![Food Secure Canada logo — FSC / Food Secure Canada / Healthy - Just - Sustainable]

FSC Principles for Engaging in Academic Research

This document outlines a proposed scope for collaboration between FSC and academic institutions\researchers on food research projects. It is intended to clarify how we think FSC and our broader membership can most usefully work with academics engaged in food studies.

Collaboration Goals

From FSC's perspective, the goals of collaboration between FSC and Academics are:
1. To muster Canadian academic research to support policy work of FSC by:
    a. Participating in, and producing practical resources, and well thought through policy analysis for FSC networks and members;
    b. Keeping our movement abreast of latest research available.

2. To enable academics to produce socially relevant research and enhance its accessibility by:
    a. FSC enabling knowledge mobilization and diffusion;
    b. Sharing academic work with the Canadian food movement and the broader public.

Overall Guidelines for Collaboration

In all cases projects must:
- Align with the mission and goals of Food Secure Canada[1]
- Complement FSC longer-term policy priorities, although short-term turn around may be possible in some instances
- Not be a net drain on FSC's limited staff and financial resources
- Be ethical, transparent and credible.

FSC's ideal relationship with academics:
- Academics participate on working groups/networks/projects
- Co-development of research
- Co-development of funding applications
- Research is driven by priorities generated by FSC, a working group or network

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[1] This alignment applies to the Project and need not apply to the researcher and / or the institutions involved.

- Mutually beneficial; FSC benefits from expert policy advice and while academics have a direct link to the Canadian food movement
- Peer reviewed validation of our work
- Food Secure Canada's time commitment is funded and its contribution to research is recognized.

Types of Collaboration

FSC supports projects that may be short term and involve only a student while others include faculty and longer-term funded research projects. Each type of engagement has different implications for the level of FSC staff involvement, funding required, and knowledge dissemination available. The tables below outline the expectations of FSC for the different types of joint projects.

Engaging Students in FSC's Work

FSC is generally not able to help individual students, who often call asking us to spend time answering their questions.   We simply do not have time to engage in that kind of work.

When solicited to participate in student research, there are two roles that FSC might assume that determine how deeply FSC is involved in a given research project. For this reason, we have divided academic collaboration with students into two levels of involvement for FSC: *Hands-off*, where we take a more passive role, and *Hands-on,* where FSC staff will be actively engaged in the project. See Table One below.

In all cases, student work must address a research need that has been identified by FSC.

TABLE 1: FSC Roles in Student Research Projects

Role	Hands-off	Hands-on
Professor	- Filters student volunteers - Supervises work - Identifies mutually beneficial collaboration opportunities with FSC.	- Co-supervise work - Find students - Find funding (if appropriate)

Role	Hands-off	Hands-on
Food Secure Canada	• Identifies professors to collaborate with • Produces yearly update of research needs.	• Co-supervises students • Provides access to networks as appropriate • Potential working space provided • Designs useful product o Ex: campaign, briefing note, online map
Student	• Volunteers • All post-secondary levels • Communications through professor	• Could be paid • Mostly graduate students • In communication with FSC staff\networks • Sometimes internship programs
Nature of research	• Relies on volunteers • Connection is only with FSC staff • "quick and dirty"	• Paid researchers • Access to FSC broader membership • Deeper

Collaborating on Academic Projects

FSC can play an important role in supporting academic research projects that align with FSC priorities and on-going work. The following Table outlines the roles that FSC can play as a 'knowledge user' on larger research projects and the parameters that are required for FSC to play these roles.

Table 2: Roles FSC Can Play on Research Projects

FSC Role / Parameters	Advisor on research (passive)	Knowledge disseminator (make research accessible)	Knowledge mobilization (connect community to research)	Active advisor
Funding required	Minimal	Yes	Yes	Yes (eg $10,000)
Staff time to participate	4 meetings only	1 day/wk	Negotiable	Yes
Online presence provided	No	Yes	Yes	No

FSC Role \ Parameters	Advisor on research (passive)	Knowledge disseminator (make research accessible)	Knowledge mobilization (connect community to research)	Active advisor
Travel involved	No	Yes (if paid, including per diem)	Yes (if paid)	Yes (if paid)
Policy & advocacy relevance	Optional	Desirable	Yes	sure

Leading Research / Community-Academic Projects

FSC can lead research projects that arise from work within FSC or in collaboration with our allies and members. The following Table outlines the roles that FSC can play as a lead partner on research projects. The format and intent of the research projects are varied and can range from targeted research to community-campus collaborations with as much of a focus on the process as the outcomes.

Table 3: FSC roles as initiator of a collaborative project

FSC Role \ Parameters	Originator of research concept (pro-active)	Knowledge disseminator (make research accessible)	Knowledge mobilization (connect community to research)	Active lead
Funding acquired by FSC and partners	Yes	Yes	Yes	Yes
Staff time to participate	Yes (arising from our ongoing work)	Yes (As determined by funding)	Yes (As determined by funding)	Yes (eg $10,000 for 1 day / week / year)
Online presence provided	Yes	Yes	Yes	Yes
Travel involved	Perhaps (for FSC and partners)	Yes (for FSC and partners as needed)	Yes (for FSC and partners as needed)	Yes
Policy & advocacy relevance	Ideally	Ideally	Yes	Ideally

Knowledge Mobilization and Translation

Some of the ways that FSC can support knowledge mobilization, translation, and dissemination include:

- Provide project webspace including online discussion space, searchable database of resources, web-forms (for gathering data), private online workspaces, etc.
- Results, or even research in progress (eg survey) can be published on our website
- Webinars to provide forum for academics to present to community sector, government, etc. as well as engage in dialogue with these sectors
- Dissemination of research results through newsletter, website and social media
- Write and disseminate press releases to national press audience, provide press support.
- Participation in our Assemblies or network meetings
- Advocacy stemming from research findings