THE JANE FINCH COMMUNITY RESEARCH PARTNERSHIP

PRINCIPLES FOR CONDUCTING RESEARCH IN THE JANE FINCH COMMUNITY

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LAND ACKNOWLEDGMENT

The community that is now known as the Jane and Finch Community has been inhabited for generations beyond our knowing. We recognize the historical territory of the Huron-Wendat, Petun, Seneca and, most recently the Mississaugas of the Credit Indigenous Peoples. This territory is covered by the Dish With One Spoon Wampum Belt Covenant, an agreement between the Haudenosaunee (pronounced Ho-deh-no-shaw-nee) and the Ojibwe and allied nations to peaceably share and care for the lands and resources around the Great Lakes.

Today this region is home to many indigenous people from across Turtle Island, including many survivors and intergenerational family members who have been impacted by the legacy of the residential school system.

ABOUT US

The Jane Finch Community Research Partnership was created in 2016 as a result of ongoing engagement between members of the Jane Finch community and York University faculty and librarians. Our goal is to address the historical research relationships that have existed and continue to exist between the Black Creek Jane Finch community, York University and other academic institutions. Our work has been focused on creating a community procedure for reviewing and approving research in the Jane Finch community, establishing a Jane Finch Research Collection which makes research more readily accessible for Community members and developing resources for researchers looking to conduct research in the community.

The principles in this document are intended to be used as a guide to support and strengthen research relationships between academic institutions, researchers, students, community members, residents and organizations in the Jane Finch community. This document was developed to:

- **Protect community members from potential harms related to participation in academic research**
- **Facilitate accountability in academic research**
- **Focus on the community so academic research is, respectful, just and beneficial to the community**
- **Encourage academic institutions and their members to make research accessible and create opportunities for community to fully participate, collaborate and engage with research**

Image of San Romanoway Building, Courtesy of Errol Young

THE CONTEXT

In 2013, the *Connect the Dots Symposium* was held to improve relationships between York University, other institutions and the Jane Finch Community. At the heart of that symposium was the need to address the "historical and the contemporary oppressive structures, practices, and relationships that have existed and continue to exist" between the community and York University [1].

In 2016, through collaborative work between members of the Jane Finch community and York University community members, the *Jane Finch Community Research Partnership* was established with a focus on improving how research is conducted in the community through two goals: creating a community procedure for reviewing and approving research in the Jane Finch community and establishing a Jane Finch Research Collection which makes research more readily accessible for Community members. This project was a result of ongoing engagement between members of the Jane Finch community and York University representatives[2].The group received a Catalyst Grant from the York-TD Community Engagement Centre to further this work. At the Jane Finch Community Research Partnership Gathering in 2016 it was again identified that:

> There have been documented occurrences of "**parachuting**," which is an extractive process whereby researchers treat community members as "data points" or "subjects" (Connecting the Dots 2013). The communities' marginalized status has led to many professors and students working from deficit perspectives and operating from saviour complex standpoints, which has resulted in many researchers conducting research projects that aim to save the community from its many documented ills. In turn, this has resulted in many Jane Finch residents often complaining of being "over-researched" and patronized as the community is treated as a research laboratory by York (and other institutions), and the effect is ultimately having their voices misrepresented. Residents are often asked objectifying questions based on preconceived notions of the community -- something community activists refer to as the "**petting zoo effect**" whereby residents are treated as though they are part of a museum exhibition (Connecting the Dots 2013). The unequal relationship develops as York, and its student researchers gain academic prestige, community members rarely get access to the data, and are often left feeling objectified.

This historical research relationship has often left community members and residents feeling "over-researched, over-analyzed, and objectified for the gain of the academic institutions and individual researchers."[3]

1. 2013, Connecting the Dots, p.3,
2. York University Representatives that have supported this process include YUFA Community Projects, The York University TD Community Engagement Centre, The York University Knowledge Mobilization Unit, York University Libraries and The Faculty of Environmental Studies
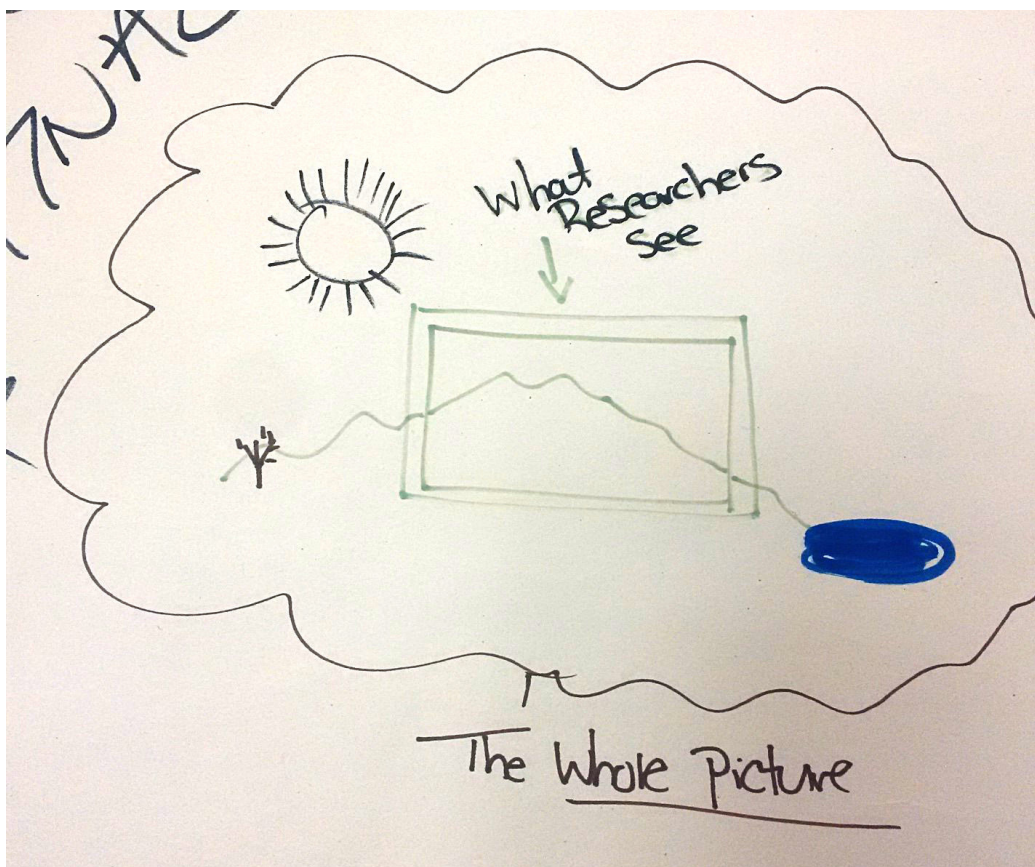
Image from the 2016 Research Symposium courtesy of Errol Young

It is important to frame these relationships in the context of both colonial legacies and the contemporary global capitalism whereby communities, especially from the Global South, have been and continue to be exotified and subject to examination, over-surveillance, experimentation and dehumanizing exploitation. This has specifically been impacting equity seeking groups such as black, Indigenous, racialized and working poor communities. Within our contemporary capitalist system and the new forms of exploitation, resource extraction, and oppression since the 20th century, research has been reproducing and perpetuating the impacts of colonialism on marginalized and oppressed people, and the ongoing practice of claiming ownership of participants' knowledge, experience, stories, and time.

It is therefore imperative to remember that research is not and can never be without power, nor can be an activity that has no benefits for the institution from which it operates from. As research is tied to European and North American (or we can say American and Canadian) colonialism, capitalism and imperialism, so is a researcher's work, and even in doing "good" research that seeks to benefit a community or group, there is never such a thing as equal power relations. It should not be taken for granted that even in "partnership" with the community, the individuals who conduct research are not separate from the ideologies, institutions, and practices of these dominant systems.

3. (Jane Finch Community Research Partnership, p.3 Tecle, Offeh-Gyimah, Ramsaroop, & Schwartzentruber. (2016)

PROTOCOLS FOR RESEARCH IN JANE FINCH

Image of San Romanoway Building, Courtesy of Errol Young

In addition to these principles The Jane Finch Research Advisory Group has established protocols for university faculty, students, and other researchers who conduct research involving members of the Jane Finch community and/or affect the community.

This protocol has been insitutitionaly implemented at York University but is encouraged for use for all researchers doing research concerning the Jane Finch Community.

PROTOCOLS

1

For Researchers from York University: When completing York University research ethics review and approval forms, researchers should indicate that they are conducting research specific to a community and indicate that the research will involve the Jane and Finch Community after which they will be directed to the Jane Finch Community Research Partnership Website (janefinchresearch.ca) and confirm, where applicable, that they have reviewed the relevant Principles document for the community within which they are conducting research.

2

Researchers should consult the Jane Finch Community Research Partnership Website (janefinchresearch.ca) and the "Principles for Conducting Research in the Jane Finch Community" document, prior to submitting a research ethics proposal for review at their respected institutions.

3

Researchers interested in having their proposals additionally reviewed by the Jane Finch Research Advisory Group can contact this group. The Jane Finch Research Advisory Group will consult the proposal and provide advice and direction to the research within the context of the principles. Researchers can declare that they have also consulted with the Jane Finch Research Advisory group on their research ethics review.

Anyone is welcome to contact the Jane Finch Research Advisory Group for more information or to request consultation for their research plans. The advisory can be reached via janefinchresearch@gmail.com. For more information please consult the website www.janefinchresearch.ca

A GUIDE FOR CONDUCTING RESEARCH IN THE COMMUNITY

THE JANE FINCH COMMUNITY RESEARCH PARTNERSHIP

STEP 1

Principles Review

It is recommended that all researchers who intend to do research in the Jane Finch community (or similar communities) read "Principles for Conducting Research in the Jane Finch Community" prior to writing their proposal so the document can help frame the scope of work.

STEP 2

Research Intent

For Researchers at York University: When completing Research Ethics Review and Approval Forms researchers must indicate that the research is geographically specific to the Jane Finch Community. The forms will also ask "Does the community you're working in have an external community review board/ is external review recommended?" & "Have you made due effort to consult them?".

STEP 3

Community Knowledge

For Researchers at York University: Researchers who indicate that their research is specific to the Jane Finch community will be redirected to the Jane Finch Community Research Partnership web page janefinchresearch.ca . The website will include the "Principles for Conducting Research in the Jane Finch Community" document and the contact information of the Jane Finch Advisory group, an external, optional community research review board. It is recommended who those that intend to do research in the community should consult in some manner, with the Jane Finch Research Advisory Group.

STEP 4

Seeking Community Approval

If a researcher is interested in additionally seeking to get approval from the Jane Finch Research Advisory group (strongly recommended) they may contact the Chair to the Jane Finch Research Advisory Group and submit their proposals to the community advisory board for prior review. The chair can be reached via janefinchresearch@gmail.com

STEP 5

Community Review

The board will convene within three weeks of the proposal submission to review the proposal.

STEP 6

Principles Accountability

The Jane Finch Research Advisory Group will use the document "Principles for Conducting Research in the Jane Finch Community" to review the proposal and ensure it abides by all principles.

STEP 7

Pending Approval

Should there be any minor recommendations for change(s) in the proposal, recommendations will be sent back to the researcher with approval from the Jane Finch Research advisory pending the change(s). The chair of the Jane Finch Research Advisory Group will be responsible for ensuring the changes are made.

STEP 8

Feedback and Resubmission

Should there be significant changes to the proposal, recommendations will be sent back to the researcher. The board will include feedback and make due effort to work with the researcher.

STEP 9

Approval

Proposals which are approved by at least seven members and therefore meet the requirements (i.e they will address and abide by all principles) will have a notice of approval from the Jane Finch Research Advisory Group

THE PRINCIPLES FOR CONDUCTING RESEARCH IN THE JANE FINCH COMMUNITY

This document was developed to ensure that all research on or involving members from the Jane Finch community **gives respect to the community and to community members' perspectives, knowledge and values**. The principles summarize the Jane Finch Community Research Partnership expectations regarding respectful and ethical behaviours by researchers who work in the community. These principles have also been informed by research principles and guidelines developed by other organizations and residents that share similar experiences and histories with the Jane Finch community.

These Principles are imperative as many Jane Finch community members have articulated and shared the impacts of stigmatizing research they have experienced. This time-consuming emotional labour can result in emotional re-traumatization, reduce community members' paid work time and family-time, and cause other negative impacts. Learning about this historical relationship and adapting these guiding principles can increase the accuracy, richness and credibility of the work produced while simultaneously reducing the emotional labour required by community members to constantly revisit this conversation. When researchers do not recognize and acknowledge this relationship the effect is to exacerbate community members' oppression and maintain this historically exploitive relationship of research in the community.

The Jane Finch community is diverse, complex and ever changing. As such there is no document that can represent the expectations of all residents and sub communities within Jane Finch. The Jane Finch Community Research Partnership has intended this document to be a first step into a larger exploration that researchers should undertake when doing research in the community. This document therefore seeks to better inform the manner in which research and data collection activities impact the Jane Finch community and promote research processes that ensure the community benefits through research.

Image of Sam Tecle at 2016 Research Symposium, Courtesy of Errol Young

We uphold principles for conducting research in the Jane Finch community in seven core areas:

1. **Respect for the Jane Finch Community**

2. **Respect for the Community Members**

3. **Concern for Well-Being**

4. **Commitment to Social Justice**

5. **Accountability**

6. **Research Outcomes**

7. **Complaint Process & Risk**

In addition to these seven core principles, this document includes a working list of keywords, definitions, and resources which may be useful to researchers. Researchers should follow these principles in order to engage in an ethical and respectful research process with the Jane Finch community.

1A. UNDERSTANDING THE COMMUNITY

Prior to conducting research in Jane Finch, researchers and all involved in the research process should seek to develop their knowledge and understanding of the history and complexities of the Jane Finch community. This includes the history of extractive research relationships between Jane Finch community members and York University, which has left community members feeling exotified, misrepresented and over-researched.

In addition, researchers should be aware of the stigma that has traditionally been attached to the community and ensure their research does not assume or feed into any stigmatizing notions about the community. **Research which problematizes and critiques** such assumptions and acknowledges positive characteristics and experiences is encouraged. Please refer to examples of community research as demonstrated in the following reports: Connect the Dots and The Jane and Finch Community Research Partnership Symposium Report. In addition there are various reports and pieces of literature mentioned in Appendix B which document these histories. Researchers can also take part in researcher training module offered on the Jane Finch Community Research Partnership webpage (www.janefinchresearch.ca).

1B. BUILDING RELATIONSHIPS WITH THE COMMUNITY

While preparing to engage the community in research, researchers will seek to develop respectful relationships, collaboration, and engagement. Respectful relationships are ones which acknowledge community members as knowledge holders, reflect on how the proposed research is going to impact the community, and demonstrate its benefits for the community. Researchers will strive to be transparent regarding their plans, methods, and goals, and will use accessible language to facilitate the community's inclusion.

Image of Rosie Mensah, 2016
Research Symposium, Courtesy of Errol
Young

1C. KNOWLEDGE MOBILIZATION

It is recommended that researchers establish a plan and course of action for knowledge sharing and mobilization with the community. Research sharing and knowledge mobilization in the community will be upheld to the following standard:

- Researchers think about knowledge mobilization from the beginning and implement it throughout the research cycle. For example: consult with the community before the project begins; invite community to participate during the research phase if appropriate, and share research results with community at the end of the research in a way that works for the community
- Researchers will report and disseminate the results of the research widely within the community using accessible language.
- Due efforts should be made to ensure the community is consulted and informed about the research during the research process. Researchers can work with the Jane Finch Community Research Partnership to think through ways to engage the community
- Researchers will be reflective about the accessibility of research including but not limited to access in terms of accessible clear language; etc
- Researchers should make efforts to ensure community members are aware of the final research product. For example, researchers can host local presentations or information sessions, distribute results electronically or via websites, and/or share hard copies of research reports.
- The researcher(s) will ensure that they retain permissions to make research results available wherever possible. One possibility is the open access digital space in the Jane Finch research collection so that the community will have access to research results and can continuously use them for community benefits, community mobilization, and advocacy.[4]

It is recommended that researchers include their final product in the Jane Finch Collections in an open access form. In doing this you are allowing the community to engage with the research in a more meaningful way but also acknowledge the community contribution to the work.

4. For guidance on open access, contact York University Libraries at openaccess@yorku.ca

2A. UPHOLDING FREE AND INFORMED CONSENT

As is mandated by the Tri-Council Policy Statement, the Jane Finch Community Research Partnership emphasizes the importance of receiving free and informed consent from all participants and encourages additional efforts to ensure community members understand and consent to the research process. Researchers will inform participants (both community groups and individuals) in accessible language of what they will be asked to do, the risks/benefits of participation, how data will be used, their rights as participants, and the existence of the Jane Finch Community Research Advisory Group. Research tools and techniques should be transparent and well understood by participants.

Participants must be informed that they may withdraw their participation at any time and retract any information provided. Participants will also be made aware that they have a right to control the information they have provided. This includes the right to not be identified, and to restrict or withdraw access to their information. Where possible, researchers should provide a draft (prior to publishing) to participants for any editing/changes to the information they had previously provided. Research participants should be given the opportunity to review and modify any direct quotes used in research. Researchers should make clear to participants what steps they can follow should they experience any harm throughout the research process.

Image of The Real Sun,
2016 Research Symposium,
Courtesy of Errol Young

2B. RESPECTFUL INTERACTIONS WITH COMMUNITY MEMBERS

Researchers will respect community members' time and knowledge and will acknowledge and fairly compensate them for their contributions to the research. In addition, the rights, interests and diversities of all participants will be respected and valued. Interaction with researchers should not lead to negative experiences for research participants/community members. For example, in the past, community members have experienced criminalization, reinforcement of stereotyping/stigma, difficulty navigating financial matters, exotification and gender-based harassment. If participants do experience any harm during the research process they should notify the Jane Finch Research Advisory Group who will subsequently contact the Senior Manager and Policy Advisor for Research Ethics at York University (http://research.info.yorku.ca/contact-us/).

2C. ANTI-OPPRESSION

The Jane Finch community and individuals who live and work in the community experience many forms of systemic oppression including those linked to poverty, racism and criminalization. Researchers should be aware of the history of vulnerability and marginalization in the Jane Finch community and as such take responsibility to not cause harm. Researchers should be aware and conscious of how they navigate the community, which includes making efforts to understand the specific vulnerabilities of individual research participants. We recommend that researchers adopt anti-oppression, anti-racist frameworks in their research.

2D. COMPENSATION

It is necessary to establish a sustainable way to compensate community members equitably for their contributions. Systems of oppression are always based in exploiting the unpaid or underpaid labour of those who are marginalized by those systems. When Jane Finch community members articulate and share their knowledge and experiences this is time-consuming emotional labour. Researchers should consider compensating research participants' time, effort and knowledge. Compensation will vary based on the level of involvement, complexity of the way community members engage and should not just be limited to monetary forms of compensation.

It is important for researchers to connect with community members beforehand to get a better sense of how community members would like to be compensated. For community members taking part in an interview, compensation may be an honorarium for their time and knowledge. For community members who have deeper participation, it may mean being listed as a co-author, or having an official job title that could be used to support future employment. Other examples of compensation are volunteering at a local organization that is assisting you with your research for set hours or delivering capacity building workshops within the community. Compensation is complex and should be explored beforehand with community members. Researchers should also make accommodations wherever possible by covering transportation costs and childcare for participants when needed as this can otherwise pose a barrier.
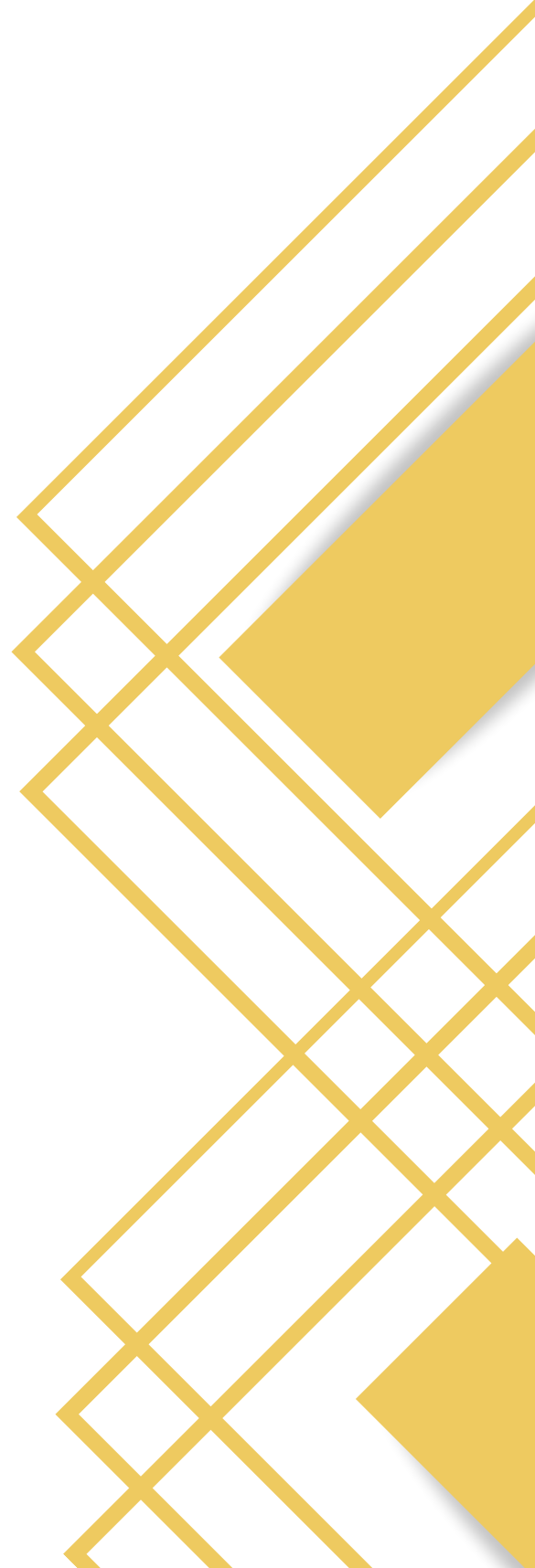
3. CONCERN FOR WELL-BEING

3A. COMMITMENT TO DO NO HARM

In recognition of the history of harm that has already been done by researchers in the Jane Finch community, researchers will make a moral commitment to do no harm. Within the context of a community that has had experiences of over-research and exotification, harm may look differently and as such this commitment includes physical, emotional, mental and structural forms of oppression and harm.[5] We encourage researchers to continuously be reflective of their work and process.

3B. PARTICIPANT PERSPECTIVE

In all aspects of the research, participants' perspectives and contexts (social, economic, cultural, etc.) will be respected and valued.

3C. CONFIDENTIALITY

Anonymity, confidentiality, and the privacy of participants, including any potential limitations, will be fully explained and ensured throughout the consent process and the research itself. In addition the researcher should make due efforts to ensure the confidentiality of the participant identity/data is upheld, especially in research projects whereby the findings may have a negative impact, for example a research project that looks at the police practice of carding in the Jane Finch community could result in the harassment of participants if their identity is revealed.

Image of Talisha Ramsaroop,
2016 Research Symposium,
Courtesy of Errol Young

5. Please see definition of Anti-Oppression in Glossary.

4. COMMITMENT TO JUSTICE

Image of San Romanoway Building, Courtesy of Errol Young

4A. EQUITABLE TREATMENT

All persons impacted by the research will be treated with respect and concern in an equitable manner.[6] Equitable treatment often means being intentional and reflective throughout the research process.

4B. NO DISCRIMINATION

Individuals or groups will not be excluded from research for reasons unrelated to the research (e.g. gender, race, ethnicity, age, or disability).

4C. POWER

Considering the inevitable power imbalances within the researcher-participant relationship, researchers will acknowledge and work with community members to mitigate these imbalances: between themselves and participants, between individual participants, and between participants and the groups to which they belong. Examples of such efforts include:

- Periodic assessments of power imbalances
- Continuously requesting community consent for participation (for example ask at each meeting, or more than once throughout the interview process)
- Specifically including steps toward community empowerment throughout the research process

Researchers are expected to be reflexive in their research process to ensure accountability.

6 Please see the definition of equity in Glossary.

5. ACCOUNTABILITY

Accountability to the community starts with an acknowledgement that researchers have read, understand and consistently reflect on these principles. The accountability is to the research participants-Jane Finch community members-as well as to their organizations.

Image of 2016 Research Symposium at Promoting Education and Community Health (PEACH), Courtesy of Errol Young

Research should make a positive contribution to the Jane Finch community. It is the researcher's responsibility to ensure that participants understand the aim and outcomes of the research and hear the results of the research.

Image of Szimbah Hanley,
2016 Research Symposium,
Courtesy of Errol Young

7. COMPLAINT PROCESS & RISK

Participants will have the right to complain or appeal to the York University Office of Research Ethics should any problems occur during the research process. The Jane Finch Research Advisory Group can assist with making this connection to the institutional Research Ethics Board for appropriate action. Community members who would like to connect to the Jane Finch Research Advisory Group about an issue or complaint may connect directly to the Group at:

Email: janefinchresearch@gmail.com

The role of the Jane Finch Research Advisory Group is to protect community members from potential harms related to participation in academic research, and facilitate accountability in academic research focused on the community so academic research is respectful, just and beneficial to the community. It also encourages academic institutions and their members to facilitate the access of resources by community members which would provide the opportunity to more fully participate, collaborate and engage in research.

Image of Local March at Jane Finch Intersection, Courtesy of Errol Young

Appendix 1: Glossary of human rights terms. (n.d.). Retrieved from http://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms

Higgins, D. (2007). CBC Race Ruckus: Documentary on Street rappers infuriates Jane- Finch community. NOW 20 (52), http://www.nowtoronto.com/stage/story.cfm?content=128873. Hosotsuji, A., Houwer, R., & Hall, D. (2015, May 11). Jane Finch Community

Research Partnership Symposium Report [Web log post]. Retrieved April 11, 2018, from http://youthrex.com/may-29-webinar-2-10-ways-to-meaningfully-engage-underrepresented-youth/

Laidlaw, K. (2013, October). Fortress York. Toronto Life, 66-74.

Narain, S., & Kumar, R. (2013). Connect the Dots: Best Practices for Jane-Finch Yorku Partnerships (Rep.). Toronto.

Pagliaro, J. (2013, August 31). Jane and Finch: Toronto's most dangerous place to be a kid? Toronto Star.

Tecle, S., Offeh-Gyimah, A., Ramsaroop, T. A., & Schwartzentruber, L. (2016). Jane Finch Community Research Partnership Symposium Report(Rep.). Toronto, Ont: York University-TD Community Engagement Centre Catalyst Fund 2016-2017.

We recognize that these definitions are not fixed and there are multiple meanings of each of these terms.

Anti-oppression:
A framework aimed at establishing equitable practices and thinking that is about dismantling, challenging, and providing alternatives to oppressive power structures, practices, and relationships, rooted in systemic oppression, this is especially important when working with institutions.

Anti-racist:
An approach that provides a framework for eliminating racist attitudes and the practices that spring from them on micro, mezzo and macro levels.

Best practices:
A set of practices that provide guidelines for equitable and anti-oppressive approaches to organizing.

Community-led:
Projects or initiatives that are created by and are under the direct leadership of local residents of the community who are directly impacted by the issue at hand.

Community Members/Community Participants:
A complex and semi-fluid concept that in addition to the current residents in the 'official' Jane Finch catchment area could include residents of the broader "Jane Finch" neighbourhoods and those who, by virtue of working and spending significant time in the community or previously living in the community, share and reflect the lived experience of the community.

Equity:
Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

Exotification:
Treating the community or community members as 'exotic;' objectifying the community or community members. Also known as National Geographicking or "petting zoo effect".

Knowledge Mobilization (KMb):

A suite of services that enhances the two-way connection between researchers and community stakeholders so that research and evidence can inform decisions about public policy and professional practice.

Open access:

Making available research results online and free of cost or other barriers. Open access to research outputs is a requirement of Tri-Council funding:

http://www.science.gc.ca/eic/site/063.nsf/eng/h_F6765465.html?OpenDocument

Parachuting:

Working or taking up space in a community usually for a short period of time without ever establishing roots, committing to long-term engagement, or solidarity. E.g. employees of institutions, organizations, or stores who work in the community but live outside of the community and do not build with the community in a meaningful way.

Partnership:

A relationship between individuals or groups based on negotiated terms. Ideally includes equitable ways of sharing of power amongst groups or individuals.

Power dynamics:

Implicit or explicit interactions of power within relationships among individuals or groups with varying levels of power.

Racialization:

The processes of ascribing ethnic or racial identities to a relationship, social practice, or group. Stigmatization/marginalization through the use of the artificial social construct of 'race'.

Research:

There are many different types and methods of research. "Research" may include, for example, data-gathering about the community with members of the community, grassroots and resident-led organizations. Data-gathering includes but is not limited to interviews, focus groups, statistical surveys of participants, observation of community meetings, photography, filming / video-making, collection of news reports or published articles relating to the community, interviews with non-residents (including public officials, academics, etc.) about the community, and related analysis, writing, publication, dissemination, broadcasting, and sharing of information about the community and its members.

Researchers:

Knowledge creators, who have the power to construct arguments for or against ideas, theories, and practices. As collectors of information and also positioned as producers for making meaning, they are positioned to either be against or for the interests of members of the community.

Research Results:

"Research results" may include academic reports and journal articles, reports on websites, students' papers, project evaluations, newspaper articles, films and videos, blogs, exhibits, and any other representations of the Jane Finch community and its members and leaders.

Resident-led:

Projects or initiatives that are created and are carried out under the direct leadership and direction of the members of a given community.

Social Justice:

The practice of anti-oppressive, anti-racist, anti-sexist, anti-classist etc. Approaches and actions aimed specifically to address or remedy social injustices and to work towards human rights and social and economic equity. Equitable access to resources and power serves as a key function.

Stigmatization:

To attach a social stigma to any given person or group of people. Stigmatization can lead to discrimination and is an unethical exertion of power where a person or group of people with less power is negatively labelled by a person or group with more power. Rooted in the systemic oppression of a given group of people.

The Jane Finch Community:

There are many definitions and boundaries which are sometimes used to define our community. The "Jane Finch community," as outlined in the Jane Finch Toronto Strong Neighbourhoods Strategy Task Force full report,[1], refers to the area bordered by Highway 400, Steeles Avenue, Keele Street, and Black Creek. However, the jurisdictional boundaries of Jane Finch do not necessarily represent how the community defines itself as many residents define areas outside those boundaries as part of the Jane Finch Community.

The Stigmatization of Jane Finch:

The stigmatization of Jane Finch is a long-standing experience. In the late 1970s when new immigrants and racialized people were first pushed to the community, the community became problematized, labelled notoriously dangerous, a hot spot for crime and infested with gangs. These labels have not changed much over the past forty-five years, as today news reports about the community are still disproportionately negative with headlines like "Jane Finch, Toronto's most dangerous place to be a kid?" (Pagaliaro, 2013) news articles which read "The school is bordered by forlorn industrial parks, seedy strip malls populated by dive bars and rub 'n' tugs and by Jane Finch one of the most notoriously crime-ridden neighbourhoods in Toronto" (LaidLaw, 2013) or documentaries like CBC's Lost in the struggle which described the community as "notorious slums, teeming with restless hip-hop styled youth" (Higgins. 2007, p.67). These deficit-based narratives of Jane Finch fail to account for stories of community events, examples of youth activism, or positive representation in general.

Youth:

Labels and terms such as 'youth' have many layered contexts and even repercussions, particularly around how youth see themselves (Hosotsuji, Hall & Houwer, 2015). Many youth-serving spaces in the Jane Finch community are guided in their definition of youth based on guidelines from the Ministry of Children and Youth Services (MCYS) that describes youth as a person between the ages of twelve to twenty-nine.

APPENDIX B — RESOURCES

If you have any additional questions or concerns before conducting your research please reach out to us at janefinchresearch@gmail.com or check out our website at www.janefinchresearch.ca

Community Research Collection:
The Jane Finch Repository is an online resource centre specifically created to help mobilize and make accessible research done in relation to the Jane Finch Community. The Jane Finch Repository is currently under development and will be completed from 2018-2020. For more information on the repository contact yorkcec@yorku.ca

Connecting the Dots: Best Practices for Jane-Finch & York U Partnerships Report:
"Connecting the Dots: Best Practices for Jane-Finch & York U Partnerships" was a one-day symposium held on Wednesday, December 11, 2013, that brought together over seventy residents, organizers, community organizations of Jane-Finch and faculty and staff of York University. The symposium sought to address both the historical and the contemporary oppressive structures, practices and relationships that have existed and continue to exist between York University and the Jane-Finch community. Outcomes of the conference include a list of best practices, objectives, and the following report.
http://cec.info.yorku.ca/connect-the-dots/

Jane Finch Community Research Partnership Symposium Report:
The Jane and Finch Community Research Partnership (JFCRP) symposium report was written to discuss the findings of a one-day symposium that brought together community residents, organizations, and York University academics The gathering addressed challenges in accessing research about or conducted in the Jane and Finch community as well as the ongoing challenging relationship between Jane-Finch and York University around research ethics. The report discussed the two main recommendations from the day.
http://cec.info.yorku.ca/files/2011/04/Final-Report-JFCRP-Gathering-Nov292016.pdf

Community Research Ethics Office:
The Community Research Ethics Office (CREO) is an office in Waterloo that was implemented in 2011. The office aims to strengthen and support community research by responding to the needs of community researchers to easily access ethical support and review process.
http://www.communityresearchethics.com/

Centre For Community Based Research:

Founded in 1982, CCBR believes in the power of knowledge to impact positive social change. We are passionate about bringing people together to use knowledge to provide real and innovative solutions to community needs. Our approach to research is participatory and action-oriented in a way that mobilizes people to participate as full and equal members of society.

http://www.communitybasedresearch.ca/

Access Alliance "Our Research Approach":

Access Alliance is a recognized leader and champion of community-based research (CBR) framework with proven capacity to make the research process more inclusive, empowering and transformative. We train and meaningfully engage members of historically marginalized and under-represented communities in leadership capacity as co-creators of knowledge and agents of positive change. Our experience demonstrates that CBR framework brings a sense of shared community accountability to research in ways that deepen our values and principles.

http://accessalliance.ca/home/research-advocacy/approach/

Innovation York's Knowledge Mobilization (KMb) Unit:

Innovation York's Knowledge Mobilization (KMb) unit is a national and international leader in knowledge mobilization. The KMb unit has a suite of activities that create connections between researchers and community and government organizations in order to support the development of research partnerships and dissemination of research results, as well as a suite of training tools to teach you how to develop and implement knowledge mobilization strategies.

https://innovationyork.ca/knowledge-mobilization/

Journal & Readings:

Gaudry, Adam J.P. (2011), "Insurgent Research", Wicazo Sa Review, pp. 113-136.

Kretzmann, J. and J. McKnight (1993).   Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets

Walker, J.E.   "Building from Strength: Asset-based community development"   https://www.bostonfed.org/-/media/Documents/cb/PDF/building.pdf

[The JFCRP is developing an online module and a brief 2-page summary on this history, with resources for more information. The Jane Finch Research Ethics Advisory Group may be able to provide workshops and other training opportunities for Researchers. Please check with The Community Projects Coordinator at the York University TD Community Engagement Centre to learn about ongoing workshops (416)-736-5980 OR yorkcec@yorku.ca].

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