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LABOURING FOR A CAUSE: COMMUNITY ENGAGED PEDAGOGY DURING A PANDEMIC

INTRODUCTION

In this article, we argue that the labour required to ethically facilitate curricular community engaged learning (CEL) has become increasingly demanding for faculty, staff, students, and community partners as a result of the COVID-19 pandemic. CEL is a form of experiential learning (EL) that sees students and partners from non-profit, non-governmental, and community-based organizations collaboratively develop projects for mutually beneficial outcomes. In contrast to problematic forms of EL that have students working without appropriate financial remuneration for a private sector entity, divorced from academic curricula and with little scholarly involvement, we contend that CEL can have a positive impact on students' academic, personal, and professional lives because of its emphasis on equity, its community orientation, and its commitment to reflexivity. To achieve such beneficial outcomes, however, CEL must be facilitated in an ethical manner, which is tremendously labour-intensive. Drawing, in part, on our own experiences, we examine how the workload of coordinating and participating in CEL has intensified for all participants as a result of COVID-19.

Mapping the Terrain

Broadly speaking, EL “is an approach that educators use to intentionally connect learners with practical experiences that include authentic and focused reflection” (Western University, 2019, “What is Experiential Learning?” section, para. 1). EL includes, but is not limited to, short- and long-term internships, co-ops, exchanges, practicums, simulations, field experiences, and CEL. Pre-COVID-19, EL was growing in both size and scope throughout institutions of higher education, which themselves have become increasingly managerial, corporatized, and metrics-oriented (Canadian Association of University Teachers [CAUT], 2020; Sardoč, 2021; Shore et al., 2015; Urciuoli, 2018; Wildenhaus, 2019). In Canada, university-based EL programming has expanded dramatically in recent years under the auspices of preparing students for the job market post-graduation (Government of Canada, 2019a, 2019b; Levac, 2020; May, 2018; McGowan, 2021). We share the concerns expressed by many of our colleagues that, in this context, EL activities can serve to exploit participants' labour, undermine the scholarly mission of the academy, encourage students to view themselves as neoliberal subjects and precarious labourers, replace the job of existing or would-be employees, and remain inaccessible to many students, especially those who are already marginalized for a range of socio-economic reasons (Bodinger de Uriarte & Jacobson, 2018; Bruce, 2018; Taylor, 2017).

As expectations grow that universities and their respective home units (e.g., faculties, departments, schools, and programs) will provide students with EL experiences, so too does the workload increase for employees required to administer such activities. For example, in our province of Ontario, the government has mandated that all post-secondary students be offered a minimum of one EL activity prior to graduation (Premier's Expert Panel on the Highly Skilled Workforce, 2016). In 2019, the government also decided to allocate higher education funding according to a performance- or outcomes-based system. Then Minister of Training, Colleges and Universities¹,

¹ In October 2019, the portfolio was renamed the Ministry of Colleges and Universities.

Merrilee Fullerton, defended this move, arguing that Ontario universities “really need to have performance-based funding...in order to keep the economy going the way it needs to go, allowing students to find jobs” (CAUT, 2020, para. 4). Performance-based funding (PBF) is problematic for a range of reasons, not least of which is the fact that governments determine the benchmarks of what constitutes “success” (CAUT, 2020; Shin & Csiki, 2021). As Marc Spooner (2020) rightfully contends, under a PBF model, “universities move from being institutions dedicated to fostering critical, creative and engaged citizens that generate public-interest research toward institutions with newly conceived narrow missions... in the direction of becoming entrepreneurial training centres” (para. 6). Although the government’s PBF plan has been temporarily suspended due to the pandemic, it is expected to return in the near future (Friesen, 2020). Pertinent to our discussion here, the government has listed EL as a key funding metric in this plan (Ontario Ministry of Colleges and Universities, 2020), which means that faculty and staff members will likely be under greater pressure from their institutional administrations to facilitate more market-oriented experiences to swelling numbers of interested students.

These well-founded concerns regarding curricular-based EL are exacerbated by the alarming proclivity of un/underpaid internships post-graduation, especially in creative and cultural sectors (Cohen & de Peuter, 2019; Jacobson & Shade, 2018; Moody, 2020; Shade & Jacobson, 2015). Nevertheless, we contend that CEL is a unique type of EL that, if ethically coordinated and facilitated, *can* play an important role in helping to address societal exigencies and in fostering critical, conscientious, and caring citizens. Achieving these positive outcomes, however, especially during a pandemic, necessitates significant institutional labour commitments. In the discussion that follows, we highlight CEL-specific labour pressures that faculty and staff, students, and community partners have experienced because of COVID-19.

CEL LABOUR - BY, FOR, AND WITH WHOM?

Labour of faculty and staff members

We begin with an overview of some of the key activities undertaken by academic faculty and staff members to facilitate ethical forms of curricular CEL. First, faculty and staff must work with students and community partners to ensure that the collaborative CEL process is, indeed, mutually beneficial. This approach takes time and requires a commitment to building trust-based relationships that respect the specific needs, capacities, and objectives of all individuals involved (Karasik, 2020; Levac, 2020; Lowes et al., 2020). In particular, the expertise, experience, and labour exerted by community partners as co-educators must be both recognized and valued (Clayton et al., 2014; Dolgon et al., 2017; Kepkiewicz et al., 2018; Smeltzer, 2018). Second, CEL must be praxis-oriented; the integration of relevant theory and practice in a thoughtful and critical manner provides students an opportunity to gain greater insight into their curriculum while their disciplinary training can inform their on the ground activities. Third, students need to engage in meaningful activities during their CEL placements and within a predetermined and reasonable number of hours. Fourth, students require continuous mentorship throughout their CEL experience from supervisors at both their academic institution and their host organization. Fifth, students deserve appropriate financial and/or course credit remuneration for their labour. Sixth, faculty and staff must proactively promote and protect the mental health and overall well-being of students (with requisite resources provided by their home institution), especially in cases where students bear witness to grievous inequities and marginalization. Seventh, faculty and staff must facilitate activities aimed at providing students the tools they need to better understand their own subjectivities, positionalities, biases, and personal agency (Finley & Reason, 2016; Pirbhai-Illich, 2013). In-depth and authentic reflection exercises are an instrumental part of this undertaking, guiding students through the process of thinking critically about their own experiences vis-à-vis systemic forms of inequity, about the relationship between theory and practice, and about the challenges facing the non-profit sector (Ash & Clayton, 2009; Hickson, 2011; Mitchell et al., 2015; Sanders et al., 2016; Tiessen, 2018). In other words, as Hatcher, Bringle, and Muthiah (2004) write, “reflection activities should help students not only process the course material but also their personal values, civic attitudes, goals, and intentions” (p. 42).

In light of the pandemic, facilitating this introspective process has not only become more important for gaining insight into exacerbated disparities but also more labour-intensive to oversee (Rapanta et al., 2020). As a salient case in point, for the foreseeable future, in-person CEL placements, classes, and meetings are not possible in many places around the world, which means that course components must take place online. Yet, reflection discussions over Zoom remove much of the supportive space needed for students to productively work through uncomfortable

or challenging experiences (Smeltzer et al., 2020). As a result, instructors need to be creative in the kinds of exercises they develop while also being committed to students' emotional needs, which often necessitates supplemental work in the form of one-on-one phone calls and individualized Zoom meetings. Thus, in addition to developing and nurturing trust-based relationships with students and community partners, faculty and staff must prepare students for experiences that may be emotionally challenging and proactively support their mental health needs before, during, and after their largely on-line CEL experience (Smeltzer & Sperduti, forthcoming).

The seven criteria listed above provide a framework for how institutions can facilitate ethical CEL. But herein lies a nefarious dilemma: the greater the push by institutions and governments for more EL participants, the less likely it is that the process will adhere to these ethical criteria *precisely because* it is so labour-intensive. Although we assert that CEL is in a different category from other forms of EL (because of its public good orientation, community focus, commitment to reflection, integration of relevant theory, and so forth), it arguably requires the most amount of time to be done *right* (Smeltzer, 2015, p. 517)². As noted above, academic labour in the neoliberal university has already been transformed with heightened pressure to compete according to market-oriented metrics, marked by greater precarity and associated stress (Berg et al., 2016; Maisuria & Helmes, 2019; Torp et al., 2018). These audit culture performance expectations have been significantly compounded by the pandemic (Anwer, 2020), especially with the shift to emergency remote teaching and the resulting toll on instructors' time, intellectual output, and emotional energy (Clark et al., 2020; Hodges et al., 2020). Certainly, many faculty and staff at our institution have wanted to help alleviate the impacts of the pandemic on their fellow citizens both on and off campus, but they themselves may be grappling with the economic, emotional, and physical brunt of COVID-19.

Our experience at a Canadian university is not unique. For instance, an October 5, 2020 email sent to members of the European Association of Service-Learning in Higher Education (EOSLHE) reassured member institutions, faculty, and staff that, despite challenges caused by the pandemic, they could and should continue facilitating CEL. Attached to the email was a "Practical Guide on e-Service-Learning in Response to COVID-19," created to help support academic and non-academic staff in adapting their courses to virtual environments: "We strongly believe that social distancing is no reason to stop Service-Learning. Just do it online!" (EOSLHE, 2020, p. 5). In our experience, the EOSLHE is a thoughtful and principled association with an impressive public interest mandate and diverse membership. However, as we make clear in this article, the temporary but intensified COVID-19-driven shift in CEL activities is far more layered, nuanced, and labour-intensive than the above quotation suggests (Batova, 2020).

Labour of students

Traditionally, a CEL course includes an embodied experience with a non-profit or community-based organization, agency, network, or collective. Given new COVID-19-related restrictions in many regions (e.g., limited number of people allowed to gather indoors, work-from-home mandates), students often now participate in placements remotely, often under lockdown circumstances, requiring them to modify their CEL projects and modes of delivery. As a result, they do not benefit (emotionally, academically, professionally) from working directly with others³. In some circumstances, students now have access to placements previously unavailable to them due to physical limitations, geographical restrictions, or scheduling difficulties because of employment and familial obligations (Batova, 2020; Waldner et al., 2012). Conversely, some of the barriers that may have impeded students' ability to participate - and to meaningfully engage - in CEL activities have been amplified by the pandemic. For example, without the financial means to purchase various technological tools, such as new laptops, data storage, software subscriptions, and reliable broadband internet access, a student may not be able to fully take part in certain CEL activities. At a broader level beyond digital (in)accessibility, some students have temporarily (or permanently) withdrawn from their academic program for COVID-19-related reasons. Importantly, all of these inequities and

² We consider activities oriented towards fomenting the public good as those which are "joint or collective" (Marginson, 2011, p. 417) and geared towards the benefit of citizens' well-being.

³ Students who *have* been able to engage in some manner of in-person experience - contingent upon local health authority regulations - usually find themselves in a modified placement, especially if they may be working with a vulnerable population.

disparities “are shaped by gender, class, culture, race and geopolitical context among other factors” (Williamson & Hogan, 2021, p. 62). CEL is meant to help address these disparities, not exacerbate them.

Further, students are bombarded with messages that they should “acquire more credentials and make themselves more marketable” (Raddon & Harrison, 2015, p. 140). Evidence of “hands-on” experience via a university-sanctioned placement is a potent example of such utilitarian self-branding, represented as a valuable addition to a student’s CV or resumé (Brienza, 2016; Shade & Jacobson, 2015; Smeltzer, 2018). Public good-oriented CEL activities are not immune from these critiques. Students are still encouraged to (re)produce themselves as neoliberal subjects through emulating “business entities by becoming more personally innovative, entrepreneurial, and efficient even in areas of life where markets do not operate” (Raddon & Harrison, 2015, p. 138). As COVID-19 negatively impacts manifold sectors of the economy (e.g., hospitality, travel, wellness), employment stability, and workplace conditions (British Academy, 2021; Perry et al., 2021), students, many of who themselves have lost employment, may feel an even stronger compulsion to participate in CEL for a competitive edge even if their primary motivation for enrolling in a CEL course is altruistic (Dubb, 2021; Perisic, 2021).

At a more insidious level, education institutions are promoting their own investment in remote EL activities because these experiences purportedly provide students with skills that will be useful in a changing world. As Marianne E. Krasny (2020) postulates, “with employees working from home due to social distancing, e-service learning may prove itself as one of the most effective ways to prepare students to solve the kinds of problems they will encounter once they start their careers” (“Is virtual the same?” section, para. 18). Indeed, as universities continue to make commitments toward virtual curricular and co-curricular engagement, students will be expected to gain or to develop so-called transferable skills designed to work with organizations in a remote-only setting⁴. This messaging is not only fraught for students, but dangerously disingenuous. On the one hand, university rhetoric promotes self-care and taking time to check-in with oneself. On the other hand, students are met with constant pressure to market themselves in preparation for an uncertain and increasingly competitive workforce when the economy enters its hoped-for recovery phase. As noted above, publicly funded institutions foreground the utilitarian, job market benefits of their EL programming to also satisfy government exigencies; yet, this pressure to focus on job readiness serves to undermine the academic mandate of the university.

Lastly, students may feel now, more than ever, that they need to dedicate additional hours in support of community-focused organizations and their public good mandates, knowing that the work benefits others. We argue that encouraging students to commit additional time or energy to their placements beyond the terms agreed upon at the outset of their CEL experience - especially during a pandemic - is, however, deeply problematic and is comparable to students working more hours at a private sector internship. We understand that many organizations, especially at this time, may be understaffed and in need of further support, and that some students may be reticent to say “no” to entreaties out of guilt or a desire to secure a positive letter of reference (Smeltzer, 2015, p. 517). To mitigate against the possibility of students devoting labour during their CEL placements in excess of what is outlined in expectations established at the outset, instructors must engage in regular and open communication with both students and their corresponding organizations about reasonable expectations which, again, necessitates additional labour.

Labour of community partners

In this section, we focus attention on the labour exerted by community partners in mentoring, supporting, and co-educating CEL students. By highlighting community partners’ experiences, expertise, and the central role they play in the CEL process (Goemans et al., 2018; Groulx et al., 2020; Kepkiewicz et al., 2018; Levac, 2020), we eschew a “town and gown” divide that sees academic labour restricted solely to those activities taking place on campus (Darby et al., 2016; Karasik, 2020; Smeltzer, 2018; Taylor, 2017). Yet, EL promotional campaigns produced by

⁴ Evidence of this utilitarian adaptive mentality is made abundantly clear in the following excerpt from the Royal Bank of Canada's 2021 report, “The future of post-secondary education: on campus, online and on demand”: “Without question, learning remotely develops skills that employers demand. It requires students to manage their time effectively, strengthen their written communications and foster a digital aptitude to work alongside technology. And right now, the biggest lessons students are gaining aren’t academic; it’s about being resilient and adaptive. These will be key attributes for their future” (Schrumm, 2020, “Can job ready skills” section, para. 1).

academic institutions tend to paint a picture of a unidirectional flow of labour from “us” to “them.” As Mary-Beth Raddon and Barbara Harrison (2015) write, these kinds of campaigns are designed to help neoliberal institutions cultivate a “positive public image” as a means of “appealing to funders and in attracting and retaining students....as universities increasingly reveal their corporate face, service-learning allows them to present a kinder face” (p. 141).

Concomitantly, with COVID-19, the labour demands placed on many non-profit and community-based organizations have grown exponentially. The intersectional needs of large swathes of the population - a result of (among other serious issues) rising rates of unemployment, mental health exigencies, domestic violence, and expanding health care needs - have directly impacted the capacity of many organizations to fulfil their mandates. To illustrate the extent of the situation, in February 2021, United Way Centraide Canada released startling data that 19% of Canadians surveyed said they have been unable to “pay one or more bill since the pandemic began” and that 12% “have experienced food insecurity at some point since the beginning of the pandemic” (para. 3). By mid-July 2021, the uneven distribution of the pandemic’s economic impacts became more pronounced: “Higher-income households are more likely to say that their debt situation has improved compared to before the pandemic. Those with lower incomes, on the other hand, are more likely to say things have gotten worse” (Alini, 2021, para. 2). In this incredibly difficult context, our community partners are expected to continue providing services to the communities they support, especially for the most vulnerable members of our society. However, many of these organizations are simultaneously feeling the brunt of waning financial assistance (from governments, donors, grants, and fund-raising events), and are struggling to remain solvent (Dubb, 2021). In Canada, more than half of charities have reported a decline in revenues (43% on average) since the onset of the pandemic, with some sectors such as arts, culture, and recreation twice as likely as other organizations to temporarily shut down their operations due to restrictions on distancing and capacity (Lasby, 2021). Although federal and provincial governments began extending financial support in Spring of 2020, the allocated monies have not been nearly close to what is needed for organizations to cover operational costs and continue providing services, let alone recover post-pandemic (Lasby, 2021; Ontario NonProfit Network, 2020).

In light of these challenging circumstances, how can community partners be expected to provide a meaningful CEL experience for students when they themselves are struggling to mitigate personnel burnout, address mounting needs in their respective communities, and stay afloat financially? At minimum, faculty, staff, and students have an ethical obligation to recognize and respect that these organizations have varying capacities and that their main accountability is to the communities they support. In our recent CEL experiences, many of the community partners with whom we regularly collaborate have been unable to host students or have expressed concern that their ability to offer a meaningful experience to students while also providing services to the community has been compromised because of the pandemic. Part of providing that meaningful experience is the fact that CEL is, typically, embodied. In traditional CEL placements, students are, to varying degrees, immersed in an organization’s physical environment. By being in person, students can ask questions on the spot, learn through chance encounters, and interact with other people. Now, faculty, students, and community partners are confronted with the task of mirroring this kind of experience in a virtual setting. They are expected, either by mid- and upper-administrations and/or through their own intrinsic desire, to “make it work.” The implications of this added work, however, often occurs without fulsome consideration of the potential impacts of their labour on their CEL experience. If community partners *are* still able to collaborate on a CEL project virtually, organization representatives often must dedicate additional time and energy in getting to know, mentor, and co-educate students via mediated technologies.

Shared Labour Plights: Mental Health

We have focused our attention separately on the three groups of CEL stakeholders - university faculty and staff, students, and community partners - to highlight, though not exhaustively, the distinct labour ramifications of COVID-19. However distinct, these different groups also experience similar labour pressures. In this penultimate section of the article, we highlight some key labour plights shared by all CEL participants, beginning with mental health.

According to the United Way (2021) report cited above, 76% of Canadians say that COVID-19 “has had an effect on their mental health” with 57% of respondents indicating that it “has caused them stress, 55% say it has caused them anxiety, [and] 36% say it has caused depression” (para. 5). The impacts on the mental well-being of individuals aged 16-29, which includes the majority of university students, is especially high (Jones, 2021). In addition to the material repercussions of COVID-19 (e.g., food and housing insecurity, difficulty paying bills,

trouble accessing timely healthcare), coordinating or participating in CEL solely through an online platform, while also trying to build meaningful connections with peers and colleagues, can negatively affect one's mental health (Lowe et al., 2020; Perisic, 2021). For many of these individuals, the effects of the pandemic are compounded by stress associated with precarious employment and familial obligations. For example, providing support for others physically impacted by COVID-19, managing remote learning for children, and/or caregiving for friends and family isolated at home, requires significant labour that is often invisible in both the embodied and virtual spaces of learning and work (Chattopadhyay & Pandit, 2021). The situation is exacerbated by long-standing concerns regarding the uneven distribution of technological capabilities and the invisible nature of online labour, which is often valued as piecemeal end products divorced from the human beings producing the (im)material commodities (Gershon & Cefkin, 2020, p. 112). It is also important to note that this labour has disproportionately affected women, who make up 70% of paid employees in the non-profit and charitable sectors (Clark et al., 2021; Flaherty, 2020; Mitchell-Eaton, 2020; O'Keefe & Courtois 2019; Squazzoni et al., 2020; YWCA, 2020). Care work in the midst of a pandemic has also, unsurprisingly, continued to deepen the disparities present in the academy, "with considerable long-term consequences for female faculty research productivity and career advancement" (Shalaby et al., 2020, para. 2; see also Davis, 2021).

Moreover, these issues inordinately impact Black, Indigenous, and People of Colour communities who have long experienced, and continue to experience, being in positions where their labour is both exploited and precarious (Anwer, 2020; McGiffin, 2020; Sobo et al., 2020). The pandemic has only served to further entrench these systemic and systematic inequities (Mette, 2020; Sobo et al., 2020). According to Statistics Canada's (2020) monthly labour survey report, "racialized and migrant workers have been disproportionately exposed to COVID-19 as essential workers, and are at a greater risk of unemployment from the economic crisis" (Hammad, 2020, para. 3), and marginalized communities have been hardest hit by the pandemic in terms of higher infection rates and unequal access to health care (Bain et al., 2020; Canadian Union of Public Employees, 2020; Laidler, 2020; Mental Health America, n.d.; Tasker, 2021). Black, Indigenous, and People of Colour faculty, staff, students, and community partners are thus in especially precarious positions vis-à-vis COVID-19 in terms of their physical and mental health while, at the same time, are likely burdened with additional (in)visible labour in helping others cope with the pandemic.

Shared Labour Plights: Mantra of Productivity

As noted, bearing witness to the widespread devastation of COVID-19 has compelled many faculty, staff, students, and community partners to continue to want to help others in need. Yet, they may not have the time, capacity, or emotional space to give of their hearts, minds, and energy. Alternatively, their own COVID-19-related experiences may result in anhedonia: a lack of motivation to continue engaging in work they once enjoyed, such as community-related labour. All of these reactions to living through a pandemic are valid and should be accepted in our institutions and organizations. Nevertheless, we, the co-authors, find ourselves wrestling with what Anwer (2020) describes as an "insidious normalization of relentless productivity," (p. 6) whereby an intrinsic motivation to engage in meaningful work is met with constant, utilitarian pressure to give more, to be exceptional in our achievements, and to seek professional advancement. In this way, we each have struggled at different points over the past year. From Smeltzer's perspective, she found it extraordinarily challenging to recalibrate her professional, personal, and family life worlds during COVID-19, especially with school-aged children at home and extended family needing support. For Sperduti, the level of isolation she already felt as a doctoral student was only exacerbated by the pandemic. In particular, without the presence and support of her officemate/friend in their collaborative shared space, she felt alone both academically and emotionally, especially living by herself in a different city away from family. Speaking from Leon's perspective as a master's student completing her program amid the pandemic, the numerous hours she spent finishing schoolwork and applying for jobs was taxing on her mental and emotional well-being. In addition, the impersonal nature of online learning via platforms such as Zoom made it difficult to sustain both the motivation and relationships necessary to adequately engage in work.

Further, it is our shared perspective that the shift to remote teaching/learning and online labour has intensified the drive toward ubiquitous connectivity; we are expected to be always on and always connected (McGuigan & Manzerolle, 2015). As the lines between one's personal and professional life blur, communication technologies are leveraged by institutions, employers, and broader socio-cultural norms in the name of flexibility to pressure users into not only accepting, but also embracing being continuously networked. For CEL instructors and participants,

being available through technology devices in this way runs the risk of translating into the “colonization of everyday life” (Manzerolle, 2018, p. 5). This appearance of being always available is also part and parcel of branding oneself as a “good” neoliberal subject, whereby individual productivity is prioritized over collective responsibility. CEL can push back against these boundaries by fostering a collective sense of belonging, both in the classroom and within the community, which will become ever-more important as we draw further away from the worst of the pandemic and into a hopeful and more conscientious future.

IN IT FOR THE LONG HAUL: CEL BEYOND THE MASK OF PRODUCTIVITY

As trends indicate, we expect increasing numbers of students will want to participate in CEL activities to support their local communities and/or to bolster their academic career prospects and employment opportunities post-graduation. Although we fully support the idea of students wanting to work with community partners to address the latter’s short- and long-term recovery efforts, an influx of participants into CEL courses translates into additional labour for academic faculty and staff members. It is therefore imperative that institutional administrations make available additional mental health resources for those labouring in these capacities *and* that course numbers are capped to ensure that CEL’s pedagogical process can indeed be facilitated in an ethical manner. Community collaborators are also in a difficult bind, trying to do more for additional people with less support. So, although CEL students usually want to offer assistance, co-educating them may add even more work to a partner’s already full plate. For all these reasons, we cannot allow our academic institutions to take the labour expended by students or these community partners for granted now or post-pandemic.

As we move forward, we are left thinking about one other notable concern, which is that the shift to emergency remote teaching will open the door for technology companies to play an even greater role in developing “platform pedagogy” (Le Grange, 2020, p. 9). Of particular relevance to our interest in EL writ large, this development would not only privilege “education programs that are tightly coupled to workplace demands,” but it would also serve to “expand the role of for-profit organisations and technologies in the provision of education” (Williamson & Hogan, 2021, p. 3). Quite simply, we feel compelled to block this shift from happening; the adoption of technology to facilitate CEL is contingent upon the anomalous nature of the pandemic and should not be mistaken for long-term implementation.

Beyond the progressively alienating and individualistic labour market is an opportunity to re-conceptualize how we collectively work to establish meaningful and ethical CEL activities. In so doing, faculty, staff, students, and community partners ought to be careful not to conflate work that is purposeful with work that is completed merely to tick metrics-oriented boxes benefitting the utilitarian objectives of academic institutions and government authorities.

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