Civic Engagement
at the
University of Victoria

Graduate Student Preparing to Present a Community Research Project

Compiled for the ad hoc Civic Engagement Steering Committee

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Executive Summary

In response to a report to the UVic Executive by the ad hoc CE Steering Committee, the Provost asked the Committee to undertake an inventory of civic engagement activities across five thematic areas including: Community-engaged Scholarship, Student Engagement, Community-based Research, Knowledge Mobilization and Community Partnerships. Within each area a number of examples have been collected including information such as supporting structures (e.g. office, faculties etc.), types of activities (e.g. brokering, partnerships), estimated number of involvement (e.g. student, faculty, staff), outputs (workshops, publications etc.), and enabling policies (e.g. tenure and promotion/rewards for CBR). Some reflections/questions conclude each thematic section.

This document provides an illustration of the diverse and dynamic Civic Engagement[1] (CE) activities across campus at the University of Victoria. The volume of these activities can be illustrated at the individual level in virtually every corner of campus to the research centers, through initiatives such as the public speakers bureau and the pioneering work of the Office of Community-based Research. The expansive nature of CE activities on campus and beyond makes it almost impossible to accurately record its breadth and scope in entirety. This inventory is an attempt to provide an illustration of the diversity of this activity, and to highlight UVic's accomplishments through promising examples.

Introduction and Context

UVic has a long history and reputation of excellence in Civic Engagement, both in Canada and abroad. University of Victoria's vision aspires "*to be the Canadian university that best integrates outstanding scholarship, inspired teaching and real-life involvement. As members of a diverse and dynamic learning community, we challenge one another to become thoughtful, engaged citizens and leaders, prepared to contribute to the betterment of a rapidly changing global society*." This commitment is highlighted throughout UVic's Strategic Plan '*Vision for the Future*' (2012), with a *mission* stating a commitment to 'civic engagement'[2] across the disciplines, and employing "*core strengths to benefit our external communities—locally, regionally, nationally and internationally— and promoting civic engagement and global citizenship*."

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[1] Civic engagement described here as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference." (Thomas Ehrlich [Ed.], *Civic Responsibility and Higher Education,* Oryx Press, 2000)

Additional specific references from 'Vision for the Future':

- Objective 28a calls for UVic to "establish a university-level civic engagement plan that integrates and supports the civic engagement efforts and units across the campus."
- Objective 28b calls to "implement a coordinated leadership and support structure for advancing and measuring UVic's engagement in and with communities around the globe, supporting and coordinating best practices in this area."
- The *Vision for the Future* further states on p. 13 that, "We are now ready to move forward into the next phase of this crucial (civic engagement) agenda."
- There are additional 12-15 specific references to the centrality of the civic engagement agenda for the future of the University of Victoria.

History of Working Groups and Task Forces on CE at UVic

Given the University of Victoria's pioneering work in engagement, the commitments outlined in the *Vision for the Future* and the rapidly evolving national scenario, Leslie Brown, at the time the Interim Director of the OCBR called a meeting in July, 2012 of those persons serving as the representatives or the key leadership at UVic in the four areas named by the Campus Community Collaboration Initiative (CCCI): Knowledge mobilization, community-based research, student engagement and faculty policies. It was agreed that this larger group should continue to meet in support of both the UVic mandate and the national agenda. A smaller group consisting of Peter Keller (faculty policies), Norah McRae (student engagement), Joaquin Trapero (knowledge mobilization) and Budd Hall (community based research) was invited to draft a briefing note about how to do what the *Vision for the Future* document calls for to move forward into the next phase. In addition, there have been numerous working groups and task forces looking at areas of community university research and engagement over the past five years.

On September 14th, the VPAC met with Budd Hall, Leslie Brown and John Lutz and offered support and guidance for moving this forward. On September 23rd, the Ad hoc Civic Engagement Working Group submitted the document *Civic Engagement at UVic: Taking our next steps*, proposing specific actions for a strategic vision for each of the four areas (faculty policies, student engagement, knowledge mobilization and community-based research) that would indicate what they want to achieve by 2017 and how. They further suggested that two additional foundational concepts of the University of Victoria as a "good neighbor" and as being "socially responsible" be further articulated.

The *Next Steps* proposed in *Civic Engagement at UVic: Some thoughts on next steps* included compiling an inventory of community-engaged activities at UVic. This inventory, titled '*Civic Engagement at the University of Victoria*' (*present document*), provides a summary of activities and actions undertaken by UVic related to CE in the areas of CBR, tenure, merit and promotion policies, CES, experiential and service based learning, and KM (mid 2000 onwards). Each of the members of the working group provided leadership to the development of the inventory in their area (i.e. Norah for

service learning, Budd for research, Peter for policies and Joaquin for knowledge mobilization).

The Campus Community Collaboration Initiative (CCCI) and Emerging National Approaches to CE

On May 26th, the Governor General of Canada presided over a national meeting of the Campus Community Collaboration Initiative (CCCI), a gathering facilitated by SSHRC, the United Way of Canada and Research Impact, the Knowledge Mobilization network of which UVic is a co-founder and York University chairs. Representatives of key CU engagement networks and philanthropic organizations were around the table. It was agreed at the meeting that it is time to accelerate developments across Canada to better support campus community collaboration in four areas: knowledge mobilization, community-based research, student engagement and faculty policies. Initial plans call for leadership in these four sectors to be carried out by Research Impact (for KM), Community-Based Research Canada (for CBR), and Canadian Alliance for Community Service Learning (for student engagement) and the Community-Engaged Scholarship Partnership (Faculty policies).

The University of Victoria is active in all four of the national networks (and may be one of the only universities in Canada to be able to claim this). In addition, UVic is a collaborating partner in a five-year SSHRC funded grant called CF-ICE, which has a particular emphasis on student engagement in critical areas of Canadian issues such as homelessness, food security, poverty and more. It is also noteworthy that UNESCO has named the University of Victoria as the lead for its Chair in Community Based Research and Social Responsibility in Higher Education, a task it is undertaking jointly with PRIA, the Society for Participatory Research in Asia.

Related Developments

The Vice President Research is planning an administrative restructuring that is intended to enhance community-engaged activities at UVic. The Office of Research Services will incorporate research partnership services as of the new fiscal year, and the Office of Community Based Research (OCBR) as it currently exists will end. This has prompted discussions of the need and desire for the creation of a new research center or institute that could take up the academic interests of community-based research and more broadly, the interest of community-engaged scholarship. The Institute is envisioned as a leading scholarly space for the study of the theory and practice of community engaged scholarship in the four areas highlighted in the Governor General's initiative.

The research support currently provided by UVic Industry Partnerships (UVic IP), the Office of Community-Based Research (OCBR) and the Knowledge Mobilization unit in the Office of Research Services (ORS), will be amalgamated into a new service unit in the ORS called UVic Research Partnerships. These combined services will build on the significant successes to date in UVicIP and OCBR and will be providing a coordinated approach to fostering partnerships across the institution. UVic Research Partnerships will

function as a tangible example of UVic's commitment to supporting civic engagement through research.

This organizational change redeploys existing resources and is the result of an extensive consultation process, including the UVic Board of Governors, VPR Research Advisory Committee, Dean's Council, the Council of Centre Directors and community stakeholders. It marks a proactive response to the ever-increasing importance and number of research programs that require complex partnerships to succeed. More specifically, it will allow UVic to better coordinate support services for researchers collaborating with external partners, including colleagues within other institutions, industry, community-based and government organizations, and other public and private sector partners.

These services will include assisting potential partners to find one another (brokering), preparing research funding agreements and proposals, creating formal partnership contracts and agreements, meeting regulatory requirements and maximizing the impact of research through knowledge mobilization. Whether the intent of a partnership is to stretch UVic's interdisciplinary knowledge base, create research-informed public policies, improve public services, build more sustainable communities or create new products and businesses, UVic Research Partnerships will support this evolving relationship.

Methods

Data collection for this inventory was carried out in October 2012, and included the analysis of existing documents related to civic engagement activities (e.g. steering committee reports, UVic strategic plan, faculty policy guidelines for promotion and tenure etc), and a scan of the UVic websites (e.g. OCBR, Community Relations, Industry Partnerships, Research Centers etc.). In addition to meetings and guidance from the steering committee (Leslie Brown, Budd Hall, Peter Keller, Norah McRae and Joaquin Trapero), support was also given from Maeve Lyndon (OCBR), Grant Hughes (Community Relations), Martin Taylor (Geography), and Melanie Tromp Hoover (Office of VP Research).

A Word on Terminology

The terminology of CE varies across the UVic campus. Indeed, the language used to describe these activities varies significantly across all Canadian institutions, as highlighted in Madueke's (2012) review of 'Canadian Engaged Scholarship and Faculty Assessment: Canadian Practices.' In a recent survey of CBR activities across faculties, Grant Hughes, from the Office of Community Relations, noted "*terminology and language were a barrier to shared communication and vision, especially when talking to the Professional Schools and possibly also Science*."

Organization of Material

A summary of activities and initiatives for each thematic area are provided, including illustrations of promising practices. In some instances, illustrations of CE activities can spread between more than one category, in which case I have attempted to find the 'best fit' and not repeat the data. This inventory is not inclusive of all civic engagement activities at UVic and reflects the authors' knowledge and access to material on this subject.

1. *Knowledge Mobilization*

> *"In the broadest of terms, mobilizing knowledge is about sharing information with others so that it has an impact on something they do or a concern they have."* (UVic KM Working Group, 2011).

UVic delivers high-quality Knowledge Mobilization support services for both the academic community along a continuum from more traditional (academic publication, conferences, etc.) to more civically engaged approaches (e.g. community research partnerships). The UVic Strategic Plan (2012) highlights the university's commitment **"***To enhance the societal benefit derived through mobilization of research knowledge and creative endeavors from across the disciplines."* In pursuing this commitment UVic created the *Knowledge Mobilization Services* unit in 2010, an office dedicated to supporting real-life applications for UVic research by helping on-campus researchers and off-campus collaborators through partnership brokering, knowledge translation training, event promotion, plain language translation and graduate student programming. The office describes KM as *"bridging the gap between knowledge creation and its practical application by turning research findings or creative works into ideas that are ready for action and designed to benefit society*."

UVic's new *Welcome Centre* opened in January 2012 and serves as a single portal through which community members can access all-things UVic and faculty, staff and students can efficiently collaborate with any number of community-based partners.

Some successful illustrations of KM at UVic include:

- Sponsored staff participation in **Leadership Victoria** training since 2004. Leadership Victoria is a community-based, voluntary organization committed to developing, recognizing and honoring outstanding community leaders in building a vibrant community. (http://www.leadershipvictoria.ca)
- An interdisciplinary festival of idea-sharing every March highlighting the breadth of research being conducted across campus. **IdeaFest** 2013 will showcase over 40 events hosted by researchers, scholars and artists across campus.
- *Knowledge Mobilization pilot project.* Working from a grant awarded in 2006, York University and the University of Victoria established Knowledge Mobilization (KM) Units (2010), that work to match researchers with key policy-

makers in government, health, and social service agencies. This is the origin of *ResearchImpact*, a knowledge mobilization network in Canada.

- *University of Victoria Arts Collections* (Faculty of Art) highlights academic and community artists.
- The *Café Scientifique* program is also an important example of KM. An informal seminar series, this program bridges the research-to-public gap. Hosted by a number of units across campus, these evening cafés provide insight into topics of popular interest that appeal to the science lover in everyone and serve as a fantastic opportunity for community to meet local researchers.
- *Scientist Knowledge Translation Training*: 45 people attended this training in 2011
- More than 130 people attended the Centre for Biomedical Research-sponsored conference *How To Talk About Science.* The conference was designed to help researchers learn to better communicate their research with three audiences: the general public, media and students grades K-12.

Some other examples of '*Matching Community Needs:*'

- *Library* services
- *Faculty Research Expertise Database,* designed to provide access to the wealth of expertise that the University of Victoria has to offer.
- The *UVic Speakers Bureau* is a community service provided by volunteer speakers from among the faculty, staff, graduate students and retirees who teach, conduct research, study and work at the University of Victoria. Through the bureau, experts and knowledgeable individuals from UVic make themselves available to speak to community groups, schools, clubs and other organizations throughout Greater Victoria and southern Vancouver Island.
- *Continuing Education* offers individual courses designed to enhance professional and personal growth are offered in various topics
- *University 101* is a program that offers FREE, non-credit, academic courses that will engage students to a wide range of university topics. Non-credit means that you will get a completion certificate for attending the course, but the course cannot be applied to a degree or diploma program. Meals are provided at the beginning of each class. Bus tickets and child-care subsidies are also available.
- *Cooperative Education Program*, and *Career Services* off potential employers a portal for hiring UVic students and graduates.

Some reflections/questions to consider from this research and other resources include:

- ➢ A campus wide inventory of all departments and faculties at UVic would be beneficial (*this inventory only reviewed SS and HSD.*

- ➢ To strengthen public engagement with UVic's programs, activities, facilities and knowledge, how do we better position the hundreds of public

lectures, workshops, performances, and sporting events—among so many other activities—to our regional community?

> Create/ support an online platforms and tools that connect professors and students with community projects (OCBR report, Dhaliwal & Sherlock).

> Community Calendar similar to a Google Calendar or one used by the NPO Social Coast. Here conferences, workshops etc. can be communicated, relieving burden on emails. Involve a student "task force" on how to make website more user-centered and get student positions to promote its use. (OCBR report, Dhaliwal & Sherlock)

From 'Civic Engagement at UVic: Taking our next steps':

> Identify best practices across other campuses related to KM and to identify and implement examples as appropriate in close collaboration with CBR and other areas of CES.

2. *Community-based Research*

"*CBR involves research done by community groups with or without the involvement of a university. CBR is a collaborative enterprise between academics and community members that democratizes knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination. CBR offers higher education a distinctive form of engaged scholarship and a transformative approach to teaching and learning.*" (Office of Community based Research, adapted from Strand et al., 2003).

Community-based Research (CBR) has been carried out at the University of Victoria by individual academics for over 50 years. The formal recognition for CBR came when Martin Taylor, then VP Research, called for a symposium on community based research in the spring of 2005 and called on Marc Renaud, the former President of SSHRC to do a keynote speech. Renaud suggested that UVic was on the brink of national leadership in this area if it was able to support this kind of work more systematically. Subsequently, the task force on CBR, with Peter Keller and Budd Hall, was set up which led to the formal creation of the Office of Community-based Research (OCBR) in January of 2007.

The OCBR is the first core supported, inter-faculty and co-governed office dedicated to CBR and civic engagement in Canada. The office was established to facilitate local, national and international research partnerships that enhance the social, environmental and economic wellbeing of communities. In Victoria, the office is a focal point for faculty and students and an open door for community groups, governments, NGOs, funders, and the private sector to access UVic research partners (Spalding, 2011). A 'trailblazing initiative,' the OCBR has followed through on its commitment to leverage

socially-driven programs that turn community needs into evidence-based civic action by way of capacity-building projects, workshops, conferences and networks on regional, national and global scales.

Some significant, however not exhaustive, illustrations of CBR activity and outcomes by the OCBR, Centers, Faculties, Departments and individual academics at UVic can be illustrated in the following descriptions.

Office of Community-based Research (2007-2012)

Interdisciplinary successes led by the OCBR include an ongoing community mapping project with local and global applications, a Vancouver Island local food program focused on public education and outreach in all five Island campuses, BC- wide housing and homelessness roundtables, a four year Aboriginal Community Based Research Learning Series -"Caneuel" featuring exemplary faculty-community-student research, three UVIC and Island CBR Institutes, a two year Faculty CBR- Teaching and Learning Series co-sponsored with the UVIC LTC, and the launch of a number of civically engaged research networks, including the Vancouver Island Community Research Alliance, Community-Based Research Canada and the Global Alliance on Community-Engaged Research.

Highlights of some OCBR initiatives, 2007-2012:

- The *CBR Learning and Teaching Series* co-hosted with the UVic Teaching and Learning Centre (2009-2011) included *18 campus workshops* sharing best practices from all UVic faculties in community engaged scholarship with over **350** participants.
- The *Community Mapping Initiative* is developing a service and business plan to guide UVic's community engagement, partnerships and research in mapping. The Initiative is a key service hub in a broader Common Ground Community Mapping Network and builds on the work of many years of community and green mapping and partnerships, in particular with the worldwide Green Map System.
- Four annual *Sharing Food and Knowledge* food security forums.
- Two local and three provincial forums on *Housing and Homelessness,* involving 475 people, 7 campuses and numerous community, business and government bodies; led to the creation of the *Pacific Housing Research Network*, a provincial network co-lead by UVIC researchers and supported by the OCBR.
- *CUexpo08–(2008)* was the largest campus-community conference in Canadian history including over 640 attendees from 13 countries.
- *Outside investments* for OCBR projects between 2007-2012 totaled $1.26 million dollars.
- Estimated *Community In-kind* investments between 2007-2012 totaled $66,800.

Estimates of participants in OCBR activities since 2005:

- Initial 2005 UVic Faculty Roundtable on CBR- 140;

- Community, First Nations, Faculty Consultations 2006 – 225 participants;
- Ongoing Staff, student and community specialists – 55;
- Local community-university steering committee - 30 different participants;
- External Advisory Committee-10;
- Academic and Community project advisory - 40;
- 25 student interns and 15 graduate students;
- Over 325 community, faculty and student volunteers have assisted with major partnership projects and OCBR–UVic events; and
- Thousands of participants have been involved in education and training events, forums, research projects and conferences.

Centres and Faculties

There are currently *seventeen research centers* at UVic. Many of the centers engage in CBR at varying levels of engagement, and have explicit mention of community service, practice community-based research, or outreach partnerships with industry and government. It can also be claimed that all of them do some level of knowledge mobilization. The following vision statements, mandates or general descriptions are taken from the centres' webpages (*seven out of the seventeen*).

- Centre for Aboriginal Health Research (CAHR). The goal of the Center for Aboriginal Health Research (CAHR) is to improve the health and well-being of Aboriginal Peoples through the products and processes of *community-based research* and knowledge translation.

- Centre for Addictions Research BC (CARBC) is a knowledge portal and research resource working in *collaboration with community* on substance abuse.

- Centre for Cooperative and Community-Based Economy (CCCBE) is a focal point on campus for the promotion of interdisciplinary research and learning on subjects related to co-operative and *community-based economy* engaging faculty members from UVic and elsewhere, graduate and undergraduate students, and *members of the wider community.*

- Centre for Early Childhood Research and Policy (CECRP, formerly REACH) are pioneering new collaborative approaches, *through university and community partnerships,* to creating and applying knowledge that will improve developmental outcomes of young children in Canada and internationally.

- Centre for Global Studies (CFGS) has had a mandate to *conduct collaborative, multi-disciplinary and* cross-regional inquiry into the impacts of globalization.

- Centre for Youth and Society (CFYS) aims to promote the well-being of youth from diverse social, economic, and ethnic backgrounds, across developmental transitions, and in evolving societal circumstances.

- Centre on Aging (COAG) promotes and conducts basic and applied research throughout the lifespan. ***Research is conducted in partnership with seniors, their families, organizations, health care providers, and the government.***

Faculties

It is estimated that some 150-200 or more faculty claim CBR as their preferred approach to research and engagement (*interview with Budd Hall*). Special notice should be highlighted with faculty working in areas of health promotion, social work, child and youth care, Indigenous governance, HIV/AIDS etc. Faculties that are particularly engaged in CBR include:

- Human and Social Development
- Social Sciences
- Humanities
- Business

Programs, Projects and Initiatives

The establishment of the MA program in Community Development (2010) illustrates an impressive contribution to enhancing CBR teaching and scholarship at the University. The program is delivered in collaboration with practitioners and scholars from across the University of Victoria, including the Faculties of Human and Social Development, Business, Social Sciences, Humanities, and Education, as well as research units such as the Office of Community-Based Research, and the Centre for Cooperative and Community Based Economy. It also values participation from the Canadian Centre for Community Renewal, the BC–Alberta Research Alliance on the Social Economy, British Columbia Co-operative Association and The Centre for Non Profit Management and other community based organizations.

Other curriculum-based programs include:

- SOSC 300 'Working in the Community', is hosted by the Faculty of Social Sciences, and combines classroom study of community organizations, civic engagement, and related philosophical and ethical issues with a practicum consisting of voluntary work with a community organization. The course also entails critical reflection from social science perspectives on the practicum experience;
- PAAS 209: Intercultural Service Learning was funded by the Learning Without Borders curricular development fund, and is hosted by the department of Pacific and Asian Studies. This course is comprised of lecture components delivered by faculty members from various faculties, and 36 hours of community service learning placements that helped facilitate development of the students' intercultural competencies. There have been 60 students in the PAAS 209 and SOCS 300 courses combined to date;

- Minor in Social Justice; UVic Masters in Community Development;
- Development of the PRIA- UVic Geography Field School;
- Development of the Faculty of Social Sciences Service Learning Course;
- Graduate Studies 500 Special Topics Course- Housing/Homelessness;
- ES 382 CBR Sustainable Food Systems Course;
- 8 Courses for Continuing Studies in Food, Mapping & Sustainability;
- The first Summer Institute on Community Based Research (July 17–18, 2008) with Continuing Studies and the Faculty of Education.

Other CBR initiatives, working groups and laboratories include:

- *Community-Based Research Lab* (CBRL) in the Department of Geography conducts action-oriented research with communities in order to achieve progressive social and environmental sustainable change. Since 2005, the CBRL has hosted at least 12 undergraduate students and 16 current and former MA and PhD students.
- *POLIS* is a center for transdisciplinary research that investigates and promotes sustainability. POLIS fills a unique niche on campus as a place where academic and policy research meets community action.
- *Vancouver Island Public Interest Research Group* (VIPIRG) is a non-profit organization dedicated to research, education, advocacy, and other action in the public interest.

Worth noting are the numerous *Community-University Partnership* projects across campus. These projects span across the disciplines, often involving numerous faculty ranging from Science to Arts and the Humanities. Many of these are supported through multi-year national funding schemes (e.g. SSHRC's CURA and now the Partnerships Grant, CIDA's AUCC-UPCD program) that have worked to establish long-term partnerships with community and government.

Some local and national examples include:

- *VICRA* is an Island-focused community-campus research alliance between the five post-secondary institutions on Vancouver Island working with partners such as the Vancouver Island Economic Alliance, the United Ways and community foundations, local governments, community agencies, Provincial government bodies, and the Vancouver Island Health Authority (SSHRC Public Outreach Grant).
- *The Canadian Social Economy Hub* (CSEHub) acted as a facilitator promoting collaboration among six regional research centers across Canada (Québec, Atlantic, Southern Ontario, Prairies and Northern Ontario, BC and Alberta and the North), and creating opportunities and exchanges with international networks. CSEHub reached out to practitioners, to researchers and to civil society, through the regional research centers and their community partners. (SSHRC Social Economy Strategic Initiative).

- *Language revitalization in Vancouver Island Salish communities: a multimedia approach* (2004-2009). This project involved a partnership between 2 organizations representing 10 First Nations communities, 2 crown corporations whose mandate is the maintenance and revitalization of Aboriginal arts, culture and language and UVic (SSHRC CURA).
- The **Pacific Housing Research Network**, a partnership between numerous universities, community, business and government bodies.
- **Indigenous Child Welfare Research Network** (Faculty of Human and Social Development) is a partnership between universities, agencies and communities.

Some International examples include:

- *The Participatory Sustainable Waste Management Project;* partnership between the University of Victoria, the University of Sao Paulo and numerous community organizations, recycling cooperatives and local governments in the metropolitan region of Sao Paulo, Brazil. (CIDA AUCC-UPCD Tier II)

Some reflections/questions to consider from this research:

➢ Implementing CBR mentoring program for new researchers (an approach in South Africa)

From Civic Engagement at UVic: Taking our next steps:

➢ To develop explicit policies, guidelines and procedures for how UVic will support CBR and assist faculty and student research with community and community research capacity building.

3. *Policy support for Community Engaged Scholarship*

Community engaged scholarship (CES), as described by the OCBR, "*involves the discovery, integration or synthesis, and application of knowledge in ways that connect it to understanding and solving pressing social, civic and ethical problems or to aesthetic or celebratory projects*" (informed by Boyer 1990). UVic is a member of the national project '*Rewarding Community-Engaged Scholarship: Transforming University Policies and Practices"*[3]. This partnership is comprised of eight universities and an international organization that have pledged to work together to change university culture, policies and practices in order to recognize and reward CES. The overarching goal is to realize the potential of universities to improve the quality of life for all Canadians through CES.

The following illustrations highlight specific Tenure and Promotion policies for the departments in the Faculty of Social Science and the Faculty of Human and Social Development, under the three categories of scholarship, teaching and service. Each policy

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[3] CES: http://cescholarship.ca

guideline for tenure and promotion was scanned for inclusion of CE related activities, as well as reward and/or recognition. In many cases, there is a direct mention of community-engaged scholarship, community-based research, service to community and/or community outreach, however these vary significantly in the level of engagement and expectation across these departments. Faculty and tenure promotion policies requiring 'community-based activities' in all three categories of scholarship, teaching and service is **mandatory** for example in the department of Anthropology.

> "*Must be involved in CES, shows a balanced portfolio of academic publications and professional community-based activities that are reviewed and evaluated by their users. CE Teaching will be considered as a component of the RPT's assessment of teaching. This includes transmitting, transforming and extending knowledge beyond the university and serving constituents beyond the university, whether through classroom teaching, mentoring or other activities (i.e. workshops). RPT will value a record of CE outreach as a contribution to service.*"

Some departments recognize a more loosely defined 'service to community' in at least two of the three categories in the assessment of promotion and tenure, such as in Environmental studies, Geography and Psychology.

Environmental Studies

> "*Scholarship section 10: Invited addresses to community groups. Service section 3: Service beyond the university will count positively in consideration for tenure. Examples include: CBR education, development, action or advocacy.*"

Geography

> "*Scholarship section ii) publication or results, non-reviewed material. Material prepared for wide distribution as part of a research project (i.e. community groups, policy makers, general research community). Service section 2.2.3 Service to the community. Section 3.1.4. Tenure full professor/senior instructors for initial appointment must demonstrate ongoing participation in professional and/or community activities (related to scholarly interests).*"

Psychology

> "*Scholarship: section 14. Evidence of a tangible benefit to the wider community arising from faculty member's research in terms of applications to policy and practice is considered positively. Service: section 4: Examples of service contribution includes community--based education, development, action or advocacy.*"

Included in this more loosely defined 'community activities' category with mention of one out of three of the categories related to CE as part of the promotion and tenure policy is the department of Political Science.

Political Science

"*Under Other contributions: Candidates for tenure: Community activities relevant to their field are also recognized as valuable forms of service. However, they are not expected to participate in such activities at the same level as tenured faculty.*"

Within the Faculty of Social Sciences, the department of Economics does not place any specific emphasis on CE within their faculty promotion and tenure guidelines.

Within the Faculty of Human and Social Development, CE is clearly defined within the policy guidelines for tenure and promotion.

"*Teaching activities include: Research training and mentoring of community members/research partners; a. Public workshops and presentations; Participation in expert panels, government/community committees; effective development and use of strategies that support student learning in community and/or practice settings; illustrations of commitment to community-engaged teaching. Scholarship: As this Faculty values community engaged scholarship, it would not be considered unusual for a faculty member to have a research portfolio that balances publications directed at academic audiences with other professional or creative activities. The differing time lines that may be appropriate for the variety in methodologies of community engaged scholarship is recognized. Examples of scholarship include, but are not limited to, the following: building university-community partnerships; illustrations of community-engaged scholarship; recognition/awards by community agencies or groups; participation in community outreach or professional activities.*"

At the department level, there is no mention of rewards/recognition pertaining to faculty engagement in CE activities in either the Social Sciences or HSD. At the faculty level however, the Faculty of Social Sciences have an Award for Outstanding Community Outreach since 2005.

Some reflections/questions to consider from this research and building from Madueke's (2012) review of CES in Canadian universities are the following:

➢ To develop explicit policies, guidelines and procedures for how UVic will support CBR and assist faculty and student research with community and community research capacity building.

➢ Some departments are perhaps more prone to adopting CES (e.g. Nursing, Social Work etc.) than others (e.g. Economics), how do we engage with the departments at this end of the spectrum?
➢ What are the measurements and evaluation policies for recognizing the work of faculty in the community?
➢ Are community projects engagements to be subjected to peer review?
➢ A campus wide inventory of all departments and faculties at UVic would be beneficial (*this inventory only reviewed SS and HSD.*

From Civic Engagement at UVic: Taking our next steps:

➢ A campus wide inventory of all departments and faculties at UVic would be beneficial (*this inventory only reviewed SS and HSD.*
➢ All Faculties and academic units to be tasked to review tenure, promotion and merit policies to recognize and reward community engagement scholarship where judged meritorious and worthy of recognition.

4. Student Engagement

"Excellence is the foundation for our success and it is based on our key distinguishing characteristics: a destination university, a commitment to student engagement and experiential learning, a culture driven by research and discovery and a commitment to civic engagement" UVic's Strategic Plan (2012).

There are numerous illustrations of student civic engagement at UVic. These range from highly structured programs such as service learning, coop placement, practicum and work terms, and to more informal activities and engagement including field schools, experiential learning, course-based CBR, and individual student research. UVic's Strategic Plan (2012) outlines specific objectives pertaining to student engagement:

- 12a) ensure that integrated planning, academic plans and external reviews of departments and faculties address, among other things: articulation of learning and research, **student engagement** and intellectual challenge; and
- 22c) increase the opportunities for undergraduate and graduate **student engagement** in research by the strategic use of resources, including student financial assistance, special funding programs and internal support.

Some specific illustrations of the scope and nature of student engagement through programs at UVic includes:

- *Co-operative Education Program and Career Services* has connected with more than 20,000 students over the last five years.

- The co-op program had 2,807 placements in 2011/12; and an estimated 13,000 students over the last five years.
- All 224 UVic co-op degree programs are accredited by the Canadian Association for Co-operative Education (CAFCE).

- *Practicum* placement in 2012 included: 2343 students enrolled in a practicum in HSD and 633 in Education for a total of 2974 combined.

- A *multi-disciplinary graduate course (GS 505)* coordinated by the KM Unit that pairs students with community organizations to produce knowledge that is immediately applicable to the goals of the organization. The research questions are determined by the organization itself, ensuring that this practicum is producing work that meets social need. The course has been offered yearly since 2007 in partnership with 8 organizations and will run again in spring 2013, partnered with British Columbia's Ministry of Children and Family Development. More than 60 students have participated in the GS505 courses.

- The *International and Exchange Student Services office (IESS)* operates an exchange program for UVic's Faculties of Social Sciences, Science and Humanities. Exchange students in the IESS program may register in courses in any of these three faculties as well as courses in History in Art in the Faculty of Fine Arts. UVic has agreements with approximately 55 institutions in 20 countries.

- A multi-disciplinary graduate course (**GS 505**) that pairs students with policy-makers in a provincial ministry to produce knowledge that is immediately applicable to the business goals of the ministry. The research questions are determined by the ministry itself, ensuring that this practicum is producing work that meets social need. The course will run again in spring 2013, partnered with British Columbia's Ministry of Children and Family Development.

- Academic departments at UVic offer a range of international opportunities including **field schools, summer language programs, and year-long study and work abroad** opportunities. Some of these include:

  - *Centre for Asia Pacific Initiatives (CAPI):* **30 students** since 2003
  - *Department of Pacific and Asian Studies* sponsors an annual scholarship program for students in the department to attend East China Normal University, and offers an opportunity for UVic students to study the Indonesian language and culture for a semester in Yogyakartra, Java;
  - *Department of Biology* works with the Universiti Sains Malaysia to offer Canadian students an international field-based educational experience in Tropical Biology;
  - *Department of French* sends a number of students to France who work there as English teaching assistants in French high schools, and a Senegal Field School - a summer term course for undergraduate students;

- - *Department of Germanic and Slavic Studies* offer opportunities to study or work in Germany including the Canadian Summer School in Germany in Kassel and the Canadian Year in Freiburg;
  - *Department of Greek and Roman Studies* offers a 4-week study trip;
  - *Faculty of Business* offers various international opportunities for BCom and MBA students including international exchanges, international field exercises, and International Integrative Management Exercises; and
  - *Faculty of Law* provides opportunities for upper year law students to participate in exchanges at Canadian and international partner institutions.

- The **Model UN Club** is an event designed to engage high school and university students in the intricate world of international relations and diplomatic negotiation.

Some relevant programs and courses specific to First Nations include:

- The *Certificate in Aboriginal Language Revitalization* offered by Linguistics and the Division of Continuing Studies in partnership with the En'owkin Centre. This program is designed to strengthen your understanding of the complex context and characteristics of language loss, maintenance, and recovery and develop knowledge and strategies for language revitalization within communities.
- The *Master of Arts in Indigenous Governance* (MAIG) is an interdisciplinary program focused on traditional structures and ways of governance and encompassing the values, perspectives, concepts, and principles of Indigenous political cultures.
- In the Faculty of Human and Social Development, UVic nursing students and members of the Tsawout First Nation are participating in an award-winning pilot project called the *Reciprocal Partnership Model in Nursing Education.* Twenty-one third and fourth year nursing students and twelve students from the Tsawout-Saanich communities partnered to focus on health related projects and activities located in the communities and on campus.

Some examples of student course-based engagement include:

- *School of Public Administration* Dispute Resolution Master's Project (DR 598) requires students to complete a major project for a client in consultation with an academic supervisor. The project is a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Advisor.
- *Geog 441* (Dr. Springer, design and planning of cities). "Students Creating Urban Agriculture" is an initiative as a class project. The purpose of the project is to volunteer to establish gardens in urban spaces (specifically targeting The District of Saanich). They are also planning to eventually send a delegation to Saanich Council to explore the possibility of setting up public food gardens in public spaces.
- *Geog 219* (Dr. Owens, Geography of BC) is a class project that fed into a university wide 50th anniversary called "Living Stories." The purpose of the

project was to collect stories from community about their relationship to the campus.

Some reflections/questions to consider from this research and building from the CE Steering Committee final report (2012) include:

> ➤ What would it take to have UVic make a commitment that every UVic graduate has a service learning/CE experience?
> ➤ What are some examples (national/international) where this is working?

5. *Community Partnerships: 'Good Neighbour'*

UVic has a strong reputation as a community partner and 'good neighbor' through many years of building high-quality relationships with key organizations in the public, private and non-profit sectors. These relationships have helped to expand UVic's role in the cultural, economic and social lives of the local and global communities it serves. Some of these illustrations include working with and alongside NGO's, community organizations and government that have worked to establish strong linkages in areas of public policy and programming, not to mention the numerous MoU's with University partners in Canada and around the world, established by UVic researchers. Established high quality partnerships between university researchers, community groups and the private sector can be illustrated through the Vancouver Island Technology Park, working towards social and economic innovation.

Some successful illustrations of CU Partnerships/engagement at UVic include:

- *Industry Partnerships* is an excellent example of UVic's concept of service to industry and the private sector more broadly. The emphasis of these partnerships is to nurture versatile connections with and between UVic researchers and industry partners by strategically linking new ideas and new talents with market opportunities—leading to tangible examples of job creation, new enterprises and industrial growth in Canada. Some examples in the last twelve months include a patent application for a UVic-created salmonella vaccine and the successful commercialization of Plurilock, a spin-off company that provides product solutions to fight identity theft.
- *CanAssist* develops innovative technologies and programs where there are gaps in existing services. Working with the exceptional students and faculty at UVic, along with partners in the wider community.
- The annual *United Way* fundraising campaign, which raised more than $270,000 dollars in 2011.
- Service learning *Division of Continuing Studies* offers distance education for working adults across BC and beyond.

The office of Community Relations alone has 'partnerships' and meets regularly with the following organizations and institutions:

- Cadboro Bay Residents Association
- Camosun Community Association
- Community Association of Oak Bay
- Gordon Head Residents' Association
- Mt. Tolmie Community Association
- North Henderson Community Association
- Quadra Cedar Hill Community Association
- City of Victoria - City Hall
- District of Oak Bay - Municipal Hall
- District of Saanich - Municipal Hall
- Township of Esquimalt - Municipal Hall
- District of North Saanich - Municipal Hall
- District of Saanich - Municipal Hall
- City of Colwood - Municipal Hall
- District of Highlands - Municipal Hall
- District of View Royal - Town Hall
- Town of Sidney - Municipal Hall
- District of Sooke - Municipal Hall
- District of Metchosin - Municipal Hall
- City of Langford - Municipal Hall
- Chamber of Commerce
- Community Social Planning Council
- Leadership Victoria
- Victoria Foundation
- United Way of Greater Victoria

Some First Nations partnerships and services include:

- ***SENCOTEN Canoe Project*** was to conduct a culturally specific teaching and learning exercise to strengthen the relationship between The Indigenous Governance Program (IGOV) and the local Indigenous community of Tsartlip in WSANAEC Nation (Saanich). The project offered opportunities for teaching and learning not traditionally conducted in the UVic classroom. It provided hands-on training and teaching about the SENCOTEN culture, language and ways of life for IGOV students, staff and faculty, as well as members of the Indigenous community.
- ***The Aboriginal Service Plan (ASP),*** hosted by the Office of Indigenous Affairs, is intended to increase Aboriginal learners' access, participation and success in the post-secondary education (PSE) system by increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, and by supporting partnerships between post-secondary institutions and Aboriginal communities.

Some of the formal Partnerships between the OCBR and Community:

- OCBR has partnered with: United Way of Victoria, Victoria Foundation, Community Council, Greater Victoria Coalition to End Homelessness, Downtown Victoria Business Association, City of Victoria, Municipalities of Oak Bay, Saanich, CRD, Vancouver Island Health Authority, Green Map International, Wellesley Foundation, BC Healthy Communities, Common Ground Mapping Network, Sea Change Society in the food, mapping and housing field.

Other illustrations of CE:

- The Family Centre is an inclusive family resource center located in the Student Family Housing complex *supporting a diverse student family community living both on and off campus.*

Some reflections/questions to consider from this research include:

➢ How do we define partnerships? (e.g., Faculty sitting on community boards vs. formal partnerships with civil society organizations etc.)

From 'Civic Engagement at UVic: Taking our next steps:'

➢ Identify issues of pressing concern to be supported as a priority – and identification and brokering of community partners and faculty members to collaborate on these issues.
➢ Explore and develop with its neighbors a realistic and mutually respectful "good neighbor" strategy.
➢ Pull together the campus community around a symposium, a follow-up to the 2005 Symposium that launched the campus wide energies on knowledge and civic engagement.

Inventory Highlights

In review of Civic Engagement activities at UVic, there is a clear commitment to advancing leadership and innovation in the four areas outlined in the Campus Community Collaboration Initiative (CCCI): Community-based research, knowledge mobilization, student engagement and faculty policies. In addition, UVic has a strong reputation as a 'Good Neighbour' with strong established and growing partnerships, as outlined in this inventory.

In response to these goals, UVic has particularly excelled as a leader in the following areas:

Community-based Research:

1. The establishment of the trailblazing Office of Community-based Research (2007-2012), and the creation of the new service unit in the ORS called ***UVic Research Partnerships*** (2013).
2. ***UNESCO*** has named the University of Victoria as the lead for its Chair in Community Based Research and Social Responsibility in Higher Education;
3. The establishment of the ***MA program in Community Development*** (2010) illustrates an impressive contribution to enhancing CBR teaching and scholarship at the University.
4. Exemplary ***interdisciplinary research centers*** with strong community partnerships and student engagement opportunities.

Knowledge Mobilization:

5. Creation of the ***Knowledge Mobilization Services*** unit in 2010, an office dedicated to supporting real-life applications for UVic research by helping on-campus researchers and off-campus collaborators through partnership brokering, knowledge translation training, event promotion, plain language translation and graduate student programming.
6. National, maybe even global, leaders in ***Community Mapping*** programs, capacity training and networks locally and around the world.

Student Engagement:

7. Extensive ***Cooperative Education*** program and ***Career Services*** has connected with more than 20,000 students over the last five years. The co-op program had 2,807 placements in 2011/12; and an estimated 13,000 students over the last five years.

Community Engaged Scholarship:

8. UVic is a **member of the national project** '*Rewarding Community-Engaged Scholarship: Transforming University Policies and Practices',* working together to change university culture, policies and practices in order to recognize and reward CES.
9. Recognition of CES in Tenure and Promotion policies for many departments in the Faculty of Social Sciences and the Faculty of Human and Social Development (*Note: not all faculties represented in this inventory*).

Good Neighbour:

10. **CU Partnerships programs** including 'Industry Partnerships,' and CanAssist for example are excellent examples of how UVic is connecting beyond the campus.
11. Extensive partnerships and collaboration between **UVic's research centers** and the community, such as highlighted through the OCBR and CCCBE.

In remaining a national and global leader in CE, it is recommended (*through this inventory, the ad hoc Steering Committee report 'Next Steps', and additional references noted in this inventory*) that UVic invest in the following areas:

Community-based Research:

1. **Develop explicit policies**, guidelines and procedures for how UVic will support CBR and assist faculty and student research with community and community research capacity building.
2. Implement a **CBR mentoring program** for new researchers (*an approach in South Africa*).

Knowledge Mobilization:

3. **Identify best practices** across other campuses related to KM and to identify and implement examples as appropriate in close collaboration with CBR and other areas of CES.
4. To strengthen public engagement with UVic's programs, activities, facilities and knowledge, and to better position the hundreds of public lectures, workshops, performances and sporting events—among so many other activities, one suggestion is to create/ support an **online platforms and tools** that connects professors and students with community projects.
5. Create a **Community Calendar** similar to a Google Calendar or one used by the NPO Social Coast. Here conferences, workshops etc. can be communicated, relieving burden on emails.
6. Involve a **student "task force"** on how to make website more user-centered and get student positions to promote it's use.

Student Engagement:

7. Consider providing supports such that every student can have a work- based, a community-based or a ***research-based opportunity.***
8. What are some examples (national/international) where this is working?

Community Engaged Scholarship:

9. All faculties and academic units to be tasked to ***review tenure, promotion and merit policies*** to recognize and reward community engagement scholarship where judged meritorious and worthy of recognition;
10. Develop ***measurements and evaluation policies*** for recognizing the work of faculty in the community?
11. Some departments are perhaps more prone to adopting CES (e.g. Nursing, Social Work etc.) than others (e.g. Economics), ***how do we engage*** with the departments at this end of the spectrum?
12. Are ***community projects*** engagements to be subjected to peer review?
13. Conduct a ***campus wide inventory*** of all departments and faculties at UVic. (*This inventory only reviewed SS and HSD*).

Good Neighbour:

14. Identify ***issues of pressing concern*** to be supported as a priority – and identification and brokering of community partners and faculty members to collaborate on these issues.
15. Explore and develop with its neighbors a realistic and mutually respectful ***"good neighbor" strategy.***
16. Pull together the campus community around a ***symposium***, a follow-up to the 2005 Symposium that launched the campus wide energies on knowledge and civic engagement.
17. How do we define partnerships? (e.g., Faculty sitting on community boards vs. formal partnerships with civil society organizations etc.)

"… it is a dangerous starting point for such a discussion to treat universities narrowly as credential mills, serving students as individual learners for only as long as it takes them to complete a degree…for their own good, and for the public good, universities need to be rooted someplace rather than no place. They need to be an active, everyday part of real communities whose histories and geographies, aspirations and troubles, inflect their curriculums and inspire their research. They need to be present, not aloof. They especially need leaders to make the case for doing so."

- Roger Epp, Professor of Political Science, University of Alberta

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