2019 CEL grant recipients and projects

Dennis Hore (chemistry) and Arkady Futerman (coop)

Community Engaged Research Experience for Science Undergraduates: This project seeks to develop a framework by which science undergraduate students can work on research projects together with community partners, including a fraction of their time spent on-site. We already have a model in place for advertising, recruiting students, and performing the evaluation of such graded and non-graded projects at all levels. We now wish to incorporate projects that originate and take place outside of UVic, and develop some guidelines that are attractive and sustainable to the students, supervising faculty, and community partners.

Iain McKechnie (Archaeology) and Denis St. Claire

Tseshalht Community Participation in 2019 UVic Archaeological field school: This project aims to support First Nation community participation in the 2019 archaeology field school in Tseshalht territory in Barkley Sound. We seek funds to compensate the labour of camp cook Wanda Robinson and hire a Tseshalht research assistant and contribute support towards community visits via boat from Port Alberni to the Broken Group Islands.

Carmen Rodriguez de France (Indigenous education) and Jennifer van de Pol (AGGV)

Drawing Possibility: Learning about ourselves through the arts: Through a collaboration between the Department of Indigenous Education and the extension program at the Art Gallery of Greater Victoria, student teachers enrolled in the course IED 373 (ELTELNIWT and Indigenous Education) will contribute to promoting and increasing the awareness of the importance of art as an expression of self, culture, and the environment. The Art Gallery will work with two local Indigenous artists to deliver hands-on workshops in schools, which will be co-facilitated and supported by predominantly non-Indigenous student teachers.

Kathy Sanford (curriculum and instruction) Lisa Mort-Putland (Volunteer Victoria)

Community-Engaged Learning Networking Opportunities: Creation of a series of workshops, resources (handbook, short videos) and networking opportunities, in collaboration with community members, directed towards supporting university instructors/program developers interested in including a community-based, service learning, or other type of experiential component to their course or program. The workshops are developed in response to 1) faculty requests for support and 2) community feedback on CEL experiences.

Jordan Stanger-Ross (history)

Canada’s Internment Era: A Field School: This project seeks support to ensure that a new community-engaged field school experience, which will launch in July 2019, is economically accessible for UVIC students. Developed collaboratively with the Nikkei National Museum, the Vancouver Japanese Language School, and in-service teachers—and within the larger community-engaged networks
of the Landscapes of Injustice project—the field school offers students an opportunity to learn Canada’s internment history in the sites where it happened and alongside members of the Japanese-Canadian community.

**Audrey Yap (philosophy)**

Conceptions of Justice and Engaged Pedagogy: Many who work for social justice note the importance of engaging with people who are placed very differently in society than we are. Our understandings of justice are shaped by interactions with institutions responsible for it, such as the carceral system. By reading works on justice and just societies together, inmates at Wilkinson Jail and upper-year UVic undergraduates will each get the chance to gain some different perspectives on how these ideas look for others.