakeholders. More successful student engagement strategies included targeted conversations, as well as holding a discussion in the areas where they congregate: for example, at the Aboriginal Students' Centre on the regular Elders, soup and bannock day. These additional conversations reached a total of 23 undergraduate and graduate students. Management team leaders and the student researcher were responsible for these conversations, and shared their notes for this report.

The main limitations of this study are functions of its timelines and scope. Without taping and transcribing focus groups and conversations, handwritten notes were relied on for each consultation. With limited time and resources, the study can claim a snapshot of views in the university and community rather than a rigorous study with a sample size large enough or a design sufficiently well controlled to justify conclusions that extend beyond the organizational population under study.

In focus groups and directed conversations, CBO representatives, and U of S staff, faculty, and students shared their experiences, positive and negative, with community-university research and teaching partnerships. They suggested ideas for staffing, location, and names for the research shop. They indicated what potential barriers there may be for its successful operation, as well as how they envisioned themselves or their units making use of the research shop or contributing to its resources. Often several participants shared similar perspectives, but sometimes a few words stood out as useful and reflective of the consultations as a whole. Quotations from conversations are included to emphasize these points.

Results and Interpretation

Because experience can usefully inform future developments, much consultation time was spent on what went well and what did not in previous community-university research and teaching partnerships. Stories were shared that demonstrate the breadth of positive experiences that keep Saskatoon CBOs interested in U of S collaborations (with the exception of a few well-resourced CBOs with in-house research capacity and some community organizations that might need sector specific examples to see benefit in research). Some CBOs even expressed a desire to conduct their own research with appropriate University support and mentorship. A brief overview of existing units on campus, source of much learning about community-university successes, opportunities, and challenges, is included in Appendix A. Their potential contributions will help guide the research shop in defining its identity in relation to the range and diversity of work being done across campus, building on existing expertise and infrastructure. Several foundational principles came through, as well as successes in the governance and financing of these partnerships.

The following section overviews the successes, opportunities, and ongoing challenges that were shared by various respondents, including what could be termed structural concerns with the university, particularly historic colonialism and systemic racism, and better alignment of student timelines and academic interests with the needs of community-based work (research, teaching, and learning). Although they often see themselves as very different, community members and university partners were often, although not always, concerned about similar issues.

The second section titled "Designing the Research Shop" focuses on integrating community needs in developing objectives, goals, and outcomes of the research shop, as advised by the Research Shop at the University of Guelph (U of G), and the Community-University Exchange (CUE) at the University of Wisconsin-Madison (Clapperton, 2013). It includes practical day-to-day governance and operations issues, including the importance of shared language (Tremblay, Hall, and Tandon, 2014), of CBO power in decision-making, and of respectful research with Indigenous people. It details objectives, services, resources, location, name, staffing as well as governance before conclusion and summary recommendations.

1. Community-University Relationships

"*We are all starving for data.*" – community member

"*The students had the skills that the organization needed; their work was adding value to their operations.*" – faculty member

If research is at the heart of the university mandate, it is also the life blood of CBO and broader community

success and sustainability, a vital evidence base for policy and program decisions. Credible research data to support claims, for example, can buttress funding requests: "We needed evidence to make the change. Although the project was successful, we were unable to change government policy. We were able to document [. . .] transition[s]," commented one community member. Ultimately research evidence is most useful when it is community driven and effectively translated and mobilized within a solid research relationship.

Aligning Campus-Community Interests

> "*Oh, if university researchers are going to create a two-way dialogue about what we should be working on collectively – that is a GREAT idea!*" – community representative

Overwhelmingly, positive experiences began with equitable relationships described by professors and students able to work collegially in community-based contexts with the right administrative support, resources, planning, training, and supervision. As one community representative suggested, "When the research has social meaning, and the academic gets their career, everyone is happy!" Another concluded that managing expectations is central to clear communications and equitable partnerships. According to one faculty member, "Sometimes putting your shoulder to the wheel improves your analysis," while a student acknowledged, "I will gain much more than I can give."

While it is important in the university context to ensure the goals of the research shop fulfill the mandate of "research, scholarly and artistic work" as well as teaching, many of the stakeholders acknowledge that much learning happens in community-engaged work experience. Students, faculty, staff, and CBO representatives recognize that while the University has much to offer in the community in terms of expertise, resources, and people power, CBR represents a two-way learning process. The CBO contributes its own resources, including expertise, resources, people power, and time to benefit the teaching of students, and research agendas of faculty, even if products do not always fit their needs. Yet CBO partners were excited about the prospect of the research shop. although funding barriers remain: "The barrier is capacity—we are not funded for research," said one community representative.

In the context of unequal resources, student pay is a sensitive topic. While sometimes students can't be paid enough to engage in CBR, in other instances they make much more than CBOs are able to provide their employees. One community representative pointed out, "Our policy writer also vacuums the floor!" Stakeholders suggested that resources should better compensate the contribution of community partners; direct payment to the community liaison could be made available. When CBOs enter agreements or protocols with the research shop, it was also suggested that their contributions to the project (for example, their network of contacts) be accounted for.

Getting the right people and processes for the right projects and relationships is key. One example cited was of a "Masters' student [who] came to [our organization] and played on the floor with kids, engaged with the group and became much loved. So when she suggested how we could change our practice, we listened to her. We did see

improvements and still love her!"

The biggest successes for students were with projects small in scope, allowing for successful completion before being directed to the next piece. Through their experiences with a strong community-based orientation and work with CBOs, students developed confidence and humility to work in multiple contexts and high levels of accountability. The Saskatchewan Population Health and Evaluation Research Unit (SPHERU) was also credited with the development of 'researchopoly," a workshop that helped students develop their problem solving skills in research contexts.

Building Interdisciplinary Opportunities

> "*Interdisciplinary work is a huge value-added for health research. It is really useful to have students from different backgrounds working together.*" – community representative

> "*Our major concern is in faculty overload.*" – faculty

> "*There aren't enough units on campus that support interdisciplinary work on campus.*" – faculty

Interdisciplinary approaches and successes were emphasized throughout faculty and staff focus groups, as well as among CBOs, and it is clear that a thirst exists for the expansion and normalization of interdisciplinary work and experiential learning across campus. On campus, a number of units currently have interdisciplinary expertise—for example, the Centre for the Study of Co-operatives, CUISR, the Interdisciplinary Centre for Culture and Creativity (ICCC), Native Studies, SPHERU, and the School of Environment and Sustainability (SENS) described in Appendix A—that could be harnessed to build support for interdisciplinary scholarship. In addition, the ICCC funding opportunities offer models for pollination of interdisciplinary projects.

The research shop was seen as a prime location for interdisciplinary infrastructure on campus: as a connector between disciplines designed by an interdisciplinary team. Creating the environment for community-based teaching (CBT) and interdisciplinary research could also mean supporting faculty through teaching release and crossdisciplinary mentorship opportunities in CBL and community-based research (CBR).

Interdisciplinary work held a lot of promise for students who believe that "real world" problems require collaboration, multidisciplinary approaches, and multiple perspectives. Many reported finding their interdisciplinary course experiences more interesting and challenging than others. Because interdisciplinary work develops problem solving and team work, they felt that these experiences prepared them better for employment.

Ensuring Accessibility

> "*The issue is about empowerment; researchers take information, leave—parachute in, and subjects are left here with no value, the researcher creates papers that don't relate to reality.*" – community representative

A priority for data produced by research partnerships is that the findings be accessible, that they be rigorous, relevant, and effectively translated to meet community needs to avoid wasted CBO time and resources when they "have to spend hours and hours in meetings trying to get academics to show us what we can get out of their work." In developing relationships, protocols, and agreements, then, partners need to develop a shared vocabulary; for example, one faculty member conceded that "the community has their own word for 'subaltern'." A community representative recalled a student coming into "an organization that provides services to new immigrants and gave their presentation way too fast in language that was too complex. We had to spend the rest of our time explaining the English to the participants." In another case, "When a researcher sent their report (scientific report on our population), it still needed to be translated into plain English. This was a burden to us because we don't have time to do the translation. So it still hasn't been done."

The research shop represents "an opportunity to give serious thought to dissemination models, for example, a live installation, website, radio show, music performance, academic paper, dance, theatre production. . . How will the University support dissemination? Build this into the model," one faculty member suggested. Another suggested, "The research shop should provide better communication work—better than other university communications. If there is a public talk series at Station 20 West, make it more like TED talks and less like an academic conference. [Dissemination should be] more interdisciplinary and more arts focused, not just about science." One student added, "We could provide newsletters or a blog that talks about available resources, opportunities, talks, and calendars," while another faculty member recommended radical rethinking of research: "Let's expand the idea of what constitutes research. In Egypt [a project was created that featured] street theatre as research. It makes more sense to articulate research shop work in terms of a project, and spend time implementing changes rather than analyzing the results."

Ultimately the research and evidence that can be provided by the university, when community driven and the knowledge is translated, is extremely beneficial and useful. This happens when there is great communication and/or a solid relationship with both the researcher and the students. One faculty member cited the example of CBO satisfaction with a student's update of a drug booklet. Faculty, community members, and students all acknowledged that providing appropriate knowledge translation is fundamental to successful research partnerships. The Social Sciences Research Laboratories (SSRL) was singled out for its affordable data creation that turned academic data into accessible infographics.

If knowledge translation and mobilization were priorities, much was also made of the physical accessibility of any research shop. When discussing potential locations, discussants mentioned wheelchair accessibility, available bus routes, and parking as important considerations. Equally important was making University spaces available to

community organizations. For example, one organization reported holding meetings at the SSRL.

Promoting Community-driven Research Processes

> "*We ran the whole research project with expertise and advice from the academic community. We provided practitioners, who were taught how to run rigorous research projects, so the community had a recognizable face for the research leads.*" – community member

> "*What works best is when the community organization comes to the University and when we can find them partners on campus.*" – faculty member

The positive experiences community members, students, and faculty shared were community-driven in both origin and process. For example, in a Women's and Gender Studies (WGST) class collaboration, student and CBO satisfaction was attributed to the CBO being invited to identify and help design its project. While some CBO representatives expressed interest in assistance developing research questions, they universally agreed that these questions needed to originate from their own organizational needs, although they would ideally overlap with the passions and expertise of researchers and students. One faculty member cited the example of a CBO that "wanted an evaluation" matched with a student whose "thesis was related to the evaluation so the work became a win-win."

In another example, a CBO member shared that their great success came from the process of running the entire project with input from their academic advisors. They felt this enhanced their own research knowledge and additionally gave a recognizable face for the research project to the community. Another faculty member supported a local co-investigator to ensure that capacity was built and that work in the community continued appropriately when she was unavailable. Additionally, the Community Legal Assistance Services for Saskatoon Inner City Inc. (CLASSIC) was also identified as keeping outcomes for clients at the forefront of their operations. Advisory groups were another means by which CBOs built ownership of research projects, including building the capacity to interpret and identify what was important in the research and highlight these to others, including funders: "We had [clients] on the Advisory Group. They felt ownership over the projects, made sense of the results, and highlighted the results that were relevant to them." – community member

A CBO representative identified that community control over funding eased the research with the community they served. On this occasion, University grant money was given directly to the CBO to hire whomever they wanted to conduct the research and to offer some program delivery. They hired a community member who was not a student, but found that this hiring and control over finances contributed more directly not only to the research project, but also to their overall mission as an organization. Another organizational representative commented that having access to the student stipend portion of a grant was very useful. While this practice is not widespread, greater control of funding by CBOs is a standard to reach for building equitable relationships.

Following Formalized On-campus Processes

> "*We had totally conflicting mandates between us and the researcher; these could have been worked through at the beginning. As a result, the report was disappointing.*" – community representative

> "*Agreements, learning plans, and objectives are all useful for [students coming in]. Do not send a student in and 'voila' expect everything to go smoothly.*" – community representative

To facilitate effective community-driven processes, formalized on-campus research processes were cited by a number of focus group participants. Commonly listed were protocol agreements or memoranda of understanding (MOUs); clearly communicated criteria for accepting and rejecting proposals and navigating potentially competing interests; and intake, project, and other procedural forms to guide research relationships and processes.

"Accountability is a concern. When there is no formal accountability for students if they drop the class [and] there is no remedy for that … they (have) taken off with sensitive data with no remedy," according to one community representative. Students and faculty similarly felt that protocols were essential to work with CBOs. Both groups wanted protocols that are clear about expectations and outline responsibilities of each collaborator (students, faculty, staff, and CBO representatives). These should also be project by project, and individualized for each CBO.

One CBO expressed admiration for a pro bono program at the College of Law, where a coordinator enhanced communication, follow through, and accountability. When a student dropped a project, the coordinator was able to deliver the requested paper to the CBO. Several other CBO members indicated that student interest in their projects could be readily strengthened with a CBO-driven relationship that was more formalized on the University side with formal agreements, on-campus coordination, a data repository, and modules for student learning plans. Another indicated a positive experience that resulted from a faculty member or unit maintaining a consistent relationship with a community organization and enabling multi-year projects "carving off pieces" for different students over a longer time period. "Our relationship [with a campus unit] is better than it was in the '80s," reported one community member. Such relationships offer the added benefit of the student participants and CBO or community receiving appropriate and standardized orientation to the partnership and work. These experiences indicate that dependable university personnel able to invest in partnerships will ease transitions among students and best enhance research opportunities for CBOs and communities.

A community member noted their successful practicum relationship came about as a result of both the recommendation of the student, and the student's own desire to be a part of their organization. The student came recommended from another university, and now has a stellar reputation amongst several CBOs. Additionally, she was a student who was willing to contribute to the daily operations of the organization. Because of this, her insights were taken more seriously by the CBO. Research shop leaders need to be aware of the successes of students on projects, ensuring that positive relationships are reinforced by reusing and developing particular students, as well as taking note of their particular qualities and backgrounds.

Regardless, at least one campus unit indicated that even without appropriate and formalized supports, some community-university relationships that began as "messy" turned out well, and they would revisit these relationships for either practicums or further partnerships with students. Other organizations had longstanding relationships with Masters in Public Health students and SENS students, the continuation of which indicates a high level of overall satisfaction with these relationships.

Respecting Indigenous Approaches

While accessibility and community control were conditions of all successful community-university relationships, they took on added significance in the context of collaborations with Indigenous communities. A long history of colonial research that made the word "research" among the "dirtiest words in the indigenous world's vocabulary" (Smith, 1999, p. 1) has inspired decolonizing efforts that demand research that is appropriate, inclusive, and responsive to the OCAP principles of ownership, control, access, and possession (Schnarch, 2004). In this context, at least one faculty member saw opportunity for the research shop to be part of radical change on- and off-campus: "to introduce more radical pedagogies; the opportunity to radicalize and politicize can have as much impact on the institution as there is on the community."

The support of the English River Office of First Nations and Métis Engagement and strong Indigenous representation on the research shop board would be important remedies to power imbalances and unequal distribution of benefit and reward. Students suggested that Aboriginal practices, including talking circles, be incorporated into research shop activities and communications (for example, giving the research shop a Cree name).

In another shared experience, a faculty member described a board that included strong Indigenous representation. With this oversight, the Indigenous partners were able to "blow the whistle" on a number of issues that would have been missed or endorsed without their perspective underpinning the work. Another example included "clients" on the advisory group who were able to pinpoint applicable data to highlight and develop, while another included significant Indigenous representation that prevented inappropriate research processes and direction. Ideally, Indigenous and non-Indigenous community members would contribute to the governance of both the research shop and each research project. Several community members and faculty requested that community research include enhanced abilities to work with Indigenous researchers and in Indigenous cultural contexts. More training and understanding of OCAP principles in particular were suggested along with support for more First Nations and Métis researchers.

Ongoing Challenges

Despite the many successes and opportunities identified within and beyond existing units, programs, and courses, challenges remain, especially around a colonial history, systemic racism, onerous university-driven practices, and inflexible course delivery timelines. "I have a shoebox full of examples where things broke down," reported one community representative. Another commented on the costs to CBOs of inappropriate University expectations and standards: "We just need updated research for our organization, not for CIHR standards. University-driven projects are burdensome and costly to support, to orchestrate projects, when this need is not coming from us and we are using our own administrative resources."

Remedying Colonial History and Systemic Racism

"*People need to remember that the University carries with it a history.*" – community member

"*Issues arise because of the history of colonization and the history of the University as a purveyor of colonialism.*" – community member

Community members warned about the legacy of colonialism and threats to "cross-cultural relationships." That colonial history was experienced by one community participant in research practices that were insensitive to the rights of the community and ethical research responsibilities: "The university traditionally swoops into communities with big projects, a lack of understanding and no mind for protocols." Too often vulnerable populations experienced research fatigue, feeling overly targeted, and even researched to death. According to one faculty member the spectre of colonial thinking recurs: "This is not rescue or salvation. We have to actively resist thinking about research as any kind of rescue, any kind of social mission, any kind of […] even help. You're not there to help. The colonialist helper model needs to be over. You're there to collaborate." Equally problematic to community members: "Knowledge translation is a burden. There is a power issue when people cannot understand the research – the language sounds like colonization and makes them angry." In this regard, another community member saw in the decolonizing "principles of OCAP (Ownership, Control, Access and Possession) . . . a challenge and an opportunity. The University could support us to do a better job of fulfilling OCAP."

Overall a roadblock to relational success is time that CBOs need to invest in educating both researchers and students who may lack cultural competencies and have more interest in testing theories than in practical CBO considerations. Such research was especially taxing on vulnerable people and organizations and their precious resources. As one community representative put it, "A barrier is when participants don't know what the research is for and they feel like lab rats—which is stressful when they are already struggling to stay alive."

Addressing Conflicts of Interest

> "*CBOs that have access to even one research savvy individual reap all the rewards while other organizations have less research savvy but need research just as much, and will lose out. This is problematic because … there is a loss in the community when their work is not funded.*" – community representative

There were those that raised conflict of interests issues, questioning, for example, what might happen when a request for research is not obviously friendly to major U of S partners or donors. What if the requested research is on the comportment of a corporation, the behaviour of a government bureaucracy, or the risks associated with some much vaunted technological fix? How might a research shop deal with requests related to mining companies' dealings with Aboriginal communities (and vice-versa), the City of Saskatoon's handling of health risks associated with operation of its bus barns, or the province's investment of huge resources in so-called carbon sequestration technologies?

Will there be any guarantees of non-interference, attention to complex and long-term issues, willingness to deal with limitations imposed by conventional ethics review. What about participatory action research? What sorts of safeguards will be in place to ensure that research agendas and efforts are not co-opted and diverted—and that claims of scientific neutrality and good citizenship are honoured? One faculty member cautioned, "I support this project but want to do so with eyes wide open, injecting some notes of caution and concern for avoiding one more route by which research agendas and efforts are co-opted and diverted—and universities claim scientific neutrality and good citizenship while honouring these ideas more in the breach than in their observance."

A community partner warned that "politics at the University of Saskatchewan created problems for our project. Although it was the second time working on it, suddenly we had problems with privacy. Someone didn't want the research project there, and did everything they could to get in the way. This strained the students' time, and took 3-4 weeks of the total 6 hours the student had." Another complained about missed opportunities because of a lack of coordination "for a poster presentation done for our event; each of the students' posters [in other units, and at a later event] was relevant."

CBOs were concerned with internal politics, a lack of internal coordination, and academic and funding "gatekeeping," including researchers claiming ownership of a certain sector, CBO or community as "theirs", and attempting to limit access to other researchers or to funding opportunities. These issues are not always readily apparent to CBOs and can damage relationships and prevent good work. Community politics can also be difficult to navigate for campus members. Well-placed research shop advisors, effective coordination, and mixed governance representatives could help students and employees navigate this terrain.

Several suggestions were made to provide the research shop with updated information about researchers across campus. Most suggestions included a database, although there were also concerns to limit bureaucracy and the time it takes for community-campus participation. Although the desire for a "clearing house" approach to on-campus expertise was desired, many other types of events were suggested that could facilitate introductions and

relationships between CBOs and University representatives.

These were but some of the issues raised that added to incentives to ensure that the research shop has in place protocol agreements; explicit eligibility criteria for proposals; and intake, project, and other procedural forms to guide research relationships and processes.

Aligning Student Timelines

"*Student timelines are an issue. We have to identify projects that students can do in their timelines, so we chunk out our work.*" – community representative

To engage students, the research shop can work with faculty to offer internships for credit, even 0 credit. Another option was to use courses with half of a course in a research shop-community or CBO partnership, and the other half on campus. While some faculty suggested a blended model (student-run, credit, volunteer, certificate options, honours projects, formal contracts, and even payment) depending on the scope of projects, students also thought that adding CEL and CBR to all or most courses would represent more flexible courses and "mainstream" CEL and CBR on campus. All respondents noted that CBR and CEL timelines often extend beyond four- and even eight- month terms. Students suggested that they be able to gain course credit for their CEL and CBR work outside of these timelines. They also suggested that alternatives to course credit exist for courses with CEL components that extend beyond the term.

Ensuring Student Training and Supervision

"*Students need to be trained in ethical relationships and ethical research in the community. Students need to be trained in that or the results are disastrous! Even when I have full control [over students] things go out of whack because the students aren't ready.*" – faculty

"*Students take on too much, or the partners ask for too much and they can't say no, they let things drop [...] This needs to protect against students going MIA. They need to photocopy their work and leave it with the organization.*" – faculty

When students "bite off more than they can chew," reported one community member, "continuity can be a major problem. We had five different students over an eighteen month period, and we never did end up with a useful product." Faculty, staff, students, and CBO representatives unanimously urged adequate preparation of students and faculty before entering relationships with CBOs. This kind of preparation includes specific knowledge of an organization and its own particular culture, as well as training in cultural sensitivity, ethics, knowledge translation, interview techniques or oral history, and language training (accessible language for specific populations includ-

ing recent immigrants).

If faculty could be culturally insensitive and more theoretical than practical, students could be even more problematic for CBOs. On the one hand, they may have little interest in a given topic; on the other, they may become overly excited and attempt to do more than is possible. Indeed, students responded to the research shop idea with excitement, interest, and positivity. They also indicated their strong preference for appropriate supervision. Since, like their academic supervisors, they often lacked cultural sensitivity and knowledge of community needs, and were concerned that they not only do the right thing in situations, but that they produce useful work.

Both students and researchers come with a "spectrum of knowledge" of their ability to work with CBOs. One faculty member noted, "To get a good education you have to know that your method of getting knowledge will define what kind of knowledge you receive," while some undergraduate students were so unfamiliar with the concepts of CEL and CBR that they had a hard time conceptualizing what instructors were offering and suggesting. Students also mentioned that criminal record checks might leave students representing the most marginalized communities out of opportunities, while in some communities they might find themselves in a physically dangerous situation and some feared trauma. One faculty member commented, "Layers of trauma are difficult for the students. On the one hand their minds are blown when they come in naïve about the world; on the flip side, the student doesn't know how to engage people with mental health issues or their own trauma." Students also mentioned that in some communities they might find themselves in a physically dangerous situation. In addition, students feared that CEL projects did not always add to their disciplinary curriculum and learning objectives and that the CEL skills were difficult for instructors to evaluate. In these circumstances, students noted their need for adequate training and supervision. They mentioned something as simple as having a dress code would help them fit into some organizations.

Student levels of maturity, judgment, and analytic ability, however, require a high level of supervision that further strains the capacity of the CBO frustrated by student timelines and loose accountability to their projects. The above challenges cost CBOs in time and resources, making the fact that students are often paid more than their own staff particularly irksome. Students identified that their best, most rewarding community-university teaching and research projects were those that did benefit the community partner and were completed within an excellent and equitable working relationship. Thus supporting the CBO better could go a significant way to offering a better student experience in CEL. Students wanted to work on community-driven projects and to offer more community benefits, particularly in the area of knowledge translation, but felt squeezed for both time and money.

Undergraduates expressed passion for CURPs and their own training for research. There is a growing body of undergraduate students—"an undergraduate research movement"—interested in developing community-university connections through their own energy and growing research skills and off-campus interdisciplinary workshops of their own creation. With the right support, resources, and time, they represent a thirst amongst students for increased engagement opportunities.

The appropriate match was an important consideration. Faculty and staff acknowledge that researchers need a certain amount of time to build trust with CBOs, and to make research an authentic partnership rather than a solicitation for input. Once appropriate matches are made, faculty and staff found that the relationship could still be damaged by the timelines of the research itself, particularly related to the ethics process and funding. Although positive experiences with the Research Ethics Board were reported twice, CBOs felt that ethics processes could be simplified, clarified, and accelerated. The complex requests ("hoops") of funding bodies and ethics boards (university and community) could further tax the CBO partner and undermine the research relationship. Lastly, to acknowledge the precarious situation that many research participants might find themselves in, faculty and staff noted that honoraria are too small to acknowledge the time and situation of some participants from marginalized communities.

2. Designing the Research Shop

Overall on- and off-campus participants were enthusiastic about the potential roles of a U of S research shop that could bring benefit to all, bridge communities within and beyond the campus, enhance University social accountability, and add great credit to the U of S. Enthusiastic support took the form of commitments to orient, train, coordinate, mentor, and conduct research, outreach activities, and innovative service or experiential learning initiatives—and support for investment in a pilot.

What Objectives?

> *"[T]he project needs to articulate a clear set of external goals … not just the university's internal or institutional goals. How will this project contribute to the development of community organizations and quality of life in the region? Simply demonstrating the university is "engaged" isn't very interesting—engaged to what purpose?"* – community representative

Because research shop consultations were conducted during the "ideas or developmental phase," respondents had many questions about what format it would take. Many desired clarity on what could be offered and under what thematic areas. It was also suggested that these objectives be linked to some "alternative indicators" of success, or "genuine progress indicators". It was important to all sectors to allow for broad and creative approaches to knowledge co-creation and dissemination beyond academic articles, and to allow for these alternatives to be measured in their own way.

There was broad support for two principles: first, that community needs and input have priority over

academic scholarship; second, that research shop objectives be framed within a broad conception of the University's "research, scholarly, or artistic work." No themes were listed in part because of a general desire among those groups consulted that the research shop work represent interdisciplinary contributions to community building and social activism, to the sort of quality of life objectives represented by the Community-University Institute for Social Research (CUISR) mandate. As one faculty member put it, "The objective is building research relationships not Research or Science or a Shop." And First Nations and Métis researchers and protocols would have a strong role in differentiating the research shop and its services.

What Services?

A CBO-driven process is key to the success of the research shop and its services. Each year CBOs could list their top three or more organizational needs to the research shop for consideration for the appropriate research and student support. Given the complexity of the ethics review process, it was also suggested that the research shop complete university and other ethics proposals on behalf of CBO projects and also offer support in grant writing. Having identified funding organization requirements as a source of potential conflict, CBOs, faculty, and staff considered that perhaps the research shop could support CBOs with funding requests and proposals. In addition, they also suggested that the research shop advocate for the removal of unnecessary bureaucracies in funding processes.

Not all CBOs would want to engage university researchers or students on all of their project; nor would university capacity be able to fulfill all CBO expectations. Offering support for CBOs to conduct their own research projects may be mutually beneficial. Faculty would mentor, not manage, interdisciplinary aspects of research shop projects. In this regard, faculty and staff recommended a concerted effort by the research shop to lower CBO expectations of University timelines. Managing expectations is central to the clear communication and equitable relationships sought by research shop supporters.

Students were enthusiastic about the prospect of sharing their knowledge production and participating in interdisciplinary projects, as well as conducting data collection, analysis, environmental scans, or asset mapping. They were also very interested in creating a repository for undergraduate papers, as opposed to a journal, where their papers are accessible to the public. Some faculty envisioned services in the areas of pharmacy and chemical services, industry internships, grant applications with industry or business partners; others listed oral histories, HIV testing, traditional land use and occupancy study. Yet others listed small animal health; animals in First Nations and Métis communities; dogs, mental health, and wellbeing; vaccination, nutrition, and exercise; and feasibility studies.

CBOs were additionally interested in research or support in these broad areas:

- Evaluations
    - Fundraising effectiveness

- Current programming
- Program development
- Best Practices and Tools
  - Programming
  - Fundraising
- Literature Reviews
- Marketing and Communications
  - Graphic design
  - Website maintenance
- Knowledge Translation
  - Research useful for clients
  - Research mobilized for fundraising efforts
- Engagement
  - Youth
  - Business
- Policy Analysis

What Resources?

"*My key word of advice is that it does not add additional layers of university process. For example, setting up a lunch where university and community members can come together: good! but having people fill out a survey before this lunch about areas of interest, etc.: bad….   The relationships will develop themselves naturally at the lunch. People can share.*"— faculty

"*Virtual equals virtually no resources!*"— faculty

In terms of resources for the research shop, participants felt that investments rather than layers of bureaucracy were needed. Communications and coordination across campus could ensure it uses and leverages the resources (including engaged faculty and students) of existing units and centres (Appendix A), and does not duplicate or displace their important work in training, conducting, and disseminating community-engaged teaching, learning, and research. They could be relied on to provide support and resources, as well as to share information and infrastructure with the research shop. But it was also clear that dedicated resources needed to be allocated beyond what is represented by existing units—and that physical space was needed for relationship and trust building. Education would also be needed to manage expectations, to engage diverse stakeholders, and to ensure a supportive environment with appropriate tenure and promotion standards.

What Location?

"S*omewhere we can have water cooler conversations.*" – community representative

"*The University makes a good neighbour at Station 20 West.*" – community representative

If there was concern to avoid duplication or worse of existing units, people were also clear that there needed to be physical space, at least an office, and digital presence, if not mobile outreach potential, all necessary for relationships and trust building. "Face to face matters," said one faculty member, while students were more concerned with "An online presence [to] help students with busy schedules." One student argued against a U of S location: "The worse thing would be to have it on campus; nobody comes here!" If the student view was nor widely shared, there was widespread support for a location off campus and Station 20 West was widely favoured.

Participants agreed that the location should be accessible (for people with disabilities and on transit lines), with free parking, and as close to other community organizations as possible. The only stakeholders interested in keeping the location on campus were undergraduate students. However, it was suggested that student concerns could be addressed with providing them the means of transportation: bus passes or support for mileage and parking. Also, while many people were in favour of an online presence for the research shop, many thought this was a minimal outreach activity that ought to be enhanced through other activities.

What Name?

"*Change the name!*" – Many participants

Although participants widely shared discomfort with the name "science shop," coming up with an appropriate name proved challenging. Most were clear that science or research shop was misleading, intimidating, and unhelpful in its promotion of commodified and consumerist relationships. Most agreed that the name needs to reflect the reciprocity of research relationships and the mutual learning that should underpin any such community-university venture. One suggestion was that the community be asked to select the name, thus building greater ownership over the project. Other suggestions included Community-University Exchange (as at the U of Wisconsin-Madison), Community Research Network, or Participatory Action Council. For a University invested in Aboriginal engagement and a sense of place, some recommended that a Cree word might hold special significance and help (along with Aboriginal researchers, protocols, and methods, including talking circles) differentiate a U of S research shop.

What Staffing?

"*Hire a unicorn!*" – community representative

"*In [our unit], a community can hire someone with no expertise (their own member) and the University will provide the training (for example, GIS or interview technique). They can fund their own students, and each student will give approximately four months each to the training and the project.*" – faculty

Most recommended that there be at least a director with office space and with coordinating, scheduling, liaising, and networking roles. As a face of the University's social accountability, the director would also need to manage expectations with the support of a core group of faculty members as well as possibly part-time student employees. There could also be a role for adjunct faculty as well as advisory and community positions (especially First Nations and Métis). Although students, faculty, and community members were interested in various approaches to student incentives, the most direct and widely accepted was to offer pay. Many other options included student-run, credit or certificate courses, practicum partnerships, full-year courses, honours theses, and volunteer. Others saw an opportunity to engage international students who could usefully develop language and social skills, discover Canada in its diversity, and learn the history of the Plains.

Many students indicated their interest in volunteer opportunities, tempered by the time commitment of projects. As mentioned above, student pay is a problematic area for community relationships, and this issue should be discussed and addressed directly with students. Although no one wanted to discount the importance of introducing lower even first year undergraduates to CER, it was mentioned that upper-level students fare better in community work. All could benefit from developing social and coordination skills.

The appropriate staff member(s) for this position have the needs and desires of two very different communities riding on their success. The ability to navigate the university and carry respect on campus is fundamental. The director should be able to prioritize, organize, think strategically, and remain a-political. The person should also be a team player, flexible with policies and procedures, and have an accessible, available, and welcoming approach, and ideally have experience with Aboriginal leadership. The following table summarizes requirements for research shop staff:

Table 1. Research Shop Staff Competencies

What Governance?

> "*Positive things happen when the community partner is in an advisory role. When [people with lived experience] take an active role, they take ownership, make sense of the results, and highlight results that are relevant to them.*"
> – community representative

> "*This research shop is a 'becoming'; it has the potential to transform the institution in its very practices and processes.*" – faculty

Three governance principles emerged:

- House in both the Office of the Vice President research (OVPR) and Advancement and Community Engagement (ACE).
- Maintain connections to English River Office of First Nations and Métis Engagement.
- Establish a broad-based board including Indigenous partners and CBO representation.

The suggestion that the research shop be housed under both OVPR and ACE was designed to ensure a healthy balance between outreach and engagement and research. Maintaining connections to the English River Office of First Nations and Métis Engagement and having Indigenous representation on the board were two opportunities to differentiate the research shop and thoroughly root it in a local and provincial sense of place in ways conducive of Indigenous partnering. The leadership and governance of the research shop should include CBO partners and represent diverse interests, support, and input from across campus shop, including those with grassroots and lived experience.

Conclusion

The research shop project involving a cross-campus and community team conducted focus groups and conversations on- and off-campus, made strategic decisions, and directed the work. This report is a compilation of the insights and suggestions from these multiple conversations with CBO representatives, university administrators, staff, faculty, and students. Participants provided insights that centre the research shop on community needs, through specific deliverables, processes, governance, and operations. Many of these suggestions reflect the international trends explored in Tremblay, Hall, & Tandon (2014) as well as the Clapperton (2013) findings, particularly dissatisfaction with previous CURPs, the failure to engage marginalized knowl-

edges, and the low levels of CBO power to demand and direct research projects and outcomes. Nevertheless, support remained high for a low-cost, cost-effective means of acting on university social accountability to the communities that surround and support them.

Tremblay, Hall, & Tandon (2014) mention merit and advancement issues related to university structures of reward and tenure that do too little to support untenured faculty to conduct community-based research and teaching (CBR and CBT). This was a frustration shared by several faculty in consultation, as CBR and CBT are time-consuming and their major outcomes are not necessarily peer-reviewed publications, but more user-friendly and practical tools for policy makers or service users. Furthermore, these tools are ideally knowledge translated, and are not easily evaluated by academic committees. Ultimately this lack of flexibility in tenure and promotion means that community partners lose out; there are fewer faculty able or willing to undertake CURPs, they have less time to devote to the relationship, and when they do, will feel pressure to create an academic publication over data useful to the CBO. Thus, reviewing this system is integral to the success of CBR on campus.

While students are eager for interdisciplinary opportunity where they can see the results of their research, and be exposed to real-world applications of academic knowledge, many participants expressed concern that inter-disciplinary work was supported in name only. They saw much room for growth in support for interdisciplinary scholarly work and cross-campus team approaches to CBR and CBT. Despite their enthusiasm, students can also be unprepared for the time, dedication, and sensitivity needed to work in a research relationship. Additionally, their pay is an area of concern for both the university and CBOs. They may be overpaid in relation to CBO staff, or under-paid in relation to other opportunities elsewhere. Student training and supervision remains key to good relations and research shop success. Students appreciate feeling supported, and were able to locate areas where relationships broke down in previous CURPs. They require sufficient time and appropriate evaluation, much like untenured faculty.

Another concern from Clapperton (2013) that resonated with study participants is the desire to avoid dupli-cation and to build on the expertise and resources of available units currently conducting CBR and CBR-related activities on campus. There are many units and opportunities across campus that could contribute expertise and support to a U of S research shop, its coordination, dissemination, and other efforts.

Community participants in this consultation offered clear direction to ensure that their needs are met. On-campus coordination helps CBOs avoid overlap and achieve a measure of protection from on-campus politics. Additionally, many of their needs can be met if the research shop performs the following: prepare both students and researchers for work in the community, create protocols with organizations, acknowledge and compensate for the cost of research for CBOs, and provide knowledge translation. Other suggestions include a skills and knowledge inventory at the university, sample protocols and MOUs, examples of mutually agreed upon ways to honour CBO time and expertise and resources, and a collection of exemplary CER knowledge translation or mobilization.

To ensure coordination across the community as well as to ensure community, and not corporate or other interests, are represented, participants recommended that the research shop report to both the Office of the Vice President Research (OVPR) and Advancement and Community Engagement (ACE), maintain connections to English River Office of First Nations and Métis Engagement, and be governed by a board including Aboriginal

partners and CBO representation. CBO and faculty participants agreed that the research shop could make a solid contribution to community-university engagement through improved access to Indigenous researchers; support for funding proposals and university ethics proposals; support for mentorship opportunities, within and off-campus; and protocols and agreements to ensure timely outcomes for CBOs, academics, and students.

In the university system, the reproduction of academic knowledge excludes many alternatives and, in effect, many opportunities and people. Addressing this several hundred year monolithic relationship, however, is not the work of one small unit. In addressing the university's history as an institution of colonialism, recommendations included ensuring diverse representation in governance. Regardless, the research shop should not lose sight of its role as an intermediary between knowledges, acknowledge the power differences inherent in this relationship, and advocate for two-way information and experience processes. Support for faculty engaging in CBR throughout their tenure and promotion cycles might involve creating new evaluation for interdisciplinary approaches, developing innovative knowledge translation projects, and experimenting with alternatives to four-month semester timelines. Multiple possibilities exist, and the research shop should strive to recognize and realize the impossible and imaginative.

SUMMARY RECOMMENDATIONS

- Foster a University culture and standards that value outreach and engagement for its innovative potential across the diversity of research, scholarly, and artistic work.
- House the research shop in both the Office of the Vice President research (OVPR) and Advancement and Community Engagement (ACE), ensure coordination with the English River Office of First Nations and Métis Engagement.
- Invest in administrative infrastructure to support faculty and students engaging in community-based research (CBR) and interdisciplinary work.
- Invest in knowledge translation and mobilization training and supervision to deliver research findings in ways that community partners can access, understand, and use.
- Rethink what constitutes research and develop innovative dissemination strategies.
- Re-centre community-university research partnerships (CURPs) in general, and the research shop in particular, on community needs.
- Develop protocol agreements or memoranda of understanding (MOUs); clearly communicated criteria for accepting and rejecting proposals; and intake, project, and other procedural forms to guide research relationships and processes.
- Respect and engage culturally specific expectations and Indigenous epistemologies.
- Promote mutual benefit in community-driven research and teaching initiatives.
- Share funding resources with community partners including honoraria that fairly compensate research

participants.

- Ensure that the name of any research shop reflects the reciprocity of research relationships and mutual learning in any such community-university venture. A Cree word might hold special significance and help differentiate a U of S research shop.
- Engage Aboriginal researchers, protocols, and methods as well as Aboriginal representation in governance to differentiate the research shop.
- Leverage and not compete with existing CBR initiatives on campus, their infrastructure, formalized processes, strong partnerships, networks, and expertise.
- Engage the diversity of on- and off-campus stakeholders in governance.

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APPENDIX A

Existing Campus Resources

"*The best-case scenario is something that builds on CUISR and adds disciplines; that benefits from the history and established practices at CUISR, and adds disciplines like Toxicology and Engineering.*" – faculty member

A number of centres, institutes, or units across campus have developed community-based research partnerships in Saskatoon and beyond, have facilitated relationships with various communities, offered key CBR training, and helped formalize on-campus processes. These units represent strong partnership opportunities for any research shop:

- Aboriginal Education Research Centre (AERC)
- Canadian Centre for Health and Safety in Agriculture (CCHSA)
- Centre for Continuing and Distance Education (CCDE)
- Centre for Forensic Behavioural Science and Justice Studies
- Centre for the Study of Co-operatives
- Collabatorium (CoLab)
- Community-University Institute for Social Research (CUISR)
- Global Institute for Food Security
- Global Institute for Water Security (GIWS)
- Gwenna Moss Centre for Teaching Effectiveness (GMCTE)
- Indigenous Land Management Institute (ILMI)
- Indigenous Peoples' Health Research Centre
- Interdisciplinary Centre for Culture and Creativity (ICCC)
- International Centre for Northern Governance and Development (ICNGD)
- Johnson-Shoyama Graduate School of Public Policy (JSGS) Policy Shop
- Saskatchewan Population Health Evaluation Research Unit (SPHERU)
- Social Sciences Research Laboratory (SSRL)
- University Learning Centre

The Aboriginal Education Research Centre (AERC) has developed innovative Indigenous education research through scholarly and community partnerships since 2005. In this capacity, the AERC could provide appropriate guidance and direction on research shop activities that engage with Indigenous education programming. Similarly,

the Centre for Continuing Distance and Education was identified as key by some faculty. In offering off-campus courses, it has developed standardized approaches to off-campus learning that could support faculty and CBOs collaborating on off-campus courses and partnering with a research shop.

Building on 20 years of research leadership in agricultural safety and rural health, the Canadian Centre for Health and Safety in Agriculture (CCHSA) was established in 2006 with an expanded mandate, including training and knowledge translation. It continues to focus its resources on addressing public health issues related to the agricultural rural ecosystem and bridge gaps that occur between the spectra of basic research, applied research, the community and policy.

Since 2011, the Centre for Forensic Behavioural Science and Justice Studies, led by Dr. J. Stephen Wormith, with faculty and student involvement representing six colleges and schools, has been a unique collaboration among the University of Saskatchewan, the Correctional Service of Canada, and the Saskatchewan Ministry of Justice – Corrections and Policing for enhanced research and training in the area of forensic behavioural science and justice. The Centre serves as a gateway to a vast array of interdisciplinary research, education, funding, and engagement activities that serve to build capacity in the creation and use of new knowledge, identify best practices, and act as a catalyst for evidence-based policy change and program and service provision in crime, justice, and corrections.

Established in 1984, the Centre for the Study of Co-operatives is an interdisciplinary teaching and research centre committed to providing people with conceptual and informational tools to understand co-operatives and to develop them as solutions to economic and social needs. Now formally affiliated with the Johnson-Shoyama Graduate School of Public Policy, the Centre focuses on the creation of knowledge, and its dissemination—tasks understood as inseparable, since interaction with students, co-operative members, and the public raises questions and problems that spur new research, and unlocks local knowledge that deepens understanding of co-operatives. Its vision is to empower people to develop an economy and society that are democratic, participatory, responsive, creative, diverse, productive, and sustainable. In pursuing this vision the centre is guided by the co-operative values of voluntarism, mutualism, egalitarianism and equity, solidarity, practicality, and transparency. A series of TriCouncil-funded and other major research projects has supported significant CBR training as well as knowledge translation and mobilization.

The Collaboratorium is a brand new entrant to the community-engaged research programme at the U of S, offering training to students to do oral history collection and research in history for interested communities. A lab space for community members to access historical projects, it offers training in methods and cultural sensitivity, especially in relation to Indigenous communities, provided by graduate students and community members. The Collaboratorium also offers space or help finding suitable communities, students or academics.

The Community-University Institute for Social Research (CUISR) is a well-established centre dedicated since 1999 to "partnerships between the university and the larger community in order to engage in relevant social research that supports a deeper understanding of our communities and that reveals opportunities for improving our quality of life." Its strategic research areas—Saskatoon community sustainability, social economy, rural-urban community links, building alliances for Indigenous women's community development, and analysis of community-

university partnerships—match U of S commitments to place, engaged university, student experience, interdisciplinarity, collaboration, knowledge creation, innovation, and Aboriginal engagement. Co-governed by community and university, CUISR is committed to its local, regional, and national partnerships, to the democratization of university research, and to mutually beneficial knowledge that is as rigorous as it is practical. With its innovative methods promoting diversity, inclusion, and intercultural awareness and understanding, CUISR offers training and continued professional development in CBR.

The Global Institute for Food Security (GIFS) is a unique public-private partnership that enables innovative, multi-disciplinary research, training, and technology development to improve sustainable crop production, enhance human and animal nutrition, and address the growing global demand for safe, reliable food. Proposals are invited for 'seed funding' to enable project leaders to assemble strong/competitive teams of researchers for competitions in subsequent RFPs. GIFS research programs will (in general) build on existing disciplinary and intellectual strengths and physical assets of the University of Saskatchewan and of other public-sector research organizations in the Saskatoon science cluster.

Launched in 2011, the Global Institute for Water Security (GIWS) uses interdisciplinary research approaches to sustainable water and the prevention of natural emergencies such as drought and flood. The institute combines expertise in natural sciences, engineering, and the social sciences, recognizing that people and their activities are of critical importance for water science and management. Focused on western Canada, the GIWS is committed to the development of relationships with stakeholders, particularly government, industry, and other universities and to understanding how climate change, land management practices, and development of natural resources are affecting the water environment.

The Gwenna Moss Centre for Teaching Effectiveness (GMCTE) was also mentioned frequently by discussants. GMCTE offers programming to students and instructors involved in curriculum development to decolonize and Indigenize education and has funding opportunities and in-kind support for experiential learning and community-engagement and outreach, including Graduate Student Catalyst Award, Community Engaged Scholarship Research Seed Funding, Community-Engaged Experiential Learning, K-12 Outreach i9nitiatives, Doctoral Scholarship in Community Engagement, Engagement Communications, and Oral History Library.

The Interdisciplinary Centre for Culture and Creativity (ICCC), focused on the development of interdisciplinary links amongst the humanities and fine arts, also has funding opportunities in community fellowships, Aboriginal fellowships, and graduate catalyst awards that are meant to complete existing research projects, "working group" funding opportunities, and an Alberta-Saskatchewan collaboration grant. The ICCC also offers several interdisciplinary courses that could partner with the research shop in training students.

The Indigenous Land Management Institute (ILMI) brings together research, teaching, outreach and engagement activities in the area of Indigenous land and resource management. Supporting its mission to "Work with Indigenous Peoples to realize a more prosperous future through optimal land and resource management," the institute brings the University's resources to bear in a coordinated way in applied research collaborations with communities and governments to make informed policy and economic decisions.

The Indigenous Peoples' Health Research Centre (IPHRC), a partnership among the U of Regina, U of S, and First Nations University of Canada, focuses on building capacity for community-based Indigenous health research in Saskatchewan, and creating networks of Indigenous health researchers regionally, nationally, and internationally. The centre includes researchers, students, and community members who strive to create an ethical environment that supports Indigenous community-based definitions and solutions to health while acknowledging Indigenous models/methods of health and informing government policies and practices.

Launched in 2009 and since 2013 affiliated with the Johnson-Shoyama Graduate School of Public Policy, the International Centre for Northern Governance and Development (ICNGD) aims to enhance the capacity of Saskatchewan's northern communities through northern-tailored education programs and an extensive community-applied research program. ICNGD's research and outreach activities currently focus on northern governance, health and social development, innovation, entrepreneurship and economic development, capacity building, and resource development and environmental management in Northern Saskatchewan, the Provincial Norths, and the Circumpolar North. Its research model focuses less on academic publications than on timely and pertinent research o9n specific issues affecting the North.

Launched by students in 2012, the Johnson-Shoyama Graduate School of Public Policy Policy Shop (JSGS) was a familiar name to several participants. Many wondered how the research shop might work with the Policy Shop and learn from their best practices and training, while developing the interdisciplinary nature of the research shop and its greater range of research and teaching possibilities.

Since 1999, the Saskatchewan Population Health and Evaluation Research Unit (SPHERU), a bi-university health research unit, has established itself as a leader in population health research—the study of social factors that affect the wellbeing of groups within a population. While much population health research focuses on describing health inequities, SPHERU's focus is on population health intervention research: looking at how to address inequities by taking action on the social determinants of health. By intervention, SPHERU means any developments or changes to policies, programs, research, funding, or any other action that influences the determinants of health and positively affect population health outcomes. SPHERU's work includes the creation of new knowledge, independent policy analysis, collaborative research with policy makers, and collaboration with communities to develop strategies to reduce health inequities, especially among Aboriginal, rural, Northern communities, and children. Researchers work at the main campuses of the Universities of Regina and Saskatchewan, as well as a satellite office and research lab in Prince Albert.

The Social Sciences Research Laboratories (SSRL) has already been mentioned as a unit that has partnered effectively with organizations in offering data collection, analysis, and knowledge translation, in addition to space for meetings since 2012. The SSRL provides research infrastructure and guidance from faculty, staff, and students on a variety of social research methodologies. Although its emphasis is on assistance to researches on campus, it certainly provides similar services to the broader community on a case by case basis, for low cost.

The University Learning Centre (ULC) also came up in discussions (although it has recently changed its name to Student Learning Services [SLS]) because it offers innovative teaching and learning programs "on campus

and beyond"). Sometimes these programs are campus focused, but they have offered opportunities for students to engage with communities outside of the classroom. SLS could offer additional training opportunities, as well as engage students through its Peer Assisted Learning (PAL) pool.

Existing Courses

Additionally, respondents identified a number of courses or training programs that could usefully work with a research shop by engaging students in projects:

- 990 courses
- Anthropology and Archaeology courses
- Art and Art History Digital Media course
- Edwards School of Business student consulting courses
- English courses
- ICCC Digital Minor courses
- Interdisciplinary courses
- Native Studies courses
- Research methods courses

The above credit courses were suggested, by faculty mostly, as opportunities for collaboration with the research shop if student assistance were requested. Graduate students are required to take 990s in each department of their study; however, they are used in diverse ways by departments concerned to make the best use of them for graduate development. Different departments could be partnered with the research shop if they were interested in developing CBR-based 990 courses. Academic units might need some lead time on each community-based project in order to create a course around community needs; however, in this vein it was suggested that the Art and Art History Digital Media course, English, ICCC Digital Minor, and Native Studies courses, and Edwards School of Business experiential learning/ consulting courses (see http://www.edwards.usask.ca/careers/Employer-Services/studentconsulting/index.aspx) may be appropriate sites for research shop collaboration. Lastly courses that are either interdisciplinary or focused on research methods could be ideal partnering opportunities for research shop projects.

Student training programs

The following examples, though not comprehensive, were cited by participants as having relevant internship or other training programs:
- Certificate in Global Health
- International Centre for Northern Governance and Development (ICNGD)

- Johnson-Shoyama Graduate School of Public Policy (JSGS)
- College of Law
- Master of Public Health (MPH)
- One Health Leadership Experience
- Pharmacy and Nutrition trainee programs
- Practicum programs (Education, Health Sciences)
- School of Environment and Sustainability (SENS)
- Social Psychology

Many community members were already familiar with these student training programs, having accepted many students into their midst for practicums. For at least one organization, practicum students meet their academic needs and they do not feel that additional research support is necessary. For some programs, the practicum project has to be submitted before entrance, offering help for the research shop in matching students to projects and programs.

The Certificate in Global Health program through the College of Medicine places medical students in both rural and international locales to learn about community service delivery. The research shop could potentially partner and assist this program with placement and training. Students in the International Centre for Northern Governance and Development (ICNGD), like those at School of Environment and Sustainability (SENS), are often required to create their own project. In these instances the research shop could help connect students with community. One Health Leadership is an interdisciplinary workshop for all health profession students, held on campus once a year. This conference opportunity would be a useful place for research shop leaders and students to gain a broad perspective on health careers at the U of S as well as to disseminate research shop activities.

Although students do not necessarily bear the same responsibility for their practicum projects with the Johnson-Shoyama School of Public Policy (JSGS), Master of Public Health (MPH) program, Education, or other Health Sciences, sharing research shop projects and ideas with these faculty, as well as training opportunities, would likely be beneficial.

Other campus partnering organizations

- Community Engagement Office at Station 20 West
- Dr. Ernie Walker and Wanuskewin
- *Engaged Scholar Journal: Community-engaged research, teaching, and learning*
- English River Office of First Nations and Métis Engagement
- Gordon Snelgrove Gallery
- HGIS Lab
- Industry Liaison Office

- Research Facilitators
- SENS Student Association (SENSA)
- *Undergraduate Research Journal*
- Veterinary Social Work Program

The research shop might maintain close contact with a number of organizations on and off campus that support CBR, interdisciplinarity, and community-relationship building to ensure that duplication does not overburden communities or CBOs, and that community-engagement activities are well-coordinated and streamlined.

The Community Engagement Office at Station 20 West (Stn20W) and the English River Office of First Nations and Métis Engagement (English River Office) of the U of S both offer partnering facilitation among communities, CBOs, and the U of S. The research shop relationship with each of these units is key as they are primarily responsible for directed (Frist Nations and Métis and core Saskatoon neighbourhood) university-wide outreach activities. Ideally these units will be directly involved in the governance of the research shop, again ensuring that communications and processes are streamlined, while ensuring broad perspectives on campus and community needs.

Wanuskewin and the work of Dr. Ernie Walker were mentioned in focus groups and conversations as areas where additional student involvement and support are needed. These and other listed units, including Gordon Snelgrove Gallery, may wish to collaborate with the research shop on larger interdisciplinary projects.

The *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning (ESJ)* and U of S *Undergraduate Research Journal* (USURJ) are two recently established multidisciplinary, peer-reviewed journal initiatives on campus. The *ESJ* is an online, open access journal committed to dissemination of knowledge co-created by "scholars, educators, professionals, and community leaders" locally, nationally, and internationally. The *ESJ* will be an ideal location for the research shop to share projects and results with an international, online audience. The *USURJ* will likewise be an important site to disseminate the work of research shop projects and to identify processes that work for undergraduate engagement in research.

The Historical Geographical Information Systems lab (HGIS Lab) offers its technology and expertise to departments across campus, students and communities. For community partners, the HGIS digitizes "historical maps, process attribute data, custom-design publication-ready maps for use in journal articles or books, provide consulting, and develop full-blown HGIS projects for clients". The HGIS Lab is a useful connection for the research shop to maintain for specialized community projects, and specialized training for students and faculty.

The Industry Liaison Office (ILO) was also seen as an important unit on campus for the research shop to coordinate with. The ILO could offer insight into gaps in service currently being undertaken by its office, for instance. Although its mandate is largely commercial, it draws on collaborative and interdisciplinary work environments and may well have insights into supporting these environments in the research shop, as well as connections to projects that may facilitate important community-university collaborations.

Another important resource is the network of U of S research facilitators that provide research assistance to

faculty across colleges and schools. A coordinated group of professionals, research facilitators have access to many researchers across campus, and develop and deliver research support and may have a role in coordinating or promoting training opportunities with the research shop, providing insight into processes of particular colleges and schools, as well as disseminating research shop news and information.

The Veterinarian Social Work program is an outreach program that interfaces directly with the community, providing support to families facing animal illness or death. The Western College of Veterinarian Medicine (WCVM), while identifying a number of areas where it can provide services to interested clients and communities, also identified this program as one that contributes to community building on behalf of WCVM.

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