



CANADIAN CHANGEMAKER EDUCATION RESEARCH FORUM (C-CERF)

AGENDA & PROGRAM

March 15, 17, & 18, 2021 | Virtual

All times are in Eastern.

PARTNERS

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STEERING COMMITTEE

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Dr. Natalie Meisner, Mount Royal University

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Michael Roy, Glasgow Caledonian University

RESEARCH SHOWCASE DAY 1

AGENDA - MARCH 15

- 1:00-1:10p **Welcome & Opening Remarks**
- 1:10-1:20p **Warm Up Activity**
- 1:20-1:40p **(Re)Searching from Within: Arriving at a Scholarly Approach to SI in Higher Education**

Jocelyn Courneya, Rina Fraticelli, Afrah Idrees, Jessica Machado, Dr. Melanie Panitch, and Samantha Wehbi, Ryerson University
- 1:40-2:00p **Students Mapping Systems: A Driver for Transformation?**

Latasha Calf Robe and Dr. Katharine McGowan, Mount Royal University
- 2:00-2:20p **Research for Changemakers: The Quality of Your Changemaking Depends on How Well You Understand Your Problem**

Lauren McNamara, Ashoka Fellow, The Recess Project
- 2:20-2:25p **Health Break**
- 2:25-2:55p **Group Discussion**
- 2:55-3:00p **Gratitude and Farewell**

EVENT RECORDING:

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RESEARCH SHOWCASE DAY 2

AGENDA - MARCH 17

- 11:00-11:10a **Welcome & Opening Remarks**
- 11:10-11:20a **Warm Up Activity**
- 11:20-11:40a **Decolonizing Research: The Knowledge for Change (K4C) Consortium on Training the Next Generation of Activist Researcher**
Walter Lepore, Royal Roads University; Suriani Dzulkifli, University of Victoria; and Budd Hall, UNESCO
- 11:40-12:00p **Undergraduate Research as a Fulcrum for Leveraging Change**
Barb Davies, Cordelia Snowdon, and James Stauch, Mount Royal University
- 12:00-12:20p **Evaluating and Improving the Contributions of Doctoral Research to Social Innovation**
Rachel Claus, Rachel Davel, and Brian Belcher, Royal Roads University
- 12:20-2:25p **Health Break**
- 12:25-12:55p **Group Discussion**
- 12:55-1:00p **Gratitude and Farewell**

EVENT RECORDING:

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RESEARCH CONNECTOR WORKSHOP

AGENDA - MARCH 18

- 2:30-2:40p **Welcome & Introductions**
- 2:40-2:45p **Workshop Purpose & Agenda Overview**
- 2:45-2:55p **Activity 1: Warm Up**
- 2:55-3:30p **Activity 2: Fishbowl – Fellow Narrative**
Featuring Jennifer DeCoste, Life.School.House
- 3:30-4:05p **Activity 3: Fishbowl – Campus Narrative**
Featuring Brian Belcher, Deborah Zornes, Royal Roads University; Tracy Mitchell-Ashley, Georgian College
- 4:05-4:20p **Harvest and Discussion**
- 4:20-4:30p **Gratitude & Closing**

EVENT RECORDING:

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SHOWCASE PRESENTATIONS - MARCH 15

“(RE)SEARCHING FROM WITHIN: ARRIVING AT A SCHOLARLY APPROACH TO SI IN HIGHER EDUCATION”

ABSTRACT:

The Ryerson University Office of Social Innovation undertakes a range of initiatives within the university community and its surrounding neighbourhoods to pioneer transformative approaches to societal well-being. Over the past year, our team of staff, students and faculty, has undertaken a process to reflect on these initiatives and elaborate a scholarly approach entering into dialogue with the extant scholarship; and identifying potential avenues of further research. This presentation aims to share the process of arriving at an intentional pathway to activate our scholarly approach, in the hopes that this may provide guidance to others involved in social innovation at higher education institutions.

In our reflection, we explored the guiding principles; research areas of focus; and knowledge mobilization aspects that delineate our scholarly approach. In doing so, we explored the values and distinguishing features of our approach to social innovation. We also reflected upon the knowledge base we hoped to expand through areas of research focus that relate specifically to student engagement and learning. Finally, we examined how we share our research findings in terms of target audience and avenues, expanding our understanding of staff, students and faculty as key actors involved in research.

The findings of our reflection reiterate the importance of collaboration and the expansion of networks of belonging in terms of research partnerships, as well as knowledge mobilization. We also assert the need to understand our scholarly approach as continuously evolving in terms of areas of interest, and research questions that can drive further the social innovation landscape at our institution.

PRESENTATION SLIDES : [CLICK TO VIEW](#)

PRESENTERS:



Dr. Melanie Panitch is the Executive Director of the Office of Social Innovation (OSI) at Ryerson University. Throughout her career, Dr. Melanie Panitch has been an activist, advocate, researcher and educator, with strong roots in the disability rights movement and broad international experience.

Melanie is responsible for the planning and developing of the strategic vision for social innovation at Ryerson. In 2015, the Faculty of Community Services (FCS) appointed Melanie the John C. Eaton chair Social Innovation and Entrepreneurship where she has been central to embedding social innovation in curriculum, and fostering international student engagement for social

innovation. In collaboration with colleagues from FCS and the Ted Rogers School of Management, Melanie taught two pedagogical initiatives exploring social innovation, created the Minor in Social Innovation and launched the Community Transformation Café.

Melanie represented FCS on the steering committee tasked with completing a 360 evaluation and designating Ryerson the first Ashoka Changemaker Campus in Canada. She is the recipient of the inaugural Usha George Faculty Recognition Award of Excellence (2015), the Ryerson Innovative Teaching Award (2009), and the City of Toronto Access Equity and Human Rights Award for "Out From Under: Disability History and Things to Remember" (2008).



Rina Fraticelli is the Director of Strategic Initiatives at OSI. Rina Fraticelli brings a diversified background in organizational leadership, policy-making, engagement strategies, and community development. From March 2018 to September 2020, she served as the founding Director of McMaster University's Socrates Project, an ambitious two-year pilot aimed at promoting the liberal arts and breaking down barriers between the university and its local communities.

A Genie-award-winning filmmaker, Fraticelli headed two National Film Board of Canada studios. She served as Executive Director of two organizations devoted to advancing opportunities for artists with disabilities – Kickstart in Vancouver; and Tangled Art+Disability (formerly Abilities Arts Festival).

As Founder and Executive Director of the independent not-for-profit, Women in View, from 2008 to 2018, she produced several influential annual reports, documenting the presence and absence of women in key creative roles in publicly-funded Canadian film and television. She also created a national 3-year strategy, sponsored by the Status of Women Canada and a consortium of private and public organizations. As part of this, Fraticelli produced MediaPlus+, a bilingual, 40 page "gender+ diversity" "toolkit." In 2018 Fraticelli was awarded the Governor-General's Award in Commemoration of the Persons Case.



Jess Machado is OSI's Programs & Events Coordinator. Joining OSI in 2016, Jess develops and coordinates all programs, special projects, and partnerships that engage students and community members. Prior to joining OSI, Jess managed a federal election campaign and worked with a social enterprise, where she developed environmental science curriculum and was incubated in the Centre for Social Innovation (CSI) Agents of Change acceleration program. She has also presented at the Council of Ontario University Secretaries and the Ashoka U Exchange on student engagement strategies. Jess is currently a student in the Certificate in Aboriginal Knowledges and Experiences at Ryerson University.



Jocelyn Courneya is OSI's Marketing & Communications Coordinator. Jocelyn is a communication professional whose experience has involved working with various startups, not-for-profits, and universities in Ontario. Before joining the OSI team at Ryerson, Jocelyn worked at the University of Ottawa's Entrepreneurship Hub where she assisted student entrepreneurs in developing effective marketing campaigns for their social venture projects. Jocelyn was also a part of a social venture that helped Ottawa teens develop 3D printing skills to create prosthetic hands for children in need. She was also a founding member of pHactory, a community-based science hub in Ottawa. Jocelyn is currently enrolled in Ryerson's Public Relations Certificate Program.



Afrah Idrees works at OSI as the Social Innovation Assistant and is responsible for maintaining content for social media accounts and assisting in the coordination of special projects. Afrah is a fourth-year student in the Graphic Communications Management (GCM) program and has been pursuing a concentration in Publishing with a minor in English. Afrah loves to write and take photographs and has a freelance photography business under the name of Afrah Visuals. As a Teaching Assistant in GCM, she has a passion for learning and teaching and would like to continue to work in Higher Education in the future.



Samantha Wehbi is the Professor, School of Social Work, and Graduate Program Director for the Documentary Media, MFA program. She is the Creative Development Lead, at the Office of Social Innovation. Her research and practice interests have focused on international issues and grassroots community activism and organizing in Canada and abroad including Lebanon, her country of origin. Her documentary work has explored the complexities of urban landscapes and issues of displacement, anti-colonialism, translocality and social change. Her scholarship explores interdisciplinary intersections of art, community practice, and pedagogy. She has held various academic leadership positions at Ryerson including: Associate Dean, Student Affairs at the Yeates School of Graduate Studies (YSGS); Learning & Teaching Chair (FCS); Associate Director of Undergraduate Program & Students at the School of Social Work; Academic Lead on a University-wide curriculum re-design project (FCS); and Member of Senate. Samantha is recipient of the Sue Williams Excellence in Teaching Award and the Provost's Innovative Teaching Award.

“STUDENTS MAPPING SYSTEMS: A DRIVER FOR TRANSFORMATION?”

ABSTRACT

This year, 18 Canadian universities and colleges are participating in the Map the System (MTS) challenge through Oxford's Saïd School of Business; MTS asks students to demonstrate their understanding of a social or environmental issue using a systems approach. In contrast with social venture pitch contests, hackathons, or case competitions, students are not being evaluated on their

proposed solution, but rather on their depth of understanding of the issue itself - its causes (both obvious and underlying), the key 'players', structures, policies, and system dynamics (power, influence, resource flows, feedback loops, etc.), as well as the array of 'solutions' already being attempted to address the problem.

In a study co-authored by systems educators across Canada, we explore if participating in MTS has been a driver for transformation on and off campus. To what extent has student participation led to interdisciplinary and transdisciplinary thinking, but also other fundamental structural changes? What have we learned about the process of integrating a complexity- and systems-focused program into Canadian post-secondaries as an avenue for social innovation? Do we see early evidence consistent with supporting transformative capacity building in students? Are we well-equipped to support students in these initiatives? Can we engage in equitable and respectful cross-institutional learning to advance common goals within a potentially competitive climate?

PRESENTATION SLIDES : [CLICK TO VIEW](#)

PRESENTERS



Latasha Calf Robe is a proud Kanaiakii from the Kainaiwa First Nation in Southern Alberta. Latasha is currently cross appointed between the Institute for Community Prosperity & Trico Changemakers Studio at Mount Royal University. Latasha graduated from Mount Royal University with a BBA in General Management and has spent most of her time afterwards serving in higher education. Weaving together traditional knowledge and systems thinking, Latasha has created and led numerous changemaking initiatives both on campus and in her community.



Katharine McGowan is an assistant professor of Social Innovation at the Bissett School of Business at Mount Royal University, in Calgary Alberta. Her research and teaching focuses on the intersections of resilience, systems, complexity, and social innovation; while this may seem very future focused, she often uses her classroom and research time to fall deeply into historical subjects that challenge the patience of others but also reveal important points about our current challenges (such as a project on the Black Death and resilience that wrapped up in December 2019, and an ongoing study of the Luddites that may prove helpful to the post-pandemic just transitions). On campus, she works across the faculty and outside the university to facilitate the decolonization of social innovation (and hopefully the university writ large). She has published on both historical innovations and systems transitions, as well as on decolonization/indigenization efforts, and sometimes on completely unrelated topics. Prior to joining Mount Royal University, Katharine was a fellow at the Waterloo Institute for Social Innovation and Resilience at the University of Waterloo, where she first realized her passion for forcing long-term perspectives into social innovation conversations today.

“RESEARCH FOR CHANGEMAKERS: THE QUALITY OF YOUR CHANGEMAKING DEPENDS ON HOW WELL YOU UNDERSTAND YOUR PROBLEM”

ABSTRACT

Einstein once said, “If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and five minutes thinking about solutions.” Einstein felt that the quality of the solution will be in direct proportion to your ability to identify the problem you hope to solve.

In this presentation, Dr. McNamara will, in everyday terms, describe a research process that will help changemakers truly understand their problem that they hope to solve. Approaching your changemaking in this way can help you design a solution with the best chance at driving sustainable and systemic change. Through examples and stories, she will discuss the research designs she uses to help us see (and discuss) the many layers of often-invisible rules, intentions, routines, patterns, and other influences that help you better understand your problem – and prevent them from undermining your efforts at social change. Moreover, she will share her research strategies that will help changemakers generate new solutions and map out the pathway forward.

PRESENTATION SLIDES : Presentation slides are unavailable due to presenter withdrawal.

PRESENTER



Dr. Lauren McNamara is an education researcher, professor, child health advocate, and [Ashoka Fellow](#). Her research interests center around the role of children’s relationships in the school community and the ways they shape relational patterns, institutional norms, inclusion, equity, well-being, and school engagement. She holds a PhD in Educational Psychology from Simon Fraser University and an MS in Learning Sciences from Northwestern University’s School of Education and Social Policy. She is an Associate Research Scientist at Ryerson University Diversity Institute and is the Founder and Director of Recess Project Canada. She is currently a member of the Royal Society of Canada’s Working Group on Children and Schools as well as an Executive member of the Ontario Healthy Schools Coalition.

SHOWCASE PRESENTATIONS - MARCH 17

“DECOLONIZING RESEARCH: THE KNOWLEDGE FOR CHANGE (K4C) CONSORTIUM ON TRAINING THE NEXT GENERATION OF ACTIVIST RESEARCHER”

ABSTRACT

The Knowledge for Change (K4C) Consortium for Training Community-Based Researchers is a programme of the UNESCO Chair for Community-Based Research and Social Responsibility in Higher Education. It is a strategic initiative to support the emergence of training hubs in the global South and the excluded North where young students and community activists can learn together the theories and practices of community driven participatory research. CBPR or participatory research was founded in the global South of the 1970s and 80s with persons such as Paulo Freire (Brazil), Julius K Nyerere (Tanzania), Orlando Fals Borda (Colombia), Rajesh Tandon (India), Marja Liisa Swantz (Tanzania and Finland), Marjorie Mbilinyi (Tanzania) confronting monopolies of patriarchal western knowledge colonial research approaches. In Canada similar cries to decolonize research were taken forward by Indigenous scholars such as Marlene Brant Castellano (Mohawk FN), Marie Baptiste and Lorna Williams.

Our presentation will discuss the values and principles behind the K4C consortium, the structure, content and results to date of the Mentor Training Programme, which is the strategic heart of the K4C Consortium. Our discussion will include how we are working from a decolonization of knowledge or a knowledge democracy framework as well as the pedagogical elements that we have been learning.

We will also share information about the current SSHRC funded partnership development project Bridging Research Cultures: A Case Study of the K4C Consortium. For the purposes of this study, we understand knowledge cultures to be the diverse and distinct ways in which knowledge is understood, valued, assembled, shared and acted upon in settings such as the academic world, civil society organizations, social movements, Indigenous communities and more. While the English language word ‘knowledge’ is used all of the above settings with many different women and men playing different roles, we cannot assume that the word knowledge plays the same role within diverse organizational, institutional, political, or jurisdictional settings where it appears.

PRESENTATION SLIDES : [CLICK TO VIEW](#)

PRESENTERS



Suriani Dzul kifli is the programme manager and co-instructor of the Knowledge for Change (K4C) Mentor Training Programme, an initiative of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, and the research coordinator of the Gender Justice, Creative Pedagogy and Arts-based Research Group at the University of Victoria (UVic). She is also currently completing her PhD at UVic, Canada in Leadership Studies - Adult Education and Community Engagement. Her research is focused on adult education, higher education, social justice, decolonisation of knowledge, arts-based approaches and community engagement. She has an extensive experience in higher education, working in various capacities in both the non-profit sector and in universities. She is from Malaysia but is currently based in Canada.



Budd Hall is Co-Chair of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education and Co-Director of the Knowledge for Change Global Consortium on Training in Community Based Participatory Research at the University of Victoria. Budd has been working on participatory research, social movement learning and decolonization of higher education since the early 1970s. His focus is on supporting new generations of students and community workers to learn about supporting community driven research for transformative change.



Walter Lepore is an experienced scholar specialized in applied policy evaluation, organizational design and analysis, social-ecological systems and environmental governance. He has a record of successful research funding and publications on mainstream topics in public administration, social-ecological sustainability, multi-stakeholder engagement, and community-university research partnerships. From 2006 to 2010, Lepore was an associate professor at the Division of Public Administration of Centro de Investigación y Docencia Económicas (CIDE), Mexico. Since 2014, he has been the Research Coordinator of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. In 2019, Lepore started a two-year post-doctoral research project at Royal Roads University under the supervision of Dr. Leslie King. His postdoctoral research is focused on the complex relationships among political, social, economic and environmental issues affecting coastal communities, and the incorporation of traditional and scientific ecological knowledge into governance and co-management of ecosystems. Lepore is also a co-founder of the Salish Sea Training Hub, a formal partnership between the University of Victoria, the Victoria Foundation and the Victoria Native Friendship Centre, which provides training in community-based research and Indigenous research methodologies. Lepore holds a PhD in Public Administration from the University of Victoria, Canada.

“UNDERGRADUATE RESEARCH AS A FULCRUM FOR LEVERAGING CHANGE”

ABSTRACT

The Catamount Fellowship is a cohort-based learning experience for senior-level undergraduate students committed to building a more just and sustainable future for all. The Fellowship combines community-partnered research with transformational learning, challenging students to dive into social innovation frameworks, experiential learning, and deep listening with community. The ten students in each cohort explore the root causes of complex ecological, social, economic, and cultural issues affecting communities in Calgary, southern Alberta and Treaty 7, as defined by one of ten partnered community organizations. They build meaningful connections with a broader community of changemakers, including community leaders, public officials, activists, social entrepreneurs and innovators, while exploring their own voice, agency and identity as an emerging changemaker. The challenge for each student, and for the team delivering the program, is to balance and intertwine undergraduate scholarly research within the context of the community's needs while developing a changemaker mindset. The tensions that emerge are many such as, the leadership growth of the student and the practical real-time needs of the community, or between the research discipline imposed by faculty mentors and the need to cultivate a systems lens in approaching complex issues. These tensions stretch students, and can be life changing. But how do we provide a supportive learning environment to stretch students, but not to the breaking point?

PRESENTATION SLIDES : [CLICK TO VIEW](#)

PRESENTERS



Barb Davies was born and raised in Mohkinstsis, now known as Calgary, and spent the majority of her formative years on Treaty 7 and Treaty 6 territories. Barb is a facilitator, educator and practitioner of social impact. In her role at Mount Royal University with the Institute for Community Prosperity, Barb leads transformational learning experiences that build bridges between campus and community and uses developmental evaluation to strengthen changemaking initiatives within the Trico Changemakers Studio. Previously, Barb worked for Momentum, a changemaking organization in Calgary that uses systems-based approaches to address poverty reduction. Her work focused on strengthening supports for social entrepreneurship both locally and provincially. In addition, she developed learning initiatives to empower individuals to use economic tools to address social issues, including hosting an award-winning national conference.



Cordelia Snowdon is a former Catamount Fellow (2019-2020 cohort) and is currently Projects Assistant at the Institute for Community Prosperity at Mount Royal University. Her work at the Institute spans multiple projects, including supporting the 2020-2021 Catamount Fellowship cohort as a mentor,

documenting an unfolding nonprofit merger, and researching ways to improve nonprofit governance and collaboration. In her various roles, she seeks to enact system-level structural change by examining how to make policies work more efficiently for the people they serve and advocating for improving the accessibility of resources, services, and spaces. Her background experience includes leading academic representation through the Students' Association of MRU, and her education is in Policy Studies and Social Work.



James Stauch is the Director of the Institute for Community Prosperity at Mount Royal University where he has developed or co-created social innovation, leadership, and systems-focused learning programs for both undergraduates and the broader community. A former foundation executive and philanthropy and social change consultant, James currently serves as a Director on the Board of Alberta Ecotrust, as an Advisor to the Metcalf Foundation and Nonprofit Resilience Lab, and on the Editorial Advisory Board of *The Philanthropist*. He is the lead author of an annual scan of trends and emerging issues, produced in partnership with Calgary Foundation, and is a regular contributor to the *Future of Good* and *KCI Philanthropy Trends*. His recent contributions to community-partnered knowledge production include *Merging for Good: A Case-Based Framework for Nonprofit Amalgamations*, with Trellis, *The Problem Solver's Companion: A Practitioners' Guide to Starting a Social Enterprise*, co-produced with Shaun Loney and Encompass Co-op; *In Search of the Altruism: AI and the Future of Social Good*, co-authored with Alina Turner of Helpseeker; and *A Student Guide to Mapping a System*, co-produced with Systems-Led Leadership and the Skoll Centre for Social Entrepreneurship at the University of Oxford.

“EVALUATING AND IMPROVING THE CONTRIBUTIONS OF DOCTORAL RESEARCH TO SOCIAL INNOVATION”

ABSTRACT

University-based research has a major role to play in change-making. Faculty and students are keen to use their research to contribute to social innovation and help solve urgent social and environmental challenges. As part of a broad effort to increase societal impact, research approaches are evolving to be more problem-oriented, engaged, and transdisciplinary. New approaches to research evaluation are therefore needed to learn whether and how research contributes to social innovation.

We use a theory-based evaluation method to assess the contributions of three completed doctoral research projects. Each case study documents the project's Theory of Change (ToC) and uses qualitative data (document review, surveys, interviews) to test the ToC. We use a transdisciplinary research quality assessment framework to analyze projects' design and implementation. We then draw lessons from the individual case studies and a comparative analysis of the

three cases on: (1) design and implementation of effective research projects for social transformation; and (2) training and support for impactful research.

Results indicate each project aimed to influence government policy, organizational practice, other research, and/or the students' own professional development. All contributed to many of their intended outcomes, but with varied levels of accomplishment. Stronger transdisciplinary characteristics were associated with more pronounced outcomes. This suggests that researchers should explicitly consider their role in a change process, with a clear ToC. To support impactful research and promote an impact culture, universities should provide training and support for transdisciplinary research theory and practice and give more attention to research evaluation.

PRESENTATION SLIDES : [CLICK TO VIEW](#)

PRESENTERS



Dr. Brian Belcher is a Professor in the College of Interdisciplinary Studies at Royal Roads University. As the Ashoka Chair in Research Effectiveness, he is leading a research program that is developing theory, methodology and methods for evaluating research in complex transdisciplinary contexts. The program is conducting a series of outcome evaluations and comparative analyses of a range of completed research projects. This work helps to demonstrate the societal value and impact of research and learns lessons to improve future research. Prof. Belcher teaches in the Doctor of Social Sciences program and supervises master's and doctoral students. He is also a Senior Associate Scientist with the Centre for International Forestry Research (CIFOR) and the Consortium Research Program on Forests, Trees and Agroforestry.



Rachel Claus is a Research Assistant with the Sustainability Research Effectiveness Program at Royal Roads University. Rachel holds a master's degree in Sustainable Development with a focus in Environmental Governance. Her research expertise and interests are in research design for impact, and theory-based research evaluation methods. She has extensive experience developing and applying theories of change to projects and programs to support monitoring and evaluation strategies to optimize effectiveness.



Rachel Davel is a research assistant with the Sustainability Research Effectiveness Program at Royal Roads University. Rachel holds a master's degree in Development Studies from the Graduate Institute of International and Development Studies in Geneva. With over three years of experience in theory-based research evaluation methods, Rachel's current work focuses on impact assessment to understand how projects, research and development alike, contribute to societal change. She has extensive experience documenting and assessing theories of change to support project design, monitoring, and evaluation strategies to optimize research effectiveness.

RESEARCH CONNECTOR WORKSHOP - MARCH 18

FACILITATORS



Charmaine Lyn is the Director of Changemaker Educator at Ashoka Canada. In this role, Charmaine works closely with Canada's seven designated Changemaker campuses and their change leaders to deepen and accelerate field-level collaboration and transformation in Canadian post-secondary. In this role, Charmaine is leading Ashoka Canada's targeted efforts to build upon growing momentum for social impact work in Canadian higher ed by identifying and accompanying prospective Canadian campuses through the designation process. Charmaine draws from over 15 years' experience advancing equity, diversity, social accountability, and decolonization as drivers of post-secondary institutional change.

Prior to joining Ashoka, Charmaine was Senior Director of the Office of Community Engagement at Concordia University in Montreal, where she also served as a Special Advisor to the Provost on Indigenous Directions, and stewarded the launch of the SHIFT Centre for Social Transformation. Charmaine also previously directed recruitment and admissions to McGill University's Faculty of Medicine and Faculty of Law. Born in Jamaica and raised in Tio' tia:ke (Montreal), where she currently resides, Charmaine is a first-generation university attendee and lawyer by training. She holds a BA in English Literature and BCL (Civil Law) and LL.B. (common law) degrees from McGill University. She speaks English and French.



Nicole Norris is the Manager of the Centre for Changemaking and Social Innovation at Georgian College in Barrie, Canada. Nicole works alongside a team of talented Changemakers to inspire and equip students, faculty and community organizations with the tools and attitudes they might need to design social impact into their business models. Nicole received my Masters in Strategic Foresight and Innovation from OCAD University, and believe that the tools that we use to design our future with matter.

FEATURED PARTICIPANTS



Jennifer DeCoste is dedicated to work that builds greater resiliency and trusts intuitive, emergent leadership. Active in her community, Jennifer is the Founder of a network of barter-based folk schools called "Life.School.House" (www.lifeschoolhouse.com) and leader of the Hosting Movement - supporting and activating leadership in community at the grassroots.



Dr. Brian Belcher is a Professor in the College of Interdisciplinary Studies at Royal Roads University. As the Ashoka Chair in Research Effectiveness, he is leading a research program that is developing theory, methodology and methods for evaluating research in complex transdisciplinary contexts. The program is conducting a series of outcome evaluations and comparative analyses of a range of completed research projects. This work helps to demonstrate the societal value and impact of research and learns lessons to improve future research. Prof. Belcher teaches in the Doctor of Social Sciences program and supervises master's and doctoral students. He is also a Senior Associate Scientist with the Centre for International Forestry Research (CIFOR) and the Consortium Research Program on Forests, Trees and Agroforestry.



Tracy Mitchell-Ashley has been a faculty member teaching communications courses using a socially motivated, community forward lens at Georgian College since 2009. Before that, she taught Public Speaking and Academic Writing courses at the University of Waterloo. She has completed PhD coursework and research in professional writing and rhetoric and is now working to complete a PhD in Human Studies with a focus on the rhetoric of changemaking. Her passion for teaching, faculty development, interdisciplinary practice, and collaboration has led to her current role as a Faculty Developer with Georgian College Centre for Teaching and Learning (CTL) team. Her areas of interest include changemaking pedagogy, experiential learning especially in community service learning, digital storytelling and interdisciplinary opportunities and collaborations. She always looks forward to connecting with peers from other organizations.



Dr. Deborah Zornes is the Director of Research Services at Royal Roads University, and is responsible for strategic and operational directions of research administration and research support at the university, working with faculty to find research opportunities, assisting in the development and submission of proposals, and the management and reporting of research activities.

Zornes is also the current President for the Canadian Association of Research Administrators (CARA), and serves as a member of the Tri-Agency Institutional Programs Secretariat's Advisory Committee on Equity, Diversity and Inclusion Policy; the Tri-Agency Grants Management System (Gateway) working group, and the CIHR University Delegates Executive Committee. She holds a PhD from UVic in Interdisciplinary Studies and her research interests focus on: 1) evaluating and measuring research effectiveness and quality, including outputs, outcomes and impacts; 2) the impact of corporatization on the university and the research undertaken/supported and what this means for the role of the university in society; and 3) research administration as a profession. Zornes also teaches research methods at the graduate level.



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(C-CERF) 2021**

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