Every day, UVic makes a positive impact around the world through community engagement initiatives. In 2017, the Office of Community-University Engagement (OCUE) and the Office of the Vice-President Research (VPR) co-sponsored a research project led by Dr. Crystal Tremblay that examined the breadth and impact of community engagement initiatives such as community-engaged research (CER) and community-engaged learning (CEL) at UVic between 2009 and 2015.

Dr. Tremblay considered how community engagement initiatives at UVic intersect with the United Nations’ 17 Sustainable Development Goals (see these at sustainabledevelopment.un.org), as well as the five guiding pillars of OCUE and the four areas of international impact identified in UVic’s International Plan:

<table>
<thead>
<tr>
<th>OCUE PILLARS</th>
<th>AREAS OF INTERNATIONAL IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community-engaged learning (CEL)</td>
<td>1. International development, health and education</td>
</tr>
<tr>
<td>2. Community-engaged research (CER)</td>
<td>2. Science, technology and sustainability</td>
</tr>
<tr>
<td>4. Being a good neighbor (GN)</td>
<td>4. Arts, language, culture and history</td>
</tr>
<tr>
<td>5. Institutional policies and supports (IPS)</td>
<td></td>
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</tbody>
</table>

Based on these intersections, Dr. Tremblay identified five key ways that UVic has made an impact in the community. The following is a summary of these five key indicators of impact (to see the full report, contact ocuehelp@uvic.ca).

**$21 million in research funding**

From 2009–2015, staff and research affiliates from the former Office of Community-Based Research (OCBR) and the former Institute for Studies and Innovation in Community-University Engagement (ISICUE) secured $21 million in funding for community-engaged research.

Research topics included:
- affordable housing
- homelessness
- aging
- environmental health
- Indigenous child welfare
- social innovation
- HIV prevention
- sustainable waste management

**167 instances of community engagement impact**

Dr. Tremblay reviewed data from the Enhanced Planning Tool (2014–2015) to identify the impact of community engagement across all academic units at UVic. She also identified and surveyed 12 case study participants to showcase specific community-engaged research projects from across the university.

The result: 167 instances where UVic community engagement initiatives directly aligned with one or more of the five OCUE pillars as well as UN Sustainable Development Goals.
How does community engagement at UVic align with the UN Sustainable Development Goals?

Dr. Tremblay identified that there are three types of impact within each UN Sustainable Development Goal and categorized the 167 instances into these three areas:

<table>
<thead>
<tr>
<th>INDIVIDUAL</th>
<th>COMMUNITY</th>
<th>SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to individuals’ skills, behaviour, attitudes, knowledge or understanding.</td>
<td>Changes to a larger project and encourages new collaborations or ideas.</td>
<td>Changes to policies, structures and government agendas.</td>
</tr>
</tbody>
</table>

ALIGNMENT OF UVIC INSTANCES OF IMPACT WITH UN SUSTAINABLE DEVELOPMENT GOALS

<table>
<thead>
<tr>
<th>UN GOALS</th>
<th>INDIVIDUAL</th>
<th>COMMUNITY</th>
<th>SYSTEMS</th>
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<td>2</td>
<td>2</td>
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<tr>
<td>OTHER</td>
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<td>7</td>
</tr>
</tbody>
</table>
Where is UVic making an impact through community engagement?

- 71% of instances occurred on Vancouver Island
- 12% of instances occurred internationally
- 10% of instances occurred in other areas of BC
- 7% of instances occurred across the rest of Canada

How is UVic engaging with Indigenous communities?

- 21% of instances reported in the Enhanced Planning Tool (EPT) included an Indigenous focus

How does community engagement at UVic align with the university’s International Plan?

The 167 instances were cross-referenced with the four areas of impact described in the International Plan to identify how UVic community engagement initiatives are making a difference around the world:

- 50% International development, health and education
- 46% Arts, language, culture and history
- 36% Science, technology and sustainability
- 9% Borders, trade, immigration, laws and government
- 7% of instances occurred across the rest of Canada
Raising UVic’s reputation

Dr. Tremblay identified five ways in which UVic has made an impact internationally around community-engaged scholarship (CES), which includes community engagement initiatives, CER, and CEL.

**1. Involvement with networks**

*Local involvement*
- Vancouver Island Community Research Alliance (VICRA)
- Vancouver Island Social Innovation Zone (VISIZ)
- Community-University-Victoria Conference (CUVIC 2014 and 2016)

*National involvement*
- Community-Based Research Canada (CBRC)
- CUExpo 2008 (UVic hosted)

*International involvement*
- UNESCO Chair in Community-Based Research in Social Responsibility in Higher Education (UVic faculty member, Dr. Budd Hall, serves as co-chair)

**2. Student recruitment**

Between 2009–2015, the Office of Community-Based Research (OCBR) and the Institute for Studies and Innovation in Community-University Engagement (ISICUE) worked with:
- 50+ master's and PhD students, as well as post-doctoral fellows
- 75+ undergraduate students who were hired to support research projects through work study positions, assistantships or MITACS placements
- 800+ students who participated in training sessions, webinars, workshops and symposiums

**3. Online presence**

Dr. Tremblay conducted a Google search to determine UVic’s online presence in regards to community engagement⁴. The following combined phrases were searched; these were the numbers of online results.

*University of Victoria AND Community-Based Research (CBR): results*
- Google scholar: 49,500
- Google: 3,020,000,000
- UVic Library Citation Index: 40,468

*University of Victoria AND Community-Engaged Research (CER): results*
- Google scholar: 212,000
- Google: 178,000
- UVic Library Citation Index: 1,969

**4. Keynotes and publications**

Between 2009–2015, staff from OCBR and ISICUE:
- Gave 50+ presentations at local, national and international conferences on the topic of CES/CBR/CEL
- Produced 350+ publications
- Attended or coordinated 50+ meetings with national research councils and foundations

**5. International delegations**

Between 2009–2015, UVic hosted 40+ national and international delegations from post-secondary institutions interested in learning about CES/CBR/CEL
12 case studies of community-engaged research

The following case studies highlight the diverse global impact of CER taking place at UVic.

Legend:
Colours correspond with regions of the world. See a brief overview of the 12 global case studies below.

1. Removal, Transitions and Trauma: Retrospective Perspectives of Children and Youth, and International Best Practices on Transition Management
   Location: Americas—Canada: British Columbia (Duncan, Nanaimo, Victoria)
   UVic unit: School of Child and Youth Care
   Faculty lead(s): Dr. James Anglin and Angela Scott
   Time frame: 2015–2017
   UN Goal(s): 3, 16
   International Plan(s): International development, health and education
   OCUE pillar(s): CER

2. Vancouver Island Social Innovation Zone
   Location: Americas—Canada: British Columbia (Greater Victoria region, Vancouver Island region)
   UVic unit: Institute for the Studies & Innovation in Community-University Engagement.
   Faculty lead(s): Dr. Leslie Brown and Dr. Crystal Tremblay
   UN Goal(s): 3, 8, 9, 11, 16
   International Plan(s): International development, health and education; Science, technology and sustainability
   OCUE pillar(s): GN, CER

   Location: Americas—Canada: British Columbia (Greater Victoria region)
   UVic unit: Peter B. Gustavson School of Business
   Faculty lead(s): Sarah Easter and Dr. Mary Yoko Brannen
   UN Goal(s): 3, 10, 16
   International Plan(s): Science, technology and sustainability; Borders, trade, immigration, laws and government
   OCUE pillar(s): CER

4. Mapping Our Common Ground: A Community Collaboratory for Sustainable Planning and Engagement
   Location: Americas—Canada: British Columbia (Kelowna, Greater Victoria region), Newfoundland, Ontario, Quebec, Yukon; United States of America; Europe—Denmark, Ireland, Sweden, United Kingdom
   UVic unit: Cross-institutional
   Faculty lead(s): Dr. Peter Keller (geography), Dr. Ian O’Connell (geography), Dr. Rosaline Canessa (geography), Dr. John Lutz (history), Dr. Brian Thom (anthropology) and Dr. Jon Corbett (UBC-O); staff: Ken Josephson (geography) and Maevy Lydon (ISICUE); research assistants: Logan Cochrane (UBC-O) and Dr. Bruno de Oliveira Jayme (UVic)
5 Strengthening Community-University Research Partnerships
Location: Africa—South Africa, Uganda; Americas and Caribbean—Argentina, Brazil, Canada, United States of America; Asia—Jordan, India, Indonesia; Europe—Ireland, Netherlands, United Kingdom
UVic unit: School of Public Administration
Faculty lead(s): Dr. Budd Hall
UN Goal(s): 4, 9, 10, 11
International Plan(s): International development, health and education
OCUE pillar(s): CER

6 Participatory Sustainable Waste Management
Location: Americas—Brazil, Canada: British Columbia (Gulf Islands, Vancouver)
UVic unit: Department of Geography
Faculty lead(s): Dr. Jutta Gutberlet
UN Goal(s): 2, 3, 5, 8, 10, 11, 13
International Plan(s): International development, health and education
OCUE pillar(s): CER, GN, KM

7 Live Case for Our Place Society
Location: Americas—Canada: British Columbia (Greater Victoria region)
UVic unit: Peter B. Gustavson School of Business & Our Place Society
Faculty lead(s): Heather Ranson, Dr. Steve Tax and Dr. Enrico Secchi
Time frame: 2014
UN Goal(s): 1, 2, 3, 4, 11, 16
International Plan(s): International development, health and education
OCUE pillar(s): CER, GN, CEL

8 Rainy Day Solutions: Enhancing Rain Gardens as Bioengineering Strategies in Municipal Stormwater Management
Location: Americas—Canada: British Columbia (Greater Victoria region)
UVic unit: School of Environmental Studies
Faculty lead(s): Dr. Valentin Schaefer
Time frame: 2014
UN Goal(s): 3, 4, 11, 15
International Plan(s): Science, technology and sustainability
OCUE pillar(s): CER, GN, KM

9 Volunteer Drivers in the Greater Victoria Area
Location: Americas—Canada: British Columbia (Greater Victoria region)
UVic unit: Institute on Aging & Lifelong Health
Faculty lead(s): Dr. Holly Tuokko and Dr. Vincenza Gruppuso
UN Goal(s): 3, 10
International Plan(s): International development, health and education
OCUE pillar(s): CER, GN

10 Rural Women’s Strategies of Community Building, Self-Reliance, and Resistance: South Africa from Apartheid to the Social Grant
Location: Africa—South Africa; Americas—Canada: British Columbia (Greater Victoria region)
UVic unit: Department of History
Faculty lead(s): Dr. Elizabeth Vibert
Time frame: 2012–2019
UN Goal(s): 1, 2, 3, 5, 8, 10, 11, 13, 15, 16
International Plan(s): International development, health and education; Science, technology and sustainability; Arts, language, culture and history
OCUE pillar(s): CER, GN

11 Traveling Together? Navigating the Practice of Collaborative Engagement in Coast Salish Communities
Location: Americas—Canada: British Columbia (Greater Victoria region)
UVic unit: School of Public Administration
Faculty lead(s): Dr. Sarah Marie Wiebe, Dr. Leslie Brown, Kelly Aguirre, Amy Becker, Israyelle Claxton and Dr. Brent Angell
UN Goal(s): 3, 9, 10, 11
International Plan(s): International development, health and education
OCUE pillar(s): CER

12 The 2060 Project: Low Carbon Energy Pathways for British Columbia and Canada
Location: Americas—Canada: British Columbia (Greater Victoria region, Vancouver)
UVic unit: Institute of Integrated Energy Systems
Faculty lead(s): Dr. Peter Wild, Dr. Andrew Rowe and Dr. Bryson Robertson
Time frame: 2014–2018
UN Goal(s): 3, 4, 7, 9, 11, 13, 16, 17
International Plan(s): Science, technology and sustainability; Borders, trade, immigration, laws and government
OCUE pillar(s): CER, CEL, KM
Impact of community-engaged learning

Approximately 6,500+ students participate in community-engaged learning (CEL) at UVic each year.

CEL enhances the integration of community experience with student learning, on or off campus. Through CEL, students can apply academic knowledge to real-world issues, a process that can benefit both students and the community.

CEL takes many forms at UVic. Practicum placements, internships, co-operative education, service learning programs, study abroad and applied research projects are just a few examples of how CEL is integrated at UVic.

Community engagement at UVic takes many forms.

Dr. Tremblay identified a handful of initiatives from data in the Enhanced Planning Tool (2014–2015) that align with each of the five OCUE pillars. Some initiatives have concluded as of 2017 while others are ongoing.

COMMUNITY-ENGAGED LEARNING (CEL)

- **UVic unit:** Department of Anthropology
- **Lead:** Dr. Brian Thom
- **Course:** ANTH 433 course
- **Description:** 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. Dr. Thom’s work has supported assertions of Aboriginal rights, capacity-building for self-governance of lands and resources, and public education.

- **UVic unit:** Department of Anthropology
- **Lead:** Dr. Erin McGuire
- **Course:** ANTH 395
- **Description:** Students are working with the Jewish Cemetery Committee to map and document the Ei-Emanuel cemetery. The project began 2015 and is expected to run until 2018.

COMMUNITY-ENGAGED RESEARCH (CER)

- **UVic unit:** Department of Anthropology
- **Lead:** Dr. Lisa Gould
- **Description:** A community-based research project focusing on work with six rural communities in south-central Madagascar regarding forest fragment expansion and building tourism presence.

- **UVic unit:** Department of Biochemistry and Microbiology
- **Lead:** Dr. Paul Romaniuk
- **Description:** The development of a simple affordable diagnostic kits for tuberculosis and other diseases that can work in resource poor areas.

BEING A GOOD NEIGHBOUR (GN)

- **UVic unit:** Department of Chemistry
- **Description:** Many staff, faculty and students are participating 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.

Note: This initiative also fits into the knowledge mobilization (KM) pillar.
UVic unit: Department of Linguistics
Description: The Coast Salish Language Revitalization project partnered the Department of Linguistics 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. This project built capacity in communities for the revitalization of traditional languages and the cultures they in part define.

UVic unit: Department of History
Description: 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.”

KNOWLEDGE MOBILIZATION (KM)
UVic unit: School of Music
Description: The school provides live web-casting of concerts and an online public archive to users around the world.

UVic unit: Centre for Indigenous Research and Community-Led Engagement (CIRCLE), previously Centre for Aboriginal Health Research (CAHR)
Description: CAHR provides research capacity development opportunities for community members through its Learning Institutes and Speakers Series. CAHR also responds to community requests for workshops and other learning activities.

Note: This initiative also fits into the being a good neighbour (GN) pillar.

INSTITUTIONAL POLICIES AND SUPPORTS (IPS)
UVic unit: Peter B. Gustavson School of Business’ International Advisory Board (IAB)
Description: The IAB announced an inaugural IAB Community-Engagement Award that recognizes faculty members who actively engage with the local business community.

UVic unit: Faculty of Social Sciences
Description: The Faculty of Social Sciences Dean’s Office created a Community-Engaged Learning Coordinator position to support faculty, students and community partners.

UVic unit: The Office of the Vice-President Academic and Provost and the Office of Community-University Engagement (OCUE)
Description: The Office of the Vice-President Academic and Provost funds Community-Engaged Learning Grants (facilitated by OCUE), for faculty interested in redeveloping course curriculum that facilitates student engagement with the local community.

Footnotes
1 Every summer, all units on campus report relevant information through the Enhanced Planning Tool (EPT) that feeds into each vice-presidential portfolio to support university planning.
2 Some instances aligned with multiple UN Sustainable Development Goals.
3 Some instances aligned with multiple areas of impact in the UVic International Plan.
4 These Google searches were conducted in December 2016.
5 Statistics collected from the Co-operative Education Program and Career Services Pan-Canadian Work Integrated Learning (WIL) data project.