

Seizing the Moment

Exploring just and sustainable pandemic recovery
through community-campus partnerships

Summary Report



University
of Regina

This project was supported by funding from the
Social Sciences and Humanities Research Council of Canada.

The Seizing the Moment Project

This report presents highlights from **a series of pandemic-themed outreach activities to consider just and sustainable transitions for communities through community-campus research and learning partnerships.**

These activities were co-led by the [Community Engagement and Research Centre \(CERC\)](#) at the University of Regina and [Community Campus Engage Canada \(CCE Canada\)](#).

Participants included representatives from community-based/non-profit organizations and community engagement offices at academic institutions, as well as post-secondary faculty and students from diverse regions across Canada. This project was generously supported by a Social Sciences and Humanities Research Council Connection Grant.

The Seizing the Moment project aimed to facilitate meaningful cross-sectoral conversations around the following themes:

How has the COVID pandemic impacted Canadian communities and academic partners, and what types of adaptive strategies have communities implemented in response to these challenges?

What options exist for community-campus partnerships to address this and other large-scale disruptions?

Project activities included:

A **two-day pan-Canadian online workshop** (May 25-26, 2021) convening participants from across Canada for a series of presentations as well as regional and national discussion sessions;

A **Quebec-based, French-language workshop** (November 18, 2021) that focused on community-campus partnerships in the provincial context;

A **post-workshop webinar/discussion series** (June-November 2021) aimed at continuing workshop conversations and emerging collaborations; and

A **[Seizing the Moment web page](#)**, which provided a place to share project outputs, stories, event recordings, and information resources.

“Irrefutable research done with ‘good intentions’ is no longer enough. This also means we cannot afford the luxury of defensiveness. We need to be prepared to hear sometimes harsh criticism from communities we have considered ourselves allies to – and use it to change how we work together.”

Robin Shaban, Principal Economist, Vivac Research

The project benefitted from **generous in-kind commitments from multiple institutions and organizations across Canada** (e.g., staff/faculty time and expertise; student support; project promotion; webinar hosting; access to existing research; dissemination). The planning process for the May workshop involved many contributors, including the considerable time devoted by the leads of the five regionally-focused sessions that took place on Day 1 of the workshop. During a workshop planning session facilitated by Liz Weaver, Co-CEO of the Tamarack Institute, the regional leads offered various **descriptions of success** for Seizing the Moment conversations, including:

Diverse participation and representation (e.g., social services and arts sectors, students, Indigenous organizations and scholars)

Sharing/translating understandings around concepts such as justice, sustainability, recovery, transformation

A worthwhile experience for community participants

Fun, friendships, and new connections

Clarity on priorities and actionable steps forward: e.g., new research questions, potential collaborations

There was **great attendance and enthusiasm** for all of the Seizing the Moment events, with 400 registrants for the pan-Canadian and Quebec-based workshops and 250 registrants for post-workshop webinars. We greatly valued contributions from Elder Lorna Standingready, musician Jeffery Straker, and graphic recorder Melissa Kendzierski during the two-day May workshop.



"How do we leverage the shared knowledge in campus and community, recognizing that there is wisdom in both?"

Liz Weaver, Co-CEO,
Tamarack Institute



What we learned from each other

Pandemic experiences in communities and on campuses

"When we imagine a return to normal, it's really essential to realize that 'normality' was already a crisis for many people, not just in Canada but around the world."

Charles Levkoe, Canada
Research Chair in
Equitable and Sustainable
Food Systems, Associate
Professor, Lakehead
University

Seizing the Moment participants often shared **pandemic experiences of overwork and burnout, feeling unseen or not appreciated, and uncertainty about the future**. Several also noted more generally that a return to 'normal' following the pandemic could not be the goal, as pre-COVID conditions were already intolerable for many marginalized communities.

Within communities, **COVID has exacerbated already existing structural inequalities**, with exponential stresses for vulnerable populations. The pandemic crisis has highlighted varied barriers, including: precarious work conditions, health risks for essential workers, inequitable access to sick leave, and unsafe living conditions in crowded environments. Impacts of the pandemic have been direct and indirect, with some individuals in rural or remote locations sometimes struggling to connect with community in digital-only spaces, and other populations that lack access to good nutrition concerned about potential effects on their immunity to the virus. More broadly, **the pandemic has heightened fatigue and stress for organizations that provide services for these populations**, while reducing resources to combat burnout.

Within academic realms, **faculty have struggled to support community partners while facing continued pressure** to teach effectively online, maintain researching, publishing, and funding commitments, and work at home while caring for children and providing other domestic supports. Expectations to publish research in scholarly journals continue, while community-oriented outputs remain undervalued. At the same time, **substantial fiscal cuts at institutions are putting community engagement offices at risk, while students experience ongoing stresses** in navigating virtual learning environments and reduced in-person connections to teachers and peers.

Seizing the Moment participants also spoke about **varied challenges to maintaining community-campus partnerships** during the early stages of the pandemic, including:

Reduced availability of community-based research funding

Challenges in initiating collaboration among partners when everyone is stretched, and when community partners don't know who to reach out to

The deep impact of no in-person engagement within research and learning partnerships, with the loss of spaces for in-person connections, informal exchange, and physical support

Continued bureaucracy within academic institutions that hinders community partners, for example when partners are required to fill out many or complex forms for compensation

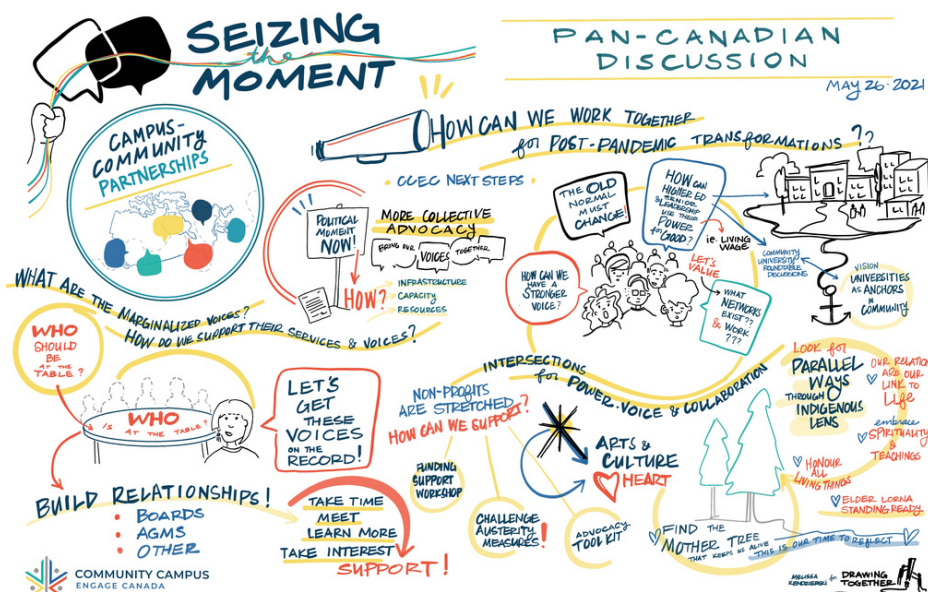


"In-person research partnerships, particularly with communities with experiences of marginalization, are irreplaceable."

Nadine Changfoot,
Professor, Trent University

The **Université du Québec à Montréal** developed new research project themes as the pandemic progressed, including: monitoring the differential effects of the pandemic on varied populations; examining the responses of grant-making foundations to the pandemic; and exploring working conditions of teachers in the context of COVID effects and restrictions.

Hum 101 is a post-secondary course offered at the **University of Alberta** that focuses on Indigenous knowledge, culture, and epistemologies. Hum 101 acknowledges systemic barriers to attending university by providing trauma-informed, asset-based pedagogy that challenges whose knowledge counts. As they branched out to a prison setting, they had to be creative amid limited resources and the evolving pandemic.



"How do we value community members as co-publishers and co-knowledge creators in different ways?"

Adela Kincaid, Instructor,
International Indigenous
Studies Program,
University of Calgary

A large part of the efforts of the **Saskatoon Interagency Response to COVID-19** has involved meeting the needs of those most vulnerable to pandemic impacts due to entrenched housing and food insecurity. The response team quickly worked to assemble face-to-face supports (e.g. housing, food, COVID testing), and provides a strong advocacy voice for ongoing services such as provision of adequate shelter, 24/7 cold weather supports, and ease of access to vaccines.



“Switching to online actions, I think has actually been really beneficial. It allows me to speak...with people all across the country which I would not have necessarily engaged with before... There’s a wider diversity of people that you get to meet and so many more ideas.”

Aliya Hirji, Social and climate justice youth activist

Adaptive strategies

Community-based organizations and academic institutions applied varied adaptive strategies to deal with pandemic challenges, including those described below:

Working directly with local populations to identify and address immediate needs:

Directly distributing PPE, providing resources for remote learning, or arranging for more comfortable isolated living environments

Collaborating between private funders and institutions for rapid response funds to address urgent needs in communities

Shifting research foci to study pandemic effects in communities in real time, document responses, and observe the evolution of needs among populations

Leveraging online platforms to effectively connect and share learnings:

Reaching out beyond previous regional boundaries and to individuals that would otherwise be unable to participate in in-person conversations, creating conditions for new friendships and community-campus relationships

Exploring a variety of communication tools and platforms, including Zoom, WhatsApp, Facebook Messenger

Moving information resources and guides online to be more accessible to a broader audience

Creating free online learning opportunities

Accessing adequate internet connections for participants

Offering training for digital literacy

Farmers Markets of Nova Scotia has provided guidance, support, and grants for community-based marketing initiatives to its members during the pandemic. They created the Nourishing Communities Food Coupon Program through a partnership with **Acadia University** and with support from the provincial Department of Communities, Culture and Heritage. The program supports alternative currencies for food for low-income households.

Incorporating diverse and innovative modes of communication:

- Considering hybrid models (virtual/in-person)
- Creating joyful and fun spaces for exchange
- Exploring how to connect beyond regional boundaries
- Recognizing who may be included or left out in these conversations

Maintaining flexibility and being ready to shift as conditions change:

- Building on skills gained in response to crisis situations in communities prior to the pandemic
- Putting in place conditions to allow funders to rapidly deploy resources in times of crisis
- Recognizing opportunities to test out new approaches to addressing pandemic challenges in real time
- Maintaining a willingness to defer projects, change timelines, or connect in new ways to address modified needs

"We engage with community members by meeting them where they're at. It's important to consider what's accessible to them -- a phone call, meet up at a local coffee shop, or virtual call, and actively listening to them to see how we can work together in a mutually beneficial way."

Abbie Little, Community Engagement Coordinator, McMaster University

McMaster University and its Office of Community Engagement are involved in several initiatives where students engage with communities. They have developed multiple tools and activities to help navigate online/in-person connections, including:

A Virtual Engagement Toolkit

Walking meetings

An in-person bike tour of CityLAB projects, where participants scanned QR codes to ask and answer questions in real time

Weekly online workshops for students to develop skills and discuss topics, and have community experts answer their questions in real time

Optional in-person socials for students (bonfires with pizza and smores) where they could strengthen relationships that originated online

Université du Québec à Montréal Community Service worked with **Chevalière en mission**, a career development program aimed at empowering victims of domestic violence, to adapt its supports to address a largely virtual COVID context. Adaptations included ensuring access to high-speed connections, tools to respect the confidentiality of virtual meetings, training for digital literacy, options to transfer to telephone communication if preferred, and ensuring that women continue to have physical access to some program activities. With these adaptations the program has been able to expand from the Montreal area to many other domestic violence service agencies across Quebec.

“While some organizations may be looking for outside expertise in a certain area, oftentimes the core need of the community is having their voice heard. In these cases, grabbing the podium or megaphone as an expert validator – even with the best of intentions – can do more harm than good.”

Robin Shaban, Principal Economist, Vivic Research

“In the day-to-day of just being in proximity with community organizations...allows a kind of information flow that can be really mutually beneficial...in terms of actually knowing what's happening quickly on the ground.”

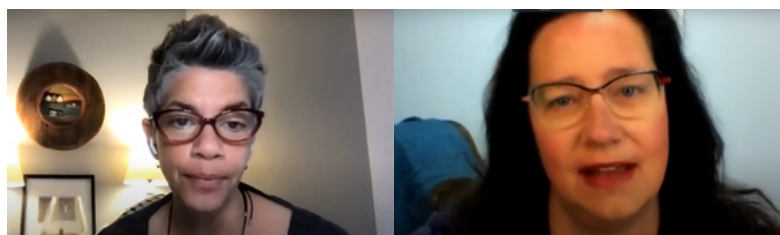
Am Johal, Co-Director, Community Engaged Research Initiative, Simon Fraser University

Opportunities and cautions for community-campus collaboration

During Seizing the Moment conversations, participants shared many ideas to enhance community-campus partnerships for greater community resilience in the face of ongoing challenges. Several of the suggestions offered below draw from varied efforts to improve partnerships in the years prior to the pandemic.

Recognize power imbalances and work towards genuine co-creation/co-governance of community-campus efforts:

- Situate research in work already taking place in communities
- Have communities lead processes of identifying research priorities
- Fully recognize community expertise, resilience, and wisdom; actively involve individuals with lived experience in project design and decision-making
- Invite perspectives from a broad range of non-profit sectors and local contexts
- Critically examine whose interests are present and who speaks for whom at decision-making tables
- Recognize differential working conditions (COVID-influenced or otherwise) for partners – e.g. faculty with secure jobs working with community-based organizations that are underfunded or lacking capacity
- Consider how academic institutions reproduce barriers and inequitable spaces for community partners
- Assemble tangible goals that fit community needs
- Incorporate more community-based participants on juries of funding agencies



Create conditions for authentic relationship-building:

Commit time and involvement over the long term to relationship building

Build trust and mutual benefit in relationships to navigate pandemic and future challenges together

Devote effort to understanding others' perspectives and needs

Respect the capacities, varied schedules, and availability of all involved

Build and translate understanding; value storytelling

Pay attention to others' humanity and caring beyond professional concerns (e.g. Are they experiencing stress, do they have adequate food, can they pay the rent, do they have secure employment?)

Ask questions about what communities may need

Recognize the importance of place – meet in community, and invite community to campus

Engage with honesty; acknowledge that relationships can be 'messy' and may require flexibility and patience, particularly with COVID-related shifts or disruptions

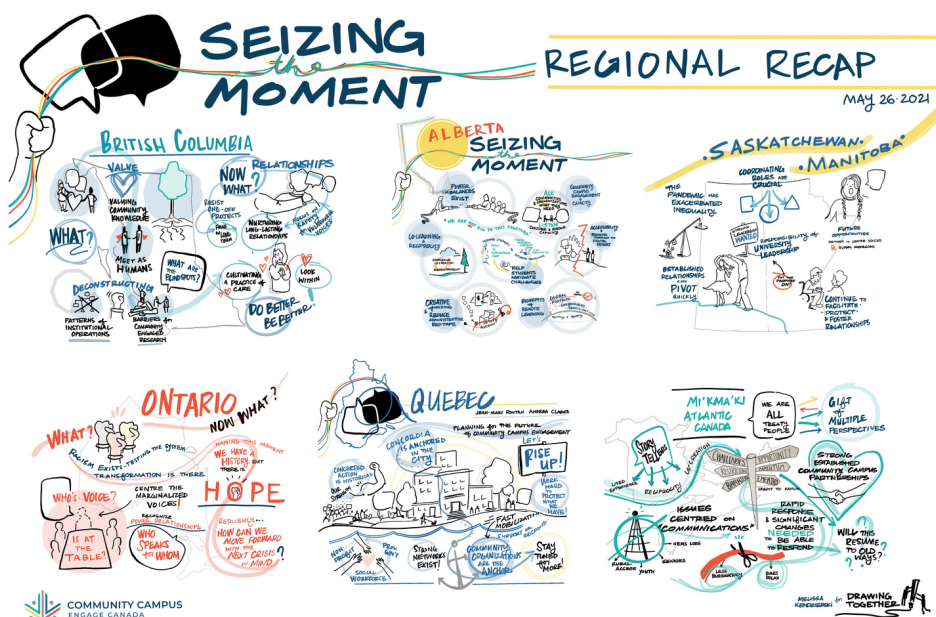
Recognize where post-secondary institutions may not yet be fully committed to respectful engagement (for example, in cases where PSIs reach out to community primarily for PSI benefit)

"This pandemic will, and continues to, inspire research projects which will require the participation of communities because they are the real experts. And this means identifying approaches to building relationships with communities to establish trust and a sense of longevity that encourages community participation in a meaningful and respectful way."

Gaelle Mushyrahamwe,
Research Assistant,
National Association of
Friendship Centres

"Something that we all hope kind of sticks around [after the pandemic] is the intentionality that had to go into relationships and maintaining relationships and checking in on folks, because it required more effort than just poking a head out of the doorway in the hallway in the office or catching up with folks at a community event. It requires putting in time."

Jay Carter, Office Manager,
McMaster Office of
Community Engagement



Over the pandemic period the **Black Student Association (BSA)** at **Acadia University** hosted podcasts/Instagram Live sessions called Spill the Tea, which discussed mental health and Black communities, how to move beyond performative allyship, and intersectionality. As BSA members were off-campus during this period, they let allies know that allyship starts from home.

“To build a more just and sustainable future in research, there needs to be an evident and active commitment towards building a better and just relationship.”

Gaëlle Mushyirahamwe,
Research Assistant,
National Association of
Friendship Centres

Strengthen relationships with racialized and marginalized communities:

- Recognize current and historic exclusion of racialized persons in societies and within post-secondary institutions
- Address inequalities reproduced through racist and colonial practices
- Create, support, and sustain institutional safe spaces for racialized communities
- Amplify all voices and consider whose voices are missing within partnerships
- Recognize the intersections of race with other identities such as gender, disability, sexual orientation, aging
- Acknowledge positionality and check privilege and biases
- Aim to understand how the pandemic has added to a weakening sociopolitical context for racialized communities
- Explore existing initiatives within racialized communities and incorporate supportive activities within academic institutions

Foreground decolonization and reconciliation in research and learning engagements with Indigenous communities:

- Respect rights of self-determination of Indigenous peoples
- Employ listening and humility in building relationships
- Shift the research environment to foreground Indigenous community expertise, methodologies, and ways of knowing
- Conduct culturally appropriate research directly in/with communities
- Recognize that a primary aim of research is to contribute to improving the life circumstances of Indigenous peoples

As pandemic effects manifested in Indigenous communities in Thunder Bay, Ontario, students and faculty at the **Sustainable Food Systems Lab at Lakehead University** worked with the **Indigenous Food Circle (IFC)**, an informal collaborative network of Indigenous-led, Indigenous-serving organizations that aim to reduce Indigenous food insecurity, increase food self-determination, and establish meaningful relationships with settler populations through food. The IFC worked with its networks to provide supports such as emergency food supplies, resources, and funding. Participants maintained that food issues are not separate from issues related to long-standing settler colonialism, racism, and White supremacy. Within their efforts they focused on building authentic relationships that are rooted in humility and honesty, with a longer-term vision for social and environmental justice.

Employ relevant, targeted, and nuanced research approaches to address complex community contexts:

Consider both short- and long-term concerns and approaches

Employ varied approaches for multiple and unique populations

Incorporate quantitative and qualitative information

Recognize the relationality of knowing, and that lived experience influences the kinds of knowledge that may be collected and shared

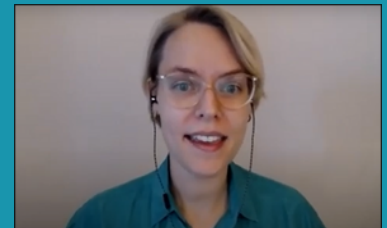
Recognize immediate/urgent gaps in community supports AND broader root conditions of community challenges (e.g. inequitable structures that have existed prior to the current situation, including barriers within post-secondary institutions)

Employ proactive mindsets and preventative tools rather than solely responsive strategies

Place marginalized communities at the forefront of analysis, and work to measure, understand, and mitigate structures of marginalization

Recognize differential challenges and access to supports within populations

Recognize the intersections of gender, disability, sexuality, aging



"Numbers yes, but voices too – because...not everyone experiences precarity the same way, or to the same extent."

Robin Shaban, Principal Economist, Vivic Research

The **NunatuKavut Community Council (NCC)** and **Memorial University** have learned key lessons as they worked together on a Drinking Water Research Initiative. Existing strong relationships were critical in getting the project off the ground quickly and responding in time to the pandemic. Flexibility and acknowledgement that each of the Indigenous organizations involved had different capacities and ways of doing things was incorporated into research designs. As organizations were thrown into emergency response and crisis management, they were also aware of broader systemic challenges outside of COVID that were further exacerbated due to a legacy of colonial policy and legislation that negatively impacted or underserved communities. Many communities in the territory lack access to important health services and other resources that are available due to remoteness, poor/no infrastructure, and limited transportation. Community-university partnerships have emerged as a pandemic response helping to address key issues in the territory like water availability.

"I do think the whole setup of the university... the nature of our research culture, performance review, what is and isn't valued, that's the whole other side of this relationship that needs to be addressed."

Audience member at a Seizing the Moment post-workshop webinar



"In as much as the pandemic disrupted, it really created conditions for important conversations in the institution around 'Can we do things a different way? Can we figure out ethics in a way that is not administrative but be part of a broader conversation?'"

Am Johal, Co-Director,
Community Engaged
Research Initiative, Simon
Fraser University

Build capacity and reduce barriers within academic institutions for community partners:

Reposition universities, colleges, and polytechnics as anchor institutions in communities

Share resources and infrastructure with community partners (e.g. professional development opportunities, on-campus meeting areas), and create sustainable spaces within institutions to meet community needs (e.g. growing space for local food)

Create spaces for mediation

Provide more direct access to research funding, and create options to accelerate or shift funding during periods of crisis

Reduce bureaucracy for community participation (e.g. more accessible and less restrictive ethics approval processes)

Provide encouragement, incentives, and recognition for faculty to be actively involved in community-based projects

Bring communities more actively into peer review

During the pandemic, the **Center for Social Transformation (SHIFT) at Concordia University** has adapted its programs to the needs of the community by creating the "Transformative Responses to COVID-19" program. SHIFT has financially supported multiple social transformation initiatives that address pandemic effects in communities. To respond to the urgency of the crisis, SHIFT accelerated the processing of requests to offer support quickly to the community, broadened funding criteria to organizations that may not have pre-existing projects with Concordia University, and increased its program budget.

McGill University worked with **Santropol Roulant**, a community food hub serving Montreal residents, to establish growing space for local food on the McGill campus.

The **Community Engagement and Research Centre at the University of Regina** offers professional development opportunities for community partners in areas such as program evaluation and knowledge mobilization.

Inspire students to be active in community-engaged research, learning, and creative endeavours:

Create new projects for students or redirect students to non-profit placements, so they can directly respond as needs change in communities

The **Tantramar Task Force** involves a group of people who came together at the start of the pandemic to create an asset-based community development exercise. Eight action groups were formed to address community needs, focusing on mental and physical health as well as food security. The Youth and Student Action Group aimed to break down silos among youth in rural New Brunswick that were isolated during the pandemic. Another project within this effort is the Community Connect Program, which was started by a student at **Mount Allison University** who became aware of severe senior isolation and food insecurity in their region. The program created a student senior buddy system to address these vulnerabilities.

Disseminate and mobilize research in meaningful ways for broad and diverse populations:

Ensure that community co-authors contribute significantly to output creation

Create outputs that are accessible and useful to all, for example through participatory videos or podcasts

Encourage varied forms of expression (e.g. community briefs, academic outputs, creative endeavours)

Employ storytelling to bridge grassroots efforts and academic data

Commit to regular knowledge mobilization events that present issues and models of success

"We have a real duty to inspire and motivate, and construct a different type of affirmative future... there's a lot of negativity being sent towards people who are in the early stages of finishing their degrees. And making sure they have the proper armature ready to take on the world is absolutely essential."

Am Johal, Community Engaged Research Initiative, Simon Fraser University

"Make dissemination exciting... we did a lot of work on housing and homelessness and we created a video and we had community viewings in different parts of the community and thousands of people saw that video because...this is a different way to present research...and it worked really, really well."

Alaina Harrison, Director of Strategic Initiatives with Inclusion Saskatchewan

McMaster University students in Hamilton, Ontario that participated in the [CityLAB Hamilton](#) Semester in Residence program created a 13-episode podcast series that incorporated community voices and conversations with national and local sustainability leaders. The series was conceived as a space to foster dialogue and discussion, and was well received by community and campus listeners.

"I think it's really important for academic partners to acknowledge that community folks are going to have a special skill set and familiarity with the population served...that [academics] just won't have."

Alaina Harrison, Director of Strategic Initiatives with Inclusion Saskatchewan

"It's important that each individual that we have around the table feels that they're welcome and feels that they can contribute in whichever way they can."

Robin East, Founder of Barrier Free Saskatchewan

CityStudio is a national network with an aim to create a permanent communication and project channel between municipalities and their academic institutions. Network members in each community work on local challenges, while sharing learnings and fostering discussion across the network on overarching issues such as the United Nations Sustainable Development Goals.

Participate in broader networks to build connections, share learnings, and strengthen research around community-driven community-campus partnerships:

Consider ways to connect social programs and services across diverse communities

Share research data and insights across regions

Share local solutions to common challenges

Put in place and adequately resource boundary spanners/network coordinators to build and maintain member connections and knowledge exchange

Acknowledge the types of expertise that are desired within the network and orient to those strengths

Employ communication platforms that promote equitable access for all

Ask members what they need, and build activities around member priorities

Establish at the start of projects a commitment from each team member to see projects through to the end

Establish high-quality work plans with clear responsibilities, timelines, and short- to long-term milestones

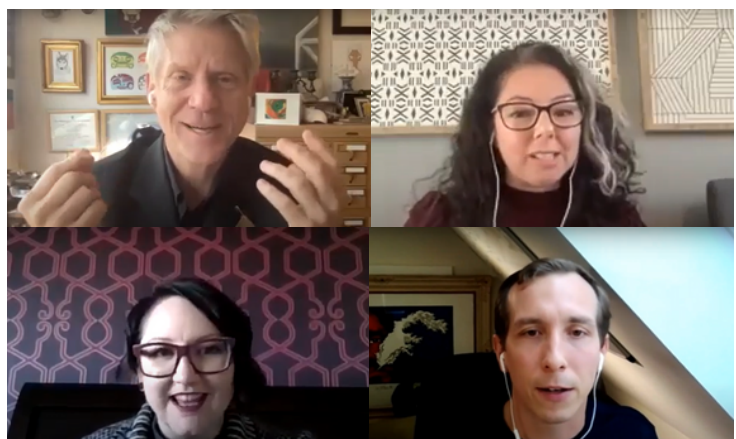
Identify highly engaged members (i.e. leaders, champions) and build momentum as they inspire others to participate

Invite students as valued contributors to network activities

Ensure that each member feels valued and takes ownership of the process, and be respectful of others' constraints

Consider who may be missing from the network

Schedule regular check-ins



Explore opportunities for collective action:

Employ collective research and data-gathering to influence policy change for communities that better recognizes and responds to the differential impacts of the COVID pandemic on vulnerable populations

Strengthen a collective voice from researchers to academic institutions and governments to emphasize research disruptions that have occurred during the pandemic (especially for women, racialized, and disabled researchers) and call for increased engaged research capacity for the public good

Envision opportunities for transformation, beyond solutions targeted to pre-pandemic situations

Enhance opportunities for community and solidarity



"We need to go a little bit further than collaboration. We need to have a vision of the change that we want. We need to have a better clear and common understanding of the roots of the problem we are facing...to have a kind of common dream, common voice."

Jean-Marc Fontan,
Professor, Sociology,
Université du Québec à
Montréal



As the COVID pandemic has exacerbated existing structural inequalities in communities, the **Saskatchewan Population Health and Evaluation Research Unit (SPHERU)** has taken part in a collective effort across sectors to improve social inclusion for people living with dementia in rural Saskatchewan. A key element of this effort has been building relationships through meetings over Zoom. Projects included efforts toward creating a dementia-friendly community and public spaces, rural dementia support networks, and exploring dementia through art.

Ways forward: Building on what we shared

"We can no longer expect good intentions and kind words to carry the day. For community research to truly serve the needs of communities...we have a responsibility to interrogate our assumptions about the role we can play, the role we need to play, and the responsibility we need to demonstrate."

Erika Shaker, National Office Director, Canadian Centre for Policy Alternatives

"This moment is not just about 'recovery'. It is about building more just and sustainable communities."

Peter Andrée, Professor, Department of Political Science, Carleton University

We are tremendously grateful to the **hundreds of attendees who shared their experiences, insights, and questions** during our multiple Seizing the Moment conversations. We are also very grateful to the many community-based, campus-based, and boundary spanning participants involved in planning events who dedicated countless hours and a lot of enthusiasm to making this project a success.

Over the months and years since the COVID pandemic began, **we have collectively learned many lessons**, including: the varied degrees of resilience and fragility of community social supports (e.g., food systems, public health, elder care, resources for survivors of domestic violence); the influence of persisting inequitable societal structures on access to these services; and the potential of learning and advocacy spaces in generating meaningful responses to crisis like better living and working conditions, paid sick leave, and a greater appreciation for essential workers and local food systems. We have also recognized the differing values within societies that shape action or inaction to address large-scale challenges, and better understand how we need to consider and translate the multiple perspectives and knowledges that exist in societies.

Community-campus partnerships are well positioned to build on these learnings to help strengthen community resilience moving forward. Through these partnerships we can learn from the lived experiences of people feeling challenges most deeply, create spaces for meaningful conversation and debate, effectively share resources across institutions and organizations, and build an extensive evidence base for policy change.

As we think about next steps, we are actively considering how to apply our learnings to address large-scale and multi-dimensional challenges over the coming decades such as those associated with climate change. Like the pandemic, these disruptions produce differential impacts and require collective action on multiple fronts. Through deeper listening, trust, and compassion, we hope to tackle these issues in ways that are inclusive, sustainable, and just.

Seizing the Moment Presenters

Project co-leads

Amber Fletcher, Academic Director, Community Engagement and Research Centre, University of Regina

Lynn Gidluck, Community Director, Community Engagement and Research Centre, University of Regina

Magda Goemans, Manager, Community Campus Engage Canada

Pan-Canadian workshop - May 2021:

Opening prayer

Elder Lorna Standingready

Presentations to the national audience:

Exploring just and sustainable pandemic recovery and transformation: A return to 'normal' is not an option

Erika Shaker, National Office Director, Canadian Centre for Policy Alternatives

Robin Shaban, Principal Economist, Vivic Research

Reflections on meaningful community-campus partnerships in a post-pandemic world

Charles Levkoe, Canada Research Chair in Equitable and Sustainable Food Systems, Associate Professor, Lakehead University

Am Johal, Co-Director, Community Engaged Research Initiative, Simon Fraser University

Nadine Changfoot, Professor, Trent University

Gaelle Mushyirahamwe, Research Assistant, National Association of Friendship Centres

Post-pandemic communities: Considering opportunities for societal transformation

Liz Weaver, Co-CEO and Strategic Lead for Collective Impact, Tamarack Institute

Building resilience to future large-scale challenges through community-campus collaboration

Peter Andrée, Professor, Department of Political Science, Carleton University

Magda Goemans, Manager, Community Campus Engage Canada

Regional discussions:

British Columbia

Stuart Poyntz, Director, Community Engaged Research Centre, Simon Fraser University

Will Garrett-Petts, Professor & Associate Vice President Research, Thompson Rivers University

Sharon Karsten, Executive Director, Comox Valley Art Gallery

Cissie Fu, Dean, Faculty of Culture + Community, Emily Carr University of Art + Design

Alberta

Susan Mide Kiss, Senior Director, Strategic Initiatives in Community Engagement, University of Calgary

Adela Kincaid, Instructor, International Indigenous Studies Program, University of Calgary

Catherine Pearl, Associate Professor, Social Innovation, Mount Royal University

David Peacock, Director, Community Service-Learning, Faculty of Arts, University of Alberta

Lisa Prins, Humanities 101 Coordinator, Faculty of Arts – Community Service-Learning, University of Alberta

Saskatchewan & Manitoba

Amber Fletcher, Academic Director, Community Engagement and Research Centre, University of Regina

Lynn Gidluck, Community Director, Community Engagement and Research Centre, University of Regina

Colleen Christopherson-Cote, Incident Commander, Saskatoon Inter-Agency Response to COVID-19 and Coordinator, Saskatoon Poverty Reduction Partnership

Kristin Nelson, Director, 211 Saskatchewan

Bonnie Jeffery, Professor, Saskatchewan Population Health & Evaluation Research Unit, University of Regina

Ontario

Peter Andrée, Professor, Political Science, Carleton University

Michael Classens, Assistant Professor, School of the Environment, Trent University

Cathy Taylor, Executive Director, Ontario Nonprofit Network

Charmaine Magumbe, Chairperson of Community Race Relations Committee of Peterborough, Co-Founder, Black Lives Matter Peterborough-Nojojiwanong

Natasha Akiwenzie, Founder and Manager of Bagida'waad Alliance

Chris Ramsaroop, Justicia for Migrant Workers

Raechelle Devereaux, Chief Executive Officer, Guelph Community Health Centre

Nicole Austin, Engagement Coordinator, Ryerson Urban Farm

Adriana Beermans, Program Director, Inclusive Local Economies Program, Metcalf Foundation

Atlantic Canada

Tineke Weld, Trainer, Common Good Solutions
Meghan Brodmann, Consultant, Common Good Solutions
Phillip Joy, Assistant Professor, Mount Saint Vincent University
Jill Gardiner, Transportation Innovation Labs Project
Rachel Sparling, Coordinator and Research Assistant, Access Acadia
Michael Fox, Research Professor in Community-Engaged Learning, Mount Allison University
Carolle de Ste-Croix, Director of Alumni Engagement, Executive Director – Mount Allison Alumni Board, Mount Allison University
Amy Hudson, Negotiator & Governance and Strategic Planning Lead, NunatuKavut Community Council (NCC)
Justin Cantafino, Executive Director of Farmers Markets of Nova Scotia
Kelly Vodden, Professor (Research), Environmental Policy Institute, and Associate VP (Research & Graduate Studies), Grenfell Campus, Memorial University
Will Roy, Project Coordinator, People Places Policies and Prospects: Affordable Rental Housing for Those in Greatest Need
Sacha DeWolfe, Member of Natoaganeg First Nation & PhD Candidate in the Faculty of Education at the University of New Brunswick
Fikayo Kayode, President of Acadia University's Black Student Association, and Acadia Student Union's Arts Senator
Kayla Mansfield, Inter-University Doctoral Program in Educational Studies and Lifelong Learning
Hannah Ehler, Tantramar Covid-19 Task Force, Co-chair of the Youth and Student Action Group, Mount Saint Vincent University
Tamikani Nkhata, International Studies and Political Science, University of Regina
Lisa McMinn, Community Development, Acadia University
Mary Sweatman, Community Development, Acadia University
Ryan Veltmeyer, Arts Community Developer, Light House Arts Centre
April Mandrona, Assistant Professor, NSCAD University

Quebec-based workshop - November 2021:

The office of community engagement: Approaches and adaptations

Alex Megelas, Programs and Communications Coordinator, Community Engagement Office, Concordia University
Geneviève Sioui, Indigenous Community Engagement Coordinator, Community Engagement Office, Concordia University

The approach of UQAM's Community Services, before and during the pandemic: Some challenges faced

Marcel Simoneau, Director of Community Services, UQAM
Eve-Marie Lampron, Development Officer at Protocol UQAM/Relay-women of Community Services (UQAM)

Transformative Response Funding Program

Elisabeth Cramer, Head of Social Innovation — SHIFT Center for Social Transformation, Concordia University

Research "with" and the COVID-19 health crisis: The highs and lows of the university institutional response

Jean-Marc Fontan, Professor, Sociology, Université du Québec à Montréal

Black communities, solidarities and mental health: Building research collaboration in the context of a pandemic

Lisa Ndejuru, Psychotherapist, Dean's Postdoctoral Fellow 2020-2022, Faculty of Information, University of Toronto

Consultation and adaptations for the socio-professional autonomy of survivors of domestic violence in the COVID context

Chantal Lepire, Guidance Counsellor, Lecturer and doctoral student in Education, Université du Québec à Montréal

Post-workshop webinar series - June-Nov 2021:

Identifying opportunities for collaboration and collective action to address large-scale challenges

Jean-Marc Fontan, Professor, Sociology, Université du Québec à Montréal

Aliya Hirji, Social and climate justice activist

Scott Leon, Researcher and policy professional, Wellesley Institute

Adapting to the moment: Tools, tips, and practices for a new era of community-campus partnerships

Dave Heidebrecht, Advisor on Special Projects, Office of Vice Provost (Faculty), McMaster University

Karen Balcom, Associate Professor, Social Work, McMaster University

Sandeep Raha, Associate Professor, Medical Sciences, McMaster University

Abbie Little, Community Engagement Coordinator, McMaster University

Jay Carter, Office Manager, McMaster University

Ananya Yadav, Program Coordinator, McMaster University

Julia Menezes, Student, McMaster University

Building a post-pandemic network: Working together to transform communities

Am Johal, Co-Director, Community Engaged Research Initiative, Simon Fraser University

Duane Elverum, Executive Director, CityStudio Vancouver

Alix Linaker, Business Development Lead, CityStudio Vancouver

Suparna Gupta, Marketing and Sales Coordinator, CityStudio Vancouver

Sarah Matsushita, Director of Communications and Engagement, Ontario Nonprofit Network

Alaina Harrison, Director of Strategic Initiatives with Inclusion Saskatchewan and Past Chair of Saskatchewan's Disability Income Support Coalition

Robin East, Founder, Barrier Free Saskatchewan

Designing a pan-Canadian proposal to activate ideas from the Seizing the Moment project

Amber Fletcher, Academic Director, Community Engagement and Research Centre, University of Regina

Lynn Gidluck, Community Director, Community Engagement and Research Centre, University of Regina

Magda Goemans, Manager, Community Campus Engage Canada