

# impact



## From the Director

Research centres like CRECS are essential for the growth and vitality of universities. We know that most research, especially research that is field-based, is also team-based. We know that this research is increasingly resource intensive. We know that research funding is increasingly difficult to secure from traditional council sources. We know that university-based researchers too often work in solitude and seek opportunities for fellowship and support from their peers, for the development of skills, and the sharing of research findings. Over the past 15 years CRECS has been enormously successful in securing grants and contracts, forging a network of partnerships with local, provincial, national and international groups, and enhancing its own reputation for engaged scholarship, along with that of the Faculties of Social Sciences and Education. This leadership has also extended to its support of its colleagues. CRECS has helped newer faculty members in kick-starting their careers through introductions to community partners and support in developing proposals and research teams. It has also provided practical research support, training, and forums for the sharing of research findings and a setting for the mutual

support and collaboration of researchers who otherwise might spend much of their professional lives working in isolation. Through all of this, CRECS has become an indispensable asset to a community of researchers at the University.

The future of CRECS will involve continuing to do what it has always done best. However, at this time, new goals and priorities may also emerge. I see a priority for the Centre to continue to engage a new generation of researchers. CRECS must be open to hearing and responding to the interests and needs of these colleagues and continue to offer the vision, services, and support for which it is well known.

I am looking forward to working with my co-director Ruth Kane, our coordinator Alejandro Gomez, and all our senior and affiliated researchers in continuing to grow and strengthen CRECS, to ensure the next years are every bit as bright as those past.

*John Sylvestre, Director*

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CRSEC   
CRECS

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Centre de recherche sur les services éducatifs et communautaires (CRSEC)  
Centre for Research on Educational and Community Services (CRECS)

# Brief History of CRECS

By Tim Aubry < taubry@uOttawa.ca >

The forerunner to CRECS was a research unit in the School of Psychology known as the Community Services Research Unit (CSRU) created by Professors Tim Aubry and Robert Flynn in 1996. This research unit provided an initial portal for community organizations to link up with University of Ottawa faculty and students and collaborate on research projects that would contribute to developing and improving health and social services.

In order to build a presence and contribute to building research capacity in the community, the CSRU developed an annual summer institute that offered training in program evaluation to policy makers, program managers, and practitioners from the not-for-profit sector. From 1996 to 1999, the CSRU was successful during its three years of existence in initiating over 20 studies with a range of community and governmental agencies in the Ottawa-Carleton and Outaouais regions in such diverse areas as child welfare, community mental health, developmental disabilities, and homelessness.



CRECS at 34 Stewart

In the fall of 1999, with the support and assistance of Dean Caroline Andrew and Vice-Dean of Research André Cellard, the CSRU received official status as a research centre at the University of Ottawa and became the Centre for Research on Community Services (CRCS) in the Faculty of Social Sciences. With this formal status, the CRCS was granted office space at 34 Stewart and resources for administrative support.

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In its early years, the team of researchers at CRCS was composed mainly of its two founding and resident co-directors, Professors Tim Aubry and Robert Flynn from the School of Psychology, and



Robert Flynn, Hayat Ghazal, Ginette Peterson, Tim Aubry, Andreas Reichert and Courtney Amo

colleagues who collaborated with them on several major projects, notably in the areas of community mental health and child welfare, Professors Brad Cousins (Faculty of Education), Doug

..... Angus (Faculty of Management), and Marie Drolet (School of Social Work). The Centre employed a junior, part-time research coordinator and several full-time project coordinators and staff members and involved a small number of graduate and undergraduate students, mainly from psychology. In 2003, CRCS completed its first strategic plan that provided direction on how to grow CRCS in its core areas of research, training, and knowledge mobilization.

Over the period of 2000-2006, CRCS continued to be sponsored by the Faculty of Social Sciences. Through a range of externally-funded projects, the Centre increased its presence in the community. More colleagues joined in CRCS projects, including Professors Caroline Andrew (School of Political Studies), Raymond Leblanc and Bernard Andrews (Faculty of Education), John Sylvestre and Marta Young (School of Psychology), Manal Guirguis-Younger



(St. Paul University),  
 Fran Klodawsky  
 (Carleton University),  
 and Susan Farrell  
 (Royal Ottawa Mental  
 Health Centre and  
 School of Psychology).



Also, collaboration increased with colleagues at universities outside Ottawa.

The receipt of additional financial resources from the Faculty of Social Sciences and the Office of the Vice-President, Research, enabled the Centre to employ a full-time and more senior research coordinator. Also, Professors Aubry and Flynn integrated regular weekly supervisory groups in community consultation into their teaching workload in the School of Psychology, facilitating the involvement of a larger number of graduate students, mainly from psychology but also from education, social work, and medicine, into the increased number of research projects that the Centre undertook with community or government agencies.

In 2006, Deans Caroline Andrew and Marie-Josée Berger signed a letter of agreement to co-sponsor the Centre, establishing it as the first bi-faculty research centre at the University of Ottawa. This new arrangement was accompanied by a change in the name of the centre to the Centre for Research on Educational and Community Services (CRECS) as well as the expansion of the roster of Senior Researchers at the Centre with the addition of a number of new colleagues from both faculties. In addition, the new agreement between the two faculties produced several important changes, namely (1) establishing the shared sponsorship in the Centre's leadership and governance, and advisory committee



membership; (2) locating professors from both Faculties in residence at the Centre once it moved from Stewart Street to Vanier Hall, (3) creating a new jointly administered Graduate Certificate Program in Program Evaluation, and (d) contributing equally to an increased core budget.

In 2008, CRECS underwent an external review conducted by Drs. Larry Davidson (Yale University), David Hulchanski (University of Toronto), Lynne Schulla (Queens University) and Céline Mercier (McGill University) that provided very positive feedback on its accomplishments in its first seven years of existence as well as recommending potential future directions. In the final report, the reviewers concluded that ***“overall, the appraisers give the Centre high marks on all three of its function of research, teaching, and community service. Beginning with a very modest investment on the part of the University, CRECS leadership has grown an impressive and outstanding Centre that has gained notoriety both across and outside of Canada. Its models for teaching and partnering with community organizations and leaders demonstrate the long-term effectiveness of cultivating respectful and mutually beneficial collaborations and provide models for the University as a whole.”***

In response to the report, CRECS's leadership under Professors Flynn (Director) and Cousins (Co-Director) developed a second strategic plan in 2010. Important directions of this plan were to increase the number of full-time faculty researchers involved in CRECS as well as improve its visibility internally in the university. In July 2012, CRECS moved from 34 Stewart into the renovated Vanier Building that included dedicated research space to house core



*CRECS now located beside the new Social Sciences building.*

professors, researchers, staff, and students from both faculties. At this time, Professor Cousins from the Faculty of Education assumed the Director position and was assisted by Professor Aubry as the Co-Director. The new quarters in Vanier Hall includes access to a suite of shared meeting rooms for research and a state of the art conference room in the Social Sciences Building.

Since its move into Vanier Hall and in line with its second strategic plan, CRECS has significantly increased its visibility at the university by holding regular noon hour colloquiums each year, developing an innovative web-based video series known as the Ten Minute Window, providing funding for student thesis research and conference participation, and organizing research and training forums on campus in collaboration with community organizations. As well, CRECS has grown its roster of Senior Researchers to over 40 full-time professors at the University of Ottawa with a particular emphasis on attracting and supporting the involvement of new professors in CRECS.

# Lessons Learned During CRECS' First 15 Years

By Robert Flynn < rflynn@uOttawa.ca >

CRECS has three main purposes: contributing to the overall mission of the University of Ottawa, producing and transferring knowledge through applied research, evaluation, and dissemination, and providing training and building capacity in the community agencies with which it collaborates in the social, health, and educational sectors.

In pursuing its first purpose, CRECS tries to align its activities with the four strategic goals articulated in uOttawa's strategic plan, Destination 2020, namely, (1) providing a rich, inspiring student experience, (2) achieving research excellence, (3) promoting bilingualism and the French language and culture, and (4) developing leaders through internationalization. These university goals, and especially the first two, provide a convenient hook on which to hang these reflections on the lessons learned at CRECS by professors, professional research staff, and students during our first 15 years (2000-2015).

## Student experience

Regarding CRECS' role in *enhancing the uOttawa student experience*, we have learned, from many of the hundreds of undergraduate, graduate, or postdoctoral students that we have welcomed over the years, that the time they have spent at CRECS has been a highlight of their student careers, whether they were gathering thesis data, participating in field placements for academic credit, or publishing the results of their work on applied research or evaluation projects. A second lesson has been that CRECS has provided an accessible vehicle whereby professors, staff, and students could make concrete their commitment to contributing to the welfare of children or adults faced with the

risks of homelessness, child maltreatment, or many other forms of social exclusion. Thirdly, we have learned that engaging in "real world" research or evaluation seems to foster a climate of mentoring and positive relationships from which students, staff, and professors all benefit. Finally, students in programs with an important professional component, such as clinical psychology or education, have often remarked that their involvement at the program, agency, or even national or international levels has served as a valuable practice and policy complement to the micro-level, individual focus of their professional training.

## Research Excellence

In relation to *achieving research excellence*, we have learned that a research centre such as CRECS can leverage a modest but crucial contribution by uOttawa (i.e., \$92,000 in 2014-2015, from our co-sponsoring Faculties of Social Sciences and Education and from the Office of the Vice-President—Research) into 18 times as



Left to right: Jonathan Jetté, Rebecca Cherner, John Ecker, Stephanie Yamin and Tim Aubry



Learning from people who have been homeless in Ottawa

much in grant and contract revenue (i.e., \$1,659,470 in 2014-2015, generated by CRECS' 8 core professors). Second, these 8 core professors supervised, in 2014-2015, 4 postdoctoral, 30 doctoral, and 9 masters students. Together with their students and CRECS professional and administrative staff, the 8 core professors

produced, in 2014-2015, no fewer than 30 peer-reviewed articles, 2 books, 9 book chapters, 15 technical reports, 29 conference presentations, and 13 mentions and 6 interviews in the media. If we were to include the research contributions by the other 28 CRECS senior researchers and 14 affiliated researchers, the overall counts would obviously be much higher. Third, we have learned that CRECS' numerous collaborations with community agencies have had many mutual benefits. Agencies have shown greater appreciation of the merits of applied research and evaluation for improving services, and CRECS has made uOttawa more visibly present in areas of community service, particularly to disadvantaged citizens, than would otherwise have been the case. Fourth, as a research centre sponsored by the Faculties of Social Sciences and Education and as a rallying point for researchers from a broad range of uOttawa Faculties (Education, Social Sciences, Arts, Management, Health Sciences, and Medicine), teaching hospitals, and other universities, we have learned firsthand the benefits of interdisciplinary collaboration. At the same time, we have also discovered that the Faculty-oriented structure of universities makes it difficult to achieve a high level of interdisciplinarity, which, in Destination 2020, is seen as a catalyst for innovation. A fifth lesson has been that the research, training, and interdisciplinary contributions of CRECS would probably be enhanced if the centre had a defined role and visible presence in Faculty deliberations and decision-making, together with the other research centres in our cosponsoring Faculties.

## Bilingualism

I also want to mention (without elaboration because of space limitations) that CRECS has learned from its activities related to the third and fourth strategic goals of uOttawa. With regard to ***promoting bilingualism and the French language and culture***, we have learned that the ability of CRECS' core professors to teach, supervise, and conduct research and evaluation in both official languages has been a great asset. Our bilingualism has enabled us to teach core courses on evaluation in French or English that are either required or else taken as valuable options by full-time masters or doctoral students in psychology, education, or other disciplines. Our bilingual competency has also allowed us to teach in both official languages to the part-time students enrolled in the Graduate Diploma in Program Evaluation offered jointly by the Faculties of Education and Social Sciences.

## Internationalization

Finally, concerning ***developing leaders through internationalization***, CRECS in 2014-2015 learned just how rich study visits (including colloquia) by international visitors can be. We welcomed two doctoral students, one from the Autonomous University of Barcelona in Spain and the other from Oxford University in England. We also welcomed a distinguished visiting researcher from the University of Stockholm, in Sweden, and a professor and doctoral student from Queen's University in Belfast, in Northern Ireland. In addition, CRECS core professors, their students, and professional staff have continued to experience the benefits of membership



*Program Evaluation Students in Uganda. Maama Watali Residence, 'in the absence of a mother' in Luganda language.*

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in international research networks or collaborations. While CRECS has engaged in recent years in international work (e.g., research projects or capacity-building in evaluation), we hope to expand the amount and scope of our international efforts in future. For the moment, we conclude these reflections by extending our heartfelt thanks for their steadfast support over the last 15 years to our many colleagues, benefactors, and friends at the University of Ottawa and in a wide range of local, provincial, national, and international organizations. With them, we look forward to the future with hope and confidence, convinced that the best is yet to come.

# Graduate Diploma in Program Evaluation

By Brad Cousins < bcousins@uOttawa.ca >

CRECS is first and foremost a research centre but professors are often drawn to integrate research with teaching and field development responsibilities. With input from the evaluation practice community, CRECS researchers Tim Aubry, Bob Flynn and Brad Cousins designed and developed the *Graduate Certificate in Program Evaluation*.

Program evaluation involves the use of social science methods to inform the development and improvement of programs, organizations, and public policies. The objective of the Graduate Certificate is to train practitioners to conduct independent, high quality program evaluations that are informed by theory. The Certificate offers specialized training to individuals in the public and not-for-profit sectors and is comprised of four core courses (methods and practice, field study, theory and contemporary issues, integration seminar) and one elective course.

The program is essentially one-half of a Masters' degree (five courses) that could be taken on a fast track basis over a 12-month period, or on a part-time two-year basis thereby allowing students to continue with full-time employment. The core courses are typically offered in the evening to accommodate students work schedules. The program was approved by the Ontario Council for Graduate Studies in 2006 and sanctioned by the University Senate shortly thereafter. The first cohort for the Certificate began in fall 2006.

From the outset the Faculty of Education in collaboration from the School of Psychology in the Faculty of Social Sciences assumed responsibility for the management of the program under its Director of Graduate Studies. Each year a CRECS professor assumes the role of Program Coordinator. Each year up to 20 students enrol in the program with about a 4:1 ratio of English-to French-language students, a significant majority being women.

In 2008-09 two Ph.D. students from Education and Psychology led a formative evaluation of the Graduate Certificate to assess whether the program was being delivered as planned and identify areas for improvement after its first two years of implementation<sup>1</sup>. That study looked at implementation, enrolment patterns, target population characteristics, revenues and costs, and perceived benefits and provided valuable fodder for program decision making and strategic improvement.

In 2012 the program was officially renamed the *Graduate Diploma in Program Evaluation* (GDPE) to align it with other such programs delivered at uOttawa and beyond. The program is one of several similar graduate programs being offered across the country and the University of Ottawa is one of a handful of founding organizations of the *Consortium of Universities for Evaluation Education* which came into existence in 2007.<sup>2</sup> We now offer some of the core courses on a fully on-line or hybrid (50% on-line) basis.

Students attracted to the program are typically from one of two categories: (i) *pre-service* (about 30%) with recently graduating undergraduate students seeking to enhance their studies with graduate career-oriented instruction and (ii) *in-service* (about 70%) with students currently working in evaluation without having much background or training in the area.

<sup>1</sup> Ryan, W, & Nemiroff, R (2009) Formative evaluation of the Graduate Certificate in Program Evaluation (GCPE) at the University of Ottawa. Ottawa: CRECS

<sup>2</sup> [www.evaluationeducation.ca](http://www.evaluationeducation.ca)



2010 CES Student Case Competition Winning Team: From left to right: Wayne MacDonald (CES rep), Eugenia Didenko, Deniz Paktunc, Gerry Cooney (CES rep), Brad Cousins (coach), Kathryn Radford, Sharon Margison.

Student teams from the GDPE have regularly participated in the Canadian Evaluation Society (CES) national Student Case Competition, with a team under the supervision of Brad Cousins winning top honours in 2010. Many alumni from the program are currently working as evaluators in government (federal, provincial, municipal) and not-for-profit sectors and some have become Credentialed Evaluators, a professional designation of the (CES). Over the years, several GDPE students have continued with doctoral study at the University in education, psychology, and population health under the supervision of CRECS' professors. Such benefits undoubtedly support the GDPE's ongoing sustainability as a leader in advanced evaluation education for many years to come.

# CRECS' Ten Minute Window Video Research Dissemination Series

By Brad Cousins < bcousins@uOttawa.ca >

In 2013, under the leadership of Brad Cousins, the CRECS' *Ten Minute Window* (TMW) video series came into existence. The TMW provides a platform through which researchers may disseminate encapsulated summaries of their research findings or conceptual contributions within the space of no more than 10 minutes.

Content ranges from findings associated with a specific study or a research program more broadly defined. Closed captioning in the language of the presentation (English or French) is provided in compliance with Ontario accessibility standards. Closed captioning in the other language (English or French) is available in accordance with uOttawa bilingualism policy. Each video episode in the series is sequentially identified for easy referencing.

The impetus for the TMW concept came from Cousins' frustrations in locating for relevant video content while converting his course 'Methods and Practice in Program Evaluation' to a fully on-line format. He was struck that existing video content in evaluation was almost exclusively unedited recordings of live seminars and talks, often of about one hour duration or more – not at all amenable to on-line graduate instruction. Precious little produced material was to be found. Cousins imagined a video series based on the 'Three Minute Thesis' concept, popular on YouTube. The idea was to provide a condensed summary of research content along with links/references to further reading.

With the help of CRECS' resources, including video recording technology and expertise through CRECS' Coordinator Alejandro Gomez and Cooperative Education student Daniel Tamblyn-Watts, the TMW was born. Together the TMW team (Cousins, Editor;



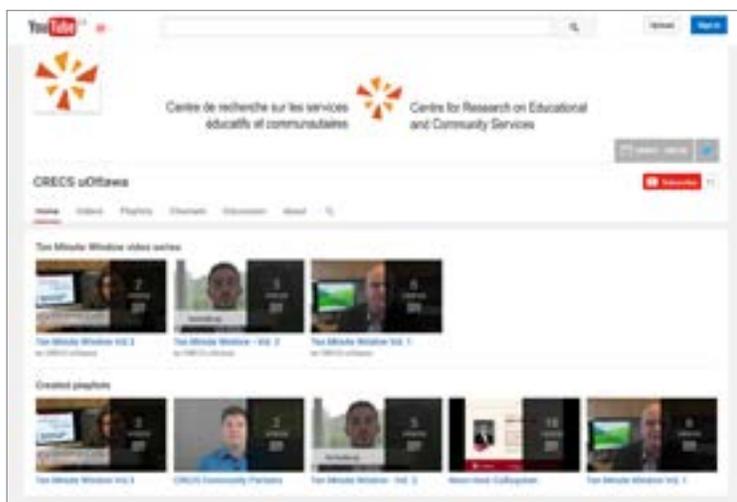
*Alejandro Gomez and Tim Aubry during a TMW video recording*

Gomez, Managing Editor; Tamblyn-Watts, Technical Support) developed a standardized video brand and began production.

CRECS publishes about six TMW episodes per year. Submissions are welcome from researchers working in the education sector, community services and social and health sciences whose contributions align well with CRECS mission. In practice, most of the published episodes feature one researcher but some have included multiple presenters. Most episodes feature CRECS professors and students but some have been produced by external researchers. The videos have been recorded in a variety of settings and almost all of them feature animated presentations of figures and data graphics. TMWs are accessible through CRECS on-line video library are streamed from CRECS' YouTube channel thereby enabling content 'searchability' on the internet.

Without question the TMW video series provides a unique way to disseminate and mobilize research findings into policy and practice and thereby helps CRECS to fulfill its mission. While many episodes are solicited, CRECS is most certainly open to unsolicited ideas for future episodes. For more details including author instructions, visit CRECS' Video Library at

<http://crecs.uottawa.ca/publications/ten-minute-window>



*CRECS' YouTube channel*

# Beyond National Borders: CRECS focus on internationalization.

By Brad Cousins < bcousins@uOttawa.ca >

That regionally, provincially and nationally CRECS has become over the past 15 years a well-known force for social change, will come as no surprise to many.

Yet, in keeping with the University of Ottawa's strategic plan *Destination 2020*, CRECS has also taken steps to increase its visibility and recognition and to develop international networks and research collaborations beyond Canadian borders. Some examples include:

- » Tim Aubry: member of International Network of Housing First Researchers with members from 12 European and North American countries;
- » Elizabeth Kristjansson: international collaborations with Cochrane Public Health Group and the Cochrane Developmental and Psychosocial Learning Problems Group;
- » Robert Flynn: member of INTRAC, an international research group in child welfare with members from 16 European, Middle Eastern and North American countries.
- » John Sylvestre and Tim Aubry: members of the international Network for Transformative Change in Community Mental Health.

In some cases, CRECS has endeavoured to bring internationalization home to uOttawa. In 2015, through the initiative of Bob Flynn, CRECS welcomed Professor Bo Vinnerljung (University of Stockholm, Sweden) for three weeks as Distinguished Visiting Researcher, with grant from uOttawa Office of International Research. And, through Brad Cousins, CRECS welcomed visiting 'pre-doctoral fellow' Hector Nunez from the Autonomous University of Barcelona (AUB) for a four-month study visit in 2014. In September 2015 Cousins will be spending 3 months at AUB as a visiting professor while on sabbatical leave.

All of these activities service CRECS' networking and collaboration development agenda. But CRECS' international interests do not stop there. Over the years CRECS has also engaged directly with project work in international development contexts, either through evaluation capacity building or the provision of evaluation services (often the two are intertwined). An example would be CRECS' support for a participatory evaluation of the Maama Watali residence in Luwerro Uganda, by Madeleine Anderson and Shalan Gobeil, then students of the *Graduate Diploma in Program Evaluation* (see *Impact*, spring/summer, 2013). Perhaps in the forefront of CRECS international project work is Professor Brad Cousins who has engaged since 2009 with evaluation capacity building work in several countries in South Asia (India, Nepal, Sri Lanka), and Africa (Cameroon, Senegal and Niger). Over a three and one half year period he led a large scale capacity building initiative in the Indian education sector that included support and assistance for the planning of two cycles of evaluations of educational quality initiatives resulting in eight separate evaluation projects. Cousins is currently leading a large team (30+ members) in a national evaluation of secondary school teacher in-service training. The study design is a multiple case study of in-service training in nine Indian states. Several of the participating team members had benefitted from involvement in the aforementioned capacity building initiative.

While on sabbatical leave in 2010-11 Cousins developed and delivered a short course in evaluation methods and practice in three French-speaking African counties. In Cameroon, he offered about 18 hours of



*Evaluation short course participants, Dakar, Senegal, March 2011*

instruction to a small group of about 13 or so participants. In Senegal, the short course took place over a two-week period, with 72 participants engaged in 24 hours of instruction. Later, the course was repeated in Niger over a one-week period for a group of about 25 members. In all cases, participants were from government, civil society, university and private sectors and the instruction was designed to add value to evaluation field building in the local context.

Moving forward, CRECS looks to continue developing international opportunities for collaboration in leveraging change in policy and practice. With this in mind, CRECS will be hosting the Biennial Conference of the Society for Community Research and Action at the University of Ottawa in 2017, an international conference that draws researchers and practitioners from around the world who are engaged in community-based research that informs the development of effective and innovative social programs and policies.

# CRECS Coordinators, who are they?

By Rebecca Schwartz <rschw085@uOttawa.ca >

CRECS Coordinators are an integral part of the centre's daily and long term success. They support CRECS by strategizing, planning and implementing projects and various activities. The Coordinator often serves as the liaison for students, researchers and community partners who are affiliated with the centre. They are responsible for ensuring everything runs smoothly, and in essence, they are the glue that holds everything together.

Over the past 15 years, several CRECS Coordinators have come and gone, each having contributed to the growth of the centre. In honour of CRECS anniversary, we take a look back at the the past and present Coordinators. Lets see where are they now?

Courtney Amo



As the first coordinator of the Centre (2000-2001), I was afforded the opportunity to work on compelling projects with inspiring people, and to set some of its groundwork. The confidence, mentorship and vision of Tim Aubry and Bob Flynn set me on a very rewarding

career path. As Director, Evaluation and Risk, at the Atlantic Canada Opportunities Agency (ACOA), my CRECS experience continues to inform my management style and practice. I also made lifelong friends at CRECS!

Julie Beaulac



I recall fondly my time as centre coordinator (2001 - 2002). I had just finished my degree in psychology. CRECS, being deeply committed to training and to applied social research that makes a difference, solidified my interest in pursuing clinical psychology and laid the

foundation for a more community-oriented focus in my practice. Bob Flynn and Tim Aubry remain mentors to this day and CRECS was formative in shaping my career as a community-oriented clinical health psychologist. I currently work with the Regional Hepatitis Program at The Ottawa Hospital and remain connected to CRECS as an affiliate researcher.

Vivien Runnels



I was thrilled to work with Tim Aubry and Bob Flynn as the Centre's Coordinator from 2003-2005. Carrying out the very interesting and important work at the Centre made me realize I would like to learn more so I left to pursue a PhD in Population Health. I am very happy to be

back at CRECS working as a researcher with Caroline Andrew on Youth Futures and other projects.

David Vincent



Following graduate studies in 1974, I turned down an opportunity for further advanced education in favour of "real work" experience. After a rewarding career, initially in practice, then followed by director and CEO responsibilities, it was a rewarding endeavour

to complete the circle in an academic environment such as CRECS (2005 -2011). Much appreciation and thanks go to the founders of CRECS, Robert Flynn and Tim Aubry, as well as the Senior Researchers for their commitment and vision. Following retirement in 2012, I am fortunate to remain very active while pursuing my interests and volunteer involvement.

Alejandro Gomez



After many years working in public television, international development, advocacy and strategic communications, it has been a privilege to work at CRECS (2012 - 2015). It is meaningful, inspiring and fun to work with such a dynamic and passionate group of

researchers, students and community partners committed to improving social programs and policies. The hard work of my predecessors, the trust of the Centre's management and the support of administration colleagues make every day at CRECS an opportunity to improve and innovate. Awesome!

# Knowledge Mobilization: Noon-hour Colloquium

By Alejandro Gomez < agomez@uOttawa.ca >

A total of 45 Noon-hour Colloquiums have been hosted since CRECS initiated the series in 2005. The goal of the Noon-hour Colloquium Series is to showcase research findings or ongoing project lessons learned among students, researchers and community partners to enhance the understanding of the ideas, issues, and lessons learned related to CRECS mission. Presenters are responsible for engaging participants on a discussion around the topic. In the first number of years, the goal was to hold two such colloquia in the fall and two in the winter

each academic year. Over the past few years the series has flourished with an average of 8 colloquia per year and 25-30 audience members attending. Presentations have been made in French or English by CRECS senior or affiliate researchers as well as students and post-doctoral fellows. On occasion special invited international guests have led the sessions.



## Who Are We?

### Management Committee

**John Sylvestre** Director

**Ruth Kane** Codirector

**Brad Cousins** Faculty of Education

**Robert Flynn** Emeritus, Faculty of Social Sciences

**Tim Aubry** Faculty of Social Sciences

**Alejandro Gomez** Coordinator

**Rebecca Schwartz** Assistant Coordinator Coop

### Advisory Committee

**Kevin Barclay** Senior Integration Specialist,  
Champlain Local Health Integration Network

**Pino Buffone** Superintendent du curriculum,  
Ottawa-Carleton District School Board

**Rose Anne Devlin** Vice-Dean Research Faculty of Social Sciences

**Terry Hunt** Director General, Auditing and Evaluation,  
Public Service Commission

**Mary Jelinic** Program Supervisor, Developmental Services Ministry  
of Children and Youth Services

**Marilyn Kasian** Research Officer, Ottawa Carleton Catholic School Board

**Raymond Leblanc** Acting Dean, Faculty of Education

**Jean-Pierre Voyer** President and C.E.O., Social Research  
and Demonstration Corporation

### Research Coordinators

**Meagan Miller** Ontario Looking After Children

**Joel Beaupré** Kids in Transition

### Research Associates

**Cynthia Vincent** Ontario Looking After Children

**Elizabeth Hay** Health and Housing in Transition

### Postdoctoral Fellow

**Rebecca Cherner** Supported Housing Addiction Recovery Evaluation

**Arnaud Duhoux** Health and Housing in Transition



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