Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

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MEd (Harvard University, 1997)
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“Measuring the Impact of Community-University Research Partnerships”

Department of Educational Psychology and Leadership Studies

Tuesday, September 29, 2015
11:30am
David Turpin Building
Room A136

Supervisory Committee:
Dr. Catherine McGregor, Department of Educational Psychology and Leadership Studies, University of Victoria (Co-Supervisor)
Dr. Budd Hall, School of Public Administration, UVic (Co-Supervisor)
Dr. Darlene Clover, Department of Educational Psychology and Leadership Studies, UVic (Member)
Dr. Jessica Ball, School of Child and Youth Care, UVic (Outside Member)

External Examiner:
Dr. Kaela Jubas, Werklund School of Education, University of Calgary

Chair of Oral Examination:
Dr. Catherine Costigan, Department of Psychology, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

This research study focuses on measuring the impact of structures that support community-university research partnerships. The broad research question being asked is: How can we determine the impact of community-university research partnership support structures such as the Office of Community Based Research at the University of Victoria, within the university and within local, regional, national and international communities? Participants are situated in local to international contexts and represent a cross-section of sectors within society. Methods of inquiry include: participatory research, institutional ethnography and case study. These are among an increasing number of research approaches consistent with what is called engaged scholarship. Methods of investigation include: in-context immersion, participant-observer-listener, feedback loop, use of available documents and information, key informant interviews, an impact assessment framework prototype designed pre-data collection, field notes, research journaling and the writing process. Theory generated through this study is grounded in the data and constructed through the analysis of data. Methods of analysis include: a two-prong approach to organising data, deductive and inductive approaches, the lens of praxis, and the prototype as an analytical framework. Assessment as praxis is proposed as broad analytic framework. This study’s data and analysis point to impact assessment as a cycle of inquiry and eight elements that inform impact on and through community life and impact on and through the university. The proposed Impact Assessment and Measurement Framework (IAMF) includes eight elements: coupling intention with impact, spheres of impact, categories of impact, conditions of impact, points of impact, impact-focused documentation, differing perspectives of impact, and impact assessment and measurement statements. Contributions of this study include: recognition of staff who work in varied spaces that support community-university research partnerships, research councils as a type of support structure, impact assessment as a cycle of inquiry, explicating impact through elements of impact assessment, and literature consolidation of impact assessment in the context of support structures. Future research may include revision and refinement of the IAMF across different types of community-university research partnership support structures.