

Centre de
recherche sur les
services éducatifs
et communautaires

Centre for Research
on Educational and
Community
Services



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Centre for Research on Educational and
Community Services

Une conversation avec le recteur, Allan Rock / A Conversation with President Allan Rock



Allan Rock, Recteur et vice-
chancelier/President and
Vice-Chancellor

Le 26 octobre 2008, Allan Rock a officiellement été nommé 29^e recteur et vice-chancelier de l'Université d'Ottawa. À ce moment, il avait annoncé un plan qui ferait du « service aux autres » une partie intégrante de l'identité de l'Université d'Ottawa et de l'expérience étudiante. Il a par la suite fondé le Bureau du service civique. Les idées de M. Rock ont été accueillies très favorablement par le Centre de recherche sur les services éducatifs et communautaires (CRSEC), étant donné notre mission qui consiste à collaborer à des activités de recherche, d'évaluation et de formation et à améliorer les politiques et les programmes destinés aux citoyens vulnérables. M. Rock a accepté de s'entretenir avec nous pour que nous discutons de ses idées en plus amples détails et pour que nous voyions comment elles se rapportent au travail qui est effectué au CRSEC.

Impact : Comment votre prestigieuse carrière en droit et en politique a-t-elle façonné votre vision pour l'Université d'Ottawa?

M. Rock : Puisque j'ai travaillé dans des salles d'audience, à la Chambre des communes et aux Nations Unies, j'espère pouvoir apporter les éléments suivants à mon nouvel emploi : la cordialité d'un avocat plaidant, la sincérité d'un politicien et l'esprit de décision d'un diplomate! Non, sérieusement, je crois que le fait d'avoir eu une carrière diversifiée m'aide à voir mes nouvelles responsabilités différemment. J'ai souvent constaté, au cours de ma carrière, l'importance de l'éducation et du service dans la vie d'une personne. Je crois que l'Université d'Ottawa peut à la fois offrir une excellence sur le plan académique et cultiver une mentalité de service. Cela fait partie de la vision que j'ai pour l'Université d'Ottawa.

Impact : Vous êtes l'instigateur d'une nouveauté au sein de l'Université d'Ottawa : le Bureau du service civique, « Au service du monde ». Pouvez-vous nous parler du rôle et du mandat de ce Bureau?

M. Rock : Pour moi, la création de ce Bureau reflète le principe selon lequel les universités ne sont pas seulement là pour instruire et communiquer de l'information, mais aussi pour inspirer et permettre l'expression d'idées. Je propose d'offrir à chacun des étudiants une façon de servir sa communauté, son pays, ou même le monde; je veux que ce projet dépasse tout ce qui se fait ailleurs et qu'il devienne un aspect distinctif de notre université. Des conseillers trouveront des possibilités de service pour chaque étudiant selon son âge, ses intérêts, sa formation, ses objectifs et sa disponibilité. Ces expériences pourraient se vivre, par exemple, durant l'été, au cours d'une année sabbatique, ou encore à la fin des études. Elles pourraient prendre diverses formes : stages, échanges, emplois, affectations, travail auprès d'une ONG, d'un organisme gouvernemental ou d'une entreprise. Nous avons déjà établi des partenariats avec de nombreuses ONG, et nous continuerons à consolider ces partenariats.

Impact : Comme vous le savez, le CRSEC effectue de la recherche appliquée et évalue des programmes pour en déterminer l'efficacité. Pensez-vous qu'une collaboration serait possible entre le CRSEC et le Bureau?

M. Rock : Absolument! En faisant du service notre signature distinctive, nous unissons le campus tout entier dans une œuvre commune qui constitue une source de fierté et d'appartenance. Je vois très bien le Bureau travailler de concert avec le CRSEC pour trouver des possibilités de service ainsi que pour évaluer notre programme et ses objectifs.

Allan Rock was officially installed as the 29th President and Vice-Chancellor of the University of Ottawa on October 26, 2008. At that time he announced a plan to make "services to others" a defining part of the University of Ottawa's identity and student experience. Subsequently he established a new Office known as the Centre for Global and Community Service. His ideas struck a resounding chord with the Centre for Research on Educational and Community Services (CRECS), given our mission to collaborate in research, evaluation, and training and to improve programs and policies for vulnerable citizens. Mr. Rock agreed to be interviewed by us to discuss his ideas further and how they relate to the work done at CRECS.

Impact: How has your very distinguished and varied career in both law and politics shaped your vision for the University of Ottawa?

President Rock: Having spent time in the courtroom, in the House of Commons, and at the United Nations, I hope I can bring the following to my job: the warmth of a trial lawyer, the sincerity of a politician, and the decisiveness of a diplomat! I do think, however, that having had a varied career helps me bring new perspectives and a new way of thinking to my present responsibilities. Time and again in my career, I have seen the importance of education and the integration of service in someone's life. I believe the University of Ottawa can provide academic excellence and also cultivate an ethic of service. That's part of the vision I see for the University of Ottawa.

Impact: You have initiated a new Office at the University of Ottawa called the Centre for Global and Community Service: Au Service du Monde. Can you tell us about the role and mandate of this endeavor?

President Rock: To me, the creation of a service office reflects the principle that a university's mission is not only to educate but to inspire, not just to convey information but to enable the expression of ideals.

I am proposing that we offer each student a way to serve his or her community, country and world — and that we take this effort beyond anything done elsewhere and make it a defining aspect of the University of Ottawa. Counsellors will match service opportunities to each student's age, interests, training, goals, and availability. The opportunity could be during the summer or a gap year, or after graduation. It could take many forms: an internship; an exchange; employment; a posting; or working with a non-governmental organization, a government agency or a business. We have already established partnerships with many NGOs and we will continue to build on these partnerships.

Impact: As you are aware, the Centre for Research on Educational and Community Services (CRECS) conducts applied research and evaluates programs for effective outcomes. Do you see a role for the Centre to collaborate with the Centre for Global and Community Service?

President Rock: Absolutely! By making service our signature, we are connecting all those on campus in a shared enterprise that engenders pride and fosters a clear identity. I see the service office working together with CRECS to develop service opportunities and to evaluate our program and its goals.

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**Mot du rédacteur en chef / From the Desk of the
Editor**

Les deux derniers trimestres ont été très animés, et nous sommes heureux de faire état, dans ce bulletin d'information, de quelques faits saillants et de quelques développements qui ont marqué cette période. Notre article vedette, à la page 1, présente M. Allan Rock, recteur et vice-chancelier de l'Université d'Ottawa; ce dernier s'est entretenu avec le Centre de recherche sur les services éducatifs et communautaires (CRSEC). Sa vision pour l'Université d'Ottawa correspond largement au rôle et au mandat du CRSEC. Par ailleurs, le CRSEC a été évalué pour la première fois en octobre dernier par des évaluateurs externes. Cette évaluation a permis de répondre aux questions à savoir, d'une part, si le Centre a atteint ses objectifs de départ et, d'autre part, dans quelle mesure il est susceptible d'apporter des contributions permanentes dans le futur. Consultez

l'article à la page 4 pour connaître les résultats de cette évaluation.

Les autres articles traitent du rapport entre le système judiciaire, la santé mentale et les dépendances, de la relation entre les acquis de développement et les résultats positifs chez les enfants et les jeunes pris en charge, et d'une analyse coût-efficacité de l'aide qui est apportée aux personnes qui sont atteintes de troubles mentaux graves et qui vivent des épisodes d'itinérance. Ce bulletin présente également de l'information sur les finales de 2009 du concours de simulation d'évaluation à l'intention des étudiants de la Société canadienne d'évaluation ainsi que de l'information concernant l'appui au renforcement des capacités qui est apporté par le CRSEC en Inde.

The past two semesters have been packed with activity and we are happy to report on some of these highlights and other new developments in this newsletter.

Our feature article on page one introduces Mr. Allan Rock, President and vice-chancellor of the University of Ottawa, in conversation with the Centre for Research on Educational and Community Services. There is much in common with his vision for the University and the role and mandate of CRECS.

Also, last October, CRECS underwent its first evaluation by external reviewers. This event answers the question, "has the Centre achieved its original goals and what is its potential for ongoing future contributions." See the article on page 4 for the results. Other articles discuss the connection between the justice system, mental health and

addictions, the relationship between developmental assets and positive outcomes for children and youth in care, and a cost-effective analysis for providing support for persons with severe mental illness and episodes of homelessness. There is also information on the 2009 finals for the Canadian Evaluation Society Student Case Competition and capacity building support provided by CRECS to India.



Nouvelles et événements/ News and Events

Colloque Du midi avec Alain Desroches



Dr. Alain Desroches a donné une présentation sur l'effet de la défavorisation socioéconomique sur l'apprentissage de la lecture et a présenté une approche "multi-niveaux" pour intervenir auprès des enfants à risque. La présentation a eu lieu le 25 mars, 2009, au centre de recherche sur les services éducatifs et communautaires

Pour accéder à la presentation powerpoint, cliquez sur le lien suivant:

http://www.socialsciences.uottawa.ca/crecs/eng/pub_ppt_pres.asp

uOttawa Students Make National Finals of 2009 Canadian Evaluation Society Student Case Competition



From left, Brad Cousins (coach), Betty-Ann Turpin, Tamara Miller, Eugenia Didenko.

A team of four University of Ottawa students, all of whom are enrolled in the Graduate Certificate in Program Evaluation, made their way to the national finals of the 2009 Student Case Competition sponsored by the Canadian Evaluation Society (CES). Betty-Ann Turpin, Tamara Miller and Eugenia Didenko, calling their team 'BusiBees Consulting', will participate in the national finals of the Competition held in Ottawa on June 1, 2009. uOttawa will be squaring off against teams for Guelph University and Memorial University. The

team is coached by Professor Brad Cousins of the Faculty of Education. In this, the 10th running of the national competition, eighteen teams from postsecondary institutions across Canada participated in the preliminary round by undertaking an evaluation challenge within a five-hour period and then submitting electronically their anonymous response. A similar format will be used in the final round, but teams will be required to publicly present and defend their response. All finalists will have their expenses paid to the national finals, which are held as part of the CES

annual conference at the Westin Hotel in Ottawa. This is the third time that Professor Cousins has had a team entered into the finals. The 2009 competition marks the second time that a team made up of students enrolled in the recently implemented Graduate Certificate in Program Evaluation has made the finals. The Certificate is an inter-faculty graduate program sponsored by the Faculty of Social Sciences and the Faculty of Education.



Articles principaux/Feature Articles

Looking Ahead-Building on Our Foundations: CRECS First External Evaluation

By David Vincent

October 22, 2008 marked a significant event in the evolution of the Centre for Research on Educational and Community Services. Research centres at the University of Ottawa are required to be evaluated every seven years to determine the extent to which the centre has achieved its objectives, and to judge its potential for future contributions. This was the first objective evaluation by external reviewers since CRECS' inception in the year 2000. The panel of renowned external reviewers included Larry Davidson (Yale University), David Hulchanski (University of Toronto), Celine Mercier (McGill University) and Lyn Schulha (Queen's University). The reviewers met with CRECS faculty, senior researchers, staff, university officials and community representatives. The results of the review were exceptionally positive, consistent with our stakeholders'

impressions that CRECS provides excellent value to both the university and the community. The reviewers examined many aspects of the Centre's activities and mission and concluded that "the quality and quantity of original work is impressive; senior faculty maintain a high degree of visibility as national and international experts in their respective domains and a range of excellent educational opportunities are provided for students, as well as a high degree of student engagement."

The reviewers stated that the dominant paradigm for research and evaluation at the Centre, established in an exemplary fashion by its founders (Robert Flynn and Tim Aubry), is that of an inclusive, participatory, and action-oriented approach that involves community members and organizations as partners in the mission. This was accomplished through a symmetrical process whereby the

community is viewed as having its own expertise and resources to contribute to a mutually beneficial relationship in which both parties are joined in addressing common concerns. CRECS was seen as a "portal" of entry for the community into the multi-disciplinary resources of the University and as a catalyst for bringing together agencies of different sizes to work on shared concerns and build capacity. Overall, the appraisers give the Centre high marks on all three of its functions: research, teaching, and community service. The fact that the reviewers perceived CRECS as "future-looking" and "ahead of the curve" in Canada provides a background of assurance for all stakeholders as the Centre begins the process of reviewing its strategic plan for the 2009-2016 period.



From left to right: Celine Mercer (McGill University & University of Montreal), David Hulchanski (University of Toronto), Lyn Shulha (Queen's University), Larry Davidson (Yale University)



Developmental Assets Promote Positive Outcomes

By Cynthia Vincent



Cynthia Vincent-Research Associate – Ontario Looking After Children Project

The Search Institute has identified 40 Developmental Assets, or “building blocks,” that promote positive development in children and young people. There are 20 external assets, divided into four categories (support, empowerment, boundaries and expectations, and constructive use of time), and 20 internal assets, also divided into four categories (commitment to learning, positive values, social competencies and positive identity). External assets, combined with internal assets, promote positive outcomes.

Developmental Assets and research findings

Considerable research links the possession of developmental assets with better academic performance, increased physical and mental health, higher self-esteem and self-efficacy, better problem-solving skills and decision-making, having a sense of purpose, having more hope and optimism about the future, and having increased resistance skills in coping with negative peer influences and more prosocial behaviour. Additionally, youths who possess greater numbers of developmental assets are less likely to engage in risk taking activities, including the use of alcohol, tobacco and other drugs, or early sexual activity.

With substantial research evidence available for the relationship between developmental assets and positive outcomes for youths in the general population, Dr. Robert Flynn and his colleagues at CRECS believed that a similar

correlation would exist between assets and positive outcomes in at-risk children and youth involved with the Ontario Looking After Children (OnLAC) project. (OnLAC is a longitudinal study of developmental outcomes in young people residing in out-of-home care. The 40 Developmental Assets were adapted for use in the Assessment and Action Record – Second Canadian Adaptation (AAR-C2) to reflect more accurately the life situations of young people in out-of-home care. We hypothesized that there would be a positive relationship between the number of developmental assets that OnLAC study participants possessed and their levels of prosocial behaviour, academic performance and mental health. Study results indicated that the participants had many developmental assets, despite the adversity that they had faced prior to coming into out-of-home care. As anticipated, we found statistically significant positive correlations between the young person’s number of assets and his or her prosocial behaviour, self-esteem, relationships with the female and male caregivers, placement satisfaction, and academic performance. The more developmental assets that the young person possessed, the more positive were his or her outcomes. Research findings also indicated a statistically significant negative correlation between assets and poor mental health. Young people who possessed more developmental assets had fewer psychological difficulties. The overall study findings indicated that, as with

youths in the general population, the acquisition of a greater number of developmental assets is beneficial for young people residing in out-of-home care.

The developmental assets related to caring, supportive relationships with competent, prosocial adults and age peers; positive school experiences with resources to support academic achievement; and opportunities to develop supportive social and community networks through volunteering and participation in extracurricular activities. These assets promote positive outcomes as well as offset the negative effects of adversity. By building on strengths and reducing risks, children and young people residing in out-of-home care can often overcome the risk factors of neglect, extreme poverty, abuse, and abandonment that they may have faced prior to their involvement with the child welfare system. Research indicates that asset-building and asset-acquisition play significant roles in providing opportunities for positive outcomes and future success in life. As Dr. Flynn has commented: “It is important to find ways to build up children’s assets.”

Additional information on the Search Institute’s 40 Developmental Assets can be found at their website at: <http://www.search-institute.org>. For further information on this, and other research at the Centre, please contact crsc@uottawa.ca



Community Support for those with Severe Mental Illness and Homelessness: The Importance of Using Comprehensive Costing in Cost-Effective Analyses

By Sarah Birnie

As researchers in community mental health, we are increasingly aware of the importance of including costs in program evaluation research. For vulnerable populations, such as individuals with severe mental illness (SMI) and a history of homelessness, community programs deemed 'effective' must also be 'cost-effective' to retain funding. The use of comprehensive costing (i.e., all costs associated with a particular client) has been used to glean costs associated with the overall societal perspective, instead of relying solely on agency-level costs. This societal perspective includes agency costs, non-agency health care costs, non-health care costs, family costs, and a subtraction of any client employment or volunteer work. Through a research project conducted in collaboration with the Canadian Mental Health Association Ottawa, we examined how much it cost society overall to support individuals with SMI and homelessness with either intensive case management or standard care (outreach services). We examined the last six months of client involvement in a two year randomized controlled trial. The research was part of the Community Mental Health Evaluation Initiative, a multi-site study of innovative community mental health programs in Ontario, funded by the Ontario Ministry of Health and Long-Term Care through the Ontario Mental Health Foundation. We were interested in the following client outcomes: medication adherence, housing stability, symptomatology, and community functioning. Interestingly, overall societal costs were not associated with any outcome variable. This seemed to be because there was no relationship between the costing components contributing to the overall societal costs. When we examined costing components separately, we found that being in more intensive case management

and having worse symptomatology was associated with higher agency costs for the six month period. Having lower community functioning and unstable housing was associated with higher non-health care costs. Having unstable housing predicted higher costs associated with health care. A second part of the research investigated whether intensive case management (ICM) is cost-effective, compared with standard care (outreach services). The two groups of clients were compared on costs and outcomes at the end of the six-month period, overall ICM cost \$50.62/client/day in comparison to \$78.58/client/day in standard care. Despite a four-fold increase in costs at the agency level associated with ICM treatment, it was less expensive than standard care for the six month period due to significantly fewer ICM clients being hospitalized and more ICM clients being employed or volunteering in the community. Intensive case management showed itself to be less expensive overall and simultaneously helped clients achieve stable housing and adhere to medication regimens. As mentioned, retaining housing was related to lower health care expenditures, and we can only hypothesize that medication adherence would lend itself to helping clients remain out of hospital. Overall, this research has shown that examining costs from a societal perspective affords an important perspective on the cost-effectiveness of programming. Programs that might otherwise be labelled 'too expensive' at the agency level could actually be quite cost-effective when other costing components are considered. This research also highlights the need for continued investigation of the allocation of agency resources at the client level, as we found that agency costs were not related to expenditures in other areas. We

have also shown that housing instability is a major contributing factor to increased costs at the societal level, as loss of housing is associated with significant increases in hospital costs. Intensive Case Management is a cost-effective alternative to enable clients to remain out of hospital and take medication as prescribed. A special thank you to members of CMHA Ottawa for their tireless help in collecting these data, and to the clients who gave their time to be part of this research. These findings derive from Ms. Sarah Birnie's PhD thesis which she successfully defended on March 26, 2009. For further information, questions or comments please contact: Ms. Birnie, Psychology Resident, Royal Ottawa Mental Health Centre at 613-722-6521 ex. 6290, sbirn031@uottawa.ca.



Sarah Birnie, Psychology Resident, Royal Ottawa Mental Health Centre



Program Evaluation Capacity-Building Support to the National Council for Educational Research and Training, India

By: Jill Chouinard

In late January, 2009, Professor Brad Cousins and Jill Anne Chouinard (PhD Student) traveled to New Delhi, India, to provide the first part of an evaluation capacity building initiative working with the National Council for Educational Research and Training (NCERT) faculty to support the evaluation of training programs designed to help the government of India attain universal elementary education across the country. This initial work consisted of a six-day training programme and planning to support the evaluation of educational quality enhancement initiatives and the ongoing capacity building of over 20 NCERT faculty and staff, including faculty representatives from Regional Educational Institutes located across India. A web-based support platform, including provisions for document storage and retrieval, communication through discussion forums and on-line chat functions, and web links to evaluation and related resources, has also been developed to support ongoing capacity-building activities.

The six-day course was designed to be informative, interactive, and experiential, with a focus on evaluation planning for specific Sarva Shiksha

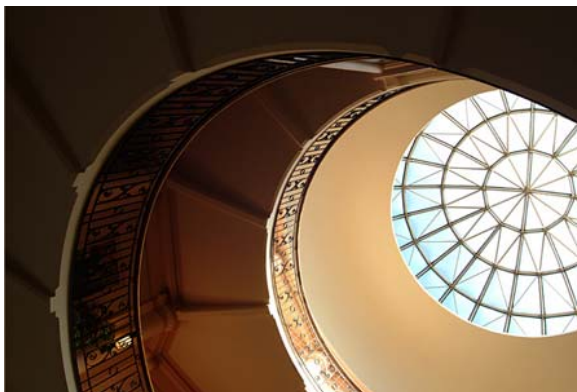
Abhiyan (SSA) quality education initiatives. With the assistance of the Director of Elementary Education, four education initiatives were selected, and participants were assigned to one of four working groups responsible for producing planning documents in support of the evaluation of their respective educational quality initiatives. With feedback and input from instructors, groups developed logic models for their respective initiatives, identified relevant stakeholder groups and interests, developed evaluation questions to guide the programme evaluation, and ultimately produced an evaluation framework listing evaluation questions, indicators, sources of data, and methods. Working groups also specified an evaluation design. The specific planning products developed by working groups will be used to support the development of specific evaluation plans within each of the respective regions. On the final afternoon, each group made a presentation of their group products and received feedback from peers and instructors. The afternoon (and the training session) concluded with a celebratory tea.

Further evaluation capacity building will

include the creation of evaluation teams with a mentoring and coaching role provided by an evaluation expert assigned to evaluation reports. The mentoring and capacity building process is designed to assist participants in consolidating the knowledge and skills acquired in Phase 1 and to develop among them and other participants' new knowledge and skills to implement the six SSA education quality initiatives across India.



Brad Cousins (4th from the left) with colleagues



Raising the Bar: Community Response to the Intersection of Mental Health, Addictions and Justice Systems

By: Jaclynnne Smith



A successful one day forum, entitled Raising the Bar: Community Response to the Intersection of Mental Health, Addictions and Justice Systems, organized by CMHA Ottawa and CRECS at the University of Ottawa, was held on November 25th, 2008. The forum served as a knowledge dissemination vehicle of findings of the System Enhancement Evaluation Initiative, a community mental health research initiative funded by the Ontario Ministry of Health and Long-Term Care through the Ontario Mental Health Foundation.

This event highlighted the unique interconnectedness between the mental health services, addiction treatment, and criminal justice systems. It provided opportunities for discussion, networking and knowledge exchange among individuals working in these systems.

The forum kicked off with a panel discussion that included individuals from the mental health, addictions and criminal justice fields, including Justice Lise Maisonneuve (Ottawa Mental Health Court), James Budd

(Ottawa Drug Court), Walter Devenz (Ottawa Youth Court), Rick Coldrey (Schizophrenia Society of Ontario), Dr. Helen Ward (Royal Ottawa Health Care Group), and Andrejs Berzins (retired Crown prosecutor).

At this event, Dr. Tim Aubry also presented the results from the Evaluation of CMHA Ottawa's Court Outreach Program, research that was part of Phase II of the Service Enhancement Evaluation Initiatives (see picture). Along with these discussions and presentations, the SEEI form boasted a networking lunch, where attendees could participate in multiple "table talk" topics such as mental health diversion, evaluation and research, family support and public education issues. In the afternoon, Dr. Jeremy Grimshaw (Canada Research Chair in Knowledge Transfer at the University of Ottawa) gave a presentation on the principles of knowledge transfer, outlining what knowledge translation is, how it is used, innovative practices, and future

directions. Nandini Saxena and Heather Bullock from Health Systems Research and Consulting Unit of Centre for Addiction and Mental Health, presented information about OMHAKEN (Ontario Mental Health Associations Knowledge Exchange Network) and illustrated how a knowledge exchange portal could facilitate information-sharing among the three different sectors. Overall, this one-day forum provided multiple opportunities for knowledge exchange and networking that can facilitate collaboration between the mental health, addictions and criminal justice systems.



Dr. Tim Aubry presenting at the Raising the Bar Community forum



Persons from left to right are: Dr. Helen Ward, Justice Lise Maisonneuve, Walter Devenz and James Budd.



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Robert Flynn	Directeur CRECS/Director CRECS
Brad Cousins	Codirecteur CRECS/Co-Director CRECS
Tim Aubry	Chercheur principal et ancien directeur du CRSEC/ CRECS Senior Researcher & Past Centre Director
David Vincent	Coordonnateur du CRSEC/CRECS Coordinator
Ginette Peterson	Agente administrative/Administrative Officer
Marianne Beauchamp	Secrétaire administrative/Administrative Secretary
Roxanne Thibodeau	Assistante de recherche/Research Assistant- Work Study Position
Andreeane Laframboise	Assistante de recherche/Research Assistant- Work Study Position
Colin Vincent	Assistante de recherche/Research Assistant- Work Study Position
Jill Chouinard	Assistante de recherche/Research Assistant
Cynthia Patterson	Assistante de recherche/Research Assistant
Lisa Peeke	Assistante administrative RTÉ/Administrative Assistant
Meagan Miller	Coordonnatrice de recherche – projet S’occuper des enfants en Ontario/ Research Coordinator - Ontario Looking After Children Project
Marie-Pierre Paquet	Coordonnatrice de recherche – projet REEE pour jeunes en placement / Research Coordinator – RESPs for Kids in Care Project
Cynthia Vincent	Associée de recherche – projet S’occuper des enfants en Ontario/ Research Associate – Ontario Looking After Children Project
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Elizabeth Hay	Coordonnatrice de recherche – projet Santé et Logement en Transition

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CRECS Senior Researchers at the University of Ottawa**

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Caroline Andrew – École d’études politiques
Doug Angus – École de gestion
Tim Aubry – École de psychologie
Brad Cousins – Faculté d’éducation
Eric Dionne – Faculté d’Éducation
Marie Drolet – École de service social
Robert Flynn – École de psychologie
Swee Goh – École de gestion
Jeff Keshen – Département d’histoire
Betsy Kristjansson – École de psychologie
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Colla Jean MacDonald – Faculté d’éducation
Ron Melchers – Département de criminologie
Anne Mevellec – School of Political Studies
Lilian Negura – École de service social
Marielle Simon – Faculté d’éducation
David Smith – Faculté d’éducation
John Sylvestre – École de psychologie
Jenepher Lennox-Terrion – Department of Communication
David Trumpower – Faculté d’éducation
Jessica Whitley – Faculty of Education
Marta Young – École de psychologie

Chercheurs Filiales / Affiliated Researchers

Susan Farrell- Adjunct Professor, School of Psychology, & Community-Clinical Psychologist, Royal Ottawa Hospital
Fran Klodawsky- Professor of Geography, Carleton University
Steven Noble – Replacement Professor, Faculty of Education
Caroline Sullivan – Replacement Professor, School of Psychology
Purima Sundar- Research and Knowledge Exchange Consultant. The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
Ismael Ngnie Teta- Canadian Institute of Health Research
Manal Guirguis-Younger- Assistant Professor, Program in Pastoral Counselling, St. Paul University

