

YEAR END REPORT

2024/25



Trent Community
Research Centre



p. 12 Annual Celebration of Community-Based Research

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p. 9 Ashley Chartier, Community-Based Research Spotlight

A LETTER FROM THE TCRC TEAM

To the TCRC Community,

As we wrap up another academic year, we are proud to look back on a time marked by meaningful connections, impactful research, and continued collaboration with our incredible community partners. The Trent Community Research Centre continues to serve as a bridge between community organizations and the university, creating space for research, service, and learning to flourish together.

Over the past two years, through our partnership with the Business + Higher Education Roundtable (BHER), we were proud to help deliver more than 1,000 work-integrated learning (WIL) opportunities. Though this partnership concluded in March 2025, its legacy continues to shape our hands-on approach to learning.

This year, 126 students worked on 59 community-based research (CBR) projects, tackling real-world questions in partnership with 36 community organizations. These projects offer students the chance to apply their academic skills in service of community goals, resulting in insights that support local innovation and capacity-building.

In addition, we facilitated 298 community-service learning (CSL) opportunities, deepening Trent students' engagement across a wide variety of local initiatives. These hands-on experiences are often students' first step into civic involvement and community leadership.

We are deeply grateful to all those who make this work possible.

To our community partners: thank you for your openness, collaboration, and continued trust. Your willingness to engage with students and co-create solutions is at the heart of every successful project.

To our students: your curiosity, energy, and commitment make our work worthwhile. You've taken on complex challenges and contributed to meaningful change—something we hope you carry forward in all you do.

To our faculty supervisors: your mentorship is foundational. The time, insight, and support you provide to both students and community partners enrich the learning experience and strengthen the value of our shared work.

To our supporters and champions of community-based research: thank you for believing in our mission. Your support empowers us to grow, to try new approaches, and to continue building a Centre that puts community at the core of academic inquiry.

As we look to the future, we are committed to advancing community-based research that drives impact and fosters mutual learning. Together, we are making a difference—and we can't wait to see what comes next.

With gratitude,

The Trent Community Research Centre Team

TCRC TEAM



Ryan Sisson, Manager Community + Workplace Partnerships

Ryan has been at the helm of TCRC since 2018 and oversees all aspects of the planning and coordination of TCRC program operations. In his role, Ryan is focused on supporting and enhancing community partnerships that support employment outcomes and ongoing educational opportunities for students and new graduates; overseeing the cultivation of existing and potential experiential learning opportunities and partnerships and ensuring the successful preparation and placement of students across TCRC’s programs. Ryan is a certified Environmental Professional (EP) through ECO Canada and holds an M.Sc. from the University of Michigan’s School for Environment and Sustainability.



Jessica Marlow, Acting Manager Community + Workplace Partnerships

Jessica joined the Experiential Learning team of Careerspace in 2022 and has provided leadership to our TCRC team over the past year. Jessica brings a background in advocating for individuals facing barriers in the community, as well as a strong history of building connections and collaborations to solve challenges. Jessica believes community-based research is an impactful opportunity for Trent students to make a difference and add valuable research that can really move initiatives forward. Her previous work includes working with individuals facing barriers to employment, advocating for adults with developmental disabilities, and supporting refugees through the refugee determination process.



Brittany Finigan, Team Lead/Project Coordinator

Brittany joined TCRC in 2022, bringing diverse experience as a Trent Alumni, former Course Instructor in the School of Education and Professional Learning, and a strong background in research methods. Throughout her time in Peterborough, Brittany has been actively involved with many local non-profit organizations, particularly in the environmental and educational sectors. She is driven by a passion for learning and the belief that learning should be accessible and empowering for all.



Brooklyn Bartlett, Operations Coordinator

Brooklyn initially joined the TCRC as a Student Communications assistant and rejoined the team in 2024 as the TCRC Operations Coordinator after completing her Master of Arts in Sociology at Queen’s University. She completed her own CBR project assessing mental health programming available to at-risk youth in alternative education settings. Brooklyn is now pursuing her PhD to further her research skills in an academic environment.



Ashley Beaudro, Project Coordinator

Ashley originally worked with the TCRC team as a student in 2022, and after graduation gained experience in both research and student supports through the Ontario Government and the Recruitment & Admissions department at Trent University. Ashley found her way back to the TCRC in November 2024, supporting the Community Service Learning program and the 2025 Celebration of Community-Based Research through her position as Project Coordinator.



Carolyn Mount, Project Coordinator

Carolyn is passionate about community and making and developing intentional connections. Whether in her work as an artist, as a board member in the community, or as a Project Coordinator with the TCRC, Carolyn believes we are stronger and healthier when we are connected and working together. Carolyn loves partnering with students, faculty and community members. She strongly believes community-based research is an incredible opportunity for all involved and looks forward to learning and growing with those she works with.



Malaura Lucas, Project Coordinator

Malaura joined TCRC in October 2024 as a Project Coordinator. She brings a strong background in community service coordination and previously worked in the Chanie Wenjack School for Indigenous Studies as an Academic Administrative Assistant. Throughout her time at Trent, Malaura has been committed to supporting students and building meaningful relationships between the university and the broader community. She is passionate about collaboration, community engagement, and honouring different ways of knowing to create inclusive, impactful experiences for both students, faculty and the community.



Matthew Walmsley, Project Coordinator

Matthew joined the TCRC team in 2022, he brings a diverse skill set and a deep commitment to community well-being to TCRC. With a background in education and environmental science, Matthew is dedicated to making a positive impact to the people and places in our community. His previous roles involved education and community outreach at Peterborough GreenUP and Camp Kawartha. Matthew is a part-time faculty at Fleming College, teaching in the School of Environmental & Natural Resource Sciences. Matthew serves on the steering committee of the Ashburnham Memorial Park Stewardship Group.



Sarah Khaki, Project Coordinator

Sarah initially joined the TCRC team as an Operations Coordinator in 2022, offering her experience and deep commitment to ensuring student success. Prior to her role at TCRC, Sarah worked with several departments at Trent University, including Careerspace where she focused on projects that aimed to enhance the experience of students and recent graduates through experiential learning opportunities. Now in the role of Project Coordinator, Sarah supports the coordination of community-based research and experiential learning projects, supporting students, faculty, and community partners throughout each stage.

KEY COLLABORATORS

 **Business + Higher Education (BHER)**
The Business + Higher Education Roundtable (BHER) is a non-partisan, not-for-profit organization bringing together some of Canada’s largest companies and leading post-secondary institutions. Since 2015, BHER has worked to harness the strengths of Canada’s business and post-secondary education sectors to build opportunities for young Canadians, boost innovation, and drive collaboration. Learn more at www.bher.ca and visit WIL Hub for ways to explore, invest in and create quality WIL opportunities.

The Trent Community Research Centre secured \$483,822 in funding in partnership with the Business + Higher Education Roundtable (BHER), and with support from the Government of Canada to create over 1,000 new community-based research and community-service learning opportunities over a 2-year period, with a focus on sustainability, climate change, and a net-zero economy.

Through community-based research and community-service learning, students at Trent University are empowered to make a meaningful impact by addressing real-world challenges related to sustainability, climate change, and a net-zero economy. The partnership between TCRC and BHER fosters interdisciplinary collaboration, knowledge exchange, and innovation, paving the way for practical solutions and a more sustainable future.


Private Donation


In 2023, the TCRC was fortunate to receive a \$3.5-million gift enabling more Trent students to gain valuable hands-on experience and create meaningful change in the Peterborough region.

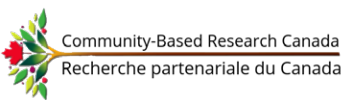
This generous donation, graciously provided by an anonymous TCRC supporter, signifies far more than a financial contribution—it embodies a deep-seated belief in the power of academia and communities to come together to address community needs.

At the heart of this partnership lies a steadfast dedication to empowering students with real-world experience and

creating meaningful change in the Peterborough region. The increase in financial resources has enabled us to provide support and funding to students as they pursue their research projects, while also doubling the number of community-based research projects completed.

 **Academic Skills**
IN THE COLLEGES
Student Support Through Trent Academic Skills
Academic Skills provides invaluable support to CBR students throughout their community-based research projects. This year, Academic Skills also presented to CBR students on Project Management Skills as part of the year’s CBR Bootcamp and provided dedicated support and mentorship to student presenters at this year’s Annual Celebration of Community-Based Research.

 **U-Links Centre for Community-Based Learning**
Recognizing the need for local knowledge and delivery organizations that are responsive to the varying needs of different communities in the region, U-Links has worked as the bridge between Trent University and the rural communities of Haliburton County, since 1999, connecting local organizations that have research questions with students who are interested in community-based research. The TCRC and U-Links work closely to support community-based research at Trent University through a collective, collaborative approach, ensuring a consistent and high-quality experience for all involved.




Continued Learning with CBR Canada

The TCRC is a member organization of Community-Based Research Canada (CBRCanada), a national champion and facilitator of community-based research excellence, a research approach addressing challenging societal problems. TCRC staff regularly attend learning sessions offered by CBR Canada.



 **Trent Office of Research and Innovation**
The TCRC’s priorities align with the Office of Research and Innovation’s Strategic Research Plan 2023-28, specifically in that we aim to 1) engage students in research, 2) enhance the communication of research results, 3) encourage faculty support and mentorship, and 4) engage in research collaboration. The TCRC contributes to the growth and integrity of research at Trent.

 **Trent Bata Library**
While working on their research projects, CBR students often benefit from access to many Library resources, such as the MaDGIC Lab and Librarian Supports which help students achieve success in their research. The Trent Library Archive also houses final reports from CBR projects, ensuring that the collection can be accessed for years to come.

Trent Research Ethics Board
For students conducting research involving human participants, the Trent Research Ethics Board (REB) played a vital role in supporting ethical and responsible research practices. Through targeted workshops delivered during the CBR Bootcamp and ongoing guidance via the ROMEO platform, the REB helped students navigate the ethics review process with confidence and clarity, ensuring projects met high standards of integrity and compliance.

Departments & Faculty
We continue to increase the number of Trent departments and faculty we work with. Thank you to department staff, and all the faculty supervisors for your time, expertise, and commitment to student success and community development. We look forward to continuing our relationships in the future and are excited to welcome new faculty interested in CBR.
In addition, we extend our gratitude to the Communications department, Dean’s Office, Health and Safety, and the many faculty and staff across campus who help ensure students and community partners continue to have the opportunity to engage in these meaningful projects.

COMMUNITY-BASED RESEARCH

FACULTY SPOTLIGHT

Our work is made possible by the dedication and expertise of the exceptional faculty we collaborate with throughout the year. We are grateful for their ongoing partnership and would like to recognize and celebrate their invaluable contributions to our efforts.

Dr. Mira Kapetanovic

This year, Dr. Mira Kapetanovic brought her extensive expertise in forensic and legal psychology to the forefront by teaching the Capstone course in Forensic Science for the first time. She supervised multiple community-based research projects, addressing critical issues such as youth justice, housing insecurity, and community reintegration. In recognition of her dedication to fostering impactful student research and strengthening community partnerships, Dr. Kapetanovic received the 2025 Award for Faculty Leadership in Community-Based Research at our Annual Celebration of Research.

Dr. Stephanie Ehret

Embarking on her first community-based research supervision this year, Dr. Stephanie Ehret brought fresh energy and perspective to the CBR program. Her thoughtful guidance supported a project rooted in community priorities, while also creating a meaningful and enriching experience for her student researcher. In recognition of her dedication to collaborative learning and her commitment to growth, Dr. Ehret was awarded the 2025 Growth Impact Award at our Annual Celebration of Research.

“This project has been the only opportunity during my four years at Trent to work on something that actually feels like it matters—and to apply so many of the things I’ve learned in a way that’s tangible and impactful.”

Cameron Conroy, fourth-year Business Administration student

Dr. Nick Cristiano

This year marked the beginning of a new collaboration between the TCRC and the Policing & Community Well-Being (PLCW) program at Trent Durham. Dr. Nick Cristiano, Assistant Professor in the PLCW program integrated community-based research (CBR) projects into his curriculum, providing hands-on experiences that address real-world issues in community safety and well-being. His commitment to experiential learning and community engagement has enriched the PLCW program and fostered meaningful partnerships between students and local organizations.

Faculty We Worked With This Past Year

| | |
|---|--|
| Andrew Monti, Communications | Paul Shaffer, Global Development Studies |
| Autumn Watkinson, School of the Environment | Raymond Yip-Choy, School of Business |
| Bharati Sethi, Political Studies | Rob Elkington, School of Business |
| Caroline Durand, History | Roger Picton, School of the Environment |
| Christoper Dummitt, History | Sarah West, Biology |
| Geoff Crane, Applied Modelling & Quantitative Methods | Sebastien Paquette, Psychology |
| Jonathan Greene, Political Studies | Stephanie Ehret, Sociology |
| Mary Jean Hande, Sociology | Stephen Hill, School of the Environment |
| Mira Kapetanovic, Forensic Science | Taryn Grieder, Psychology |
| Naomi Nicholls, Sociology | Tom Whillans, School of the Environment |
| Nick Christiano, Policing & Community Well-Being | Wesley Burr, Mathematics |

LIVED EXPERIENCE AND SOCIAL, HEALTH AND ECONOMIC IMPACTS OF INACCESSIBLE HOUSING VS ACCESSIBLE HOUSING

Background

Ontario is facing an accessible housing crisis. Originating from the Accessible Housing Network's (AHN) drive toward accessible housing for all individuals with disabilities, research into Ontario's accessibility practices will be done.

Two kinds of accessibility:

- Implementing accessible features
- Universal Design


This research aims to:

- produce a starting point for the development of future surveys that the AHN and its affiliated organizations will use to lobby for enforced accessible housing standards Canada-wide.

How:

- By gaining insight into the experience of individuals with disabilities within Peterborough in relation to their housing conditions, we can highlight the need for systematic change within property developments.

Plans to Reality: Goals of the AHN



Method

- Literary Review & Environmental Scan
- Qualitative approach
- The study will be completed in two parts:
 - Online survey consisting of 40 questions a. 10-20 participants
 - In-depth interview with 5 participants from the survey pool, consisting of 16 questions covering:
 - the survey's functionality, flow, and content.
 - individuals' experiences and needs related to accessible housing.

Research Question

- How effective is the survey developed by the AHN for collecting reliable and useful data about the housing situations and needs of all people with disabilities in Canada?
- 2 Key Goals:
 - collect and analyze survey and interview data
 - receive feedback from community members regarding the survey itself

Findings

Phase one of this study consisted of a Literary Review and an Environmental Survey of Ontario.

The Key findings from this research:

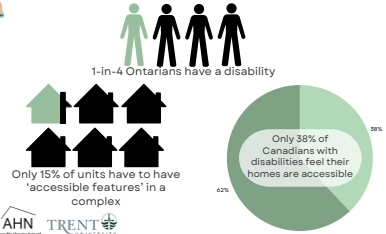
- Over 1 in 10 Canadians with a disability require an aid or assistive device but do not have access to it.
- 1-in-4 Ontarians have a disability
- No enforceable laws for accessible housing in Ontario or Canada
- 15% of units in an apartment complex have to have accessible features

Future of the Study

The second phase of this work is projected to continue next academic year.

The AHN continues to advocate for the needs of individuals with disabilities with a specific focus on housing accessibility needs.

By completing the long-term goal of the AHN of implementing building standards for developers, individuals with disabilities will be able to thrive in homes designed to suit their needs.



1-in-4 Ontarians have a disability

Only 15% of units have to have "accessible features" in a complex

Only 38% of Canadians with disabilities feel their homes are accessible

Researcher: Ashley Chartier
Supervisor: Jonathan Greene
Host: Accessible Housing Network
TCRC Coordinator: Malaura Lucas
POST 4870Y (2024-2025)

Trent Community Research Centre | AHN | TRENT UNIVERSITY

PROJECT SPOTLIGHT

Accessible Housing Network—Lived Experience and Social, Health, and Economic Impacts of Inaccessible Housing vs Accessible Housing

By Trent student Ashley Chartier

The Accessible Housing Network (AHN) advocates for building practices and policies that ensure accessible housing for all Canadians.

Through a literature review, environmental scan, and qualitative methods, including an online survey and in-depth interviews, this project evaluated the effectiveness of a newly developed AHN survey tool. The aim was to determine whether the survey reliably gathers data on housing conditions and needs, and to gather feedback from community members to improve the tool for future national advocacy efforts.

Early findings revealed significant gaps in housing accessibility across Ontario, including the lack of enforceable laws and

the fact that only 15% of apartment units include accessible features. The research emphasized the importance of including the voices of individuals with disabilities in shaping housing policy and standards.

As the project continues into a second phase, its long-term goal is to strengthen the AHN's ability to push for national accessibility standards in housing—ultimately ensuring that individuals with disabilities can live in homes that meet their needs with dignity and independence.

“

What I love most about working with students is that they're at the forefront of what's going on in the world and what's going on in the community. They have access to research that as a small nonprofit organization, we typically wouldn't have access to. They also have access to faculty who can help support a process where again, as a small nonprofit organization we don't often have the internal capacity to do some of these amazing projects that can help support our organization, support our work.

As far as the impact of the organization goes, the output of what they provide creates an opportunity for us to use that in real, tangible real ways to evaluate our programs to, to be able to provide the best service to our clients in the community which are children, youth and families.”

Amie Kroes, Peterborough Family Youth Services

Camp Kawartha—Research Towards a Seasonal Field Guide for the Camp Kawartha Environment Centre

By Trent student Eve Lockhart

Camp Kawartha Environment Centre (CKEC) educators have long shared rich, land-based stories with students, yet lacked a resource to preserve and support these narratives throughout the seasons.

Through a literature review and a series of informal, site-based interviews with CKEC staff, this project explored best practices in environmental storytelling and outdoor education. Lockhart organized insights into key story themes—such as resilience, curiosity, and animal tracking—paired with iconic local species like the black-capped chickadee, flying squirrel, and white cedar.

The resulting field guide includes over a dozen stories, interactive features, seasonal organization, and translations of species names into English, Latin, French, and Anishinaabemowin. It aims to deepen environmental literacy while preserving the Centre's oral traditions and fostering a sense of place among young learners.

This project highlights how storytelling can bridge science and cultural knowledge, inspiring future generations to connect with and care for the natural world right outside their door.

Trent Community Research Centre—Legacy of the TCRC: From Student Researchers to Community-Engaged Professionals

By Trent student Paris Amery

For nearly 30 years, the Trent Community Research Centre (TCRC) has supported community-based research (CBR) that not only serves local organizations but also provides students with valuable, real-world learning experiences.

Using a mixed-methods approach—combining a Qualtrics survey and semi-structured interviews—this project examined how CBR influenced students' personal and professional development. Thematic analysis revealed three key outcomes: significant skill-building in areas such as research, communication, and advocacy; a stronger bridge between academic learning and community engagement; and a clear role for CBR as a catalyst in launching or shaping participants' career paths.

Respondents credited CBR with improving their confidence, helping them stand out in graduate applications, and fostering a lasting commitment to community-focused work. This project not only highlights the success of TCRC's model but also offers valuable recommendations for expanding access and ensuring continued relevance of community-engaged research in higher education.

Storytelling Best Practices for Outdoor Education A Camp Kawartha Environment Centre Seasonal Field Guide

| Background | Interview Findings | Summary of Literature Review | | | | |
|---|---|------------------------------|----------------|--|---|--|
| <p>Camp Kawartha Environment Centre (CKEC) staff recognize a need to secure their valuable oral stories and place-based environmental knowledge. They require a resource that fosters environmental literacy while preserving staff narratives.</p> <p>Purpose</p> <p>To develop a tailored and highly localized field guide for CKEC, based on land-based stories and experiences shared by the staff.</p> <p>Research Questions</p> <ol style="list-style-type: none">1. What makes a good story?2. What are effective methods of environmental education across all ages?3. What strategies are educators deploying?4. What species are present around the Trent Nature Areas?5. What information would CKEC staff like to see in this resource, and how can it improve their work and environmental education? <p>Methodology</p> <p>Literature Review</p> <p>Semi-Structured Informal Interviews with CKEC Staff</p> <ul style="list-style-type: none">o Connecting with core staff members and folks who intend to use this resource.o Interviews occurred during September 2024 as 1 on 1 short hikes on site.o Staff shared story themes and iconic species for final resource. | <table><tr><th>Story Themes</th><th>Iconic Species</th></tr><tr><td>Resilience → Animal Tracking → Curiosity → Animal Behaviours → Environmental History →</td><td>White Cedar Flying Squirrel White-Tailed Deer Black-Capped Chickadee Ermine Apple Tree</td></tr></table> <p>Field Guide Example</p> <div><div><p>WHITE-TAILED DEER</p><p>"The Two Spine Story"</p><p>Did You Know?</p><p>Time to Explore!</p></div><div><p>WHITE-TAILED DEER</p><p>"The Two Spine Story"</p><p>Did You Know?</p><p>Time to Explore!</p></div></div> <p>The Field Guide includes over a dozen stories, images, photos, science-based fun facts, interactive features, a map and seasonal organization.</p> <p>Each story species name is translated into four languages: English, Latin, French and Anishinaabemowin.</p> | Story Themes | Iconic Species | Resilience → Animal Tracking → Curiosity → Animal Behaviours → Environmental History → | White Cedar Flying Squirrel White-Tailed Deer Black-Capped Chickadee Ermine Apple Tree | <p>Summary of Literature Review</p> <p>The Role of Storytelling and EOE* Definitions</p> <p>Canadian EOE Frameworks and Curricula</p> <p>Gaps in EOE for IK* Practical Applications</p> <p>*EOE – Environmental & Outdoor Education *IK – Indigenous Knowledges</p> <p>Site Location</p> <p>The CKEC:</p> <ul style="list-style-type: none">o Located South of the Trent Symons Campus.o On the Trent Nature Area.o A sustainable building.o Hosts workshops, forest school, class trips and more! <p>Conclusion</p> <p>Encouraging a hopeful and empathetic mindset among young people through environmental literacy and this field guide ensures they are better prepared to steward the land and face the future with courage and clarity.</p> |
| Story Themes | Iconic Species | | | | | |
| Resilience → Animal Tracking → Curiosity → Animal Behaviours → Environmental History → | White Cedar Flying Squirrel White-Tailed Deer Black-Capped Chickadee Ermine Apple Tree | | | | | |

Eve Lockhart
2024-25 ERST 4830Y

Academic Supervisor: Dr. Stephen Hill
Organization Hosts: Jacob Rodenburg, Craig Brant
TCRC Coordinator: Matthew Walmsley



Legacy of the Trent Community Research Centre From Student Researchers to Community-Engaged Professionals

| Background | Key Findings | Methods |
|---|--|--|
| <p>Community-Based Research (CBR) focuses on connecting students with community organizations to address real-world issues through thought-provoking research. The Trent Community Research Centre (TCRC) has worked to facilitate CBR at Trent University and the catchment area in Peterborough City & County, City of Kawartha Lakes, Durham Region and Northumberland County for nearly 30 years, encouraging student hands-on learning while serving local communities.</p> <p>Purpose</p> <p>This research examines how participating in CBR through the TCRC has influenced the personal and professional development of former student researchers. By analyzing alumni experiences, this study highlights how CBR provides practical skills, career opportunities, and community engagement. The findings will consider the long-term benefits of CBR in shaping student success while informing the future for TCRC initiatives.</p> <p>Research Questions</p> <ol style="list-style-type: none">1. In what ways has participation in community-based research through TCRC influenced and benefitted former student researchers?2. How has participation in community-based research influenced or supported their personal or professional trajectories? | <p>Using Clarke & Braun's (2006) thematic analysis, examination of surveys and interviews explored CBR's impact on former student researchers' trajectories.</p> <p>Interview & Survey</p> <p>Defined themes were categorized into three groups based on 7 interviews and 13 survey responses.</p> <ol style="list-style-type: none">1. Skill Building: Growth in confidence, public speaking, advocacy, research and communication skills.2. Bridging Academia & Community: Increased engagement with real-world issues, importance of community-driven solutions.3. CBR as a Career Catalyst: Impact on career direction, networking abilities, standing out in graduate programs, and resume building <p>"An experience that opened new doors." - Interview Participant C</p> | <p>A mixed-methods approach examining quantitative data (survey) and qualitative data (semi-structured interview) was analyzed using a thematic analysis method (Clarke & Braun, 2006).</p> <ol style="list-style-type: none">1. Survey via Qualtrics - A five sectioned, 23 question survey collected data from former student researcher's projects and experience. Distributed by the Trent Alumni & Engagement Services by email and posted on TCRC Instagram and LinkedIn.2. Interviews via Microsoft Teams - A 10 question semi-structured interview gaining real-time, raw response data. <p>Discussion & Recommendations</p> <p>CBR has influenced and supported student researchers, shaping their personal and professional trajectories, skills development and engagement with their communities.</p> <p>Recommendations for the TCRC include:</p> <p>For Students: Expand project availability, provide resources on how to structure surveys, navigate the ethics approval process, and effectively conduct interviews to ensure work that supports growth.</p> <p>For the Host Community: Align projects with genuine community needs that maximize impact and foster meaningful collaborations. Additionally, ensure research expectations are balanced and manageable among student, host, and faculty.</p> |



Paris Amery
Course: FRSC-4890Y

Faculty Supervisor: Mira Kapetanovic
Completed 2025

Host Supervisor: Jessica Marlow
TCRC Coordinator: Sarah Khaki



KNOWLEDGE MOBILIZATION THROUGH THE ANNUAL CELEBRATION OF COMMUNITY-BASED RESEARCH

Trent University’s annual Celebration of Community-Based Research at Market Hall on March 27th marked a significant milestone with 126 students showcasing 59 student-led research projects in collaboration with 36 local government, non-profit, charity, conservation, and community interest groups.

The 2025 Celebration of Community-Based Research featured:

- a dynamic research poster showcase – opportunity for researchers to share their work, exchange ideas, and receive feedback from peers and community
- five student presentations on topics including social justice, housing, and the environment
- a keynote speech titled “The World Needs More of You” by Rich Janzen, the Executive Director of the Centre for Community-Based Research
- an awards ceremony honouring outstanding students, community, and faculty leaders



Students receiving the Award for Innovative Poster Presentation

STUDENT AWARDS

Award for Innovative Poster Presentation

Presented to the student(s) who have demonstrated highly effective communication and presentation skills in the design of their research poster. Judges looked for high standards of design and information presentation, effective and imaginative use of space, and communication of research process and results.

Winner: Drew Burt, Amber Poljanowski, Sarah Labidi, and Tamara Ramsaywack

#6356: Durham Regional Police Service Chaplaincy Program
Durham Regional Police Service

Policing and Community Well-being

“

[Community-based research] allows us to have an outside view ... we get to work with different researchers, different organizations. It’s a really great benefit for us to see different perspectives on how they might approach research, approach different questions that are being asked that allows us to really enhance the services and programs that we provide in the Service.”

Aaron Wood, Durham Regional Police Service



Jessica Livingstone

Award for Innovative Oral Presentation

Presented to the student(s) who have demonstrated highly effective communication and presentation skills in the design of their oral presentation. Judges looked for high standards of design and information presentation, effective and imaginative use of space, and communication of research process and results.

Winner: Jessica Livingstone

#6271: Brook Trout Restoration in Baxter Creek at Zion Lake

Trout Unlimited Millbrook

School of the Environment



Jessica Feeney

Provost Award for Academic Achievement

Awarded to the project that best demonstrates rigorous community-based research practices to produce results of particularly high academic merit.

Winner: Jessica Feeney

#6278: Peterborough Community Support Court: An Evaluation

Human Services and Justice Coordinating Committee

Forensic Science

“

This benefited me in a lot of ways, personally it gave me a lot of growth in understanding how to speak to the community, and engage with members of the community. Academically, it really helped me—I’ve learnt to do research, but I was never able to put it into action until now, and that was really beneficial for me.”

Shaela Pharis, fourth-year Forensic Science student

“

I thought that this project was a great way for me to apply the knowledge I’ve gained in the past five years, to a project that makes a meaningful difference in my local community.”

Leon Wickramage, fourth-year Forensic Science student

Community Impact Award

Presented to the project that shows clear engagement with community needs and interests and illustrates the principles of a community-first approach to research work, creating the potential for significant impact within the community.

Winner: Brooke Ambury

#6224: Community Knowledge and Perspectives of Domestic Abuse

Peterborough Domestic Abuse Network

Sociology



Brooke Ambury

Award for Commitment to Professional Learning and Partnership

Presented to a student (or group of students) who exemplified dedication, creative thinking and problem-solving, and professionalism throughout the completion of their Community-Based Research project, helping to strengthen partnerships within and outside of the University.

Winner: Ashley Chartier

#5063: Lived Experience and Social, Health, and Economic Impacts of Inaccessible Housing vs Accessible Housing

Accessible Housing Network

Political Studies



Ashley Chartier

COMMUNITY AWARD

Award for Community Commitment to Student Learning

Presented to a community partner for their commitment to meaningful student learning and their support in bringing academic studies to life.

Winner: Human Services and Justice Coordinating Committee



Receiving the Community Award

FACULTY AWARDS

Growth Impact Award

Presented to a Faculty Supervisor who supervised their first Community-Based Research project in the current academic year, exemplifying commitments to community interests, student achievement, and expansion of personal and professional horizons.

Winner: Dr. Stephanie Ehret, Sociology



Dr. Stephanie Ehret

Award for Faculty Leadership in Community-Based Research

Presented to a Faculty Supervisor who has demonstrated a commitment to Community-Based Research and the support of student achievement.

Winner: Dr. Mira Kapetanovic, Forensic Science



Dr. Mira Kapetanovic

COMMUNITY-BASED RESEARCH PROGRAM PARTNERS

Accessible Housing Network
Amputee Coalition of Canada
Ashburnham Memorial Stewardship Group
AWARE Simcoe
Baxter Creek Watershed Alliance
Baxter Creek Watershed Association
Camp Kawartha
Canadian Family Health Counseling
City of Kawartha Lakes
City of Peterborough
Consent at Trent
Council for Persons with Disabilities

Dalhousie Youth Support Services
Deafblind Ontario Services
Durham Regional Police Service
Geomagnetic Laboratory, Natural Resources Canada
Habitat for Humanity
Human Services Justice Coordinating Committee
Huron Land Conservancy
Municipality of Clarington
New Canadians Centre
Nova Scotia Paramedics Association
One City Peterborough
Peterborough County

Peterborough Domestic Abuse Network
Peterborough Kawarthas Homebuilders Association
Peterborough Public Library
Peterborough Youth Services
The John Ball Legacy Group
Trent Community Research Centre
Trent School of Education
Trent School of the Environment
Trout Unlimited Millbrook
Workforce Development Board

OUR IMPACT: ADVANCING THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)

Each year, the projects supported through the Trent Community Research Centre contribute to meaningful progress toward the United Nations Sustainable Development Goals (SDGs). From reducing inequalities and promoting good health to supporting climate action and quality education, our

students, faculty, and community partners are driving local change with global relevance. The graphic below highlights the number of projects aligned with each SDG, showcasing the breadth and depth of our collective impact.



No poverty
9 projects



Reduced inequalities
28 projects



Zero hunger
1 project



Sustainable cities and communities
18 projects



Good health and well-being
23 projects



Responsible consumption and production
4 projects



Quality education
16 projects



Climate action
9 projects



Gender equality
11 projects



Life below water
6 projects



Clean water and sanitation
8 projects



Life on land
11 projects



Affordable and clean energy
0 projects



Peace, justice and strong institutions
24 projects



Decent work and economic growth
11 projects



Partnerships for the goals
16 projects



Industry, innovation and infrastructure
13 projects

STUDENTS VOLUNTEER THROUGH THE COMMUNITY-SERVICE LEARNING PROGRAM

Community-service learning (CSL) is an integral part of the academic curriculum at Trent University, facilitated through assignments primarily in first- and second-year courses. CSL opportunities involve 10 to 15 hours of volunteering that supports a local organization’s work. CSL experiences supplement and align with the goals of the courses in which they are situated. For Trent’s community partners, CSL partnerships are a way to access large numbers of volunteers to support short or intensive initiatives, while offering students an opportunity to engage in meaningful and impactful volunteering in the broader Peterborough community that aligns with their field of study.

Nearly 300 students have participated in a CSL opportunity this past academic year.

“I enjoyed having students out to the farm through the Trent Community Service Learning program. The students are always curious, engaged, and helpful. It is a nice way to make a connection with the university. The team at Trent are helpful and organized so it’s very easy to organize the events.”

Steve Moore, Fleetwood Farms

“By planting trees on City lands, students are making a significant impact on the community’s social, cultural, environmental, and economic health. This hands-on experience not only benefits the urban forest program but also provides students with valuable skills and a sense of accomplishment.”

Leighanne Howard, City of Peterborough



COMMUNITY-SERVICE LEARNING PROGRAM PARTNERS

- | | | |
|---------------------------------------|--|-----------------------------|
| Ashburnham Memorial Stewardship Group | Habitat for Humanity | Seasoned Spoon |
| Careerspace | International Plowing Match and Rural Expo | TRACKS |
| City of Peterborough | Kawartha Land Trust | Trent Market Garden |
| Fleetwood Hills Farm | Lang Pioneer Village | Trent Sustainability Office |
| Food Not Bombs Peterborough | Mnoominkewin Gathering | Trent Vegetable Garden |
| GreenUp | Reframe Film Festival | Volunteer Peterborough |
| | Research Lab for Social Change | Woodleigh Farms Ltd. |
| | | Wutai Shan Buddhist Garden |

TCRC BY THE NUMBERS

Community-based Research

 **126**
students who
completed a
project

 **12**
university
departments
engaged

 **59**
projects

 **36**
organizations



Community Service Learning

298 students

27 organizations

LOOKING AHEAD TO AN EXCITING FUTURE

As the Trent Community Research Centre (TCRC) approaches its 30th anniversary, 2025–2026 marks an exciting milestone in our journey. For nearly three decades, TCRC has fostered meaningful, community-based research partnerships that extend beyond academia—bringing students and community organizations together to create knowledge that drives change across Peterborough County and the surrounding region.

Our Lasting Impact

- TCRC-supported research has addressed critical social, environmental, and economic issues—helping shape local policies and initiatives that improve lives.
- Hundreds of students have gained hands-on experience through community research, applying classroom learning in real-world contexts and cultivating a deep sense of civic responsibility.
- Our work thrives through trusted partnerships with community organizations, grounded in mutual respect, responsiveness, and shared goals.

Looking Ahead: Our Strategic Focus for 2025–2026

To build on our legacy and deepen our impact, TCRC will prioritize the following actions in the year ahead:

- **Strengthen Community Partnerships**
We will continue to foster and expand partnerships with local organizations who co-create and guide research that reflects community priorities.
- **Advance Equity and Inclusion**
We are committed to ensuring that TCRC research is accessible, inclusive, and responsive—amplifying the voices of communities that have been historically underrepresented in research processes.
- **Support the Next Generation of Community Researchers**
Through enhanced training, mentorship, and applied research opportunities, we will invest in student development to prepare future leaders in community-based research.

Join Us

As we look ahead to this milestone year, we invite students, faculty, partners, and community members to join us in reaffirming our collective commitment to meaningful, community-engaged research. Together, we will continue to build a future rooted in collaboration, equity, and shared knowledge.

“



If you have a project that you don't have the capacity to do internally, [community-based research] was a very easy process. Getting the application done and submitted, and getting feedback on it ... on how the research can actually be conducted, and then getting the results. It was very smooth ... it was a really positive experience.”

Sarah Bass, Community Counselling and Resource Centre



Trent Community Research Centre



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