

## 5 INDICATORS

- RESEARCH FUNDING
- ACADEMIC UNIT SCAN OF IMPACT
- REPUTATION
- CASE STUDIES
- COMMUNITY ENGAGED LEARNING

### 1. RESEARCH FUNDING

*Between 2009-2015*

Research Affiliates and Directors from the Office of Community-based Research (OCBR) and the Institute for the Studies and Innovation in Community University Engagement (ISICUE) secured project funding in the amount of:

**\$21,000,000**

for community-engaged research projects on topics related to indigenous child welfare, sustainable waste management, affordable housing, social innovation, water governance, environmental health, aging, homelessness and HIV prevention among many others.

### 2. ACADEMIC UNIT SCAN OF IMPACT

*across the 93 academic units with over 165 occurrences of impact in the 5 OCUE engagement pillars*

COMMUNITY  
ENGAGED  
RESEARCH

COMMUNITY  
ENGAGED  
LEARNING

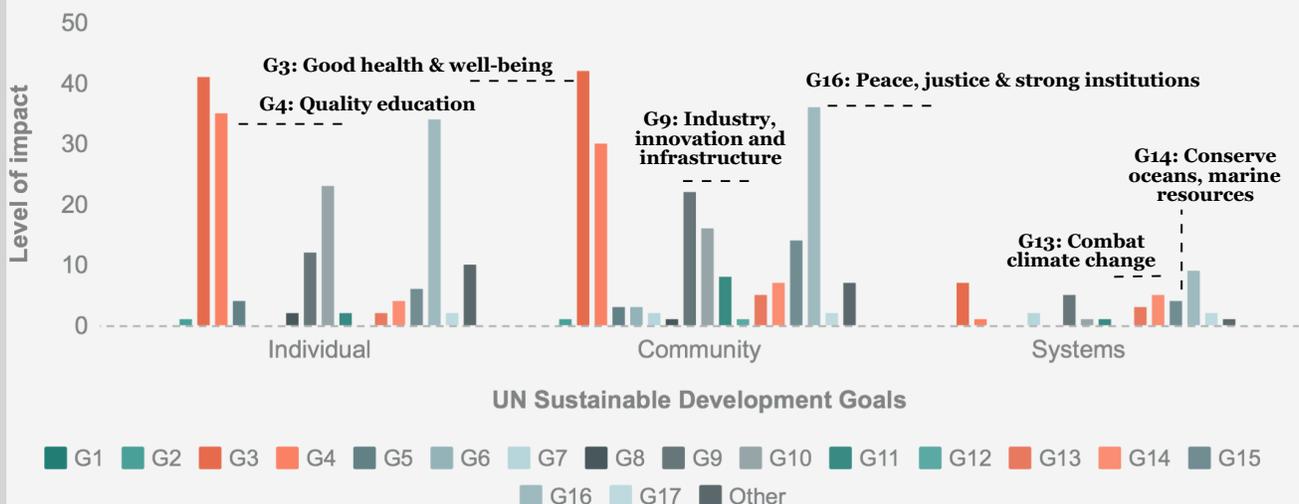
KNOWLEDGE  
MOBILIZATION

GOOD  
NEIGHBOUR

INSTITUTIONAL  
SUPPORTS

there is an exhaustive quantity, in scope and breadth, of contribution and impact to society in each of the OCUE pillars of engagement:

### Linking Impact to the UN Sustainable Development Goals



Data from the 2014-15 Uvic Enhanced Planning Tool

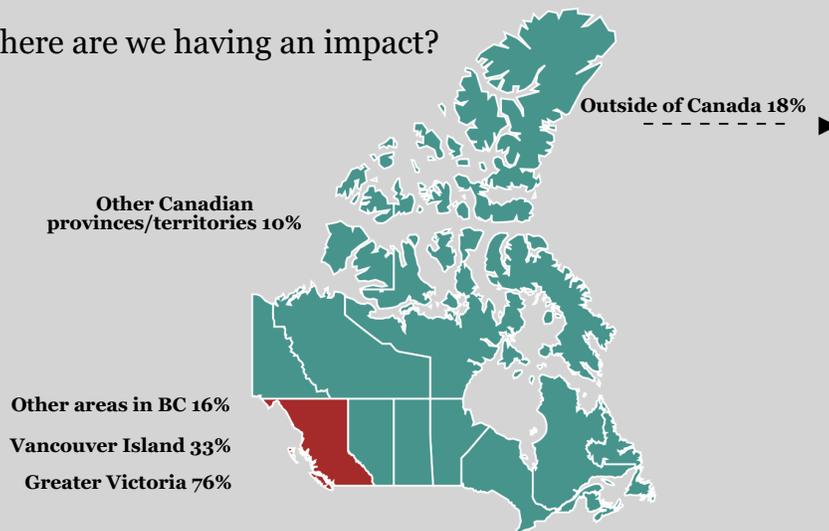
Level of impact = unit occurrence by project/partnership/program/event/experiential opportunity etc

Individual: e.g., changed skills, behavior, attitudes, knowledge or understanding

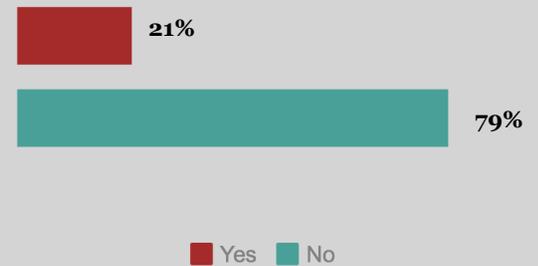
Community: e.g., changes to a project, new collaborations or ideas

Systems: e.g. could take the form of changes to policy, structures or to national/provincial agendas

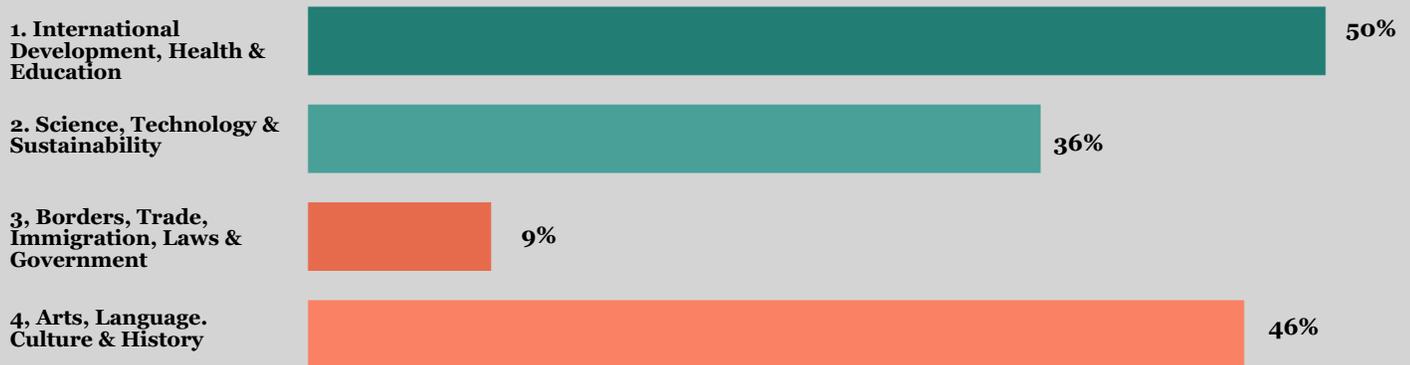
## Where are we having an impact?



## Community engagement with an Indigenous focus



## Aligning Community Engagement to UVic's International Plan



Some impact occurrences fit within more than one goal

## some illustrative examples...

### 1 COMMUNITY ENGAGED RESEARCH

MoU's Research Partnerships Social innovation  
Industry partners Collaborative inquiry

Community-based research working with six rural communities in south-central Madagascar regarding forest fragment expansion and building tourism presence. (Lisa Gould, Anthropology)

The development of a simple affordable diagnostic kits for tuberculosis and other diseases that can work in resource poor areas. (Paul Romaniuk, Biochemistry & Microbiology)

Collaboration with Survivors from the Alberni Indian Residential School to repatriate childhood art created at the school by students in the late 1950s/early 1960s. (Andrea Walsh, Anthropology)

First Nations Inuit Health Branch is contracting with Dr. Jennifer White to work with an Advisory Group to produce web content on the topic of Preventing Youth Suicide Among Indigenous Youth. (Child & Youth Care)

Dr. Paul Romaniuk is engaged with a Chinese company to develop simple affordable diagnostic kits for tuberculosis and other diseases that can work in resource poor areas. (Chemistry)

CAHR is partnering with Hulitan Family and Community Services Society and the Ministry of Child and Family Development (MCFD) to develop and pilot a culturally appropriate Aboriginal parenting skills assessment (Centre for Aboriginal Health Research)

## 2 COMMUNITY ENGAGED LEARNING

Fieldschools Internships Coop placement  
Community service learning Student  
exchange

*Students worked with members of the Lyackson First Nation on a community-initiated "Lyackson Migration Project." The students aided the community in gathering information and recording oral history about Valdes Island, preparing a final report for the Lyackson Nation. Thom's work has supported assertions of aboriginal rights, capacity-building for self-governance of lands and resources, and public education. (Brian Thom's ANTH 433 course in Spring 2014)*

*Students working with Jewish Cemetery Committee to map and document El-Emanuel cemetery. Project began 2015 and expected to run until 2018. (Erin McGuire, Anth 395)*

*The "Coast Salish Language Revitalization" project partnered the Linguistics department with the Saanich Native Heritage Society, the Hul'q'umi'num' Treaty Group, First Peoples' Heritage, Language and Culture Council, and First Peoples' Cultural Foundation to form a "research alliance" and to build capacity in communities for the revitalization of traditional languages and the cultures they in part define. (Linguistics).*

## 3 KNOWLEDGE MOBILIZATION

Conference Open house Presentations  
Speakers bureau Ideafest

*Many staff, faculty and students participate in the Scientists in the Schools program. This program involves school visits (both on and off campus) during which elementary students are introduced to the wonders of science. Tours and visits to specific labs are also common and are accommodated whenever possible. (Chemistry)*

*The Asian Canadian Working Group, based at UVic, partnered with the Chinese Consolidated Benevolent Association and the Chinese Public School for the digital history project, "Victoria's Chinatown: Gateway to the Past and Present of Chinese Canadians (History)*

*The School's impact reaches global dimensions through the live web-casting of concerts and online public archive. (Music)*

## 4 GOOD NEIGHBOUR

Service to local community Council  
Cafe Scientifique memberships

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*Research capacity development opportunities. CAHR provides capacity development opportunities for community members through its Learning Institutes and Speakers Series. We also respond to community requests for workshops and other learning activities. (CAHR)*

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## 5 INSTITUTIONAL SUPPORTS

Awards Funding Training Promotion & Tenure

*The IAB announced an inaugural IAB Community Engagement Award that recognizes faculty members who actively engage with the local business community. (School of Business' International Advisory Board (IAB)*

*Dean's Office Faculty of Social Sciences created a Community Engaged Learning Coordinator position to support faculty, students and community partners. (Social Science)*

*OCUE created a Community Engaged Learning Grant to support curriculum development for faculty (OCUE)*