



**C<sup>2</sup>U EXPO  
2015**  
CITIZEN SOLUTIONS. BETTER WORLD.

Carleton University  
Ottawa, ON  
May 26-29, 2015



# program



**C<sup>2</sup>U EXPO  
2015**  
SOLUTIONS CITOYENNES. UN MONDE MEILLEUR.

Université Carleton  
Ottawa, ON  
Du 26 au 29 mai 2015

[cuexpo2015.ca](http://cuexpo2015.ca)

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career, Liz has held leadership positions with YWCA Hamilton, Volunteer Hamilton and Volunteer Canada. In 2002, Liz completed a Masters of Management for National Voluntary Sector Leaders through McGill University and her thesis 'Storytelling and the Voluntary Sector' was published. Liz was awarded a Queen's Jubilee Medal in 2002 for her leadership in the voluntary sector, was an Athena Award finalist and in 2004 was awarded the Women in the Workplace award from the City of Hamilton. Follow Liz's blog at [www.tamarackcci.ca](http://www.tamarackcci.ca).

Kim Pate is the executive director of the Canadian Association of Elizabeth Fry Societies (CAEFS), a federation of autonomous societies which work with, and on behalf of, marginalized, victimized, criminalized and institutionalized women and girls throughout Canada. A lawyer and teacher by trade, she has completed post-graduate studies in the area of forensic mental health and has worked extensively with youth and women during her 30-year career in and around the Canadian Legal and penal systems.

On June 30, 2014, Pate was appointed a member of the Order of Canada for advocating on behalf of women who are marginalized, victimized or incarcerated, and for her research on women in the criminal justice system. She has also received honorary doctorates from the University of Ottawa, Carleton University, Sir Wilfrid Laurier, St. Thomas University and the Law Society of Upper Canada.

## Concurrent Session, Friday 29, May, 15

| ROOM LOCATION:   |  |  |  |  |
|------------------|--|--|--|--|
|                  | RB 3202  | RB 3110  | RB 2200  | RB 3220  |
|                  | <b>Special Session on Models of Community Engagement and Big Ideas</b>   | <b>Environmental and Regional Sustainability</b>   | <b>Poverty, Social Policy, and Inner-city Design</b>   | <b>Mental Health, Youth, and Accessibility</b>   |
| 8:30am - 10:00am |  |  |  |  |
| 8:30am - 9am     | A New Model of University Community Engagement for Islamic State Universities in Indonesia: Lessons from Surabaya and Makassar <b>Irvan Muliadi; Muhammad Yaumi; Aisyah Kara; Zulfahmi Alwi; Nadhir Salahuddin; Istna Syahadata; Suhartini; Ham-mis Syafaq</b> | Toward Common Ground: A sustainable long-term collective planning model for Guelph-Wellington <b>Lindsey Thomson; Sarah Haanstra</b>         | Collaborations and Collisions: Co-Location in Saskatoon's Inner City <b>Rachel Engler-Stringer; Lisa Erickson; Neal Kewistep; Len Usiskin</b>  | Partners in Health <b>Joan Kingston; Gail Blair Storr; Kathleen Valentine</b>  |
| 9am - 9:30am     |  | "Tools for Citizen Engagement: approaches used at the Office of Public Engagement, Government of Newfoundland and Labrador" <b>Kim Olson</b> |  | Shifting authority in the evaluation of community-university partnership projects, <b>Elona Hoover; Paula Graham</b>   |
| 9:30am - 10am    | Idea Train: Journey Toward an Economy of Safety <b>Judith Harris</b>   | A Community Vitality Index for Happy Valley-Goose Bay, Labrador <b>Leah Levac; Petrina Beals; Sloane Sweazey</b>                             | Building and implementing meaningful university-community collaboration: The Laurier - Working Centre model in Waterloo Region <b>Bob Sharpe; Gail Roth; Mianda Thwaites; Heather Montgomery</b> | New Models to Address Aging in Place: Engaging the Older Adult Community <b>Donna Goodridge; Murray Scharf; Candace Skrapek; Cheryl Loadman; Cara Spence-Gress; Mr. Andrew Bennett</b> |

| ROOM LOCATION:   |   |   |  |  |
|------------------|---|---|--|--|
|                  | RB 3201   | RB 3224   | RB 3228  | RB 3112  |
|                  | <b>Knowledge Mobilization and Partnerships</b>  | <b>Entrepreneurship and Social Innovation</b>   | <b>Strategy, Agenda Setting, and Higher Education</b>  | <b>Health, Citizens, and Social Justice</b>  |
| 8:30am - 10:00am |   |   |  |  |
| 8:30am - 9am     | Facilitating Campus-Community Engagement: Models and Best Practices <b>Patricia Ballamingie; Karen Schwartz; Donna Jean Forster-Gill; Todd Barr; John Karau</b> | JustChange <b>Brian Carriere; Kate Svensson; Kasia Polanska; Mitchel Kutney</b>   | Learning Models that Erase the Achievement Gap and Increase Community Capacity <b>Carmen Porco; Elizabeth Tryon; Julissa Ventura</b> | Utilizing Community-University Partnerships to Implement Human Rights/Social Justice Intervention Projects <b>Helane B. Leta</b>   |
| 9am - 9:30am     |   | Informing Policy Making through SSHRC's Partnerships <b>Crystal Sissons; Victoria Esses; Ümit Kiziltan; Moderated by: Éric Bastien</b>            | Approaches to Institutionalizing Community Engagement at a Research-Intensive University <b>Deb Zehr; Mali Bain</b>                  | Building Capacity Through Participation and Collaboration <b>Donald W. de Guerre; Aurelia Roman; Emma Legault; Andy Malolepski</b> |
| 9:30am - 10am    | Balancing School and Service: A Student's Guide to Establishing Effective Relationships with Community Partners <b>Magda Goemans</b>                            | Learning to Learn Together: A Faith-Based Guide to Action for Immigrant Settlement <b>Rich Janzen; James Watson; Mark Chapman; Joanna Ochocka</b> | The emancipation of CBPR: A theoretical concept map through a transdisciplinary lens <b>Deanna Lewis</b>                             | "Taking Back the Airwaves": Stories from the Humanities 101 Radio Show <b>Jay Friesen</b>  |

## Y

*Yoshitaka Iwasaki,*

### **Reflections on Opportunities and Challenges of Youth Engagement: Youth and Professional Perspectives**

*Oral Presentation, 28-May, 10:00, RB3220*

I will document youth and professional perspectives of team members who have involved in our multi-year community-based research project on youth engagement. Their reflective statements focused on (a) youth-oriented and collaborative research processes (e.g., "bottom-up process for youth by youth," co-learning and team work); (b) group dynamics (e.g., common purpose, dealing with transformation, relationship and trust-building, and power issues), and (c) benefits for youth-serving agencies and youth themselves (e.g., capacity-building, knowledge translation, positive youth outcomes). Our research showed a key role of youth as an important contributor to transformation and a systems change.

*Wette Munro; Lorna Schwartzentruber; Jenny Foster*

### **Working, Learning and Teaching Differently: Toronto's Jane Finch and the York University-TD Community Engagement Centre**

*Panel, 27-May, 14:00, RB2200*

Guided by principles of mutual respect, reciprocity and valuing diverse ways of knowing, the CEC has worked collaboratively with Jane Finch community to co-create a number of new initiatives that have and/or will have beneficial policy impact. In adopting a more democratic and collaborative approach to the University's core activities of teaching, research and service, these collaborations have the potential to impact social policy as well as the institutional policies and practices of the University. This presentation demonstrates the contributions that residents play in community university partnerships as knowledge keepers, co-researchers, policy actors and innovators.

## Z

*Zahide Alaca; Jennifer Theriault; Rahma Abi Ali; Stefania Maggi; Alan Hay; Jodie Lawlor*

### **The Kids in Ottawa Project: Supporting children's transition to school through community-based research**

*Oral Presentation, 27-May, 14:30, RB3220*

The Kids in Ottawa Project (KIOP) is a community-based research study which aims to better understand how neighbourhoods and communities can help families during their children's transition to school. KIOP was developed through a collaborative effort between researchers at Carleton University (led by Dr. Stefania Maggi) and staff at the Centretown Community Health Centre (CCHC) in Ottawa. In this presentation, we will share the details of our study methods, findings, and overall experiences of the community-campus partnership. Central to our discussions will be the ways in which this collaborative work has enhanced both the research process and the work of direct service providers at CCHC.

*Zulafahmi Alwi; Rika Dwi Ayu Parmitasari*

### **A New Approach to Community Development in UIN Alauddin Makassar Indonesia: Asset-based Community Development (ABCD), Community-based Research and university community engagement**

*Round-Table/World Café, 29-May, 8:30, RB3202*

An important break through has been made by UIN Alauddin Makassar in improving the relevance of community services through implementation of Asset Based Community Development or ABCD. Practitioners are finding the ABCD is highly compatible with the religious and spiritual values of the Islamic University system in Indonesia. Students and lecturers are benefiting from conducting community-based research which keeps them in touch with local realities and, at the same time, they are contributing to the development of an independent and prosperous democratic society in Indonesia.