

**“WE’RE CREATING
SOMETHING
THAT DIRECTLY
IMPACTS
PEOPLE’S LIVES.”**

KAMEL HAMDAN, STUDENT

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The UVic Edge: dynamic learning and vital impact in Canada’s most extraordinary environment for discovery and innovation.

DONOR IMPACT REPORT 2017

—WITH US AT THE EDGE OF WHAT’S NEXT



THANK YOU

WITH US AT THE EDGE OF WHAT'S NEXT

Canada's 150th offers all of us an opportunity to reflect on the ways in which our heritage shapes our future as a nation and as a society. Part of that process is asking some hard questions as we tackle those issues that matter to people, places and the planet. In light of the findings of the Truth and Reconciliation Commission, how do we reconcile the past to create a better future? Are we driving ideas and testing solutions that will have a vital impact on our world in years to come? What paths will our current students pave for the next community of learners? How can we, as leaders in community engagement, work with and assist communities across Canada and the globe?

As you can see from the stories highlighted in this report, these questions motivate our work, and lead to inspiring results. It's no coincidence that these stories all have something else that connects them; they show how your gifts are integral to this kind of work. This report is ultimately about you. When you engage with us on essential issues, you help create that vital impact in our world, and we couldn't do it without your support.

If this report inspires you, I ask you to reflect on the impending issues that matter to you. Bring your ideas and solutions to UVic so that together we can continue to push the boundaries of knowledge and seek out the edge of what's next.



Jamie Cassels, QC
President, University of Victoria



DYNAMIC LEARNING

Donors help us take learning beyond the classroom by funding student awards and innovative programs. With your support, UVic is increasing opportunities for students to engage in hands-on problem-solving, tackle innovation challenges and experience new environments that bring their learning to life.

ADAM HUGGINS

Lorene Kennedy Field School Award
Thetis Park Nature Sanctuary Association Scholarship
Victoria Natural History Society Dennis and Lyndis Davis Scholarship

Adam Huggins approaches learning in much the same way he walks through a forest. He likes to get his hands dirty, explore side paths, pay close attention. He views the experience as a two-way conversation. What can he learn? What can he teach? What will nourish him? And what will he offer in return?

On his way to UVic he managed an urban food project, learned organic farming and spent lots of time in the woods, all the while developing an extensive knowledge of plants and a deep appreciation for hands-on learning.

When a clearer path emerged for Adam, it was a career in restoration. He felt called to work with damaged areas, and repair those areas creatively in ways that would serve humans and wildlife. "I want to help communities reintegrate with the natural world," says Adam. "Do my part to heal the age-old divides between agriculture and conservation, urban and rural, native and non-native."

To do this, he realized that he needed formal scientific training, at a university that offered an experiential approach. Adam chose UVic to do a double major in biology and environmental studies with a Restoration of Natural Systems (RNS) Diploma because it provides so many options for applied and field-based learning.

"Above all, I'm a plant nerd."

- Adam Huggins



Last year, support from the Lorene Kennedy award allowed Adam to take time off work to attend the Restoration and Sustainability field school taught by Dr. Eric Higgs in a rugged off-grid classroom on Galiano Island. During this immersive learning experience, a small cohort of students worked closely with the Galiano Conservancy Association on existing restoration projects, making lasting contributions to the island. For his final RNS project, Adam is helping the conservancy, in consultation with the Penelakut, to restore a clearcut using native food plants and a combination of permaculture and traditional ecological knowledge. He finds it motivating to go beyond theory and see his work implemented in real life.

Adam's commitment to conservation projects and high grades in plant diversity courses earned him scholarships from the Victoria Natural History Society and the Thetis Park Nature Sanctuary Association. "I spent years wandering in the woods looking at plant species" he laughs. "Above all, I'm a plant nerd!"

At a time when we're seeing rapid change in ecosystems on a global scale, scholarships like these ensure we're training passionate field biologists who are well equipped to manage landscapes and conservation in a hands-on way. Scholarships help Adam focus on his courses and take on additional initiatives to broaden his understanding of multi-stakeholder restoration work.

Class change time on campus is a blur of backpacks as students cross from labs to lecture theatres and libraries. Most pass through the campus environment without noticing the variety and abundance of natural fauna. Not Adam. He knows where to stop and pick a couple of summer berries, or carefully harvest nettle leaves for his signature soufflé. He sees the fallen fruit going to waste beneath plum

and apple trees. He's also aware of the historical layers of the landscape, how it was once used for agriculture, and before that, how the Garry Oak ecosystem and camas fields were central to the diet of the Lekwungen people who lived here.

Last year, Adam began exploring how food production could once again be integrated on campus. "With most places I go, I just want to see food planted there," he says. "It's kind of a compulsive thing!" This compulsion drove him to create the Edible Campus project with his friend, Hyeone Park, (shown with Adam in the photo to the right) who was completing her masters in environmental studies. The project looked at opportunities to get food intentionally planted in central locations on campus. Adam and Hyeone thought about how to respectfully consult the Songhees, Esquimalt and WSÁNEĆ peoples about revitalizing their traditional food practices. They noted how campus-grown food could contribute to the health and knowledge of current students and support other academic, art and mental health initiatives. They even initiated a program to direct unused fruit to the UVSS foodbank for students in need.

The project didn't count towards his degree, but it helped Adam learn about restoration planning in complex systems. It also generated further hands-on learning opportunities for other students by identifying over 20 courses that could potentially use Edible Campus sites for learning. Students in an environmental studies permaculture course are already creating case studies based on those sites, and a student has been hired to work as the Edible Landscapes Facilitator. Adam's now encouraging and mentoring other students to take leadership and continue the momentum of the project.

"I'm constantly learning, not just from the land, but from the contributions of others, past and present," says Adam. "UVic has huge potential as a living classroom."

40 FIELD SCHOOLS
IN 2016/2017



98 STUDENTS



RECEIVED A LORENE KENNEDY
FIELD SCHOOL AWARD IN 2016/17

24 

COURSES IDENTIFIED
THAT COULD USE EDIBLE
CAMPUS SITES FOR
DYNAMIC LEARNING



Computer rendering, Edible Campus project

 **3,874**

CO-OP
PLACEMENTS
IN 2016/17



"UVic has
huge potential
as a living
classroom"



COAST CAPITAL SAVINGS INNOVATION CENTRE

Coast Capital Savings Credit Union

Alaa Dawod, a fourth-year biomedical engineering student, was inspired to create TANGO when she learned that the unemployment rate for deaf people was exceptionally high. She and fellow students Kamel Hamdan and Abdul Saleh worked as a team for their entrepreneurial co-op to develop technology that translates hand gestures into data. Their first prototype is a set of gloves linked to an app that can translate American Sign Language into text or speech.

This is exactly the kind of entrepreneurial project that the Coast Capital Savings Innovation Centre encourages. A new partnership with Coast Capital Savings expands the centre's capacity to foster entrepreneurship across campus. It not only provides new ventures with support around business development planning, operational space and access to Entrepreneurs-in-Residence, it also offers seed money to aspiring innovators to get their ideas off the ground.

This seed money allowed Alaa, Kamel and Abdul to put their prototype into action. Amidst the growing buzz about their product in the tech world, Kamel says its real world application is what motivates the team the most. "Our product connects the deaf and hearing world, and that's what gets us excited—we're creating something that directly impacts people's lives."



After participating in Coast Capital Savings Innovation Centre's workshops, training and Dragon's Den-type competitions, the TANGO team is ready to take its assistive technology to investors.

BRIANNA (BREEZY) BEAUDRY

Robert and Ellen Pearce Scholarships

When Breezy Beaudry met Robert and Ellen Pearce to thank them for their generous support, one of Robert's remarks left a lasting impression on her. "He mentioned that some students struggle to maintain their grades for the renewable scholarship," remembered Breezy. "I took that as a challenge, and became doubly motivated."

Breezy immersed herself in learning, building research experience by volunteering in labs and then doing honours research with neuroscientist Dr. Olav Krigolson. Her thesis entailed using a Muse, a portable electroencephalograph that measures brain activity. So when Dr. Krigolson looked for an outstanding student to assist him on a research trip to Nepal, Breezy was an easy choice.

Breezy spent a month with a team of researchers as they trekked from Lukla to Everest. She used the Muse to look at the differences in people's abilities to reason at various elevations. All the while she had to think on her feet and apply what she'd learned in UVic labs to real life research in a challenging environment.

Breezy's going to study medicine and perhaps return to Nepal as a doctor. "I hope one day I can do what the Pearces did," she says. "Not only because I know how beneficial it is for a student, but also because I'd be excited to see what that student might accomplish as a result."

Breezy set up her Muse test space outdoors at Everest Base Camp.



VITAL IMPACT

Gifts to UVic make a real difference on and beyond campus, allowing us to address urgent issues faced by people, communities and the planet. Together we can create solutions—whether that be through research, resources, and direct services, or by inspiring a generation of future community leaders who will continue to make positive impacts in the world.

CENTRE FOR OUTREACH EDUCATION (CORE)

Anonymous bequest, community donations

Tyler and his tutor Nicole sit together on the carpet, Scrabble tiles laid out between them. Tyler scrunches his face in thought, then chooses a letter, and with a nod of encouragement from Nicole, places it in a word from his school spelling list. Since he learned this technique at the Centre for Outreach Education (CORE) Club, he's gone from failing tests to scoring eight or nine out of ten.

Close by, Braxton sits on a beanbag chair reading a baseball journal with his tutor, Tessa. She gets him to underline any facts he wants to include in his report on the history of the sport. Tessa knows Braxton's passion is baseball, so she developed this exercise to keep him engaged while working on his reading comprehension.

In the next room a high stakes math tournament is going on. Two students challenge their tutors to the toughest sums they can imagine. Then it's the students turn to test their brains, chalk dust flying as they try to beat the stop-watch. In every corner of CORE Club, kids are having fun learning, each one guided patiently by tutors from UVic's teacher education program.

In 2010, Dr. Jillian Roberts, Associate Dean of Education at that time, visited an innovative afterschool centre in the U.S. She saw kids who were previously struggling in school thriving in that environment. She returned from her trip enthused about creating a similar program at UVic.



“The reality of the 21st century is that teachers need the ability to teach and reach every child who walks into their classroom. CORE gives new teachers a chance to prepare themselves for those challenges.”

– Dr. Jillian Roberts

Less than a year later, a large gift—almost the entire estate of an alumna from Victoria Normal School—was left to the Faculty of Education. The instructions in the bequest were simple, yet clear: the money must be spent (not invested in the university's endowment fund) in the service of children's education. It was serendipitous timing.

CORE opened its doors on the third floor of the MacLaurin building in 2011. Driven by the donor's life-long commitment to children's education, CORE's three streams of programming are provided free of charge and focus on helping children and youth in the community who need it most.

During the day, a community partner program, Inclusion Works, provides educational and social programming for young adults with disabilities who fall in the gap between services for children and adults. After school, UVic students provide tutoring at CORE Club, while others travel to the Songhees First Nation for the Kwum Kwum Lelum homework club. The third stream, the CORE grant program, funds faculty members doing creative community research projects that enhance children's education.

Tyler's mom, Rhonda, says CORE Club has restored her hopes for her son's academic future. When Tyler's teachers and parents noticed he was impulsive and continuously distracted, they sought help to find out what was going on. "Getting the results of the psychological assessment was very emotional," Rhonda shares.

While Rhonda and her husband realized Tyler needed extra support, "we had no idea if we could find the right help, and how we would pay for it!" says Rhonda. Luckily they discovered CORE. "Other afterschool programs wouldn't have worked for Tyler, but CORE is different. They adapt learning around what he needs."

Tyler is always keen to attend CORE, because it's fun. As a result, the program is helping him improve at school. "His report card this year said he is meeting expectations at almost everything," says Rhonda. "We're still working on spelling! Tyler will keep coming here twice a week for as long as he can."

Through its three program areas, CORE has made a tremendous difference in the lives of countless children over the past six years. It also builds the confidence and experience of the tutors, who are all training to be teachers. Elementary education student Tessa Keel has been a CORE tutor for two years. She welcomes the opportunity to take a concept she's learning in class and immediately apply it. "CORE's been such a valuable learning experience for me," she says. "I've seen how I can differentiate the way I teach for students who need something else. When I get my own class, I want to focus on showing each student that I care about what's going on with them."

Dr. Roberts agrees this is of vital importance. "The reality of the 21st century is that teachers need the ability to teach and reach every child who walks into their classroom. CORE gives new teachers a chance to prepare themselves for those challenges."

The compelling story of CORE and its positive impacts on the community has inspired over 600 people to become donors to the program. This helps CORE serve more kids on their growing waitlist.

The CORE program space in the heart of the Faculty of Education building is a physical affirmation that children are at the centre of the faculty's mission. "Seeing children and young adults in our building day by day reminds us that we're all here in the service of education," says Roberts.

23 EDUCATION STUDENTS HIRED AS TUTORS IN 2016/17



\$10,000 YEAR
DISTRIBUTED IN CORE GRANTS SUPPORTING OVER 200 COMMUNITY CHILDREN



"CORE's been such a valuable learning experience for me"



uvic.ca/ocue/engagement-map/index.php

◀ VITAL IMPACT:
STUDENTS, FACULTY AND STAFF WORK WITH A DIVERSE RANGE OF COMMUNITY PARTNERS WORLDWIDE



OF UVIC RESEARCH PARTNERSHIPS HAVE AN INTERNATIONAL COMPONENT



AUSTIN SAWYER

Schulich Foundation Scholarships

"We've inherited a world that needs progressive and creative solutions," Austin Sawyer told the crowd during a TEDx talk. His drive to provide solutions led him to co-develop a biodegradable oil spill boom that won an innovation award at a national science fair competition. It's also the reason he was chosen to become a Schulich Leader. He is one of 50 elite students in Canada who win this prestigious title each year. The scholarship program strives to create a connected network of young technology innovators.

"We tend to have a unique view on the world and don't shy away from challenges," Austin says of his fellow Schulich Leaders. "Most of us are looking to the future and thinking about improving technology, or developing other ways to help the world, and inspiring others to do the same."

Austin has volunteered to captain the ten Schulich Leaders currently at UVic, planning events and initiatives that help them learn skills, develop business and academic connections and ultimately follow their dreams—something he says the scholarship gives students the freedom and motivation to do. Although still in its first decade, the scholarship program is producing a generation of leaders who will benefit Canada for many years to come.



"We've inherited a world that needs progressive and creative solutions."

WATER LAWS PROJECT

Real Estate Foundation of British Columbia

The Real Estate Foundation of BC is funding a three-year research project in the Faculty of Law that brings together Indigenous and Canadian common law on water governance for the first time. Deborah Curran, one of the principle investigators on the project, sees it as a perfect fit for the Real Estate Foundation. "They are leaders in supporting water work, and making the connection between acknowledging Aboriginal rights and the future of environmental governance in BC."

The project is supported by UVic's Indigenous Law Research Unit (ILRU), staff and students of which work with Indigenous communities to examine existing Indigenous legal traditions, represented in published stories, oral traditions and lived experiences. Their analyses become a basis for further interviews and focus groups, before being presented to the communities as accessible reports on their legal traditions.

The Real Estate Foundation funding enables increased student involvement and creative interpretations of the reports about water laws, including the creation of a graphic novel. The project's unique methodology and findings will go on to enhance the curriculum of the law program and the new joint Indigenous Law degree at UVic.

Jessica Asch, Research Director at ILRU, says this type of research is welcomed by Indigenous communities. "Our partners see the benefit of these foundational reports for so many different applications," she says. "It's also a unique experience for law students. They can hone their interview skills and learn how to engage with Indigenous communities in a respectful way."



Students use specific methodologies developed by Val Napoleon and Hadley Friedland (pictured in the above image) to pull out threads from stories that shed light on traditional laws and weave them together.

EXTRAORDINARY ENVIRONMENT

Place matters. Our unique academic environment inspires us to defy boundaries, discover and innovate in exciting ways. Perhaps it's the reason you choose to support UVic. But the impact you're making is also the reason why UVic continues to be an extraordinary university that students, researchers and community partners want to be part of.

DR. FRANCIS JUANES - LIBER ERO CHAIR IN FISHERIES RESEARCH

Liber Ero Foundation

Dr. Francis Juanes answered a phone call late one afternoon from the Department of Fisheries and Oceans and received an exciting proposition.

"Francis, we've got the go-ahead for acoustic monitoring on the sponge reefs," she said. "We need to get going right away. Are you interested in joining us?"

Of course Dr. Juanes was interested. Once believed to be extinct, the glass sponge reefs discovered during sea floor mapping in 1987 are found only in the Pacific Northwest and are extremely fragile. Scientists are still trying to quantify their role in providing habitat to other at-risk species, such as rockfish. This exciting research proposal offered up an excellent opportunity for a student in Juanes' lab to advance their skills in the growing field of bio-acoustics.

To take advantage of this partnership, Juanes needed to quickly purchase a set of acoustic recorders, and hire a student to extract and analyze the data. The Liber Ero Chair funding meant he could act on this opportunity immediately.



"When we're sharing desk and lab space, we're also sharing ideas"
- Angeleen Olson

"Endowed Chair positions enable researchers to be responsive and flexible," says Juanes. He left a tenured professorship at the University of Massachusetts to take the Chair, which is generously funded by donors Richard and Val Bradshaw. "The Bradshaws care deeply about conservation, especially in marine systems, so this Chair brings those two things together in a really interesting way," he explains.

Juanes is rapidly building a research program in what is fast becoming an area of strength for UVic. His lab is growing symbiotically with fellow biologist Dr. Julia Baum's lab into a hub of activity for marine ecology and conservation. Both Juanes and Baum have invested in equipment for their newly renovated lab spaces, including hydrophones and recorders, video cameras, microscopes, computers and software, instruments to measure lipids, and tools for cutting and polishing fish ear bones (otoliths). They've increased the number of graduate students in the labs to around 20, reflecting their shared desire to train the next generation of conservation leaders.

The collaboration with the Baum lab enriches the program for both the faculty and the students. Masters student Angeleen Olson holds a graduate fellowship funded by the Hakai Institute. She joined the Juanes lab because of Dr. Juanes' distinguished reputation in fisheries ecology and the wealth of knowledge and resources available across the two labs.

"When we're sharing desk and lab space, we're also sharing ideas," she says, "We're often exploring the same ecological concepts, but in both temperate and tropical marine ecosystems, which makes for a unique learning experience," says Angeleen.

Angeleen is studying the whole mosaic of coastal ecosystems as an inter-connected nursery habitat for rockfish. Her research will help us understand how human impacts affect marine habitats where biologically, commercially, and culturally important species live.

Because of Juanes' funding, Angeleen has been able to travel and present at conferences, and benefitted from his ability to respond to attractive partnership research requests. For example, Angeleen was able to work on a project for the Central Coast Indigenous Resource Alliance (CCIRA), an organization that integrates modern science with traditional knowledge.

She conducted dietary analyses to estimate fishes' position in the food-web relative to their size, helping CCIRA understand the effects of over-fishing of rockfish and ling cod on the central coast.

"By understanding the role of these fish in the food web, we can predict how these systems may change with current fishing practices," Angeleen explains. "The bigger story we're trying to tell is how fishing these large, top predators will affect the rest of the ecosystem."

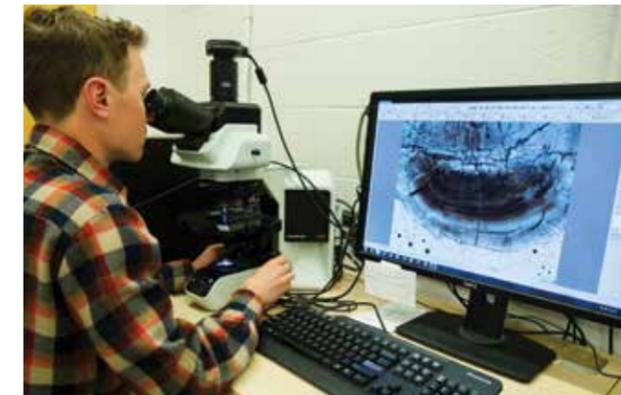
Back in the lab, students such as Cameron Freshwater are adding other chapters to the fisheries ecology story. Cameron uses equipment to polish a salmon otolith and examine it under the microscope using special software. Much like the rings of a tree, the layers of bone reveal details about that fish's journey between rivers and oceans, its diet and its stresses. Honours student Eva MacLennan uses video and acoustic monitoring tools to observe how fish respond to underwater boat noise.

The variety of research within the lab shows how the endowed chair position allows Dr. Juanes to focus on fisheries research through different perspectives. "We're trying to understand how changes in the environment—the warming of the ocean, or increased noise—affect organisms. Or more broadly, how human activities are changing marine ecosystems," says Juanes. "By bringing all this research together we can inform planning on how we sustainably manage the marine environments that have sustained humans for thousands of years."

"It's especially important that we're doing this long-term monitoring and collecting data that is urgently needed for the local communities on the Central Coast, where a lot of things go unnoticed." Angeleen adds. "With support from organizations like the Hakai Institute and the Liber Ero Foundation, it's an exciting time to be an ecologist in training."

20+

STUDENTS STUDYING IN
THE JUANES AND
BAUM LABS COMBINED



"It's an exciting
time to be an
ecologist in training"



THERE ARE CURRENTLY
11 ENDOWED CHAIRS
AND 4 ENDOWED
PROFESSORSHIPS AT UVIC



93%
OVERALL PROGRAM
SATISFACTION
FROM UVIC STUDENTS

SABINA TRIMBLE

Sam and June Macey Scholarship

The university's focus on reconciliation and resurgence made UVic an easy choice for Sabina Trimble. A highlight of her graduate degree was the Ethnohistory field school in the Fraser valley. She lived with a family in the traditional territories of the Stó:lō people for one month, learning first-hand about the lives of Indigenous people in modern Canada. "It was the most exhausting but fulfilling month I've ever had!" she says.

During that month, Sabina began a research project that subsequently became her masters thesis. The Soowahlie community requested a map that would display the histories and stories of their territory, and illustrate changes over time. Sabina worked closely with community members to create a multi-layered record of cultural and economic information that reflected traditional activities, family memories, and ancient stories. Back at UVic, Sabina worked with Digital Humanities to produce a digital representation of the information.

The community now owns the map and can use it for planning, land claims and public education, meaning it will be crucial to future generations. "Without graduate funding, I wouldn't have been able to dedicate my time to this project," Sabina says, "but I gained as much from the process as the community did. Not only in the form of experience and wonderful relationships, but also in the career value that this kind of work carries."



JENNA BUGIARDINI

Quinton & Bertha Mar Women's Basketball Award Hajash Foundation Award W. Garfield Weston Foundation Scholarship in Hotel and Restaurant Management Hunter Family Athletic Award The Strathcona Hotel Award

In what turned out to be the final game of her varsity career, fifth-year forward Jenna Bugiardini scored 25 points and had six rebounds. She was named Player of the Game, a fitting send-off for an athlete who has given her all to the Vikes program.

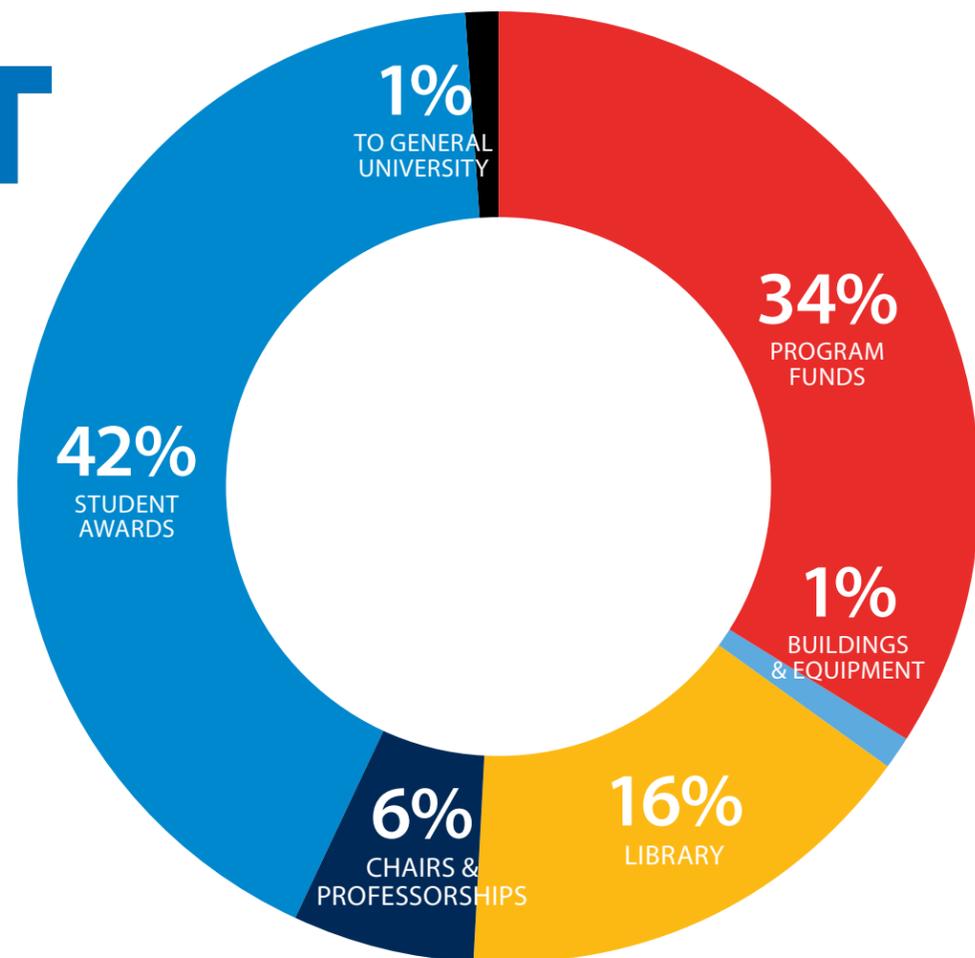
Despite her consistently strong performance this year, Jenna's focus was mentoring the younger players on the team. "Since I've been co-captain, I've worried less about my own personal success and thought more about the bigger picture, about where the team is going in the future. I've focused on what I can do to leave a legacy for them." And yet, Jenna's had one of her best seasons ever.

Jenna is fully aware that her on-court success is aided by the amazing support she receives from the UVic community. Each year she's been grateful for scholarships and awards that have allowed her to remain fully dedicated to basketball and her academic studies. Jenna says that strong sense of community made a lasting impression on her. "I appreciate the opportunities I was given, so I know I will stay connected to UVic and pass on those opportunities down the line."



ILLUSTRATING YOUR SUPPORT

DONORS GAVE **\$16.2 MILLION** IN 2016/17



DONORS SUPPORTING STUDENTS

\$5.3 MILLION ★★★ PROVIDED TO STUDENTS THROUGH DONOR SUPPORT

1/10 MORE THAN 1 IN 10 STUDENTS ARE HELPED THROUGH A DONOR FUNDED AWARD

2,068 students received **\$3,945,546** in donor-funded scholarships in 2016/17—that's an average of **\$1,908** per student 

686 students received **\$1,339,683** in donor-funded bursaries in 2016/17—that's an average of **\$1,953** per student 

93 NUMBER OF NEW AWARDS SET UP IN 2016/17 

INVESTING IN THE FUTURE

\$5.3 MILLION added to endowments in 2016/17

Current value of the fund

\$429 MILLION

Allowing for a **\$15 MILLION** distribution budget in 2017/18