Live Work Well Research Centre
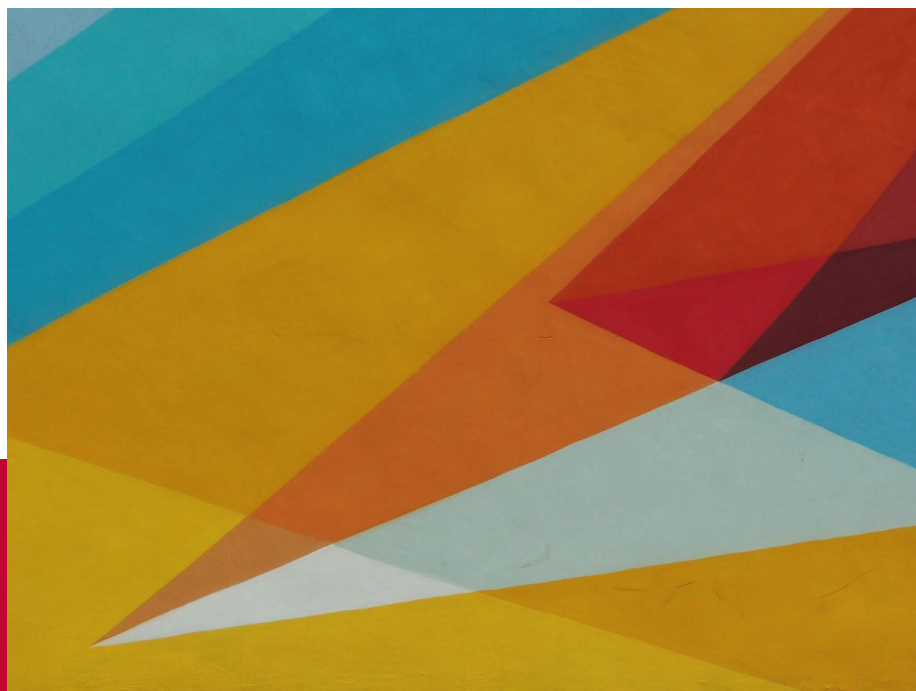
Strategic Plan Renewal 2023-27

Session 1

UNIVERSITY of GUELPH

COLLEGE *of* SOCIAL AND APPLIED HUMAN SCIENCES

LIVE · WORK · WELL RESEARCH CENTRE

Introduction

This year, the Live Work Well Research Centre is embarking on renewing our strategic plan for the next five years. We are inviting our partners and collaborators to join us in a three-part discussion over two meetings in March, to reflect, discuss, recommit, and reimagine the Centre's vision, work, values, and goals from 2023-27.

In the **first session** on March 8th, we will focus on Parts 1 and 2 of the discussion. In Part 1, we will revisit our vision, work, values, and goals from our 2017-22 strategic plan. And, in Part 2, we will reflect on where we are today and how we got here, involving discussions on our successes, challenges, opportunities, and areas for growth.

Then, in the **second session** on March 21st, we will focus on Part 3 of the discussion, which will involve identifying where we want to go over the next five years, and outlining how we want to get there.

Part 1: Revisiting our vision, work, and values

Our Vision

Through our research and Centre activities, we cultivate and connect with communities where all families, livelihoods, and living environments flourish.

Discussion Questions:

► Does this vision still fit with the Centre's research and activities? Why or why not?

► What changes, if any, do we need to make to our vision?

► How would the Centre (and the environments in which we work), be different if our vision were to be realized?

Our Work

Anticipating and responding to the changing needs of families, livelihoods, and living environments through research, teaching, and knowledge sharing, which include policy-relevant and community-engaged activities.

Discussion Questions:

► Does this description of our work still fit? Why or why not?

► What are the societal realities that our work seeks to address? How have these realities changed since our last strategic planning process?

► What are some of the factors that have positively or negatively impacted our work over the past five years? How well did we anticipate and respond to them? What lessons have we learned?

► How can we, as an organization, continue to actively participate in and/or initiate work that helps to advance our vision?
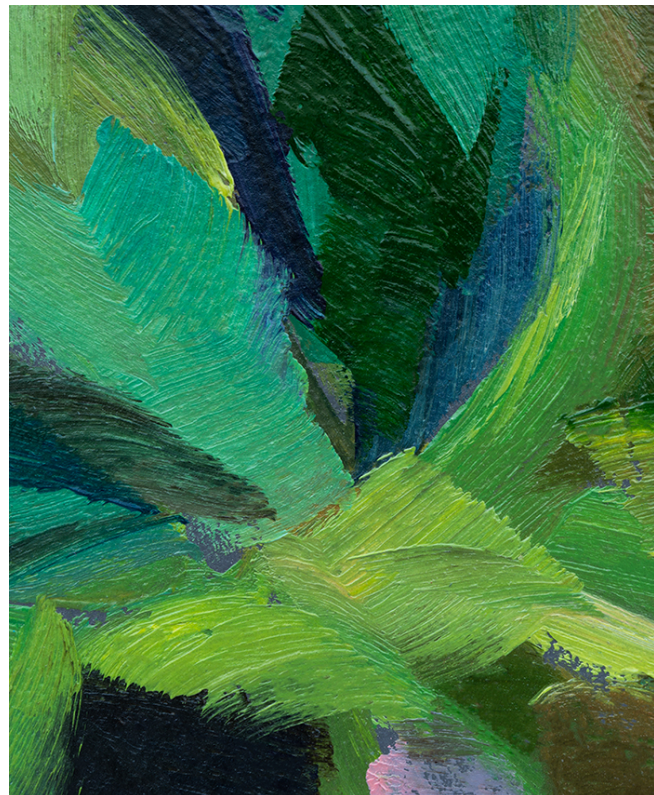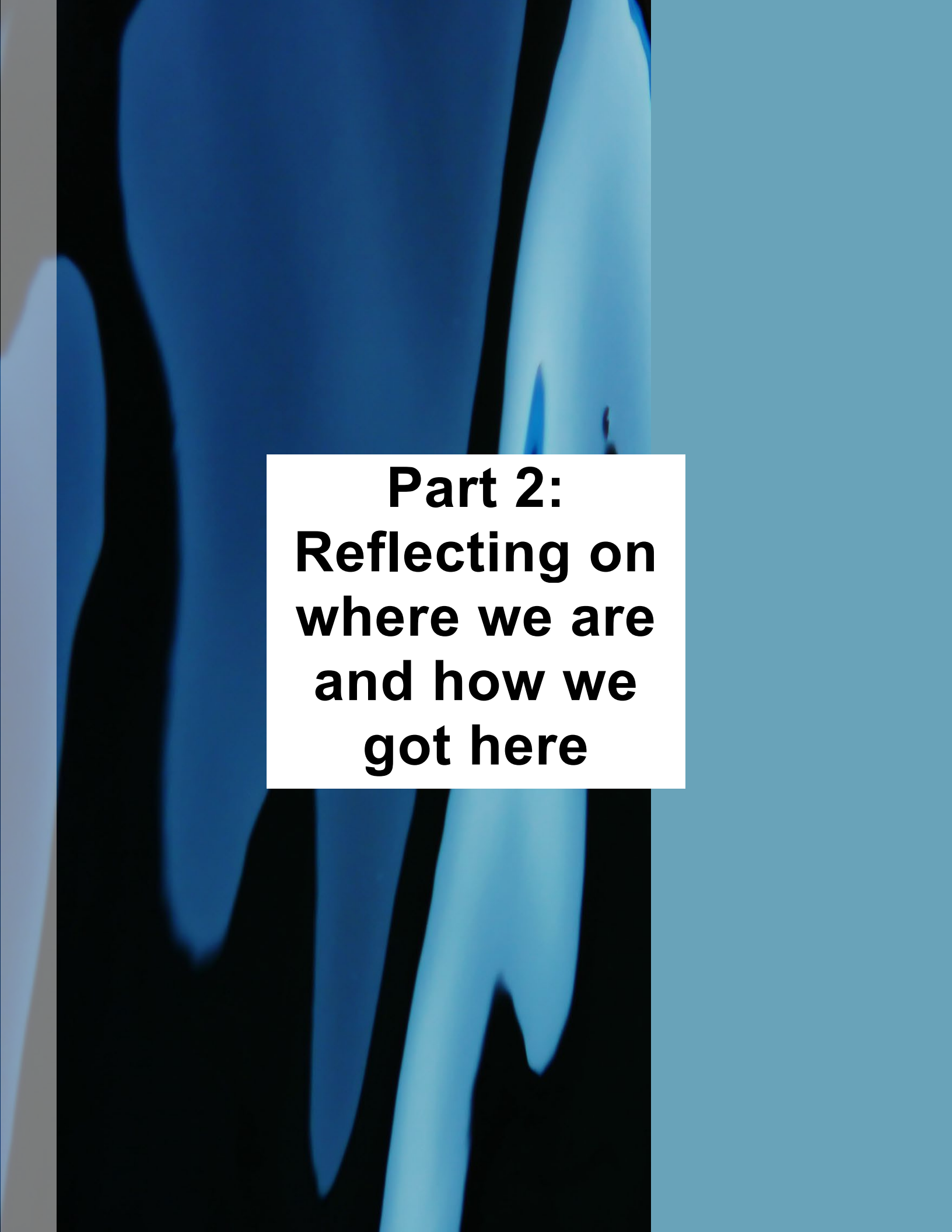
Our Values

In addition to the values identified in the 2017 College of Social and Applied Human Sciences' (CSAHS) Strategic Plan, the Centre values:

► Recognizing the persistent and unequal effects of colonization on Indigenous peoples and all living in North America.

► Pursuing reconciliation and decolonization through our works.

► Situating our disciplinary and interdisciplinary research within feminist, Indigenous, disabled, queer, critical race, and intersectional scholarship and community work, among others.

► Engaging in research that centres lives and communities.

► Modelling and strengthening equitable, respectful and reciprocal relationships near and far.

► Advancing opportunities for students and interested communities to grow, share and collaborate.

► Supporting the well-being of our members.

► Reflecting on where we have been and where we want to go together.

► Celebrating our collective successes.

Discussion Questions:

► Do these values still resonate with your idea of the Centre?

► Have we been able to put these values into action? How? What have been some of the challenges or barriers to this?

► Given the lessons we've learned and the growth we've experienced over the last five years, are there any values that need changing? Are there any additional values that you feel should be incorporated?

Part 2: Reflecting on where we are and how we got here

Our 2017-22 Goals

	Research Activities	Research Clusters will initiate cluster-based and cross-cluster research activities. The Centre will support these through knowledge mobilization, grant administration and coordination in consultation with the CSAHS and University research offices.
	Student Engagement and Development	The Centre will create opportunities for students to develop research and collaboration skills, support and learn from peers, and engage in Centre activities, in collaboration with the Interdisciplinary Hub and the PhD in Social Practice and Transformational Change, and other programs.
	Community Engagement	The Centre will develop and implement a community engagement process to extend its relationships with relevant local, national and international communities, in collaboration with the Community Engaged Scholarship Institute (CESI).
	Communities of Practice	To extend our circle of knowledge across a wide spectrum of disciplines and scholarly and lived experiences, the Centre will develop communities of practice among members of the Centre's community including faculty, students and community partners.
	Knowledge Mobilization	The Centre will share knowledge from current and past activities widely, in multiple and accessible formats, reaching diverse audiences. We will work with partners inside and outside the University to regularly assess and evaluate our relationships and effectiveness of our knowledge translation and sharing.

Please refer to the following pages for a detailed overview of our progress towards these goals and associated actions over the last five years.

Discussion Questions:

► Given our progress on our goals and actions, what do you think are the Centre's greatest strengths? What are some areas where we can grow?

► Given our progress on our goals and activities, what are some challenges for the Centre? What are some opportunities?

Research Activities

Goal:

Research Clusters will initiate cluster-based and cross-cluster research activities. The Centre will support these through knowledge mobilization, grant administration and coordination in consultation with the CSAHS and University research offices.

Actions *Establish intersecting Research Clusters based on key themes with Cluster Leads, who will:*	Progress and Adaptations *Updates on Research Cluster progress include:*
A. **Ensure the vibrancy and functioning of the Cluster.**	✓ Established Cluster Leads and Co-Leads for each of the key Centre themes: "*All My Relations" Indigenous Ways of Knowing; Displacement, Emergence, and Change; Disability, Access, and Inclusion; Reimagining Care; and Sexual and Gender Diversity.* ✓ Each Cluster Lead shaped and grew their Cluster in their own ways as independent yet intersecting units.
B. **Recruit Cluster members and, with them, set the priorities and develop goals of the Cluster for 2017-2022 in line with the values and mission of the Centre and CSAHS.**	✓ Recruitment of Cluster members is ongoing, dependent on needs and capacities of each Cluster. ✓ Clusters shared their progress at annual Cluster meetings, and revised and refined priorities and goals as needed.
C. **Bring clusters together annually to collaborate and share.**	✓ Cluster Leads met annually every year to update on activities, and provide guidance and direction to the Centre.

Student Engagement and Development

Goal:

The Centre will create opportunities for students to develop research and collaboration skills, support and learn from peers, and engage in Centre activities, in collaboration with the Interdisciplinary Hub and the PhD in Social Practice and Transformational Change, and other programs.

Actions	Progress and Adaptations
Invite graduate and undergraduate students to:	*Student engagement and development has been a major focus for the Centre over the past five years. Our progress on our goals and activities is as follows:*

A. Engage and contribute to Research Cluster work.

- ✓ Over 31 undergraduate students, graduate students, and Postdoctoral Fellows have contributed to Centre and Cluster work over the past five years. Please refer to Appendix A for a list of Centre-affiliated students during this time.

- ✓ Students were involved in grant development processes, meetings with research partners, and other planning / organizational opportunities.

- ✓ Students were integrated throughout Centre and Cluster work wherever possible, and contributed to publications, presentations, and other activities connected to various research projects. Our work benefited from student contributions, and the students benefited from a variety of leadership and community engagement learning opportunities.

  e.g. Disability Inclusion Analysis.

B. Incubate their ideas, share their strategies, and provide support and feedback to colleagues.

- ✓ Students had opportunities to lead and co-lead Centre and Cluster initiatives.

  e.g. two graduate students, Malissa Bryan and Amy Kipp, serve as Cluster Co-Leads.

- ✓ We engaged in mutual or co-learning opportunities with students wherever possible.

e.g. Centre URAs and co-op students collaborated with the Research and Knowledge Mobilization Manager and other Centre staff to develop and implement a communications strategy.

✓ Students initiated ideas for Centre activities.

e.g. Making Connections: Student-Parents webinar, March 2021.

✓ Wherever possible, students are made aware of and encouraged to participate in opportunities and trainings related to research approaches, knowledge mobilization, and other skills offered through CSAHS, the Library, and other units on campus – we seek to avoid duplication of training efforts, and aim to build and foster networks among students across campus engaged in similar work.

C. Apply for small research and engagement grants (available no earlier than 2019) for projects that fall within Centre themes.

✓ While Centre funding did not allow us to offer research and engagement grants for students, we involved students as part of research grant development processes – particularly community-engaged and community-driven grants – to give them opportunities to learn and develop the skills to do so themselves.

e.g. COVID-19 Catalyst Seed Grant, led by Dr. Leah Levac & Postdoctoral Fellow Dr. Laura Pin.

✓ Students involved in existing community engaged research projects played leadership roles in developing and facilitating engagement and knowledge mobilization initiatives that fall within Centre themes.

e.g. March 2019 Conference on Families in Canada, co-hosted with the Vanier Institute of the Family; June 2022 Storied Lives podcast launch.

✓ When students expressed interest in applying for external research grants, we provided the necessary supports and resources, including knowledge mobilization, grant administration, and accessibility support.

e.g. the Centre is administering "Art in a Just Recovery: A community mural project," a SSHRC-funded PEG led by Amy Kipp, Roberta Hawkins, & community partners.

D. Present research at a Centre event or through the Centre's website and social media.

✓ Research communication and knowledge mobilization were key components of student engagement and development. Students connected to the Centre and Clusters had opportunities to work with Cluster Leads, the Director, the Research & Knowledge Mobilization Manager, and/or other partners to identify communication channels and strategies that best fit their project and associated goals for sharing their research, and created content to share via their chosen approach.

e.g. students have contributed to and led several blog posts for the Centre's "Notes from the Field" blog, on topics including: underlying community data in community; intersectional conversations with women and girls with disabilities; and land acknowledgements and treaty responsibilities.

✓ Students had opportunities to present their research projects, participate in conferences and policy forums, facilitate research meetings with community partners, and host knowledge mobilization and relationship-building activities. Altogether, these student-led efforts have raised the profile of and created opportunities for engagement with Centre and Cluster work.

e.g. Interactive Workshop on Women's Emotional Labour and Leadership in 2018, facilitated by Dr. M. Gloria González-Morales, previously an associate professor of Psychology at U of G, and previous PhD student in Psychology, Dr. Grace Ewles.

e.g. Kathryn Reinders (GRA and PhD Candidate in SOPR) was a panelist at the "More Than a Footnote" Canada Policy forum in December 2022, hosted by DisAbled Women's Network (DAWN) Canada in partnership with Engendering Disability Inclusive Development-Genre, handicap et développement inclusif (EDID-GHDI) Canada.

Community Engagement

Goal:

The Centre will develop and implement a community engagement process to extend its relationships with relevant local, national and international communities, in collaboration with the Community Engaged Scholarship Institute (CESI).

Actions	Progress and Adaptations
Grow the Centre's capacity for partnership and collaboration by:	**Partnership and collaboration remain central to all Centre research and activities. Updates on our progress in working towards our goals for community engagement and relationship-building include:**

A. **Working collaboratively with CESI to identify possible community-driven research partnerships; establish and strengthen relationships through Centre events and support local community events that relate to the Centre's work.**

✓ CESI was a key partner in many community-driven grants and research partnerships hosted through the Centre, helping us to grow, expand, and strengthen our relationships with community partners.

e.g. EDID-GHDI, Storied Lives, Disability & Livelihoods, Accessibility Advisory Committee EDI Report.

✓ Collaborating with CESI regularly taught us how to work more effectively and thoughtfully together, and understand how to best contribute our respective strengths and resources to each project.

B. Pursuing national and international partnerships that model and strengthen equitable, respectful, and reciprocal relationships.

✓ National and international partnerships provided the foundation for many research projects, ensuring that each project aligned with context-specific priorities and values for research and knowledge mobilization. Please refer to Appendix B for a list of Centre partnerships.

✓ Projects such as EDID-GHDI and Disabilities and Livelihoods provided opportunities for national and international partners to connect and build relationships among each other as well, within and outside the research itself.

Communities of Practice

Goal:

To extend our circle of knowledge across a wide spectrum of disciplines and scholarly and lived experiences, the Centre will develop communities of practice among members of the Centre's community including faculty, students and community partners.

Actions *Develop opportunities to develop communities of practice by:*	Progress and Adaptations *Given ongoing internal and external challenges to capacity and resources (e.g. pandemic, staff turnover), as well as growing awareness of relevant opportunities happening in other units, we have adapted our activities associated with this goal accordingly, including:*
A. Initiating an Early Researchers mentoring program, in collaboration with the CSAHS Associate Dean (Research and Graduate Studies), to share or gain knowledge in identified areas (such as ethics, field research, etc.).	✓ We linked our goals with existing work and initiatives at CSAHS and across campus, so as not to duplicate efforts. *e.g. we regularly advertise and encourage participation in the "Skills for Research Impact" workshop series, as well as other workshops at U of G, particularly among students and early researchers.*

B. Hosting an annual Early Researchers' Conference.

✓ We embedded mentorship of students and early researchers throughout all the work we do. Rather than focus our efforts on hosting one standalone conference, we provided students and early researchers with opportunities to be involved across all our research and KMb activities. These individuals provided necessary contributions and strengths that shaped and directed our collective work, and in so doing help ensure the work was reflective of/resonates with needs of students and early researchers at large.

C. Organizing, in collaboration with the CSAHS and University research offices, Strengthening Research Workshops for Early Researchers and Faculty, which offer the opportunity for researchers to build their networks, workshop early ideas, and learn grant-making skills.

✓ Wherever possible, students are made aware of and encouraged to participate in opportunities and trainings related to research approaches, knowledge mobilization, and other skills offered through CSAHS, the Library, and other units on campus – we seek to avoid duplication of training efforts, and aim to build and foster networks among students across campus engaged in similar work.

✓ We integrated early researchers' networks in existing projects.

e.g. EDID-GHDI Student Network

Knowledge Mobilization

Goal:

The Centre will share knowledge from current and past activities widely, in multiple and accessible formats, reaching diverse audiences. We will work with partners inside and outside the University to regularly assess and evaluate our relationships and effectiveness of our knowledge translation and sharing.

Actions	Progress and Adaptations
A. **Create a new name and vision for the Centre. Launch this vision and a new website at the 20th Anniversary Celebration of the Centre.**	✓ Renamed and rebranded to the "Live Work Well Research Centre" in 2018, with a shift in focus from work to livelihoods and ensuring that we include diverse forms of families and living environments.
B. **Build and implement a knowledge mobilization plan and evaluation components, with the support of CESI, including:** i. *Create and maintain a new, vibrant, and accessible website, featuring past and present research work, and resources for those inside and outside the University;* ii. *Establish and maintain a social media presence to support the work of the Centre, its partners, and community members;*	✓ Website development is an ongoing, iterative process responding to growing and evolving work. ✓ Established a variety of communication and knowledge mobilization channels, including our blog/website, newsletter, annual reports, and social media. ✓ The Research and Knowledge Mobilization Manager worked with Centre URAs on Centre communications, including social media. We have grown our Twitter following to 493 (as of January 2023), and use it as a tool to engage with partners and collaborators. ✓ We work with CESI and other KMb leaders to identify and implement promising practices in KMb, and have worked consistently with our partners and colleagues to ensure our approaches to KMb are accessible.

iii. *Ensure the Centre is following best practices and continues to mobilize knowledge in innovative and accessible ways;*

iv. *Implement research framework to help guide knowledge mobilization initiatives;*

v. *Build linkages with and support for key workshops and conferences (in and outside the University), creating and sharing knowledge resources that highlight Centre research;*

vi. *Host Centre events and workshops; and*

vii. *Create and share knowledge toolkits and resources, which are grounded in our research framework.*

✓ We developed project-specific research frameworks to help guide KMb initiatives. Through our work over the past five years, we learned that KMb initiatives must be specific to each project, and we drew from existing toolkits and resources to develop different KMb products that serve our partners' diverse needs.

✓ We participated in the *Skills for Research Impact* workshop series as staff, students, and colleagues. These workshops provided important research and KMb training that in turn strengthens our work through the Centre.

✓ Centre events and workshops over the past five years can be found in the *Past Events* section of our website.

✓ Knowledge toolkits and resources can be found in the *Reports and Toolkits* section of our website.

Thank you for your contributions and feedback on Parts 1 and 2 of our strategic plan reviewal process!

Please join us for the second meeting on Tuesday, March 21st where we will continue with Part 3 of the discussion. Registration details can be found on our website.

Appendix A

Live Work Well-Affiliated Students, 2017-22

Please note that this list is pending finalization, and may not include all students.

Name	Program or Affiliation	Project(s)
Rebecca Acton	PhD, SOAN	▶ Disability and Livelihoods
Mikaela Beijbom	MA, PSYC	▶ Storied Lives ▶ Workplace Equity & Diversity Theories & Practices, Mitacs
Kim Collins	PhD, U of T	▶ Disability and Livelihoods
Jillian Crocker	MA, ENGL	▶ LWW Work-Study student ▶ Storied Lives ▶ Accessibility Advisory Committee EDI Report
Linh Dang	Vietnam	▶ Engendering Disability Inclusive Development- Genre, handicap et développement inclusif (EDID-GHDI)
Dilshan Fernando	PhD, SOAN	▶ Disability and Livelihoods
Fabian Garcia	PhD, SOPR	▶ EDID-GHDI
Valérie Grand'Maison	PhD, SOAN	▶ COVID-19 Disability Inclusion Analysis Report ▶ EDID-GHDI ▶ Disability and Livelihoods
Lara Haines-Love	FRAN	▶ LWW URA
Valerie Hruska	PhD, FRAN	▶ Disability and Livelihoods

Kaitlyn Hunter	MA, CCJP	► LWW GRA ► EDID-GHDI ► Accessibility Advisory Committee EDI Report
Shreya Jadhav	CJPP	► Knowledge Synthesis GBA+ ► LWW URA
Lutfiyah Jasat	BA, PSYC	► LWW Co-op student
Ashna Jassi	PSYC	► Disability and Livelihoods
Michael Lanc	BA, POLS and PHIL	► EDID-GHDI ► LWW Co-op student ► LWW URA
Elizabeth Leier	PhD, uOttawa	► EDID-GHDI
Aidan Lockhart	PhD, SOAN	► Storied Lives
Juliana Luiker	Dalhousie	► COVID-19 Disability Inclusion Analysis Report
Jessica Lukawiecki	PhD, GEOG	► EDID-GHDI ► Disability and Livelihoods
Susan Manning	PhD, Dalhousie	► Knowledge Synthesis GBA+
Julio Mejia	MA, CCJP	► EDID-GHDI
Promi Nahar	MES, ENVS	► LWW Work-Study student
Claire Pinol	MA,	► EDID-GHDI
Kaitlyn Pothier	MA, CCJP	► Shadow Report for the UN CRPD with the Native Women's Association of Canada
Kathryn Reinders	PhD, SOPR	► COVID-19 Disability Inclusion Analysis Report ► EDID-GHDI ► Disability and Livelihoods
Erin Rodenburg	PhD, POPM	► COVID-19 Disability Inclusion Analysis Report ► Disability and Livelihoods
David Said	PhD, POLS	► EDID-GHDI ► Disability and Livelihoods
Madison Snider	MA, York University	► EDID-GHDI
Vanessa Smikle	MA, GEOG	► Storied Lives
Ruth Stacy Emmanuel	uOttawa	► EDID-GHDI
Rebecca Tatham	PhD, POLS	► Knowledge Synthesis GBA+
Victoria Watt	PSYC	► COVID-19 Disability Inclusion Analysis Report ► LWW Co-op Student ► LWW Work-Study Student

Appendix B

Live Work Well Partners, 2017-22

Please note that this list is pending finalization, and may not include all partners.

Partner	Project(s)
Amnesty International Canada	▶ Knowledge Synthesis GBA+
British Columbia Aboriginal Network on Disability Society (BCANDS) – Indigenous Disability Canada	▶ Engendering Disability Inclusive Development-Genre, handicap et développement inclusif (EDID-GHDI)
Canadian Council for Rehabilitation and Work (CCRW)	▶ Disability and Livelihoods
Canadian Research Institute for the Advancement of Women	▶ Knowledge Synthesis GBA+
Community Engaged Scholarship Institute (CESI)	▶ EDID-GHDI ▶ Storied Lives ▶ Disability & Livelihoods ▶ Accessibility Advisory Committee EDI Report
DisAbled Women's Network (DAWN) Canada	▶ EDID-GHDI ▶ Canadian Feminist Disability Coalition (CFDC) ▶ Disability and Livelihoods ▶ Disability Inclusion Analysis ▶ Knowledge Synthesis GBA+
Disability Justice Network of Ontario	▶ CFDC

District of Kitimat	▶	Developing More Equitable and Inclusive Policies and Practices
Global Affairs Canada	▶	EDID-GHDI
Guelph and Wellington Task Force for Poverty Elimination (PTF)	▶	Storied Lives
Hanoi Association of people with Disabilities (DP Hanoi)	▶	EDID-GHDI
Lakeside Hope House Guelph	▶	Disability and Livelihoods
Native Women's Association of Canada (NWAC)	▶	Shadow Report for United Nations Convention on the Rights of Persons with Disabilities
Nunavummi Disabilities Makinnasuaqtiit Society (NDMS)	▶	EDID-GHDI
Pauktuutit: Inuit Women of Canada	▶	Knowledge Synthesis GBA+
People and Information Network (PIN)	▶	Disability and Livelihoods
Réseau Associatif National pour l'Intégration des Personnes Handicapées (RANIPH)	▶	EDID-GHDI
Realize	▶	EDID-GHDI
Re•Vision Centre	▶	Disability and Livelihoods ▶ EDID-GHDI ▶ CFDC
South African Disability Alliance (SADA)	▶	EDID-GHDI