

**Report Back:**

**Jane Finch Community Research Partnership**

*York University TD Community Engagement Centre, June 15<sup>th</sup> 2016*

Report compiled by Zivi Richard, MSW candidate, York University  
June 21<sup>st</sup> 2016

**Minute Taker:** Zivi Richard – MSW Placement Student at York-U TD CEC

**Micheal – Facilitator:**

Time keeper

Introductions will be during lunch (before/after)

Working group rest of the day

Research in community, access to research

New people around the table (interest, capacity)

Operational process, co-creative process – creating community participatory research

Pedagogy of stickies!

**Alice Pitt – Vice Provost Academic:**

Welcome, thinking about the evolution and development of the TD CEC, deep relationships that are long standing  
Requirement of mobilizing knowledge, what are they? Catalyst grant – allocation of resources, fund for  
community/York research project.

**Micheal – Facilitator:**

House keeping

Presentations (speakers: 8 minutes each)

Questions after lunch

Review of agenda

Evaluation forms needs to be filled out!

**In attendance:**

- Abena Offeh-Gyimah (PHD Student & Resident),
- Alex Lovell (YouthRex Provincial Director),
- Alice Pitt (Vice Provost Academic),
- Alison Bain (Director, City Institute at York University, CITY),
- Andrea Kosavic (York University Librarian, Digital Collections),
- Jenny Foster (Faculty of Environmental Studies),
- Krista Jensen (York University Knowledge Mobilization Unit),
- Leticia Boahen (Black Creek Community Farm Coordinator),
- Lorna Schwartzentruber (York University TD Community Engagement Centre, Manager)
- Lorna Erwin (York University Faculty Association, Community Projects Co-Chair)
- Maura Matesic (York University Library, Social Sciences Librarian)
- Micheal Moir (York University, Archivist)
- Michelle Johnson (Harriet Tubman Institute, Director)
- Morris Beckford (Access Alliance, Multicultural Health & Community Services Director)
- Natalie Coulter (York University Faculty Association, Co-Chair)
- Nathan Stern (York University TD Community Engagement Centre, Community Projects Coordinator)
- Rosemary Bell (City of Toronto, Community Development Officer)
- Uzo Anucha (York University, School of Social Work)
- Wanda MacNevin (Jane-Finch Community and Family Centre, Director of Community Programs)
- Yvette Munro (York University, Director Academic Planning and Partnerships)
- Zivi Richard, (MSW Placement Student)

**Regrets:**

Cheryl Prescod (Black Creek Community Health Centre), Farid Chaharlangi (Jane-Finch Community and Family Centre), Sam Teclé (PHD Candidate & Resident), Talisha Ramsaroop (MA Candidate & Resident).

## Speaker Series:

### **Abena Offeh Gyimah PHD Candiate Resident Youth Worker**

- A resident of Jane-Finch, and is a PDH candidate at McMaster in social work. She has participated in organizing this event.
- She is interested in the research that has been done in the community, and wonders: why is the research not accessible?
- Funding is being pumped into the Jane and Finch (J+F), but not fair research distribution.
- Contact community organization, collection of data/poetry, research from the TSN.
- What is research? What does it mean to be a community researcher? Important text for Abena is the “Decolonizing methodologies: Research and Indigenous Peoples” (Smith Tuhiwai, 1999).
- Truly, what are the implications of these words and practices on the life of community members? There exist tensions between research & researchers.
- This led Offed-Gyimah to speak to Lorna about accessing research in the community. Results in the compilation on the tables in the room.
- What research has been done? Who has been able to DO the research, and who has been able to participate in the story telling? How do you access research *of* the community? Access, community, language.
- Process, realizing possibilities of the research: how does the community want to have their stories be told? Stories, art, bigger stories of J+F. What is the power in these implications?

### **Wanda MacNevin – Jane Finch Community and Family Centre**

- Resident, over 40 years working in the community, and it is important to acknowledge love/hate relationship of research in J+F.
- First research 70s: intervening supporting families in high rise, UofT, parents in drop in centres, compared with parents not going to the centre. Child improvement, parental isolation. We already know that it does improve their community building.
- End of the research presentation in community: “what this community already knows”. Learning a lot from research, leverage funding opportunities.
- 2<sup>nd</sup> research: Social planner council, lack of support of finances, services, Professor at Ryerson, learning opening North York, Etobicoke.
- This equated into research documents, named “Suburbs in transitions”. Led to periphery communities to be recognized as neighborhoods part of Toronto.
- Long housed to high rise: York community connection – aboriginal land, how it moved from history as ownership. History of the Community.
- York Woods: Black Creek Living History - historical information, tour of the community. Interviewing 19 people who work in the community.
- Farmers interviewed, what is it like to be farmers in this neighborhood? Much research has been done. Countless students coming to organizations.
- Results of research are helpful, archived in J+F community is important. Very important fact: needs to go back to organizations. Community perspectives, York research might not be helpful, but when it is shared, it's important.
- ACT for youth, long term, collaborative projects have been important, needs to be two way. Where is the research in the access now? Research has been dispersed, not very accessible. Electronically available, hard copies.
- Question: How do we move research to action? Catalyst grants wonderful available true York/community partnerships are moving to action.

### **Leticia Boahen – Black Creek Community Farm**

- Resident of J+F, director at the BCCF, speaking on being researched, training on community based research, then becoming a research herself.
- Community resident, people take information from you, and you never see it. Crucial to have research, and what happens to it after? Where does it go?
- In the past, she didn't understand how it connected to her life as a single mother. Role in BCCF food justice initiatives to look at food security in J+F, research already exist? Where is it?
- How do we get access to it? Speaking to community residents who are tired of being research. Where do you look to get research? Who is having access to it? (Online, hard copy, what are the next steps of the research into action).

### **Uzo Unucha – School of Social Work:**

- In 2006, Professor Unucha entered J+F, engaged with previous manager of the TD CEC, community based research, looking at agencies, what issues to focus?
- Youth issues popped up, working together ACT for youth, SHRK Funding, collaborative research. What does collaboration means?
- Leading youth to be involved in the research. NOISE project, York Seed Funding. Excitement for TD CEC to be building research between York and community research.
- Developing survey of inventory of research, can't just be hard copies. We also need to access being beyond. No one is going got read a 50 page report, we need summary or different formats, info graphs, videos.
- NOISE, youth community, BSW, York is part of J+F community, students are not separate. Youth and BSW + MSW collaborating and building, doing social change, leading and creating resources. Accessible, and share lessons and practices.
- Community based research sharing lessons, best practices, other people whom are coming can learn from that. TD CEC not just a place to get involved, but also involve new faculty of York? Accessible reports. Ways YouthRex, and NOISE.

### **Jenny Foster – Faculty of Environmental Studies:**

- Will speak to a course Foster taught, graduate course in the TD CEC.
- Background: Coordinator urban planning program, field experience courses where people would go somewhere outside of Canada.
- Great for some students, research, but problematic since there are issues here, in Canada that need to be addressed. Why are all the field courses happening in other countries?
- Open Access course community without paying. Connecting with community groups, responding to what community wanted.
- Connect in meaningful ways, repeat meetings to get deeper. How conceptual course could respond to community needs?
- Course themes: environmental justice issues. Thus, building the course was difficult to centre research driven by community people that is readily accessible.
- Only in the last four years expansion on the topic, but it is still very difficult to locate. Building syllabus was relevant to community. Open access: community member = accessible contact hours (day and night time access).
- Themes of course: brown fields of contaminated sites, line B (hydro corridor of reversing flow of crude oil), food security, housing.
- Research situated in J+F, students and community members sharing project through community symposium each term at Yorkwoods.
- Hosting community forums, presenting research and workshops. Research was published on website, information community participation, providing resources they need (syllabus reading materials in the space).

- Assignments were not papers. Connections, learning, accessibility, community members were able to return or engage in York. Direction Actions, accessing information, and what they can do with that information, challenges on institutional level.
- Workload issues, no structures to build this type of course. Individual people could not represent J+F, individual gathering needs for accessible course.

### **Micheal Moir York University Library Archivist**

- Head of archives in special collections for York Library. Work already done and future partnerships. Program since 1968, research in teaching, Manuscript (vault in basement!), community literature, arts, women studies, multiculturalist, politics and social reform.
- Changes came about in 2008, 3 grads in history: no original documents in Portuguese diaspora. Produced a project: primary documents in private hands in the community.
- Living of room one of the students – meeting with Moir, project working towards democratization and dissemination of knowledge.
- Ground up, developed from community. Language, cultural barriers, student go out in the field to choose what documents reflected their lives. Original archives to come into York University, ownership transferred to University.
- Development of website for software. Many other projects to archive documents storing materials. Steward of archives developed and gathered by communities.
- Gathering history in online archive (loaning photograph and documents scanned) – this project does not have physical archives, but [barriearchive.ca](http://barriearchive.ca) available to everyone. Community shaping documents gathering: permanent and stable keeping.
- University can digitize documents, online finding aids, thematic exhibits developed by community. Permanently accessible, secure reading room original documents. Digital collections is really important – York committed.
- Collaboration and community to make decision about how they want to be heard and what is part of the legacy. York provides the infrastructure to ensure that others can build knowledge. [Archives.library.yorku.ca](http://Archives.library.yorku.ca).

### **Andrea Kosavi – York University Library Digital Collections**

- Repositories supporting community – Jane-Finch community partnerships, Digital librarian. Open Access Community: equal access to research.
- Address inequality of access to research based on economic class and institutional affiliation. Limit publisher exploitation of public funds.
- Results dramatic, research is publicly funded free of charge of journals, selling them back to university to have access to that research.
- Benefits of posting research online and access: visibility and impact (citations, downloads, etc.) of research outputs.
- Two ways of open access: publishing somewhere already open access. Publish your own work in OA venues.
- Placing copy of your work in repository. Copyrights? Resources you can type in name of your journal that will tell you if you have a right to share journal.
- If you don't, negotiate before publishing, or asking directly to the publishers. Repository Software: how is OA community going to disseminate knowledge.
- Neutrality / narrative: repo is promoting all content equally.
- Website  $\neq$  repository. PDF on the website will not be picked up by WebCrawler's in the same ways. Google wants you to create separate page etc.
- Repository software has leverage for access. [www.openoar.org](http://www.openoar.org) (World Open Access).
- York Repository: visit at [www.yorku.spac](http://www.yorku.spac).

- Repository content: journal articles, conference proceedings, papers, posters, books, and chapters reports research data, white papers, policy documents, grey literature, public information literature, image, sound, video. Giving back to the community and obligations is to have it accessible and available. Making work accessible.

**Krista Jensen – York University Knowledge Mobilization Unit**

- Knowledge Mobilization KM unit office of research.
- Engaged scholarship, knowledge exchange, KStar, knowledge to action. How do you move research from academic sphere into communities and people who can use it in everyday lives.
- Two way connections: not research then leaving, but working together. Informing public policy, professional practice and community orgs.
- Service at York, in/outside of community. Planning template of knowledge mobilization (13 steps) – email to share.
- Steps of what you need to consider when doing this type of work. [www.kmbtoolkit.ca/the-toolkit](http://www.kmbtoolkit.ca/the-toolkit)  
Different ways of engaging / reproducing research (poetry, social media, theatre). [kejensen@yorku.ca](mailto:kejensen@yorku.ca).

## Question Period:

1. **Concerning the course Jenny Foster taught: Have you been able to continue teaching this course?**
  - Sustainability reasons made it difficult that it couldn't go more than two years that it did run. Would love to teach it again. Significant challenges will help to regroup and address some of the issues. Lots of learning, and raised the possibility of the course.
2. **Concerning Archiving Processes: Is there opportunity for non-academic research (ex: poetry) in alternative format of non-paper format research to be added in the archives?**
  - Yes, all of it can be added (video, posters, images), if the community decides it is what they can be added to archives.
3. **How do you decide what should not be included in the archives?**
  - Many feel like their documents or their research would *not* interest others! Mostly history students utilize this. If there was a committee formed in the community that was actively deciding what is going to be preserved would be crucial.
  - Capturing how the community wants to remember can be accessed by future generations. Community makes the decision.
4. **In the Harriet Tubman Institute wants to develop archive, seen by community members for African community members to send documents. Needing help to figure out how to connect with expertise in the room.**
  - Secondly, calling for help to archive documents of African decent to bridge information to be bridged to York. Need help getting archiving processes.
  - Actions: steps forward with what they already have, consultation meeting with archivists.
5. **Systemic barriers of how university and community can access city resources. How do I access information as an outside person? Recognizing those barriers and take steps to address this.**
  - Repository for J+F would need to look at how we have the access model to be accommodating to them.
6. **Given the Ontario Archives is also part of York University, what would be the difference between having materials at York University or the Ontario Archives?**
  - University has long history of community engagement, interest in building partnerships to build web based exhibits. Considerations: Folk Festival foundation wanting to ID repository, asking for formal proposals from Archive Libraries. Demonstrating how records are going to be used for research. Donor partnerships are ongoing to developing tools for marketing purposes, just as J+F would have a relationship to building exhibits, programming for the community in how to utilize this relationship. Capacity at York for academic. Archives of Ontario might not have stronger relationships or history of working with community.
  - Collection policy: exclusively open access, online discovery infrastructure as being found outside the repository, which is streamlined from Google.
7. **If you're taking part of non CBR what does meaningful community engagement look like if you are not going community based research?**
  - Jenny: PEACH research project led by youth deciding the questions, methods, and methodologies, paid full time salary. Supported by faculty of environment, access to all digital resources (mapping software GIS, passport York, email accounts from York) – needs to conduct research. 16-18 year olds. Developed a map (wanted to learn how to develop maps youth perspective of accessible spaces for youth).
  - Diner under 5\$, spaces of comfort, and four other components.
  - Continuum of project of community involvement.

## Summary Findings of Leading Questions

Together, participants discussed two questions: “What research is being done in the community?” and “How do you want to access the research of the community?” Thoughts were captured by collecting sticky notes and in minutes. Below are the re-organized and summarized findings:

### *Stakeholders:*

- Establishing who gets to decide what research + documentation is important?
- Residents and community members of Jane-Finch (Especially elders, youth, single parent households, newcomers, people living with disabilities )
- Non-profit community organizations (Ontario Black History Society, Black Experience Project)
- Universities & College researchers (How do we invite other institutions to participate?)
- City of Toronto
- Librarians and Archivists

### *Current Context:*

- Much research conducted by University students and professors
- Research is not returning to the community
- Relationship are often inequitable between researchers/residents
- Findings are not being translated into tangible actions
- Research is done in silos
- Community members are accessing research as a form of income
- Community poverty is understood in levels by building/street
- Decontextualized from larger picture of the community
- Disconnect between researchers and the lived experiences of being researched
- Data from census mappings
- Municipal reports (land records, City of Toronto meeting minutes, planning reports)

### *Visioning:*

- Honoring residents indigenous practices in sharing information
- Research returning to communities
- Translation of research into concrete actions for community
- Centralized/Directory/Catalogue compilation of research with summaries
- Accessible in language, format and gaining copies of research
- Anti-Oppressive and ethical practices of research
- Building knowledge in residents about research
- Raising awareness of community access to grants for research
- Build sustainable structure to support students studies
- Dedicated public spaces to showcasing
- Capturing life stories of the people who are underrepresented (Map of experiences)
- Alternative media used to represent findings (TV/radio/art/music/cultural productions)
- Honoring the knowledge and experiences of the residents with more than tokens and pizza
- Bridging gaps in research

## *Taking Action:*

### **Equitable Practices in Research:**

- Research consultation committee with residents
- Transparent process of benefits for the community
- Community Ethics board
- Implement action plans + dissemination prospects derived from research
- Developing standards/toolkit of ethical research (for workshops, classrooms, guidelines for ethics committee)
- Running workshops about research practices with community members and researchers
- TD CEC hub for ethics committee (entry point for researchers), directory of research (but not repository), and education of research practices.
- Creating a reference guide for academic language for community members
- Translate academic research into 1-2 page summaries

### **Dissemination of Research:**

- Education about available research and how to access
- Developing collective library/repository at York University in partnership with the City of Toronto and other stakeholders
- Centralized location as a directory to access summaries, and alternative formats of the research summary
- MA/PHD Students presentations of research
- Physical spaces to display research findings in accessible ways (video, audio)
- Walking tours organized community members
- Electronic thesis and dissertations relating to J+F in their own collection
- Reference website: <https://www.zooniverse.org/>

### **Micheal Johnny – Closing Remarks**

- Event planning committee going to re-meet and think through this process.
- Issues of access engagement, large systematic and historical issues.
- Assets and opportunities to advance the goals of today. Offices and individuals with will to move.
- Building relationships, asking for help.

## Summary of Survey Findings:

With fourteen people in attendance, the results show this meeting was very successful. Through intentional selection of participants, attendees were engaged and felt the discussions were appropriate in topic and length. It should be noted the space as bridging both Resident community and York University was well matched with the TD York University Community Engagement Centre. Lastly, it should be noted that there is a desire for future steps to engage in research-exchange projects in collaborations between Black-Creek residents, non-profit organizations, York University, researchers, and the City of Toronto (specifically the Libraries).

### 1) What did you like best?

- Networking + building relationships between different sectors/departments/organizations
- Knowledge sharing
- Speaker series was very enriching
- Friendliness of environment
- Timekeeping well managed

### 2) What did you like least?

- 13/14 "No answer" or "Nothing"
- 1/14 Disliked the coffee

### 3) Did you find the presentation...

- 10/14 Very Useful
- 2/14 Useful
- 2/14 Absent For Presentation Segment

### 4) Did you find the discussion...

- 13/14 Very Useful
- 1/14 Useful

### 5) Do you want to stay involved?

- 14/14 Yes

### 6) Do you want to be on the listserv?

- 14/14 Yes