

# Impact Assessment

Community-engaged Research (CER) at the  
University of Victoria

2009-2015

*Locally relevant - internationally significant!*

Prepared for the Office of Vice President Research, University of Victoria

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*March 2017*



Executive Summary	3
Acknowledgements	4
List of Tables & Figures	5
I. Key findings & Recommendations	6
II. Introduction: CER at the University of Victoria	10
a. Project overview	15
b. Conceptual framework	17
c. Data Collection	21
III. Impact: 5 Indicators	25
a. Reputation	30
b. Research Funding	32
c. Academic Unit Scan	36
d. Impact Case Studies	43
e. Student Impact	53
IV. References	57
Appendices	
I. Literature Review: CER Impact	59
II. Academic Unit Scan not included in assessment	73
III. History of CER at UVic	77

## Executive Summary

This *Impact Assessment* report is based on several consultations and research (empirical and document analysis) that took place between July – December 2016 with former Directors, Associate Directors and Research Affiliates from the Office of Community-based Research (OCBR) and the Institute for the Studies and Innovation in Community University Engagement (ISICUE) at the University of Victoria.

This assessment is prepared for the Office of the Vice President Research (OVPR) by the Office of Community University Engagement (OCUE), in partnership with Research Partnership Knowledge Mobilization (RPKM) unit at the University of Victoria (UVic). The main objective is to assess the various levels (*e.g. micro, meso, macro*) and broad range of impact resulting from Community-Engaged Research between 2009-2015. This includes direct outputs and outcomes of the OCBR (2008-2012) and ISICUE (2012-2015), as well as a full academic unit scan across the campus drawing from the Enhanced Planning Tool document (2014-15). Impact is documented by 5 indicators including: 1) external research funding, 2) academic unit scan, 3) reputation, 4) 12 in-depth impact case studies, and 5) community-engaged learning metrics. The occurrences of impact are applied to OCUE's 5 pillars of engagement: *Community-engaged Research, Community-engaged Learning, Knowledge Mobilization, Good Neighbour and Institutional Policies and Support*, the United Nations Sustainable Development framework (17 goals), as well as UVic's International Plan (4 areas).

The results point to a wide range and diversity of impact to society in each of the 5 OCUE pillars across the academic units in almost all the UN Sustainable Development Goals. Impact narratives from 12 in-depth case studies across the campus (*e.g. Business, Engineering, Geography, History*) demonstrate significant institutional and community benefit as an outcome of CER. The results highlight key institutional supports (*e.g., RPKM, ORS*) and provide an enhanced understanding of key contextual features of successful Community-engaged Research (CER) initiatives. The results inform criteria to support the assessment of community engaged scholarship in reviewing grant applications, partnership proposals, and faculty tenure, promotion, and merit applications. An impact rubric and guidelines for promotion and tenure are a valuable outcome of this project.

This assessment is not exhaustive of all CER activities on campus. Appendix II provides some insight into the numerous research partnerships *excluded from* this study due to not having enough information that fit the criteria (*See methodology*).

## Acknowledgements

Numerous colleagues have been involved in this project. A very special thanks to Dr. Norah McRae who has provided instrumental guidance throughout the research project. To Dr. Budd Hall, providing strategic insight, support and guidance. Many thanks also to the following individuals: Dr. David Castle, Dr. Leslie Brown, Dr. John Lutz, Maeve Lydon, Jen Kyffin, Dr. Catherine Krull, Dr. Patricia Marck, Dr. Oliver Schmitke, Dr. James McDavid, Tony Eder, Chelsea Falconer, Jennifer Robinson, Valsy Bergeron.

To the faculty and community partners who contributed case studies, your time is gratefully acknowledged and your commitment to this work continuous inspiration.

*We acknowledge and respect the Lekwungen-speaking peoples on whose traditional territories the University stands and the Songhees, Esquimalt and the WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

## List of Tables & Figures

Figure 1. Logic chain model for Community Engaged Research at UVic	18
Figure 2. Spectrum of Community-Engaged Research	19
Table 1: List of impact case studies	21
Table 2: Outputs from OCBR & ISICUE	25
Table 3. List of indicators demonstrating reputation	30
Table 4. Impact metrics of online presence	31
Table 5. List of CER networks and conferences hosted at UVic	31
Table: 6 Research Grants by OCBR & ISICUE Directors & Affiliates 2009-2015	32
Table: 7 External investments OCBR 2007-2012	33
Table 8. Community in-kind estimates (OCBR 2007-2012)	35
Table. 9 Illustrative examples of OCUE pillars across campus	37
Figure 3. Impact linked to the UN Sustainable Development goals	41
Figure 4. Geographic location of impact	41
Figure 5. Impact occurrence with an indigenous focus	42
Figure 6. Aligning Community Engagement to UVic's International Goals	42
Figure 7. Overview of impact case studies	43
Figure 8. Institutional supports from ORS & RPKM for case study projects	44
Figure 9. Institutional supports from ISICUE for case study projects	45
Figure 10. Project outputs from CER case studies	46
Figure 11. Project outcomes from CER projects	47
Table 10. Case study impact summary	50
Table 11. Community-Engaged Learning by numbers (2012-13)	55

# I. Key Findings

- Evidence confirms that UVic investment in CER has leveraged significant external funds (over \$21million between 2009-15).
- The spectrum of CER across the campus is vast. A typology developed by OCUE in February 2017 identified over twenty types of CER at the University of Victoria (*e.g. Indigenous methodologies, Citizen Science, Participatory Action Research*). Acknowledging the diversity of language and understanding of CER across the disciplines is important, particularly considering the different ways CER is valued and therefore rewarded and supported. (See OCUE website for CER typology tool).
- This study confirms CER contribution to the local community in areas of critical local need thus enhancing among other things OCUE's 'Good Neighbour' aspirations (over 70% of impact occurrence from the Enhanced Planning Tool (EPT) occurs on Vancouver Island). Impact is documented at various levels (*e.g. policy outcomes, program changes, student impact, client services*) in almost all of the UN Sustainable Development Goals.
- Strong evidence shows that community partnership research attracts substantial funding opportunities for the university (Close to \$1M in external grants at OCBR between 2007-2011; see Table 7). Canadian research councils (SSHRC, NSERC, CIHR) foundations and others (McConnell, Vancouver Foundation, Victoria Foundation, International Development Research Centre) are making substantial investments into partnership research in all sectors. UVic is well poised to benefit from well-established research partnerships, locally and globally. Within the European Commission Horizons 20/20 Framework, the ideas of 'Responsible Research and Innovation' are being funded under the umbrella of 'Science With and For Society'. UVic CERers are very much part of these developments.
- Community-engaged Research and Learning (CER-L) are natural partners. Pedagogy is enhanced as a result of CER activities, drawing on connections and the creation of new theory and methodology. UVic President Dr. Jamie Cassels has expressed a goal of having all students participate in some form of Community-engaged Learning (CEL) and to strengthen our "research inspired teaching". The employment and professional development of students was the most significant output and outcome of CER projects in this assessment (case studies).
- Strong evidence of impact to students' academic and professional development AND beneficial outcomes for the community partner organizations involved as a result of CER activities. (See Indicator 5: student impact).

- CER supports UVic's Strategic Plan (2012), Strategic Research Plan (2016), and International Plan (2017-22).
- CER contributes to Canada's federal and provincial innovation agenda. Community Futures Fund (BC Government) and in the case of our Indigenous-focused research (20 per cent of our CER, based on the Academic unit Scan; See Indicator 3) is an important response to the Truth and Reconciliation's Call for Action.
- UVic has a strong international, national and local reputation for being a leader in Community Engaged Research-Learning. This reputation attracts high quality faculty and incoming students, who choose to work and study at UVic for this reason (See Reputation section). Recruiting high quality students, faculty and staff is a top priority for UVic's institutional ranking.
- Demand for CEL support across the campus is growing (*informed by consultations across campus*). Faculties are increasingly looking for opportunities to engage with community to enhance learning and pedagogy for students. Positions such as the SOSC CEL Coordinator (created in 2016) provide valuable support for faculty, students and community partners. This is a growing trend across some of the Faculties (HSD, Humanities).
- CER projects (case studies) have been supported institutionally by the Office of Research Services (ORS) and the Knowledge Mobilization and Research Partnerships (RPKM) unit (e.g. partnerships development, facilitation, and funding) as well as CER structures including the Office of Community-based Research (OCBR) and the Institute for the Studies and Innovation in Community University Engagement (ISICUE) (e.g. networking, training, resources) (See case study section).
- There is a wide range and diversity of research outputs as demonstrated from the case studies. Both refereed and non-refereed publications represent the most significant output, including multi-media products, invited presentations, press coverage and social media buzz. This substantiates claims that non-academic forms of knowledge mobilization (i.e. refereed journal articles) have significant impact in society, and in many cases are the preferred mode of communicating research to the public.

# Recommendations

## *Institutional Structures & Supports*

- A space dedicated to CER is needed on campus, where community members feel welcome. This should include modest space for meetings, workshops and other research activities.
- Support and promote a prestigious International CER Speaker Series (e.g. Lansdowne) to attract high impact leaders in this field.
- Create awards across campus to recognize excellence in CER for faculty, students and staff.
- A recommendation to the Enhanced Planning Tool committee would be to provide some guidance to department and research units to be more specific when reporting community-engaged activities, initiatives and programs that are ongoing, including mention of MoUs, and formal partnerships. Mainstreaming the language and more precise identification of community partners could help further inventory maintenance from OCUE and other institutional reviews. This could include consistent metrics such as:
  - # and type of research partnerships through MoUs
  - Indigenous focus
  - Identify pillars of OCUE where appropriate
- Support building research capacity within community organizations to become better long-term partners with UVic.
- Explore ways to find support for start-up funding for research partnership development

## *Faculty, Student and Administration Development*

- Provide visibility for faculty and students CER projects and impact.
- Support strengthening CER competencies for faculty, staff and administration, and consider a mentorship program
- Support Community-engaged Scholarship (CES) through promotion & tenure. An institutions promotion and tenure guidelines are one of the strongest expressions of its principles and values. Encourage departments to update reviews that promote and reward CES.

- Increase opportunities for any interested students to learn how to do Community Engaged Learning- Research including aspects of partnership development, ethics, and evaluation.

### ***Deepening Community Impact and Partnership***

- In cooperation with community groups and Indigenous organizations provide opportunities for researchers working with community groups to advance their learning in CER.
- Create opportunities for skilled and experienced community CEResearchers who work in various sectors in the community to become Community Scholars-in-residence (like artists-in-residence or Elders-in-residence)
- Join with community groups to find resources to strengthen the CER capacity of community groups to be able to strengthen the quality of co-created knowledge

## II. Introduction: CER at the University of Victoria

The University of Victoria (UVic) is well known locally, nationally and internationally as an institutional leader in Community Engaged Research and Learning (CER-L). There are faculty members, students and staff in every corner at the University of Victoria who identify their research, learning and other scholarly work as being community-engaged. Community Engaged Research (CER), while being the focus of this report, is one of five pillars identified by the Office of Community University Engagement (OCUE), that underpins the institutions strong commitment to our local, national and global communities. OCUE was created in 2015 to provide strategic oversight and vision to the University around community-university engagement and is guided by three institutional-level goals:

1. Develop UVic as a hub for excellence for Community-Engaged Scholarship;
2. Increase opportunities for all Uvic students to have an engaged experience as part of their education; and
3. Leverage the University's strengths and strategic commitment to sustainable, social cultural and economy development in our local region.

These institutional goals are outlined in the OCUE Strategic Plan (2015) with specific strategies in five key pillars:

- ***Community-Engaged Research (CER)***: strengthening resources to support community-based research that contributes to academic and community success;
- ***Community-Engaged Learning (CEL)***: enhancing integration of community experience with student learning
- ***Being a Good Neighbour***: ensuring UVic continues to contribute to the well-being of our local region;
- ***Knowledge Mobilization***: fostering a culture that supports a knowledge exchange for the betterment of society; and
- ***Institutional and Policies Support***: focusing on internal support of community-university engagement at UVic.

Community engagement is a strategic priority at the University of Victoria, as noted in the Strategic Plan (2012), *'A Vision for the Future – Building on Excellence'*, that builds the University's excellence in civic engagement and community-engaged research.

UVic's strategic vision for community engagement clearly articulates "*that there is mutuality in the relationship*". It is not just the university working to address the communities' problems (e.g. homelessness, regional planning), but projects that explicitly acknowledge

the community's role in helping us achieve our goals as well (e.g. educating students, creating new knowledge)". The mission states their commitment to [p. 6]:

- Promoting a high-quality teaching and learning environment;
- Integrating teaching, learning, research and civic engagement across disciplines;
- Employing our core strengths to benefit our external communities – locally, regionally, nationally and internationally – and promoting civic engagement and global citizenship; and
- Promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources.

The Strategic Research Plan (2016-21) also reflects the university's long-standing commitment of CER in institutional policies and organizational supports for this approach of research, contributing to the social, cultural and economic advancement of its many partnering communities, including First Nations. "*The areas of focus for community-engaged research at UVic are broad and deep, from understanding the lives of the homeless, to working with local school districts to chart children's learning, to mapping community natural, cultural and sustainable resources.*" (p.32) Some key strategic objectives to enhance CER, as outlined in the Research Plan include:

- Improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners;
- Engage partners and potential partners to identify key priorities for enhancing responsiveness;
- Work with the VPR, OCUE and regional economic development leadership to create the conditions and opportunities for economic and social development that improve well-being of citizens; and
- Foster collaborative approaches to designing, conducting and implementing research and educational programs with partners.

CER is also a key priority in UVic's new International Plan (2017-2022) to support "*research, scholarship and creative activities that engage partners and communities to maximize impact and social and environmental benefit*". This is clearly outlined in Category 4 of the Plan: '*Making a vital impact through international engagement*', reflecting the strong commitment to projects that work with community to identify issues, develop solutions and work together to make a positive impact. This includes:

- The promotion of high quality and socially relevant research that engages with international partners to maximize opportunities for impact (Objective 1), and

- Enhancing opportunities for integrating international educational opportunities and learning experiences with research, scholarly and artistic engagements (Objective 2).

Over the years UVic has made several investments into structures and supports enabling Community-engaged Research - Learning (See Appendix III) including:

- The former Institute for Studies and Innovation in Community-University Engagement, was created by the Faculties of Social Sciences and Human and Social Development in 2012 (closed in 2015); and prior to that the Office of Community Based Research (2008-2012);
- The Office of Community University Engagement (OCUE) was created in 2015 (ongoing);
- The Research Partnerships and Knowledge Mobilization (RPKM) unit was created within the Office of Research Services in 2013;
- Ideafest was launched in 2011 as an annual event to showcase UVic research;
- The Provost created the Special Advisor on Community Engagement and Advisor for Indigenous Academic and Community Engagement;
- The Engaged Scholar Award was created in 2013 recognizing outstanding engaged scholars;
- OCUE is exploring the development of a 'Help Desk' to support community-campus collaboration;
- The Innovation Centre for Entrepreneurs (ICE) was established as a university-wide incubation for social innovation in 2013;
- A Community Engaged Learning Fund offered its first grants for curriculum development in 2015;
- CUVIC 2014 and 2016 conferences on community-university engagement were held with great success; and
- UVic President Dr. Jamie Cassels' strong commitment to research inspired teaching is reflected in his recent call for every student at UVic to have had some form of community engaged learning experience by the time they graduate.

Other important steps have been made across the UVic campus. The Office of Cooperative Education and Career Services has now systematically measured the level of experiential/engaged learning opportunities in courses from each department, enabling students to choose courses that have community-based or 'real-world' focus (See Indicator 5). They identified a total of eighteen types of engaged learning available on campus, ranging from field schools, to practicums, to work study and coop placements - both local and international. According to Dr. Norah McRae, the Office is currently exploring the earning of 'badges' or accreditation for students who complete courses with a community-engaged

component. This system is being explored in several universities in the US and elsewhere (e.g Penn State University).

The Research Partnerships & Knowledge Mobilization (RPKM) unit has plans to launch the first ever database of engaged research at UVic. It is the intention to gather basic information on the type, scope and geography of active CBR projects. A database of this kind provides valuable information on where the research is being done and with which communities – and could avoid ‘stumbling over each other’. A common and largely undocumented challenge is the lack of communication and awareness across the campus and even within departments working in the same communities, let alone on complimentary issues. The international map developed by OCUE also provides a campus wide overview and tracking of UVic engagement activities around the world: as of summer 2016 there are over 1000 different initiatives documented in over 70 countries.

Another innovation is the Enhanced Planning Tool (EPT), a campus wide instrument for academic units to both document impact and significance of scholarly outputs but also to help central planning. In addition to four other focus areas, impact is one of the key indicators that is included in the EPT. This data is collected yearly by each academic unit.

### Background: OCBR & ISICUE

UVic is home to a large contingency of Community-Engaged Scholars. One of the first formal gatherings at UVic occurred in April 2005, where over 150 faculty members met that self identified as community engaged scholars. Between 2006-7 Kelly Banister and Maeve Lydon were hired to conduct a 6 month consultation process with local community, First Nations, government and faculty. The Office of Community-Based Research was officially launched in 2007, co-chaired by Dr. Martin Taylor, former Vice President Research and Maureen Duncan, CEO of United Way of Greater Victoria. This led up to the CUExpo conference in 2008 - the largest gathering in Canada focused on campus-community engagement, hosted by UVic.

The OCBR was significant and unique in the Canadian landscape of community-campus collaborations, and was recognized nationally and internationally as a model structure for CBR. The community co-governed structure and participatory process of the OCBR was (*and still is*) the only such structure internationally (*to the authors knowledge*). Dr. Edward Jackson, Associate Dean of Public Affairs at Carleton University wrote about this impact and reputation in 2011:

*“There’s no doubt that the OCBR in Victoria has been the prime catalyst of a resurgence of interest in community-based research across Canada, making a significant impact on*

*granting councils, universities and networks of researchers in every part of the country. OCBR has also played an important effective role in taking UVic innovation to the world. OCBR has served as a model for universities everywhere to better organize themselves for productive partnerships with local and regional organizations.*“

There have been numerous reports based on consultations and assessments of civic engagement at the University leading up to the creation of the OCBR and beyond, headed by the UVic Task Force on CBR and later the Civic Engagement Steering Council. Some of these keystone reports include:

Tremblay, C. (2012). Civic engagement at the University of Victoria. Report compiled for the ad hoc Civic Engagement Steering Committee, University of Victoria.

Civic Engagement Steering Committee. (2011). Final report, which included results from a survey of 50 representatives of local business and government, non-profits and the arts and culture sector, interviews with key community stakeholders and an inventory of key engagement initiatives. UVic Civic Engagement Steering Council was established in 2009 for a two year term, It comprises four community and ten university members and reported through the Chair to the four Vice Presidents.

Helps, L & Norman, T. (2009). OCBR Service Planning Preliminary Report. The author undertook an on-campus outreach process as part of a consultation obtaining feedback on OCBR's work over two years and sought advice on how OCBR could support administrative faculty and researchers in the future

Bannister, K.. (2008) Ethical considerations in Community University Research and Learning collaborations for the University of Victoria. Submitted to the Human Research Ethics Board.

Keller,P., Hall,B., Bannister, K. & Lydon, M. (2007). "Towards an architecture of knowledge". Report of the University of Victoria Task Force on Community-based Research. This report was based on a consultation process in 2006-7 with university, community, Indigenous, local government and local business sectors.

Dragon, C. (2007). Background document for the University of Victoria Task Force on Civic Engagement. An international review and recommendations of best strategies of civic engagement practices in higher education.

Other resources:

Lall, N. (2015). *Measuring the Impact of Community University Research Partnerships Structures; a case study of the Office of Community-based Research at the University of Victoria*. PhD Dissertation in the Department of Educational Psychology and Leadership Studies.

The Institute for the Studies & Innovation in Community University Engagement (ISICUE) was created in 2013, shortly after the closure of the Office of Community-Based Research. ISICUE, supported by the Faculties of Social Science and Human & Social Development, built on the strong legacy of the OCBR in its commitment to community partnerships based on mutually beneficial and reciprocal relationships. Almost all former OCBR Steering Committee members stayed on to form the new ISICUE Council. ISICUE was secretariat to a number of local and national networks such as the Vancouver Island Community Research Alliance (VICRA), Pacific Housing Research Network (PHRN) and Community-based Research Canada (CBRC). The Institute also had strong international partnerships including the Common Ground Network (linked to Geography's Community Mapping Laboratory), the National Coordinating Centre for Public Engagement (NCCPE) in the UK, and the UNESCO Chair in Community-based Research and Social Responsibility in Higher Education. ISICUE formally closed in April 2016.

## a. Project overview

UVic has a strong institutional commitment and support for community engagement. Over the years there has been some assessments of these activities, however until now there has been no systematic analysis of the overall outputs, outcomes and impacts of Community Engaged Research (CER) activities or a comprehensive picture of the spectrum of community engaged activities across the faculties and administration. Of the hundreds of CER projects and possibly thousands of community engagement activities across the campus, few have been the subjects of detailed examination. Simply establishing the parameters of an impact assessment is a major task. The breadth and diversity of the activities and language across the campus make it particularly difficult.

The increasing importance of civic engagement in Higher Educational Institutions (HEI) around the world has led to a strong emphasis on evaluating and measuring the impact of these activities, particularly as it relates to the mutual benefit of community and the university. Developing an impact evaluation framework therefore is currently a high priority for most HEI's in Canada and globally. The literature points to a diversity of approaches to community university engagement, resulting in several indicator sets and frameworks for measuring impact. While there has been significant progress in developing

benchmarks for engagement (Tufts University, 2010; NCCPE; Pearce et al, 2007) and community-based research (Wiebe and Taylor, 2014), the rigorous integration of community perspectives in audit and impact evaluation is almost entirely absent across the HEI sector globally. Some institutions have made efforts in consulting community partners in framework development (e.g. REAP) but there have been few attempts at producing evaluation tools that have been useful in understanding the dynamics of community university engagement from the perspective of community.

This assessment is informed by an international literature review of community engagement impact evaluation being adopted by institutions and community organizations from around the world. The review focuses on criteria and indicators for impact evaluation, and points to some of the main difficulties in measuring social outcomes (See Appendix I - literature review).

The objectives of this impact assessment are to:

1. Document the outputs and outcomes of the OCBR and ISICUE between 2009-2015;
2. Provide a campus-wide assessment of impact aligning to OCUE's 5 pillars of engagement, UVic's International Plan and the UN Sustainable Development Goals;
3. Showcase, through in-depth case studies, qualitative stories of impact resulting from CER, as well as institutional supports, challenges and recommendations;
4. Develop an impact rubric to assess Community-engaged Scholarship; and
5. Develop guidelines to inform criteria for the assessment of community engaged scholarship in reviewing grant applications, partnership proposals, and faculty tenure, promotion, and merit applications.

## b. Conceptual framework

The conceptual framework used in this evaluation is informed by a logic chain model (Figure 1), mapping the input of resources through to the outputs and the broader outcomes. This is also called Theory of Change, a methodology used in program evaluation that explains the process of change by outlining causal linkages in an initiative (*i.e., its shorter-term, intermediate, and longer-term outcomes*).

The impact framework is informed by a number of considerations: 1) a literature review of academic and non-academic sources of CER impact frameworks (Appendix I), 2) consultations with expert academic and staff personnel across campus, 3) OCUE's five pillars to community engagement including: community engaged research, community-engaged learning, good neighbour, knowledge mobilization, and institutional supports, 4) the UN Sustainable Development goals, and 5) UVic's International Plan goals.

Based on a number of key considerations from consultations and the literature, namely Hart (2010), the following criteria have been considered:

- Measure at various scales of impact including micro (*individual*), meso (*Community*) and macro (*Systems*), as well as breadth of impact;
- Intended to capture community perspectives in assessing impact; and
- Intended to capture statistical data (e.g. traditional outputs) as well as qualitative narratives.

Rather than establishing benchmark indicators of impact, data was curated from: 1) case study participants identification of changes as an outcome of their CER project, and 2) self reported impact at the academic unit level from the Enhanced Planning Tool (2014-15) documents at the *Individual, Community, and System Change* level. In addition to the more qualitative anecdotes presented in the CER case studies, below are some quantitative indicators of outputs directly from the OCBR and ISICUE, including number of publications, events, workshops, policy meetings and other knowledge mobilization products.

There is no one set way to define impact in the context of CER. Like the terms “community” and “engagement”, the term impact carries many meanings. Impact can be described as the effect of a project at a higher or broader level, in the longer term, after a range of outcomes has been achieved. This may include changed thinking (*i.e. meaning, values and interpretations*) or behaviour. Usually there is no one-to-one relationship between

cause-and-effect links, but reflected in a variety of connections involving influence, contributions, and benefits – new policies deemed relevant, economic performance, competitiveness, public service effectiveness, new products and services, employment, enhanced learning skills, quality of life, community cohesion and social inclusion. Ultimately defining impact in this context is about making a difference and identifying what changes have resulted from new partnerships and collaborations.

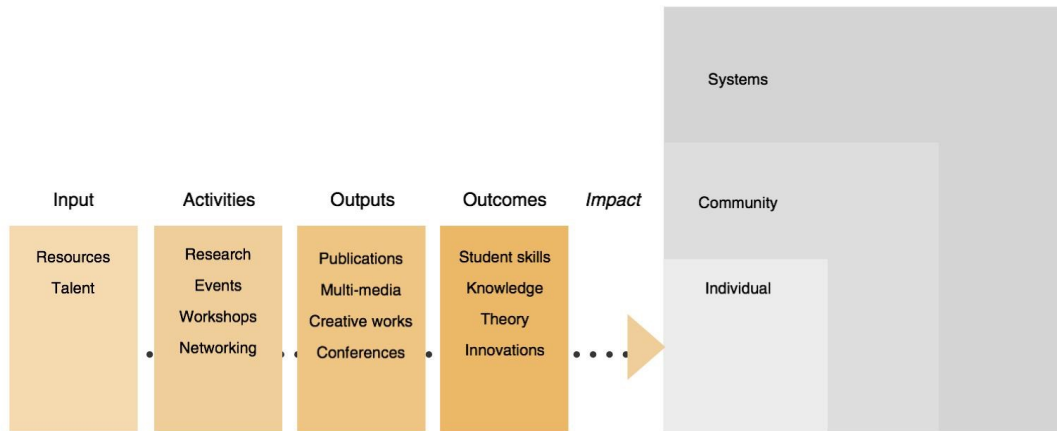


Figure 1. Logic chain model for Community-engaged Research

Being aware that impact is often measured over a long-term period (e.g. ideally 8 or more years), the findings from this evaluation point to some substantial outcomes in the short term (e.g. 1-2 years).

#### i) Defining the Parameters and Spectrum of CER

There is a large variation in the language, conceptualization and practice of CER across campus, from ‘informing’ and ‘consulting’ to the ‘co-creation’ of knowledge with community partners. Building from Arnsteins’ ladder of participation (1969) and Community-based Research Canada’s four principles of excellence in CBR (Wiebe & Taylor, 2014), the following spectrum of engagement has been adapted to help conceptualize the parameters of engagement.

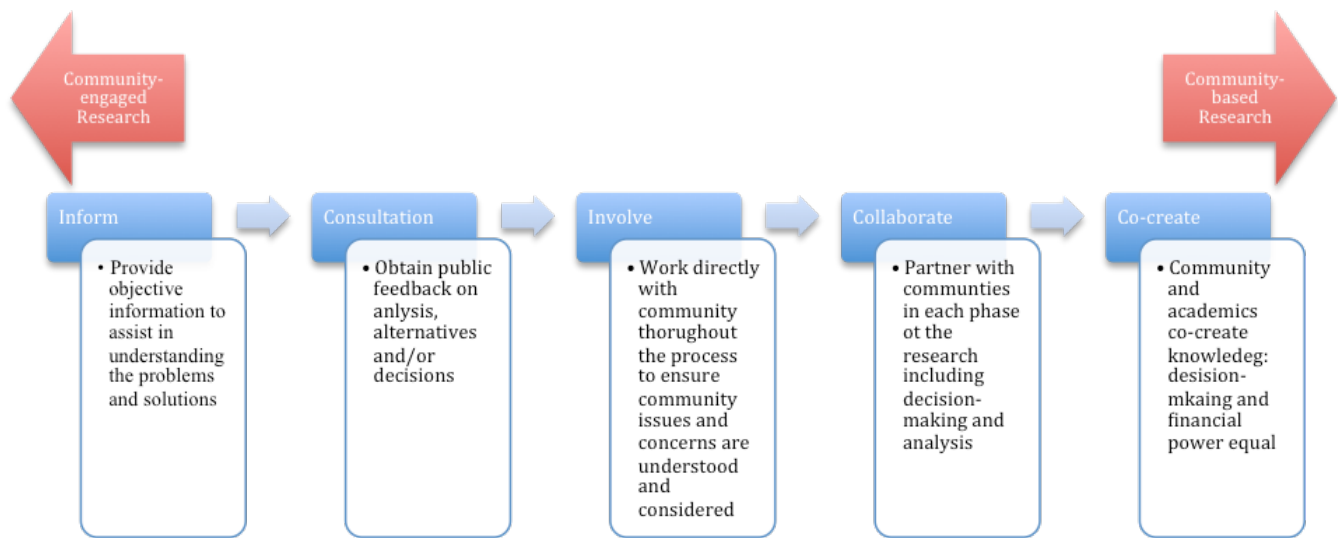


Figure 2. Spectrum of Community-engaged Research

Community-engaged Research (CER) can take many different forms, but the underlying attribute is that there is mutuality in the relationship. It is defined as any scholarly research activity and/or acquisition, dissemination, communication, translation or mobilization of knowledge for the education, enabling, or edification of the wider public. Community engaged research is often conducted in partnership with community stakeholders; the goals and the research are positioned from the outset to achieve knowledge translation and exchange outcomes and typically this is the result of prolonged engagement, shared priorities and two-way exchange of knowledge.

Community-based Research (CBR) is more specifically defined along the spectrum of engagement. Strand (2000) defines CBR as “collaborative, change-oriented research that engages faculty members, students, and community members in projects that address a community-identified need.” Community-based research involves questions and goals that originate with the community’s needs and are geared toward addressing social issues. Research is done with a community partner, as opposed to research about a community partner.

### iii) Defining Impact of Community University Engagement

In the context of higher education, the term impact is most often associated with measuring the influence of academic research on funding and tenure (The Association of Commonwealth Universities 2012; The Federation 2014). A recent working document produced by the Canadian Federation for the Humanities and Social Sciences (2014) acknowledges the difficulty of identifying and defining what research impact actually is. This document, intended to serve as a platform for assessing the impact of humanities and social science research, claims the difficulty of defining impact because there is no one

definition of research itself; impact varies as the context of the research varies and as a result, the frameworks for measuring this impact will to vary. The Federation refers to research impact here as being:

*The influence scholarly and creative enquiry has upon wider society, intended as well as unintended, immediate as well as protracted. It includes the influence such research has upon future researchers within the discipline as well as in other disciplines and on public policy, quality of life, social cohesion, business innovation, the environment, artistic and creative practices, commercial and economic activity, administration and institutional development, and political and cultural understanding. (2014; p. 6-7)*

There are as many definitions of research impact as there are types of research. Canada's International Development Research Centre (IDRC) points out that there "is no universal definition for research impacts." In a recent report (2014) on "research excellence," IRDC draws upon Walter et al.'s (2003) cross- disciplinary study of research impact models, which differentiates between research that "brings about changes in levels of understanding, knowledge and attitude" and research that "results in changes in practice and policy making." These distinctions suggest multiple varieties of research impact, including the generation of new knowledge, new insights, changes in attitudes, beliefs, and behaviours, references to and citations in research, increased access to research, more research and the extension of research beyond disciplinary boundaries."

A recent study by Lall (2015) highlights that impact assessment and measurement outside of the context of community university research partnership are usually heavily dependent on quantitative methods such as using formulae to calculate social and economic impact in terms of cost equivalents. Within the context of community engagement, community-university research partnerships (CURPs) and their support structures however, "*impact assessment and measurement is a qualitative-dependent endeavour with some quantitative contributions. This is evidenced through a review of the literature, where impact assessment and measurement methods, tools and approaches are emergent but clearly being explicated mainly through qualitative research methods and an ongoing reflection-action cycle.*" This assessment therefor considers both a quantitative and qualitative approach to investigating impact, and considers the wide range of outputs (e.g. social media, workshops, videos) that are stimulating micro, meso and macro level changes.

## d. Data Collection

### Case Study Survey

Data was collected for case studies in a survey format using a Fluidsurvey platform, intended to capture both quantitative and narrative data on impact from identified Uvic CER scholars and their community partners. An invitation to participate in the case study was sent to the OCUE faculty list serve, which includes the ISICUE Affiliates (35), former and current Engaged Scholar Award holders (6), CEL grant holders (6) and other scholars that have attended the OCUE mingles or events (5) (total: 52 invitees). In addition, other faculty on campus were invited to participate who were not formally affiliated with OCUE for the purpose of including a broader representation across the disciplines (*e.g. Engineering, Business, Law*).

A total of 12 in-depth case studies were completed between November - December 2016 by faculty and community partners. Despite efforts to include community narratives in each case study, only half of them were able to include these stories due to a variety of reasons, but mainly time and capacity of their partners. The final case studies were sent back to the participants for review and feedback was incorporated. The case studies and the associated UN goals include:

Faculty Lead & Unit	Title of Project & Location	Community Partners	UN Sustainable Development Goals
Budd Hall, School of Public Administration	Strengthening Community University Research Partnerships; Global	Society for Participatory Research in Asia (PRIA), Centro Boliviano de Estudios Multidisciplinarios (CEBEM), Makerere University (Uganda), and a number of regional and global networking organisations including the Living Knowledge Network, Talloires Network, and PASCAL Observatories.	4, 9, 10, 11
Heather Ranson, Steve Tax & Enrico Secchi, Gustavson School of Business	Live Case for Our Place Society; Victoria	Our Place Society	1, 2, 3, 4, 11, 16

**Table 1: List of impact case studies**

Faculty Lead & Unit	Title of Project & Location	Community Partners	UN Sustainable Development Goals
Peter Keller, Ian O'Connell, Rosaline Canessa & Ken Josephson (Geography), John Lutz (History), Brian Thom (Anthropology), Logan Cochrane (UBC-O), Maeve Lydon (ISICUE)	Mapping Our Common Ground; BC, Quebec & Ontario	Capital Regional District (CRD), City of Victoria, Sea Change Society, VanCity Credit Union, World Fisheries Trust, WSANEC School Board and First Nation, MITACS, Victoria Foundation, United Way of Greater Victoria, UBCOkanagan, Concordia U, Memorial U, National Assn of Aboriginal Friendship Centres, CBRCanada, USask, Carleton U, University of Brighton, National University in Galway, City and University of Malmo, Green Map	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13
Elizabeth Vibert, History	Rural Women's Strategies of Community Building and Self-Reliance: South Africa from Apartheid to the Social Grant	Hleketani Community Garden, Valoyi Traditional Authority (VTA), and Xitsavi Youth Centre, South Africa. Haliburton Community Farm, Victoria	1, 2, 3, 5, 8, 10, 11, 13, 15, 16
Leslie Brown, Institute for the Studies & Innovation in Community University Engagement.	Vancouver Island Social Innovation Zone; Vancouver Island	Camosun College, University of Victoria, Royal Roads University, Community Social Planning Council, Vancity Credit Union, seCatalyst, Ministry of Social Development and Social Innovation, Victoria Native Friendship Centre	3, 8, 9, 11, 16
Val Schaefer, School of Environmental Studies	Rainy Day Solutions: Enhancing Rain Gardens as Bioengineering Strategies in Municipal Stormwater Management, Vancouver Island	City of Victoria - Planning, Engineering, Parks; University of Victoria - Office of Research Services, Environmental Studies, Oak and Orca Regional School, Capital Regional District - Sustainability Office, Real Estate Foundation of BC. Mitacs, Murdoch de Greeff Inc.	3, 4, 11, 15

**Table 1: List of impact case studies**

Faculty Lead & Unit	Title of Project & Location	Community Partners	UN Sustainable Development Goals
James Anglin & Angela Scott, School of Child & Youth Care	Removal, Transitions and Trauma: Retrospective Perspectives of Children and Youth, and International Best Practices on Transition Management	Several representatives in Nanaimo, Duncan and Victoria working for local Ministry of Children & Family Development (MCFD) offices or community agencies, as well as the Federation of BC Youth in Care Networks.	3, 16
Sarah Marie Wiebe, Leslie Brown, Kelly Aguirre, Amy Becker, Israyelle Claxton, Brent Angell; School of Public Administration	Traveling Together? Navigating the Practice of Collaborative Engagement in Coast Salish Communities	Tsawout First Nation, Pacheedaht First Nation, Seabird Island First Nation, BC Association of Aboriginal Friendship Centres, Victoria Native Friendship Centre, Prince George Native Friendship Centre, Songhees First Nation	3, 9, 10, 11
Holly Tuokko & Vincenza Gruppuso, Institute on Aging & Lifelong Health	Volunteer Drivers in the Greater Victoria Area; Victoria	Kaye Kennish, James Bay Community Project and Capital City Volunteers; Lisa Gleinzer, James Bay Community Project; Susan Zerb, Saanich Volunteer Services Society	3, 10
Sarah Easter & Mary Yoko Brannen, Gustavson School of Business	Homelessness Through Different Lenses: Negotiating Multiple Meaning Systems in a Canadian Tri-Sector Social Partnership; Vancouver Island	Donald Elliott, Greater Victoria Coalition to End Homelessness. Board of Directors include: Lisa Helps, CRD-City of Victoria Ian Batey, Community Director, Steve Tribe, Community Director, Michael L, Community Director, Bruce Parisian, Aboriginal Coalition to End Homelessness, Vicki Sanders, CRD-Saanich, Lynda Hundleby, CRD-Esquimalt, Shayne Ramsay, BC Housing, Sandra Richardson, Victoria Foundation, Patricia Jelinski, United Way, Cheryl Damstetter, Island Health, and Coalition Stakeholders.	3, 10, 16

**Table 1: List of impact case studies**

Faculty Lead & Unit	Title of Project & Location	Community Partners	UN Sustainable Development Goals
Peter Wild, Andrew Rowe & Bryson Robertson, Institute of Integrated Energy Systems	The 2060 Project: Low Carbon Energy Pathways for British Columbia and Canada	Pacific Institute of Climate Solutions, BC Hydro, Powerex, BC Ministry of Energy and Mines, UVic, Alberta Electricity System Operator, Alberta Market Surveillance Administrator, Alberta Department of Energy	3, 4, 7, 9, 11, 13, 16, 17
Jutta Gutberlet, Geography	Participatory Sustainable Waste Management; Brazil	University of Sao Paulo, Fundacao Santo Andre, Recycling cooperatives (Cooperlimpa, Cooperma, Cooperpires, Coopcicla, Associacao Pacto Ambiental, Refazendo, Raio de Luz, Sempre Verde, Coopercral, Coopercose), Rede Mulher de Educaçao, FUNDACENTRO, Movimento Nacional dos Catadores e Materiais Recicláveis, Consorcio Intermunicipal do ABC.	2, 3, 5, 8, 10, 11, 13

## Consultations & interviews

The following individuals were consulted in this assessment:

- Former Directors and Associate Directors of OCBR and ISICUE (Budd Hall, John Lutz, Leslie Brown, Lenora Marcellus & Maeve Lydon) to gather data on outputs and outcomes. They also contributed to the impact case studies for various projects;
- Tony Eder, Institutional Planning, to discuss the EPT documents;
- Sarah Blackstone, Enhanced Planning Tools, to consult on impact;
- Rachel Scarth and Debra Anderson, Office of Research Services, who provided data on external research funding; and
- James McDavid, School of Public Administration, provided oversight and guidance on impact evaluation.

## Document analysis

Document analysis was conducted on several reports, assessments and other key documents from the OCBR and ISICUE between 2008-2015.

## IV. Impact: 5 Indicators

This assessment uses 5 indicators to assess the impact of CER. These indicators were chosen as they provide specific data of the impact of centrally funded CER structures (OCBR/ISICUE), a broad campus overview in each of the OCUE pillars of engagement (from the Enhanced Planning Tool documents), and narratives of impact specific to the UN Sustainable Development Goals (case studies). The reputation of UVic as being a leader in Community Engaged Scholarship is also an important factor of impact, and therefore some criteria has been developed to capture this. Student impact is also included, given the strong links to CER activity. In addition to the indicators further described in the next sections, the following table provides key outputs from OCBR and ISICUE between 2009-2015.

### Key outputs

Key outputs includes those from OCBR & ISUCE Directors, Associate Directors and staff between 2009-2015. This table does not include awards and recognitions of former Directors, however some should be noted that exemplify leadership in this field including: the Robert Hackenberg Memorial Award from the Society for Applied Anthropology for work with the Sto:lo Ethnohistory Field School, 1998-2016, the UVic Engaged Scholar Award (2016-21) and Shortlisted (1 of 3) for the SSHRC Research Impact Award (Dr. John Lutz); the creation in 2012 and four year renewal (2016-2021) of the UNESCO Chair in Community-based Research and Social Responsibility in Higher Education, advisor on the EU Commission for ‘Research & Society’ (Dr. Budd Hall); several executive committees including the Provost’s Special Advisor on Community-University Engagement and the Indigenous Academic Advisory Council at UVic (Dr. Leslie Brown).

The figures indicating publications are retrieved from the above mentioned Directors’ CV’s; the numbers of attendees at events/workshops and students hired are estimates.

Type of Output	Date	Unit and Description
Publications (peer reviewed) including books, journal articles, book chapters,		<b>Office of Community-based Research (OCBR) (2008-2013)</b>
	2008-2009	Hall articles (1), chapter (4) Lutz books (2), chapter (2)

Table 2: Outputs from OCBR & ISICUE		
Type of Output	Date	Unit and Description
conference proceedings	2009-2010	Hall articles (3), book (1), chapter (2) Lutz article (1) Lydon articles (2)
	2010-2011	Hall articles (2), books (1), chapter (1), conference proceedings (1)
	2011-2012	Hall articles (1), books (1), editor (1), chapter (2) Lutz articles (1), chapter (2)
	2012-2013	Hall books (1), chapter (3), conference proceedings (1)
	<b>Sub total</b>	<b>36</b>
<b>Institute for the Studies &amp; Innovation in Community University Engagement (ISICUE) (2013-2016)</b>		
	2013-2014	Hall articles (2), books editor (3), chapter (3) Lutz article (1), chapter (3) Brown monograph (1), chapters (3)
	2014-2015	Hall books editor (2), chapter (2) Brown articles (1), books (1), chapters (3) Tremblay articles (4), chapter (2)
	2015-2016	Hall books editor (3), chapter (3) Tremblay articles (4), edited book (1), chapters (3)
	<b>Sub total</b>	<b>45</b>
<b>Total</b>	<b>Estimated 81 peer-reviewed outputs</b>	
Non peer-reviewed publications and creative KM products including policy briefs, reports, community plans, community maps, videos, media interviews	<b>Office of Community-based Research (OCBR) (2008-2013)</b>	
	2008-2009	Hall technical report (1), poem (1), conference papers (2) Lutz Periodical (1), maps (5), website (8), podcasts (3), media interviews (30)
	2009-2010	Lutz review (3), maps (1), website (1), podcasts (1), media interviews (20)
	2010-2011	Hall poem (2), conference papers (2) Lutz Periodical (1), reports (5), video interviews (1), media interviews (20)
	2011-2012	Lutz review (4), maps (3), reports (3), websites (2), video interviews (1), media interviews (17)
	2012-2013	Hall poem (1), conference papers (5) Lutz maps (5), reports (2), websites (2), thematic talks (3), media interviews (12)
	<b>Sub-total</b>	<b>222</b>

Table 2: Outputs from OCBR & ISICUE		
Type of Output	Date	Unit and Description
		<b>Institute for the Studies &amp; Innovation in Community University Engagement (ISICUE) (2013-2016)</b>
	2013-2014	Lutz reports (3), thematic talks (3), media interviews (4) Brown report (2), conference proceedings (5), videos (1) Tremblay videos (2)
	2014-2015	Hall policy briefs/reports (3) Lutz review (1), maps (3), websites (1), podcasts (3), curated exhibits (1), media interviews (15) Brown professional magazine (1), report (1), conference proceedings (4) Tremblay reports (2)
	2015-2016	Brown conference proceedings (3) Tremblay reports (1)
	<b>Sub-total</b>	<b>59</b>
<b>Total</b>	<b>Estimated 281 non peer-reviewed outputs</b>	
		<b>Office of Community-based Research (OCBR) (2008-2013)</b>
Number of people attending & description of workshops (in community & on campus), conferences, forums and symposia	2008-2009	<ul style="list-style-type: none"> <li>• CuExpo: 600 delegates</li> <li>• Sharing Stories and Spaces Conference: 150 delegates</li> <li>• Housing Forums: 75 people</li> </ul>
	2009-2010	<ul style="list-style-type: none"> <li>• Sharing Stories and Spaces Conference: 150 delegates</li> <li>• Community mapping projects 50-150 people/year for 8 years (1000 citizens)</li> <li>• Housing Forums: 75 people</li> <li>• Annual Sharing Food and Knowledge Roundtables: average 40 people</li> <li>• CANEUEL - Indigenous CBR Workshops 6 workshops per year @ 30-75 people @ each workshop</li> <li>• Capacity Building Project (island wide and sponsored by VICRA) - approx 350 people</li> <li>• Sustainable Cities/Engagement Continuing Studies Courses: Two Series x 4 classes, 20 students each = 40 students (mostly community members)</li> </ul>

**Table 2: Outputs from OCBR & ISICUE**

Type of Output	Date	Unit and Description
	2010-2011	<ul style="list-style-type: none"> <li>• BC Affordable Housing conference workshops (co-sponsor OCBR and UBC) in Victoria, Vancouver and Kelowna: 300 people all together</li> <li>• Annual Sharing Food and Knowledge Roundtables: average 40 people</li> <li>• VICRA Local Food Project workshops and Report Launch: 250 people</li> <li>• CANEUEL - Indigenous CBR Workshops 6 workshops per year @ 30-75 people @ each workshop</li> <li>• VICRA Summer Institute (2010) - 75 People from all over Van Island</li> <li>• Food Security Continuing Studies Courses (2009-2012): Three Courses x 4 classes - 20 students = 60 students</li> </ul>
	2011-2012	<ul style="list-style-type: none"> <li>• Co-Organizers / program Ctte leads for CUExPO2011 (Waterloo)</li> <li>• CANEUEL - Indigenous CBR Workshops 6 workshops per year @ 30-75 people @ each workshop</li> <li>• Community Engaged Scholarship Courses (2009–2011): 8 workshops engaging 25 faculty, staff &amp; community = 200 people</li> </ul>
	2012-2013	<ul style="list-style-type: none"> <li>• Annual Sharing Food and Knowledge Roundtables: average 40 people</li> </ul>
	<b>Sub-total</b>	<b>Estimated 3,745 people</b>
<b>Institute for the Studies &amp; Innovation in Community University Engagement (ISICUE) (2013-2016)</b>		
	2013-2014	<ul style="list-style-type: none"> <li>• Pacific Housing Research Network, BCNonProfit Housing Conference sub-workshops - 150 people</li> <li>• Co-Organizers / program Ctte leads for CuExpo (Newfoundland)</li> <li>• Pacific Housing Research Network, BCNonProfit Housing Conference sub-workshops - 150 people</li> <li>• Annual Sharing Food and Knowledge Roundtables: average 40 people</li> </ul>
	2014-2015	<ul style="list-style-type: none"> <li>• CUVIC: 375 delegates</li> <li>• Co-Organizers / program Ctte leads for CuExpo 2015 (Ottawa)</li> <li>• Pacific Housing Research Network, BCNonProfit Housing Conference sub-workshops - 150 people</li> <li>• Annual Sharing Food and Knowledge Roundtables: average 40 people</li> <li>• Indigenous CBR Series: 3 workshops @ 60 people each = 180 people</li> <li>• Community Mapping Summit Montreal: 150 people</li> </ul>

Table 2: Outputs from OCBR & ISICUE		
Type of Output	Date	Unit and Description
	2015-2016	<ul style="list-style-type: none"> <li>Indigenous Engagement workshop: 42 people</li> <li>Vandana Shiva, Workshop 45 people and 925 @ public event at Farquhar Auditorium</li> </ul>
	<b>Sub total</b>	<b>Estimated 2,202 people</b>
<b>Total</b>	<b>Estimated 5,947 people</b>	
Number of undergraduates & graduates hired in research projects through work study, coop, or MITACS placements.	<b>Office of Community-based Research (OCBR) (2008-2013)</b>	
	2008-2009	Student volunteers - approx 15 per year (for events)
	2009-2010	Student volunteers - approx 15 per year (for events)
	2010-2011	<ul style="list-style-type: none"> <li>Student volunteers - approx 15 per year (for events)</li> <li>2 workstudy undergrads and 4 grad students MITACS and Mapping</li> </ul>
	2011-2012	<ul style="list-style-type: none"> <li>United Way- Engaging Neighbors Project: 2 graduate students</li> <li>2 workstudy undergrads and 4 grad students MITACS and Mapping</li> </ul>
	2012-2013	<ul style="list-style-type: none"> <li>United Way- Engaging Neighbors Project: 2 graduate students</li> <li>2 workstudy undergrads and 4 grad students MITACS and Mapping</li> </ul>
	<b>Sub total</b>	<b>Estimated 51 students</b>
	<b>Institute for the Studies &amp; Innovation in Community University Engagement (ISICUE) (2013-2016)</b>	
2013-2014	<ul style="list-style-type: none"> <li>United Way- Engaging Neighbors Project : 3 graduate students</li> <li>2 workstudy undergrads and 4 grad students MITACS and Mapping</li> </ul>	
2014-2015	<ul style="list-style-type: none"> <li>United Way- Engaging Neighbors Project: 2 graduate students</li> <li>2 workstudy undergrads and 4 grad students MITACS and Mapping</li> <li>ISICUE Research desk (started in 2014) Hired 3 grad students per year</li> </ul>	
<b>Sub total</b>	<b>Estimated 20 students</b>	
<b>Total</b>	<b>Estimated 71 students</b>	

## a. Reputation

UVic is recognized locally, nationally and internationally as an institutional leader in Community Engaged Scholarship. The following criteria provide some indication of this reputation and reflect the level of expertise from faculty, students and staff in this area of scholarship.

We know that UVic attracts talent in faculty, student and staff because of it's reputation of and commitment to community engagement. This indicator is challenging to adequately record however it is assumed to be an important contributor to impact. In addition to the following criteria, there have been a significant number of national and international delegations from countries all over the world coming to UVic to learn about CER - this has proven difficult to adequately record and therefore has not been included although should be noted.

The following tables include:

1. Number of keynotes by OCBR/ISICUE Directors given on the topic of CER/CES
2. Impact metrics of online presence
3. List of CER networks and conferences hosted at UVic

Type of Activity	Date	Unit & Description
Keynote presentations at local, national and international conferences on the subject of CER, CEL & CURPs (this <i>does not</i> include public lectures & events)		<b>Office of Community-based Research (OCBR) (2008-2012)</b>
	2008-2009	Hall (6) Lutz (10)
	2009-2010	Hall (3) Lutz (8)
	2010-2011	Hall (1) Lutz (5)
	2011-2012	Hall (2) Lutz (5)
	2012-2013	Hall (5) Lutz (9)
	<b>Sub total</b>	<b>54</b>
		<b>Institute for the Studies &amp; Innovation in Community University Engagement (ISICUE) (2012-2015)</b>

Table 3. List of indicators demonstrating reputation		
Type of Activity	Date	Unit & Description
	2013-2014	Hall (1) Lutz (4) Brown (3)
	2014-2015	Lutz (9) Brown (2)
	2015-2016	
	<b>Sub total</b>	<b>19</b>
<b>Total</b>	<b>Estimated 73 keynote presentations</b>	

Table 4. Impact metrics of online presence		
Online Presence	Search engine	Number of hits
University of Victoria AND Community-engaged Research (CER)	Google scholar	212,000 results
	Google	178,000 results
	Uvic library Citation Index	1,969 results

Table 5. List of CER networks and conferences hosted at UVic		
Region	Secretariat of Networks /Host of Conferences focused on CER	Date
Local	Vancouver Island Social Innovation Zone	2014-
	Vancouver Island Community Research Alliance	2008-
	CUVIC conference	2014, 2016-
National	Community-based Research Canada (CBRC)	2012-
	CUExpo	2008
International	UNESCO Chair in Community-based Research and Social Responsibility in Higher Education	2012-

## b. Research Funding

Between 2009-2015 Directors and Research Affiliates from the Office of Community-based Research (OCBR) and the Institute for the Studies and Innovation in Community University Engagement (ISICUE) secured external project funding in the amount of **\$21,522,611.94**. Table 6 provides a break down of confirmed research grants by Directors and Affiliates between 2009-2015. These projects are diverse and range on topics related to indigenous child welfare, sustainable waste management, affordable housing, social innovation, water governance, borders, linguistics, environmental health, aging, homelessness and HIV prevention among many others.

<b>Faculty member</b>		<b>Research grants between 2009-2015</b>
OCBR Director	B. Hall, Public Administration	\$1,013,730
	J. Lutz, History	\$515,019
ISICUE Directors	L. Brown, Social work, Faculty of HSD	\$855,222.82
	L. Marcellus, Nursing	\$4,038
ISICUE Affiliates	J. Ball, Child & Youth Care	\$67,000
	W. Caroll, Sociology	\$608,678
	J. Gutberlet, Geography	\$399,362
	P. Keller, Geography, Faculty of SS	\$1,947,000
	B. Leadbeater, Psychology	\$4,813,170
	C. Loppie, Centre for Aboriginal Health Research	\$1,788,303.90
	A. Marshall, Centre for Youth & Society	\$480,918
	V. Napolean, Law	\$318,057
	B. Pauly, Nursing	\$3,221,176.10
	A.M. Peredo, Business, CCCBE	\$303,750
	M.E. Purkis, Faculty of HSD	\$325,781
	L. Saxon, Linguistics	\$72,118
	V. Shaefer, Environmental Studies	\$109,873
O. Schmidtke, Political Science	\$938,367.37	

**Table: 6 Research Grants by OCBR & ISICUE Directors & Affiliates 2009-2015**

Faculty member	Research grants between 2009-2015
H. Tuokko, Centre on Aging	\$2,859,116.75
E. Vibert, History	\$4,000
A. Walsh, Anthropology	\$149,253
C. Worthwington, Public Health & Social Policy	\$120,000
<b>Total</b>	<b>\$21,522,611.94</b>

A review of external investments between 2007-2011 was conducted for the OCBR. The following projects include those that the OCBR led and does not include projects that were supported or proposals written that were declined.

**Table: 7 External investments OCBR 2007-2012**

Name	Date/ Amount	Funder	Partners
Community-University EXPO2008 @UVic	\$240,000	UVIC, National Funders and participants (see below- Appendix One)	UVic, Wellesley Institute, Victoria Foundation, United Way greater Victoria, CMHC, Van City, IDRC, SSHRC, CIHR, NSERC
Aboriginal Transitions – ATRF- 2008-2011 Project P.I. Budd Hall	2008-2011 \$302,000	Ministry of Advanced Education	Indigenous Affairs Office – 5 BC First Nations education groups
Community-University Partnerships – Canadian Report	2009 \$25,000	SSHRCC	Community Based Research Canada / Carleton and UQAM Universities
International Community-University Research Partnerships	2009-2011 \$75,000	SSHRCC	CBRC GACER
Vancouver Island Homelessness Research Grant P.I. – Mary Ellen Purkis	2008-2009 \$25,000	Federal Government Homelessness Secretariat	8 Victoria Homelessness groups, Van City, BC Gov , UWGV, 15 UVIC academics

**Table: 7 External investments OCBR 2007-2012**

<b>Name</b>	<b>Date/ Amount</b>	<b>Funder</b>	<b>Partners</b>
VICRA – Vancouver Island Food Project - Funder P.I. Aleck Ostry	2010-2011 \$100,000	SSHRCC Public Dissemination Grant	5 Island Campuses, 12 undergrad and grad students, 15 academics, 12 advisors, 12 Food NGO's/Businesses, Regional and Prov. Govt.
United Way UWGV – OCBR Internship program - \$90,000	2009-2013 \$90,000	United Way of Greater Victoria	CRD and City, regional neighbourhoods, NGOs
BC Healthy Communities CBR Capacity Building Grant	2008-2011 \$200,000	Vancouver Foundation	Island campuses First Nations 45 Island NGOs Local Businesses Local, regional government
CBRC Ottawa Meeting	2009, \$5000	International Development and Research Centre	Canadian Universities, Key National CBR-CED Networks
CBRC Knowledge Commons Meeting	2010 \$3000	International Development and Research Centre	Canadian Universities, Key National CBR-CED Networks
OCBR-United Way-Graduate Student Internship program	2011-2013 \$60,000	MITACS	United Way BC Healthy Communities
Pacific Housing research network	2010-2013, 50,000	MITACS BC Housing CMHC	UBC, MITACS, BCHousing, BC Govt., others
Community Mapping Initiative UVIC Map Oak Bay Map Hartley Bay-GitGa'at project Highlands Map CRD-City * (budget 35k)	2007-2012 \$50,000	Office of Sustainability Real Estate Foundation Municipality of Highlands and Oak Bay Hartley Bay Band Council Victoria Foundation	UVIC Geog and Social Sciences / Library, office of Sustainability, CRD, City, NGO's, Green Map International,
<b>Total</b>	<b>\$955,000</b>		

**Table 8. Community in-kind estimates (OCBR 2007-2012)**

<b>Name of group</b>	<b>Description</b>	<b>Amount</b>
OCBR Steering Committee	2007-2012 - Five years @ 4 meetings per year @ 6 people(\$50 per hour) / 3 hours	\$18,000
OCBR Community Co-Chairs (United Way (2007-2012)	4 extra 2 hour meetings a year for 6 years @ \$60/hr=\$2,400; Victoria Foundation 4 extra 2 hour meetings a year for 2 years = \$800	\$3,200
External Advisory/ CBRC and GACER	2007-2012 - Twelve people @ 12 hours each (\$50 /hr) = \$7200 (*- Direct advice to OCBR to set up Cttes)	\$7,200
Capacity Building project	8 people @ 20 hours each (\$50/hr)	\$8,000
Housing and Homelessness Advisory	6 people @ 35 hours each (\$50/hr)	\$10,500
Student and community volunteers @ CUEXpo, OCBR institutes and public events	75 people @ 6 hours each (\$35/hr)	\$13,500
Miscellaneous committees and events	3 each year*6 years @ 5 people/2 hours each (\$35/hr)	\$6,300
OCBR/ISICUE Community Director Maureen Duncan, CEO United Way of Greater Victoria	between 2012-2014, an estimated 6 hours per week @ 40 weeks a year = 480 hours *\$50/hr	\$24,000
ISICUE Steering Committee Council between 2012-2016	estimated 3 meetings per year @ 4 years @ 12 people @ 4 hours (including prep) = 144 x 4 = 576 hours @ \$75 per hour	\$43,200
<b>Total</b>		<b>\$134,000</b>

## c. Academic Unit Scan

A systematic harvesting of the 2014-15 Enhanced Planning Tool ‘contributions to community’ and ‘measure of quality/impact’ sections from the 93 academic units at UVic was conducted for this assessment. The data was aligned to the OCUE pillars of engagement (some occurrences were included in more than one pillar), the UN Sustainable Development Goals and the UVic International goals. Other features recorded include the location of the activity (e.g Vancouver Island) and if there was an Indigenous focus.

The results indicate impact, in both scope and significance, of contribution to society in each of the OCUE pillars of engagement in almost all units. A total of 168 ‘occurrences’ of impact were identified and matched to the OCUE pillars using a method of inclusion with specific mention to the following criteria:

- Community-engaged Research: an explicit mention of a research partnership (e.g. MoU, partnership agreement);
- Community-engaged Learning: an ongoing program for student community engaged learning (e.g. field school, internship, placement);
- Knowledge Mobilization: An active and ongoing program that engages broader community and mobilizes knowledge (e.g. open house, presentation, speakers bureau);
- Good Neighbour: initiatives that support the Good Neighbour pillar (e.g. council memberships, service to local community);
- Institutional supports: Department or unit rewards or recognition of CER (e.g. awards, training, promotion)

The term ‘community’ in this scan includes non-profit and for-profit organizations, industry, First Nations and government. Some units included a short description of the number of collaborations and partnerships that did not explicitly include a description of a formal MoU and therefore were not included. Several units indicated partnerships that were ‘too numerous to count’ and therefore were not included in this assessment (e.g. Astronomy, Biochemistry, Centre for Advanced Materials and Related Technology, Electrical and Computer engineering). *This sample therefor is significantly under represented.* A complete list and description of academic units’ mention of partnerships that were too numerous to count or not enough information to include can be found in Appendix II.

Some illustrative examples of Impact in each of the 5 pillars linked to the UN Sustainable Development Goals:

Table. 9 Illustrative examples of OCUE pillars across campus linked to the UN Sustainable goals			
OCUE Pillar	Name of Faculty & Academic Unit	Description	UN goal & level of impact
<b>Community-engaged Research</b>	Lisa Gould, Anthropology	Community-based research working with six rural communities in south-central Madagascar regarding forest fragment expansion and building tourism presence.	G15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss  Level: Individual, Community
	Paul Romaniuk, Biochemistry & Microbiology	The development of a simple affordable diagnostic kits for tuberculosis and other diseases that can work in resource poor areas.	G3: Ensure healthy lives and promote well-being for all at all ages  Level: Individual - Systems
	Andrea Walsh, Anthropology	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.	G10: Reduce inequality within and among countries G16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels  Level: Individual, Community
	Jennifer White, Child & Youth Care	First Nations Inuit Health Branch to work with an Advisory Group to produce web content on the topic of Preventing Youth Suicide Among Indigenous Youth.	G3: Ensure healthy lives and promote well-being for all at all ages  Level: Individual, Community
	Centre for Aboriginal Health Research (now Centre for Indigenous Research and Community-led Engagement)	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	G3: Ensure healthy lives and promote well-being for all at all ages G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  Level: Individual- Systems

**Table. 9 Illustrative examples of OCUE pillars across campus linked to the UN Sustainable goals**

OCUE Pillar	Name of Faculty & Academic Unit	Description	UN goal & level of impact
<b>Community-engaged Learning</b>	Brian Thom's ANTH 433 course in Spring 2014	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.	G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  G16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels  Level: Individual, Community
	Erin McGuire, ANTH 395	Students working with Jewish Cemetery Committee to map and document El-Emanuel cemetery. Project began 2015 and expected to run until 2018.	G11: Make cities and human settlements inclusive, safe, resilient and sustainable  Level: Individual
	Linguistics	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.	G3: Ensure healthy lives and promote well-being for all at all ages  G10: Reduce inequality within and among countries  Level: Individual, Community

**Table. 9 Illustrative examples of OCUE pillars across campus linked to the UN Sustainable goals**

OCUE Pillar	Name of Faculty & Academic Unit	Description	UN goal & level of impact
<b>Knowledge Mobilization</b>	Chemistry	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.	G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  Level: Individual
	History	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	G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  Level: Individual
<b>Good Neighbour</b>	Centre for Aboriginal Health Research (now Centre for Indigenous Research and Community-led Engagement)	Research capacity development opportunities. CAHR provides capacity development opportunities for community members through its Learning Institutes and Speakers Series.	G3: Ensure healthy lives and promote well-being for all at all ages  G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  Level: Individual, Community
<b>Institutional Supports</b>	School of Business' International Advisory Board (IAB)	The IAB announced an inaugural IAB Community Engagement Award that recognizes faculty members who actively engage with the local business community.	G9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation  Level: Individual
	Faculty of Social Science, Deans Office	Community Engaged Learning Coordinator position to support faculty, students and community partners.	G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  Level: Individual
	Office of Community University Engagement	Community Engaged Learning Grant to support curriculum development for faculty (OCUE)	G4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  Level: Individual

## Linking Impact to the UN Sustainable Development Goals

Impact occurrences from the Enhanced Planning Tool documents were matched to the UN Sustainable Development goals in three levels of impact including:

- Individual (*micro*): e.g., changed skills, behaviour, attitudes, knowledge or understanding
- Community (*meso*): e.g., changes to a project, new collaborations or ideas
- Systems (*macro*): e.g. could take the form of changes to policy, structures or to national/provincial agendas

The level of impact, as indicated on the figure below, is equivalent to one unit occurrence by community engaged project/partnership/program/event/experiential opportunity. In some cases, an impact occurrence would fit in multiple OCUE Pillars (e.g. the project describes a Community-Engaged Research component as well as Knowledge Mobilization) and more than one UN Sustainable Development Goal at varying levels (e.g. the initiative could support ‘quality education’ at the individual level, as well as ‘industry, innovation and infrastructure’ at the community or systems level). These were determined based on the above mentioned descriptions and the researchers discretion.

The results indicate impact at the individual, community and systems level in almost all the UN Sustainable Development Goals. Impact areas where UVic is the most prevalent include:

- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages;
- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- **Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;
- **Goal 13:** Take urgent action to combat climate change & its impacts;
- **Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development; and
- **Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

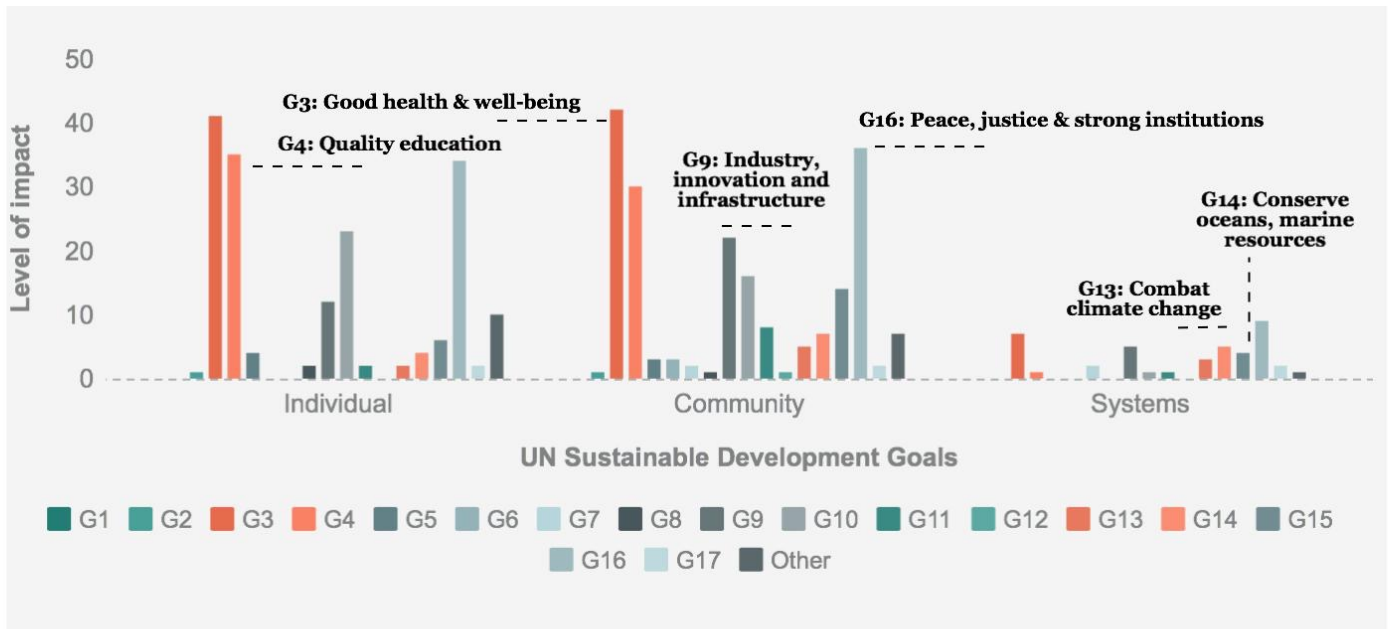
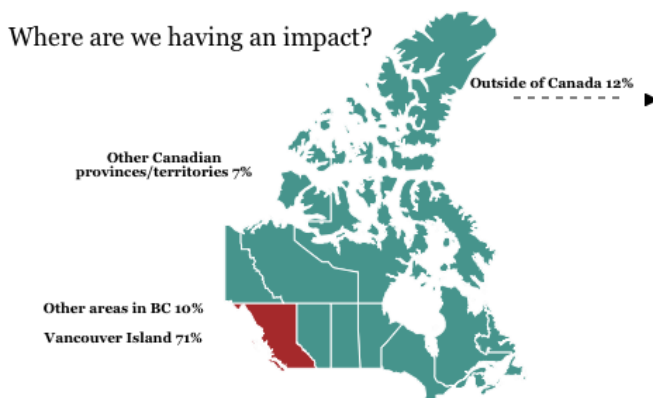


Figure 3. Impact linked to the UN Sustainable Development Goals (2014-15 UVic Enhanced Planning Tool)

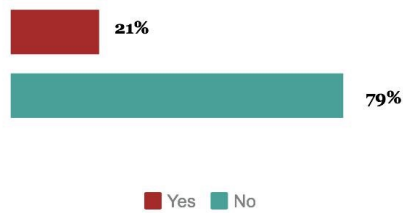
## Linking impact to our local communities

Impact occurrences were also matched to geographic location (figure 4), indigenous focus (figure 5), and the UVic International Plan goals (figure 6).



Results indicate that UVic community engaged activities are predominately concentrated in our local community - with over 70% occurring in the Greater Victoria region. In terms of international engagement, an estimated 12% occurrences of impact were recorded.

Figure 4. Geographic location of impact resulting from UVic community-engaged activities.



Initiatives were also recorded if there was a specific mention to Indigenous, First Nations or Aboriginal focus. Over 20% of impact occurrences were recorded in this category.

Figure 5. Impact occurrence with an indigenous focus.

When aligning to UVic’s International Plan goals, impact was found most prevalent in Goal 1, International Development, Health & Education (50%) and Goal 4, Arts, Language, Culture & History (46%). Goal 2, Science, Technology & Sustainability was also substantial (36%).

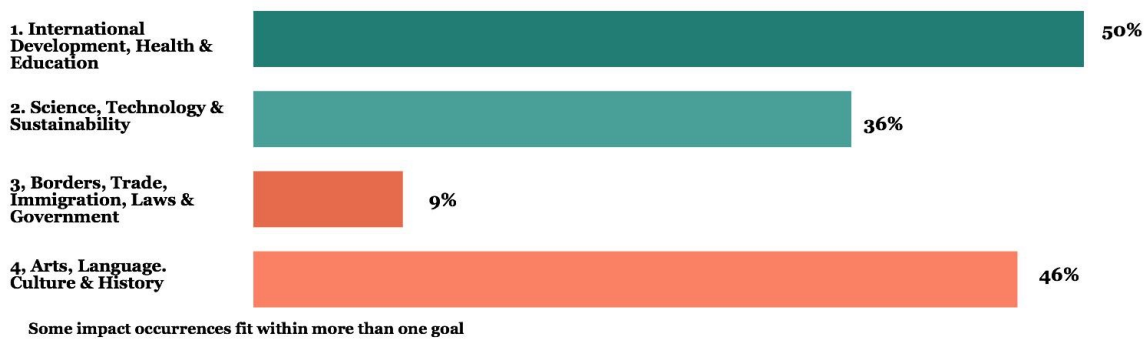


Figure 6. Aligning Community Engagement to Uvic’s International plan.

## d. Impact Case Studies

12 in-depth case studies were conducted as part of this assessment, which included ethics approval. These studies provide illustrative narratives and examples of impact and knowledge co-creation within the context of community-engaged research. They are intended to compliment the more quantitative outputs mentioned earlier and provide a more qualitative picture of the various ways CER contributes to the institution, students and society. As Lall (2016) points out, a case study approach is particularly relevant since impact can be considered an abstract concept until it is consciously and intentionally concretized through a process to demonstrate, identify and assess impact.

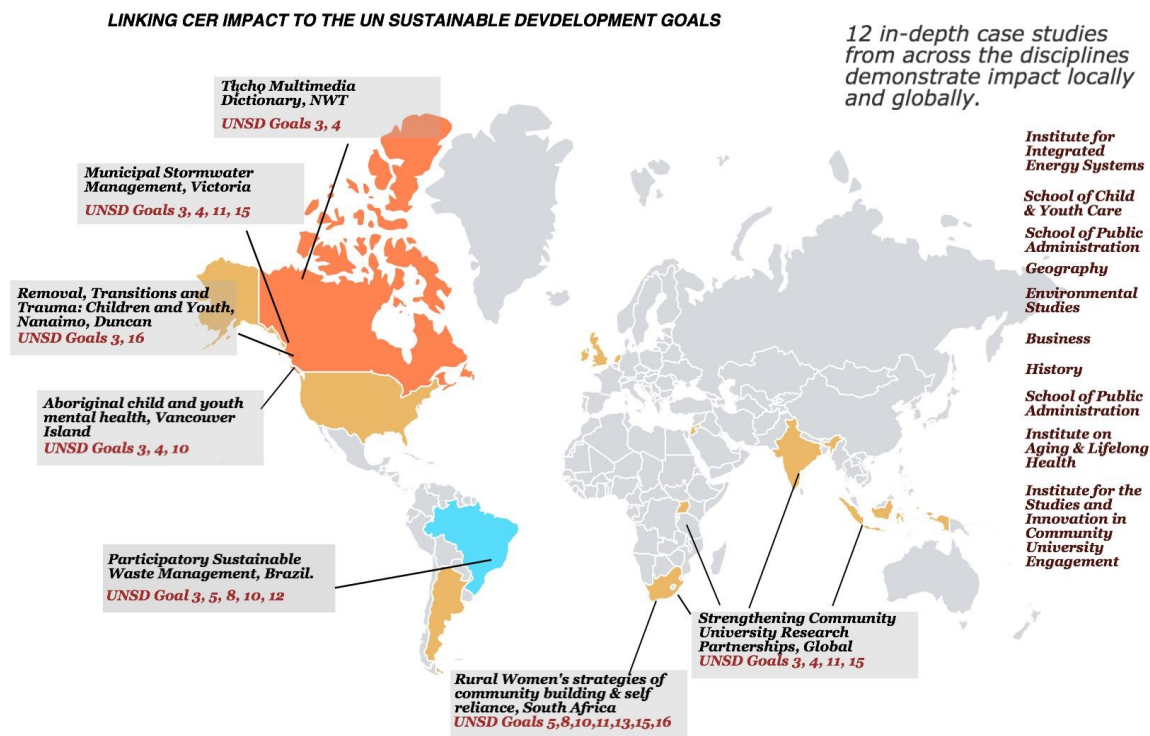


Figure 7. Global overview of impact case studies.

The case studies represent CER projects from the Faculties of Social Science, Human & Social Development, Humanities, Business, Engineering and research units including the Institute for the Studies & Innovation in Community University Engagement, Institute on Aging & Lifelong Health, and the Institute for Integrated Energy Systems. Some of these projects are located geographically on the above global map (Figure 7). The majority of the case studies have a local geographic focus (e.g. Victoria or Vancouver Island), with a few including other Canadian

provinces (e.g. Quebec, Ontario) and some international (e.g. Brazil, South Africa, India). Four out of the twelve cases have an indigenous focus.

We asked the case study participants to identify institutional supports for their CER projects. The following figures indicate the type of support attained from the Office of Research Services (ORS) & Research Partnerships Knowledge Mobilization (RPKM) unit.

**a. Institutional supports from ORS & RPKM**

*Ten out of the twelve case study participants indicated they received support from either or both the ORS or RPKM* for the CER project. The following figure indicates in which areas support was provided:

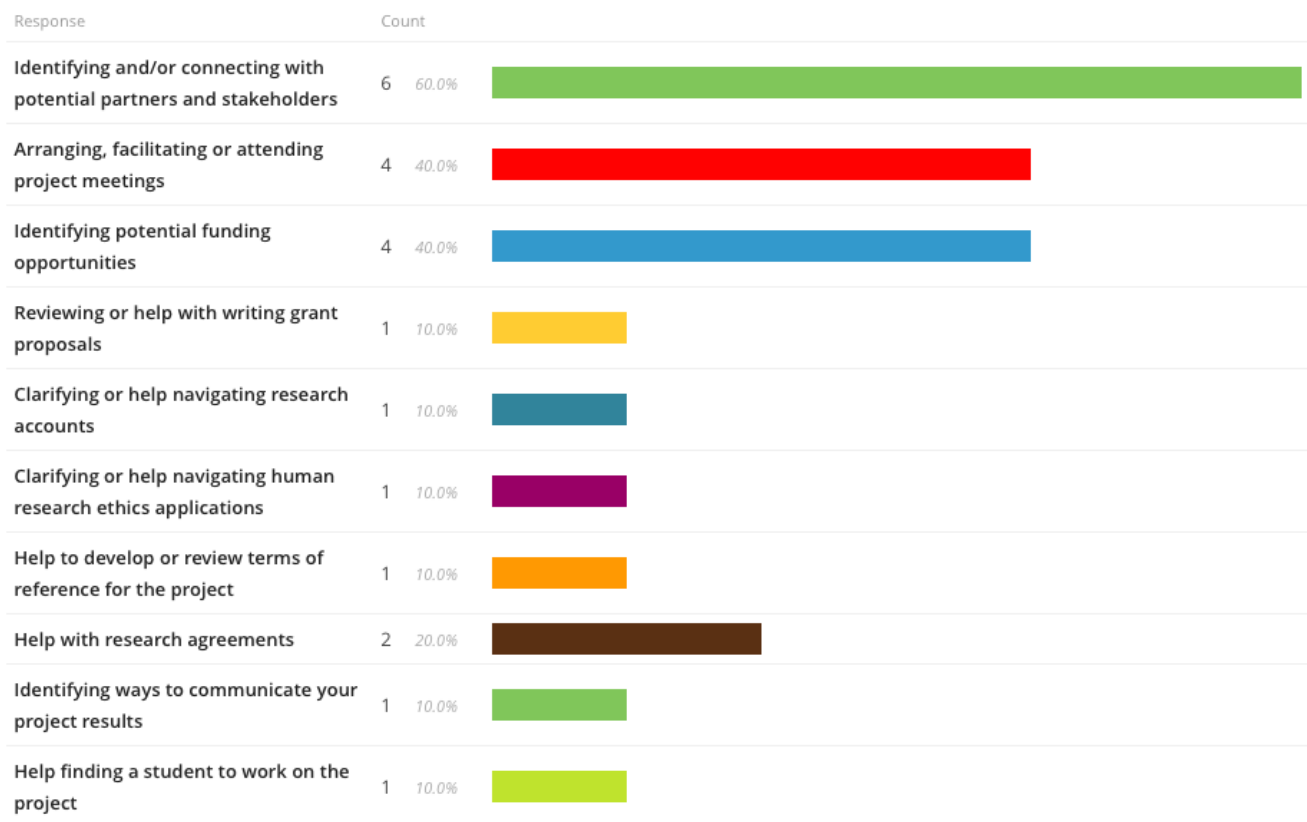


Figure 8. Institutional supports from ORS & RPKM for case study projects.

Common supports from ORS & RPKM include identifying/connecting with partners, arranging and facilitating meetings, the identification of funding opportunities and support with research agreements.

## b. Support from the Institute for the Studies & Innovation in Community University Engagement (ISICUE)

We also inquired as to whether there was support accessed from the Institute for the Studies & Innovation in Community University Engagement (ISICUE). Respondents indicated the ways that CER *has and could be supported*, including contributions made by the Office of Community-based Research (OCBR) and the Institute for the Studies and Innovation in Community University Engagement (ISICUE). ***Nine of the twelve case study participants indicated they had or would like to have received support from OCBR/ISICUE*** for their CER project. The following figure indicates the areas identified:

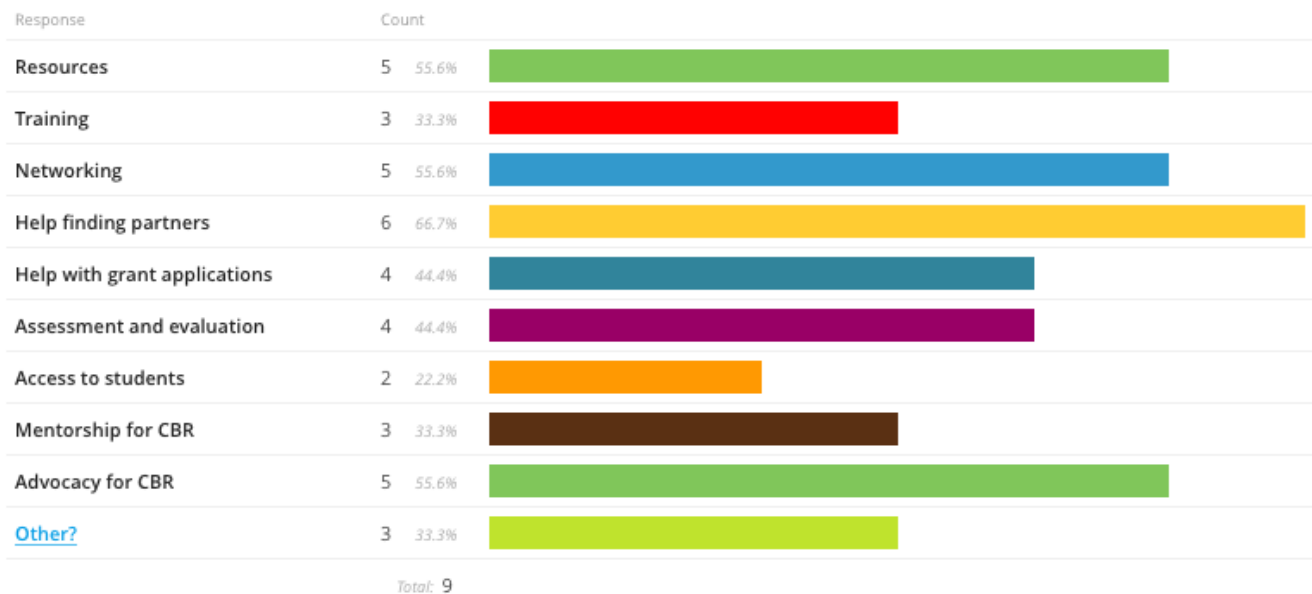


Figure 9. Institutional supports from OCBR/ISICUE for case study projects

The majority of supports that participants accessed through OCBR/ISICUE include help finding partners, access to resources, networking, advocacy, and impact & assessment.

Some additional supports that participants indicated would have been helpful for their projects are described below (*verbatim*):

- More timely processing of invoices and payments to community partners
- More connections made within UVic to build awareness of the initiative as well as increased buy-in

- It would have been very helpful to have greater support in the administration of the project funds and in the production of the project reports.
- A little funding to help prepare the proposal would have been helpful
- More resource - funding and project personnel
- More interaction with CBR specialists and practitioners at UVic. I've tried to connect through activities like the monthly Mingle events, and attended a couple of social events at the centre. However, time is always the obstacle

**c. Combined outputs from CER case study projects: (Direct products or services stemming from the activities of the project)**



Figure 10. Project outputs from CER case studies

There is a wide range and diversity of research outputs indicated from the case studies. Both refereed and non-refereed publications represent the most significant output, as well as other areas including multi-media products, invited presentations, press coverage and social media buzz. The employment of students was the most significant output as a result of the CER projects.

**d. Combined community and institutional outcomes from research: (A change that is directly attributable to the outputs of the project)**



Figure 11. Project outcomes from CER case studies

The most significant outcome resulting from these projects include student skills, knowledge, and attributes towards capacity building. The development of new and improved theory and increased

interdisciplinary linkages were also common outcomes indicated. These results are not surprising, given the wide range of impact, both for students *and* by students, described in the next section.

### **e. Opportunities for learning: identifying some challenges**

Case study participants were asked to describe some challenges they encountered in their projects; the following excerpts are verbatim from the survey:

#### ***Resources & time***

- Could have used more funding, coordinating work between the City and the school in constructing the rain garden was a challenge with work schedules
- Without additional resources (i.e., funding and human resources), we were limited in the scope of the project
- The challenges are maintaining momentum, moving from planning to doing, gaining adequate resources to make an impact, getting buy-in from key organizational and system decision makers, and administering funds in a timely basis.
- The partnering university administrations had challenging times with establishing the formal partnerships and in disbursing the funds in the required time frame. Precious time of the researchers was lost with unnecessary bureaucracies and mil functioning formalities. Furthermore there are still many political and cultural bottlenecks that prevent integrated, inclusive solid waste management programs from being economically and environmentally sustainable. Much more CBResearch is required.
- Aligning students' classes with the client's schedules
- The largest challenge for the 2060 Project is providing the necessary input to collaborators in a time-frame that is consistent with scholarly and journal deadlines.
- Without adequate sample sizes it is difficult for researchers to go beyond providing a report. That is, to publish in academic venues, the sample size and research methods must be sufficiently rigorous. It is often difficult to achieve this level of rigor when working with small community groups.

#### ***Other***

- Some challenges negotiating the expectations of community partners and principal investigator, we took care to try to adhere to local policies and protocols and provide updates to national partners on a frequent basis to enhance communication
- Finding participants was a challenge; there seems to be interview fatigue in this sector, and one must work through personal contacts. Emails, posters etc. do not work!
- As I was concerned with providing a holistic narrative of the Coalition's work and accounting for a variety of different viewpoints, it was challenging to ensure that I appropriately gave voice

to all of the different players involved -- governmental, nonprofit, business, faith, postsecondary, experiential community, etc.

- Too many demands, lack of core funding for staff time

#### **f. Recommendations for a successful CER partnership**

The following are recommendations from the case study participants for administering a successful CER partnership/project:

- Start early. We use projects every semester, but we need lots of lead time to develop appropriate student questions
- Careful planning, good consultation with UVic Research Services and Knowledge Mobilization.
- Key factors that helped us run the project were: to guarantee transparency, participation, flexibility, participatory and democratic deliberation.
- In our case it has worked extremely well to have a participatory governance structure with an Executive Committee and a Management Committee with deliberative power, meeting regularly.
- Continuous sharing of the results and dissemination of the project findings are also important.
- Since our project was international, it is important that the researchers involved are respectful to other cultures, can communicate well in a different language and have in-depth understanding of the culture, geography, history and politics of the other countries involved in the project.
- Ongoing transparent communications and a willingness to produce research that is of benefit to both the university and the community partners are key factors in the success of the partnership
- Need to have support for materials and training, i.e. camera gear, flip charts, food, etc.
- Ensure the research is relevant to the community you are collaborating with.
- Be willing to take on additional research tasks which provide value to the community.
- Tailor the delivery of research findings to the specific sector of the community you are engaged with.

## g. Case Study impact summaries

The following are short narratives of the impact summary in each of the case studies. The completed impact case studies are included as an appendix in this report.

Table 10: Case study impact summary

Faculty lead, project title & impact summary	
1	<p>Budd Hall, School of Public Administration</p> <p><b>Strengthening Community University Research Partnerships; Global</b></p> <p>A study of this nature which purports to provide a look into the state of institutionalization of community based research at a global level is hard to summarize, however we note a number of key insights and knowledge outcomes including those related to the impact of higher education administrative leadership and middle level management in the promotion of Community University Engagement and the vital importance of long-term commitment and resources to partnerships, among others. The project has also resulted in awareness generation, sensitization and capacity building of individuals and institutions in the areas of community university engagement and participatory research.</p>
2	<p>Heather Ranson, Steve Tax &amp; Enrico Secchi, Gustavson School of Business</p> <p><b>Live Case for Our Place Society; Victoria</b></p> <p>This project was for a housing shelter and soup kitchen. As a result, the students gained greater understanding of poverty, hunger, nutrition, the impact of homeless shelters in the community. As well, they were given an opportunity to support Victoria's homeless by feeding them breakfast and providing research to make the supporting institution a more efficient and self-sufficient place.</p>

**Table 10: Case study impact summary**

Faculty lead, project title & impact summary	
3	<p>Peter Keller, Ian O'Connell, Rosaline Canessa &amp; Ken Josephson (Geography), John Lutz (History), Brian Thom (Anthropology), Logan Cochrane (UBC-O), Maeve Lydon (ISICUE)</p> <p><b>Mapping Our Common Ground; BC, Quebec &amp; Ontario</b></p> <p>Community Green Mapping's icon frame-legend shared with the globally renowned Global Green Map system and the values and mission and inclusion of the OCBR and ISICUE which hosted the CMC with the Faculty of Social Sciences, Geog and the Library are all focused on local and global sustainability. The wide range of projects undertaken over the past 3-10 years between UVic and the local, national and global communities were extensive and - depending on the interest of the stakeholder or project proponent - the focus - themes were / are wide ranging. The CMC has become well known for also insisting on the inclusion of First Nations names and history in local projects with neighborhoods etc and even nationally. In some mapping project cases, a funder or agency has been able to use the information gathered for advocacy; in neighborhoods the local citizens and funders have decided to create a new project or area for improvement; in the case of Fernwood and Oak Bay local citizens were empowered to create their own community associations and restoration projects.....the list goes on. A new area for focus is the inclusion and training of undergrad and graduate students after a careful negotiation with local partners re: their priorities and interests.</p>
4	<p>Elizabeth Vibert, History</p> <p><b>Rural Women's Strategies of Community Building and Self-Reliance: South Africa from Apartheid to the Social Grant</b></p> <p>The women's farming project is locally conceived and managed; production, consumption, and distribution is local; women are empowered through work and community; soil and water resources are managed using agro-ecological methods that help to mitigate the intensifying effects of climate change; people marginalized by poverty and HIV/AIDS are supported with free, fresh produce. Community-level projects like this have the potential to nourish communities, materially and emotionally, in a sustainable manner across the globe.</p>
5	<p>Leslie Brown, Institute for the Studies &amp; Innovation in Community University Engagement.</p> <p><b>Vancouver Island Social Innovation Zone; Vancouver Island</b></p> <p>An impact assessment of VISIZ was completed at the end of 2015 which documented a number of outcomes that are helping to strengthen the Social Innovation (SI), Social Enterprise (SE) and Social Finance (SF) sector on Vancouver Island, including greater understanding and knowledge of the sector and resources, cross-sector collaboration, and enhanced curriculum. Impact at the individual and organizational level was significant, and there has been some groundwork laid for eventual system level impact.</p>
6	<p>Val Schaefer, School of Environmental Studies</p> <p><b>Rainy Day Solutions: Enhancing Rain Gardens as Bioengineering Strategies in Municipal Stormwater Management, Vancouver Island</b></p> <p>Connections of children &amp; students with nature, and cleaner water quality in streams.</p>

**Table 10: Case study impact summary**

Faculty lead, project title & impact summary	
7	<p>James Anglin &amp; Angela Scott, School of Child &amp; Youth Care</p> <p><b>Removal, Transitions and Trauma: Retrospective Perspectives of Children and Youth, and International Best Practices on Transition Management</b></p> <p>Recommendation for improved child welfare and child care policies, programs, training and practices that will enhance well-being of youth in care.. Proposed new institutional practices in child welfare.</p>
8	<p>Sarah Marie Wiebe, Leslie Brown, Kelly Aguirre, Amy Becker, Israyelle Claxton, Brent Angell; School of Public Administration</p> <p><b>Traveling Together? Navigating the Practice of Collaborative Engagement in Coast Salish Communities</b></p> <p>The transportation project identified community concerns around health and safety (i.e. lighting in the community, sidewalks, booster seat, seatbelt use, speed bumps, licensing, etc) focused on transportation. We also identified jurisdictional responsibility for addressing transportation safety concerns in an Indigenous context. By interviewing public officials with community partners, we entered into a dialogue about community health and safety.</p>
9	<p>Holly Tuokko &amp; Vincenza Gruppuso, Institute on Aging &amp; Lifelong Health</p> <p><b>Volunteer Drivers in the Greater Victoria Area; Victoria</b></p> <p>The potential impact of our research was to enhance the quality of life for seniors requiring volunteer transportation in the local community. By understanding the facilitators and barriers to the provision and use of the service, the community agency would be able to enhance opportunities for community members.</p>
10	<p>Sarah Easter &amp; Mary Yoko Brannen, Gustavson School of Business</p> <p><b>Homelessness Through Different Lenses: Negotiating Multiple Meaning Systems in a Canadian Tri-Sector Social Partnership; Vancouver Island</b></p> <p>One of the key overall findings that was helpful to the Coalition directly was: surfacing of different understandings of the Coalition's identity (i.e., its focal purpose and goals) among involved players emanating from key contextual factors (e.g., organizations/stakeholder groups that individuals represented within the partnership). Making explicit these different perspectives helped the Coalition players to better see things from alternative viewpoints and to work to be inclusive and supportive of different notions feeding into the Coalition's work.</p>

Table 10: Case study impact summary

Faculty lead, project title & impact summary	
11	<p>Peter Wild, Andrew Rowe &amp; Bryson Robertson, Institute of Integrated Energy Systems</p> <p><b>The 2060 Project: Low Carbon Energy Pathways for British Columbia and Canada</b></p> <p>Megawatts and Marbles: An IESVic initiative, Megawatts and Marbles is an interactive educational tool developed to help identify the opportunities and challenges associated with developing affordable, renewable electricity for both sustainable cities and provinces. Driven by the negative impacts of climate change, the Megawatts and Marbles team collaborates with cities, municipalities, first nations groups and the international community to better inform the debate around decarbonizing our electrical system.</p>
12	<p>Jutta Gutberlet, Geography</p> <p><b>Participatory Sustainable Waste Management; Brazil</b></p> <p>The project has transformed the lives of many individual waste pickers who have participated in the project or were benefited by a capacity building activity. Through these and the interactions between project members, many of us and particularly of the waste pickers have become strongly empowered, helping these individuals to emancipate themselves from oppressive structures. Many waste pickers became leaders in the National Waste Pickers Movement and thus were able to influence policy on a much broader scale. The voices of these participants have impacted decision making and policy design, particularly with respect to fair remuneration, decent work, poverty eradication, sustainable development, mobilizing against waste incineration and for zero waste, and many more. Some of their outreach has made a difference in policy design and in the acquisition of funding for new projects.</p>

## e. Student impact

There is a strong link between Community-engaged learning and research. All of the case studies indicated high levels of impact (*see case studies outputs and outcomes*) for both the community organizations involved and for the development of the student. Students played key roles in various research activities (e.g. conducting interviews, transcribing, data collection, ethical considerations) and knowledge mobilization (e.g. developing and presenting community reports, mapping outputs, guides, event coordination). These opportunities contribute to the academic and professional development of students in various ways.

The following are some illustrative examples of impact *on students'* academic and professional development:

- The impact was substantial for the students involved to be exposed and engaged in international research and networking in the field of higher education, and community-based research. Students gained valuable experience in research and communication skills that are applied in a variety of contexts (*School of Public Administration*)
- One grad student received her M.Sc. based on the project. The other did not complete her degree but went to Ontario and successfully got a job in government in a related field.
- All three students were able to meet the goals and objectives of their respective programs and develop core, professional and program competencies such as describing various facets involved in the conduct of research on aging (e.g., data collection, analysis, ethical issues), and engaging in knowledge mobilization activities that connecting aging research to the local community (*Centre on Aging*)
- Students in the showcase received funds to support the development of their ideas The majority of students (3 out of 4) in the social innovation cohort became employed by their community organizations (*Vancouver Island Social Innovation Zone*)
- 'Impact was no less than transformative'. The student developed sophisticated research skills and applied them in an impressive manner. This student is now turned on to research, is doing a job in the community involving research, and is thinking about pursuing a PhD within next 2 years. Before this project, having a career in research or doing a PhD were unthinkable from her perspective.
- The students were exposed to intensive, problem based and critical learning. They were involved in knowledge democratization. The students were empowered through their active and meaningful community outreach; reiterated by project participants (*Geography*)
- Engaging in this work showed me the value of taking up a community based approach in understanding a complex societal challenge and how this actually plays out in action. It also highlighted for me the power of collective action as well as the incredible challenges facing such a multi-faceted partnership that involves public, private and nonprofit actors in working to solve homelessness in the local community (*Business*)
- Students learned about Indigenous perspectives on transportation safety concerns as well as building skills in participatory research methods (*School of Public Administration*)
- *Four students gained experience in partnership research processes from initial consultations, through design, data collection, analysis and dissemination*

The following are some illustrative examples of impact *on community partner* organizations include:

- The client moved forward with the students' recommendations. Specifically, they hired a co-op student to implement some other suggestions and conduct further research on the others.
- The students wrote reports which were shared with the client. They also presented their findings to senior management.
- Students (undergraduate and graduate students) played a key role in this project, since their thesis research actively contributed to the knowledge generation and dissemination, moving the

project forward. All interventions and research projects had to be approved by the project's Management Committee, which legitimized the students' work, build trust in the community and contributed to the support by the community.

- Graduate students at the MA and Phd level were involved in developing participatory workshops with youth as well as facilitating community conversations with community-members and policy-makers who share an interest in transportation safety.
- One of the outputs of the 2060 Project is Megawatts and Marbles; a future electrical system game. Students have taken the game to various community groups (City of Victoria, BC Hydro, IdeasFest, Manitoba Hydro, Sierra Club, Renewable Cities, etc) to provide energy literacy workshops. Student output has help provincial ministries and independent power producers to develop policy and projects which will enable BC and Canada to transition to a low-carbon future. Student were also able to write and publish Op-Eds, Journal articles, website blogs, etc and follow up on their findings through print and voice media (Institute for Energy)
- The UVic Community Mapping Collaboratory (CMC) has completed approximately 13 neighbourhood mapping projects, created several region-wide projects and a CRD Green Map platform (used widely by many campus and community groups) and it has also convened national and global level workshops, conferences and networks. The CMC is co-governed by NGOs, First Nations and local government so that assures the reach and impact is strong and mainly directed by and for the community. There are many examples of community impact involving students:
  - The United Way -MITACS funded graduate student program engaged 9 paid grad students over 3 years reaching out to over approximately 1200 residents in 8 CRD communities with the involvement of over 25 NGOs, local government, First Nations and service groups.
  - Students in 3 different community mapping courses were involved in supporting the ICA's Newcomers Asset Mapping project and created a picture of the needs for new immigrants in this region which the ICA can now use for programming and policy;
  - the Capital Region Food and Agricultural Roundtable engaged over 300 residents using asset and place mapping by students to create the Vision Sandown Strategy for the Municipality of Central Saanich and many others have helped with smaller projects.

The following table provides a headcount of students participating in Community-engaged Learning at Uvic between 2012-13.

**Table. 11 Community-engaged Learning by numbers (2012-13)**

Type of CEL	CEL Subtotal	Credential Level	Participating Student Headcount (FY 2012-13)
		Diploma	32

**Table. 11 Community-engaged Learning by numbers (2012-13)**

Type of CEL	CEL Subtotal	Credential Level	Participating Student Headcount (FY 2012-13)
Field Experience	619	Degree	559
		Graduate Professional	13
		Graduate Academic	15
Mandatory Professional Practice (practicum)	2123	Diploma	5
		Degree	1811
		Graduate Professional	307
		Graduate Academic	0
Internships	46	Diploma	2
		Degree	28
		Graduate Professional	15
		Graduate Academic	1
Applied Research Projects	867	Diploma	15
		Degree	134
		Graduate Professional	670
		Graduate Academic	48
Service-Learning Programs	46	Diploma	0
		Degree	46
		Graduate Professional	0
		Graduate Academic	0
Co-operative Education	2840	Diploma	3
		Degree (Undergraduate)	2513
		Degree (Graduate)	324
<b>Total</b>			<b>6541</b>

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## Appendix I International Literature Review of CER Impact Frameworks

A literature search was conducted to locate high quality, peer reviewed, and grey literature in the following areas: national and international theoretical frameworks, guidelines or sets of indicators that currently exist for measuring the impact of CUE; key best practices of CUE; and the existence of frameworks for measuring the spectrum of engagement. A growing body of literature has developed in this field as more universities in Canada and elsewhere have clearly defined CUE as a visible part of their long-term strategic plan. However, less literature currently exists not only on how universities with clear CUE agendas are attempting to measure the impact of community engagement within their university (see Hart et al. 2009; Hart 2011 for similar findings), but how universities are attempting to define what the impact of CUE might actually look like, or how impact of CUE is perceived by the community itself. Given this, models for measuring community engagement from outside of the university found in the sectors of business, nonprofit, and civil society have also been included in this study. This search was conducted with UVIC's five pillars of

CUE as guiding principles when seeking likeminded frameworks: teaching, research, good neighbour, knowledge mobilization, and institutional policies. The search terms included: CUE, measuring CUE, measuring CUE impact, CUE impact studies, CUE AND Impact, collective impact, frameworks for measuring CUE, and measuring performance indicators. Based on the results of this search, this literature review has been divided into four areas: 1) defining impact 2) measuring impact 3) performance Indicators for measuring Impact and, 4) existing models of measuring impact at UVIC. Key examples highlighted in this review have been added to this document as appendices.

### 3.1. Defining Impact

Research impact refers to the influence scholarly and creative enquiry has upon wider society, intended as well as unintended, immediate as well as protracted. It includes the influence such research has upon future researchers within the discipline as well as in other disciplines and on public policy, quality of life, social cohesion, business innovation, the environment, artistic and creative practices, commercial and economic activity, administrative and institutional development, and political and cultural understanding.

There are as many definitions of research impact as there are types of research. Canada's International Development Research Centre (IDRC) points out that there "is no universal definition for research impacts." In its recent report on "research excellence," the IRDC draws upon Walter al.'s (2003) cross- disciplinary study of research impact models, which differentiates between research that "brings about changes in levels of understanding, knowledge and attitude" and research that "results in changes in practice and policy making." These distinctions suggest multiple varieties of research impact, including the generation of new knowledge, new insights, changes in attitudes, beliefs, and behaviours, references to and citations in research, increased access to research, more research and the extension of research beyond disciplinary boundaries.

Impact is the effect of a project at a higher or broader level, in the longer term, after a range of outcomes has been achieved. May include changed thinking (meaning, values and interpretations) or behaviour. Usually there is no one-to one relationship (cause-and-effect links), but reflected in a variety of connections involving influence, contributions, and benefits – new policies deemed relevant, economic performance, competitiveness, public service effectiveness, new products and services, employment, enhanced learning skills, quality of life, community cohesion and social inclusion.

There is no one set way to define impact in the context of CUE. Like the terms "community" and "engagement", the term impact carries many meanings. In the context of university impact studies

more broadly, the term impact is most often associated with measuring the impact of academic research and the influence of this research on funding and tenure (The Association of Commonwealth Universities 2012;The Federation 2014). A recent working document produced by the Canadian Federation for the Humanities and Social Sciences (2014) acknowledges the difficulty of identifying and defining what research impact actually is. This document intended to serve as a platform for assessing the impact of humanities and social science research, claims the difficulty of defining impact exists because there is no one definition of research itself; impact varies as the context of the research varies and as a result, the frameworks for measuring this impact will to vary. The Federation refers to research impact here as being:

The influence scholarly and creative enquiry has upon wider society, intended as well as unintended, immediate as well as protracted. It includes the influence such research has upon future researchers within the discipline as well as in other disciplines and on public policy, quality of life, social cohesion, business innovation, the environment, artistic and creative practices, commercial and economic activity, administration and institutional development, and political and cultural understanding. (2014:6-7)

Given defining impact in the context of CUE is a relatively new pursuit by HEI, it is useful to look at alternate models for defining impact that have risen out of the nonprofit and business sectors. One of these models, a relatively new term collective impact, was first coined in 2011 by the Stanford Social Innovation Review (SSRI) a magazine and corresponding website geared towards promoting methods of collaborative working partnerships in the nonprofit, business, and government sectors. Since its conception many organizations have adopted this term to describe a working model that seeks to create networks of likeminded partnering institutions or organizations in order to come together to work on a particular social, environmental, economic, or legal issue or set of issues. The collective impact model is set in opposition to a more traditional isolated impact working model where a single organization, research institute, or business attempts to work on complex social issues in isolation (Kania and Kramer 2011, 2013; FSG 2015b). In order for a collective impact model to work successfully five key conditions must be present: a common agenda, the creation of shared measurement systems, adopting mutually reinforcing activities, maintaining continuous communication, and the inclusion of backbone support organizations (Kania and Kramer 2013: 1). While collective impact is essentially a form of working collaboratively between organizations, it differs by maintaining a specific core staff and infrastructure that work to maintain these five main conditions (Kania and Kramer 2011: 38). What is unique about the collective impact model is this ability to continuously measuring and isolate the impact of the joint initiative.

There are a number of organizations currently working and promoting the collective impact model. One key example is the American consulting firm FSG – Reimagining Social Change. FSG has successfully launched a number of impact collectives both nationally and internationally between private foundations, corporations, community foundations, school systems, nonprofits and government organizations (FSG 2015a). As a consulting firm, FSG works with these various organizations to build frameworks for measuring the impacts of their initiatives while creating strategies to isolate areas for ongoing improvement. One of these organizations supported by FSG is the Aspen Institute based out of Washington, which provides both seminar programs and creates specific policy programs for an international network of partners using the collective impact model of project management (The Aspen Institute 2015).

An example of the collective impact model in Canada is the initiative Vibrant Communities-Cities Reducing Poverty, run from Tamarack Institute for Community Engagement. Tamarack founded in 2001 is charity organization seeking to build partnerships in order to share knowledge about how to make a positive impact and produce measurable change in Canadian communities. The Vibrant Cities project has adopted the collective impact model to form a network of agencies across Canada and in doing so has successfully reduced poverty levels in dozens of Canadian cities (Hanleybrown et al. 2012). Another Canadian example is Innoweave: Practical Tools for Social Innovation, a mentoring initiative that helps organizations to improve social innovation projects by developing goals and making connections with likeminded partners in order to be more impactful in a positive way. Innoweave provides workshops, coaching, webinars and granting tools to build better strategies for success (Innoweave 2015).

FSG, the Aspen Institute, the Tamrack Institute and Innoweave all make use of the web platform as an essential means of communications for organizations attempting to work within a collective impact model. For example FSG supports the Collective Impact Forum created by the Aspen Institute, which provides members a place to share ideas, publish findings and create online support networks between various collective impact initiatives. Forums such as these provide online access to resources, video tutorials, publications, blog posts, conferences and general advice for working within a collective impact model. While the collective impact model is not a working model that has been fully adopted by universities nor a term prevalent in the literature concerning community-engaged research conducted through universities, universities function much like the “backbone” organizations identified as one of the main five conditions for the collective impact model; the larger institution that comes to project initiatives with likely more funding as well as the ability to lend educational resources to smaller community organizations (see Turner et al 2013a, 2013b for further discussion of backbone organizations). Furthermore the collective impact model has resulted in successful working examples of partnerships that are pushing the boundaries

of traditional models for collaboration while producing resources for measuring and monitoring the success of these impact initiatives.

### 3.2. Measuring Impact of CUE

Ultimately defining impact is about making a difference and identifying what changes have resulted from partnerships created with the intent to make an impact. However, measuring CUE should not just be limited to taking note of various CUE projects developed through a university, but rather creating a framework that can assess and take account for where CUE is actually generating a positive impact and promoting social change. As Hart notes, the main aim when creating frameworks for measuring CUE “should be to measure impact and change, not just activity” (2011: 53). These frameworks must also have the ability to assess what is not working and isolate the areas in need of improvement in various CUE projects.

Impact is the effect of a project at a higher or broader level, in the longer term, after a range of outcomes has been achieved. This may include changed thinking (meaning, values and interpretations) or behaviour. Usually there is no one-to-one relationship (cause-and-effect links), but reflected in a variety of connections involving influence, contributions, and benefits – new policies deemed relevant, economic performance, competitiveness, public service effectiveness, new products and services, employment, enhanced learning skills, quality of life, community cohesion and social inclusion.

The collective impact approach stresses how vital working groups are in the early developmental phase of creating frameworks for analysis, particularly in the creation of shared systems for measurement designed to continuously evaluate the impact initiative for its successes and failures. Though working groups sit at the heart of the collective impact model, those working under this model argue that the process of creating these shared systems of measurement is one of the most challenging aspects of working on a collective impact initiative (Hanleybrown et al. 2012; Parkhurst and Preskill 2014; Phillips et al. 2014). In the context of creating frameworks for analyzing the impact of university community-engaged projects, this means that the “community” needs to be involved not just in the evaluation process, but also in the creation of the systems that are designed to do the measuring of the impact of the CUE related initiatives.

Through these working groups, specific areas where the influence of impact must also be identified in order to begin creating effective tools for measuring this impact. For example, like UVIC’s five-frame approach to engagement from which this impact assessment will be built, the Federation for Humanities and Social Science Research has identified five areas from which the impact of

humanities and social science research can be measured: scholarship, capacity, economy, society and culture, and practice and policy, and it is from these five areas that the Impact Project Advisory Committee began to create a framework of analysis to use in their assessment process (The Federation 2014). In order to begin this process, the SSIR provides a worksheet guiding organizations using the collective impact model through a process of identifying “signaling” and “conforming” metrics so that partners are able to streamline the focus of their project evaluation.

In the business, nonprofit and government sectors various frameworks have been created to measure aspects of the economic health of particular communities or the impact of particular projects in a community. At the larger national level, the promotion of Corporate Social Responsibility through the Government of Canada is an example of a governmental effort to push Canadian companies to include a self-monitoring aspect ethical responsibility for international economic related projects into their business model (The Government of Canada 2014). From this The Handbook for Conducting Environmental Assessments of Trade Negotiations (2008) was created in order to guide environmental assessments of specific trade negotiations (see Annex 1: Canada’s Framework for Conducting Environmental Assessments of Trade Negotiations).

The Canadian Index of Wellbeing run through the Faculty of Health Sciences at the University of Waterloo is another example of a national framework for measuring the health of the community. The first Index of Wellbeing in Canada was launched in 2008 and since then this framework developed to assess the health of Canada as a community has served as the platform for evaluating the health of the various individual civic communities across Canada through the organization Vital Signs: Community Foundations of Canada. The Vital Signs evaluations are designed to be an annual “community check-up”, which is meant to include the participation of the community and contributions of unique forms of community knowledge (Rose 2014:77). The framework for assessment makes use of a mix of quantitative statistics and qualitative open-ended questions that are sent to random people within the community. The 2014 Vital Signs Greater Victoria Annual Check Up administered by the Victoria Foundation was a series of 77 yes or no survey questions concerning the areas of: community vitality, democratic engagement, education, environment, healthy populations, leisure and culture, living standards and time use (Balfour 2014:3, see also Victoria’s Vital Signs 2014). These survey results were couple with results taken from one open-ended question, which was: “Do you have any other comments or suggestions to improve the wellbeing in your community?” (Balfour 2014:3). This question gave respondents that chance to contribute their thoughts on wellness outside of the parameters of the survey.

Another similar example from the Office of Government and Community Affairs at Johns Hopkins University is the university’s Economic Impact Report, which makes use of a series of

statistical questions to measure the overall health of the economic community. The Economic Report is a way for the university to take account of their economic output into the broader Maryland community (Johns Hopkins University Government and Community Affairs 2011). Through this department, John Hopkins has also built a unique online database called the Community Engagement Inventory, which identifies and tracks community driven projects related to the various Johns Hopkins institutions.

In the specific context of measuring CUE a number of frameworks have been developed since the early 2000s. One of the most well know examples is the REAP Tool created from University of Bradford (see Appendix 2). REAP first published the Self-Assessment and Measurement Tool in 2007 that adapted tools for measuring CUE from the field of community development in the UK as a way to measure the inputs and outputs of CUE (Pearce et al. 2007). The REAP tool measures different CUE projects for their “value added to the community” and “value added to the university” (see Appendix 2, pages 47-48). Though an assessment of community engagement is part of the framework, it is those from the university not the community partner in question that complete both of these tables of evaluation (Hart 2011). REAP has successfully been used by other universities as model for evaluation developing this evaluation of community engagement activity. In summarizing the benefits of using REAP at the University of Brighton Hart notes the tool was useful for “capturing and evaluating the multidisciplinary and cross-boundary partnerships” the work of CUE projects ultimately involve (2011: 40). Though Hart does note the tool works more as a conceptual framework and thus it is less useful for gathering baseline, quantitative measurements (Hart 2011).

Another self-assessment tool created in the field of HEI in the UK is The Edge Tool (see Appendix 3) created by the National Co-ordinating Centre for Public Engagement (NCCPE). NCCPE formed in 2008, was created to help inspire and support universities to engage with the public. The Centre, hosted between the University of Bristol and the University of the West of England in Bristol produced The Edge Tool with the three part mission of helping universities clarify the purpose for engaging with the public, to invest in processes that will continue to support good quality engagement; and to helps universities to focus on how effectively people are involved and supported in public engagement (NCCPE 2014).

A similar self-assessment tool was developed in partnership between North Carolina Campus Compact and Dr. Barbara Holland in 2012 and is intended to measure and monitor various community engagements (see Appendix 4). The tool comes in the form of a questionnaire and survey that can be supplemented with the online Campus site, which serves as an information

portal for faculty seeking to make better connections with community partners and to continue to evaluate the success of these partnerships.

A number of impact-related studies have also been conducted from HEI in Canada over the last few years. In 2012 a study was commissioned by the Social Sciences and Humanities Research Council of Canada to account for the success of the SSHRC funded-community partnerships grants. This report was based on a series of interviews with SSHRC award holders to assess the benefits to the community-partners, students, faculty and university as a whole (Hall and Tremblay 2012). A recent study conducted through the University of Regina (see Barreno et al. 2013, also as Appendix---) produced a research report, which surveyed the policies and practices at a number of Canadian universities concerning CUE with respect to gaining tenure and promotion, not necessarily the impact of these partnerships for the university or the community. A similar survey seeking to account for faculty self-assessment of CUE was created in 2009 at the University of Guelph (see Appendix---) The previously mentioned Impacts of Humanities and Social Sciences study (2014) conducted by the Federation for Humanities and Social Sciences was initiated to specifically account for the research impacts humanities and social sciences more broadly and is meant to be a working document as ideas for how to better measurement this impact change. Like the REAP and EDGE Tools, these assessments are sent to department heads or faculty members, and while the results of these analysis indicate important contributions concerning CUE, they are lacking the impact of the community or various community partners.

### 3.3. Performance Indicators

Creating a set of indicators that can illustrate change or where impact is occurring is essential to the framework process. Performance indicators are the “measures that assess the performance, progress, and impact of a project, program, or organization” (Macdonald et al. 2012:3).

Performance indicators can do more than just measure successes and failures; they can be the markers to make improvements and adaptations to project models (Parkhurst et al. 2014).

Performance indicators are the points that are deemed measurable within a specific framework and these indicators of impact are unique to the institution or collective that is conducting the study.

Once areas of influence are identified, performance indicators are developed in relation to the areas of impact. For example the series of performance indicators developed by the Impact Project Advisory Committee began the assessment process of the impact of humanities and social science research (see The Federation 2014:12, Appendix ---). Community Based Research Canada created a similar set of performance indicators while building their 2014-2018 strategic plan. These indicators are built on three main goals of the plan: national movement and capacity building;

research, policy and advocacy engagement; and communications and network support (see Appendix---pages 7-8). The success of the strategic plan is then measured against these indicators.

For example FSG has created a list of 27 “backbone indicators” for measuring the effectiveness of the larger “backbone” organization involved in a collective impact initiative (Appendix ---)

Another way to define performance indicators is community indicators examples of which can be found in the Canadian Index of Wellbeing, Vital Signs and also the joint initiative between United Way Winnipeg and the International Institute for Sustainable Development called ‘A community indicator system for Winnipeg. Community indicators can be described as measures that provide information about past and current trends within a community. NCCPE \_ Research Assessment Exercise (RAE) has been replaced by a new Research Excellence Framework (REF), which retrospectively assesses the quality of a research units’ work, and includes an assessment of the impact of the research ‘beyond academia’. Research units now submit both research outputs and impact case studies - which describe how particular research outputs have contributed to social and economic impact; and for each submitting unit, an ‘impact template; is required - which outlines their strategic approach to building impact. This is a radical departure from the RAE which focussed only on the quality of the research outputs as judged by academic peers. Underpinning both schemes are similar typologies which provide prompts to explain the types of impact which might be expected. For instance in the Arts and Humanities, the REF guidance (HEFCE, 2012, p. 91) invites researchers to evidence how their research has enriched ‘Culture and Society’ in the following domains:

- Civil society: Influencing the form and content of associations between people or groups to illuminate and challenge cultural values and social assumptions.
- Public discourse: Extending the range and improving the quality of evidence, argument and expression to enhance public understanding of the major issues and challenges faced by individuals and society
- Cultural life: Creating and interpreting cultural capital in all of its forms to enrich and expand the lives, imaginations and sensibilities of individuals and groups’

Possible indicators that might be used to evidence ‘impact’ in such domains are also offered, including specific guidance about accounting for the impact of public engagement. The NCCPE has contributed a range of resources, such as training booklets (for example, see NCCPE & JISC, 2013) and training events to help the wider sector and research funders develop effective approaches. Again it appears that the UK is almost unique in this area of policy development.

While other countries – e.g. Australia – have experimented with impact assessment, none has gone so far as the UK.

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Canadian Index of Wellbeing: <https://uwaterloo.ca/canadian-index-wellbeing/>

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Collective Impact Forum: <http://www.collectiveimpactforum.org/>

Community Based Research Canada: <http://communityresearchcanada.ca/>

Community Engaged Scholarship: <http://engagedscholarship.ca/>

FSG Reimagine Social Change: <http://www.fsg.org/>; <http://www.cityindicators.org/Default.aspx>

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The J.W. McConnell Family: <http://www.mcconnellfoundation.ca/en>

Maytree: For Leaders. For Change: <http://maytree.com/>

National Co-ordinating Centre for Public Engagement (NCCPE) <http://www.publicengagement.ac.uk/>

North Carolina Campus Compact: <http://www.elon.edu/e-web/org/nccc/Init-MeasureComm.xhtml>

Peg: tracking Progress. Inspiring Action: <http://www.mypeg.ca/>

Scottish Community Development Centre: <http://www.scdc.org.uk/>

Shared Value Initiative: <http://sharedvalue.org/>

Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change: <http://www.ssireview.org/>

Tamarack: An Institute for Community Engagement: <http://tamarackcommunity.ca/index.php>

The Aspen Institute for Community Solutions: <http://aspencommunitysolutions.org/>

The Carnegie Classification of Institutions of Higher Education  
[www.carnegieclassifications.iu.edu/](http://www.carnegieclassifications.iu.edu/)

University of Brighton Community University Partnership Programme <http://about.brighton.ac.uk/cupp/>

University of Bradford: International Centre for Participation Studies <http://www.bradford.ac.uk/research/icps/>

Vital Signs: Community Foundations of Canada: [www.vitalsignscanada.ca](http://www.vitalsignscanada.ca)

Warwick: Community Engagement Hub: <http://www2.warwick.ac.uk/about/communityold/communityhub/>

## Appendix II. Academic Unit Scan of Impact Not included in the Assessment

The following are descriptions of community engaged activities and partnerships mentioned in the EPT documents that were NOT included in this assessment since they did not clearly fit into the inclusion criteria. This clearly shows the under-represented occurrences of impact and community-engaged activity happening across the campus.

- Astronomy (Astronomical instrumentation is an important research area for ARC, and there are multiple industry connections, e.g. with COM DEV, INO, ABB, Dynamic Structures, and other Canadian and multinational companies)

- Biochemistry and Microbiology (e.g. proteomics - numerous agreements i.e. Universities of Alberta, and McGill, UStar, Bill Gates Foundation, NIH, SISCAPA, DUVAX, MRM Proteomics, and Denovo Genomics)
- Biology (e.g. Partnerships secured through agreements include partnerships with industry (Marine Harvest, Cermaq, Elanco (Novartis), Aquagen-Blue Genomics Chile/Norway, Icy Waters Arctic Char, Genzyme, LGL Ltd.), government (DFO, BCMFLNRO, Parks Canada), NGO's (Schmidt Foundation, Foundation for Fighting Blindness, International Rett Syndrome Foundation, Gaucher's Society, RBCM, etc.), and other academic partners (UBC, SFU, Prince Edward University and more)
- Centre for Advanced Materials and Related Technology (CAMTEC researchers have collaborated with more than 40 companies and filled 30 ENGAGE grants)
- CAR BC (e.g. 27 collaborative projects with other BC based researchers and research agencies in BC working on harm reduction, substance use and related areas)
- CAPI (e.g. Partnership agreements with several NGOs and research organizations in Asia for student internships and research placements)
- Centre for Youth & Society (e.g. 26 partnerships mentioned in EPT)
- Chemistry (multi-year agreements with industrial organizations)
- Cooperative Education and Career Services (e.g. over 1200 employer organizations locally, nationally and internationally)
- Computer Science (e.g. Tech industry partners)
- Faculty of Fine Arts (e.g. The Faculty of Fine Arts hosts about 250 events, productions, concerts, readings, and scholarly presentations every year. Many of these events are free and open to the public.)
- Faculty of Human and Social Development (e.g. HSD carries a phenomenal load of partnerships to conduct its community engaged, indigenous, and applied research)
- Faculty of Social Science (Several partnerships including Pacific Salmon Foundation, Habitat Conservation Trust Foundation, State of California Coastal Conservancy, Raincoast Conservation Foundation & Tula Foundation, Central Coast Indigenous Resource Alliance, Water and Climate Impacts Research Centre (Environment Canada), Yunesit'in Development Enterprise, etc)

- Electrical and Computer engineering (e.g. We have numerous research collaborations with partners in the high tech industry.)
- Women's Studies (e.g. Women's Studies students and instructors are involved in many social justice and advocacy agencies in the Victoria area, for example Anti.Violence.Project; AIDS Vancouver Island; antidote: Multiracial and Indigenous Girls and Women's Network, Inter-Cultural Association of Greater Victoria, and the Victoria Native Friendship Centre).
- English as Second Language (e.g. The ELC works with a large number of international partners: approximately 100 universities in over 10 countries in addition to corporations: e.g: ELM- Saudi Arabia, Price Waterhouse- Korea)
- Environmental Studies (e.g. Much of our research happens in partnerships—with communities, industries, non-governmental organizations, and so on—secured through the research process)
- Exercise science (e.g. Community based research projects: e.g. BC municipal recreation centres; health authorities; Thrifty Foods Inc.; Pacific Institute for Sport Excellence; KidSport Victoria. Research trials in the community also offer programs for community participation in health promotion behaviours such as physical activity and healthy eating.)
- Geography (“We have worked with local communities across the world on such topics as wildlife conservation, aquaculture, and political engagement. At the provincial and national level we engage a number of organization such as the Forest Service, Health Canada, Environment Canada and other administrative agencies, and finally at the global level we engage a number of international research communities such as the IPCC, national and international research centers; Support of indigenous communities and eco-tourism industry Some of our wildlife and natural systems conservation research has directly impacted policy, tourism and extractive resources industries in a number of countries and locally; Support of indigenous communities and eco-tourism industry)
- Institute for Integrated Energy Systems (e.g Accumulated Ocean Energy, AlgaBloom Technologies, Ampair, AML Oceanographic, Andritz, ARIA Wind Power Systems, ASAsoft (Canada) Inc., Automotive Fuel Cell Cooperation, AXYS Technologies, Azure Dynamics Corp. A123, Ballard Power Systems Inc. ect)
- Nursing (Much of the research in the School is community-based, thus improvements in healthcare and nursing programs and policies across the wider community is also considered as demonstrating research impact)

- Social Work (e.g. Much of the research carried out by faculty is of direct benefit to communities, particular marginalized populations, and their well-being (for example, research done on issues of homelessness; youth; sex work; Indigenous child and family welfare). Some faculty members conduct participatory research, involving community directly in the research.
- Sociology (e.g. Several of our faculty members are directly engaged with community members in their research projects and have led to direct benefits in constituent communities.
- Library Studies (Locally, we work with partners such as the Pacific Opera Victoria, the Times-Colonist, Greater Victoria Public Library, the Royal BC Museum and Archives, to name a few. As a library organization, we have ongoing partnerships with BCELN, COPPUL, CARL, CRKN, Canadiana.org, and with international organizations such as ALA, IFLA, the Internet Archives, and PRRLA and initiatives such as Perma.cc, Archive-It, LOCKSS
- Writing (e.g. The Department of Writing is one of the most outwardly facing units on the UVic campus and longtime leader in the field of community engagement. Film production projects have created partnerships and mentorships in the local film community and the creation of a narrative film scene in a city previously known only for documentary output.)

### Appendix III. History of CER at the University of Victoria

