

Towards an Office of community-based research

Budd Hall

University of Victoria, British
Columbia, Canada

November 14, 2006

Community-Campus Partnerships for
Health Seminar

University of Washington



UVic Task Force on CBR

Peter Keller and Budd Hall, co-
chairs

Kelly Bannister and Maeve Lydon,
members

Peter Levesque and Lorna Williams,
Advisors

A Scholarship of Engagement

Although researchers are successfully integrating their efforts at a European and even global level to address the increasing complexity of scientific inquiry, there appears to be a yawning gap between science and society at large

Rainer Gerold, Science and Society Director,
European Commission

History at UVic

Individual researchers' innovations

Establishment of Centres with a CBR focus

Coasts Under Stress Project

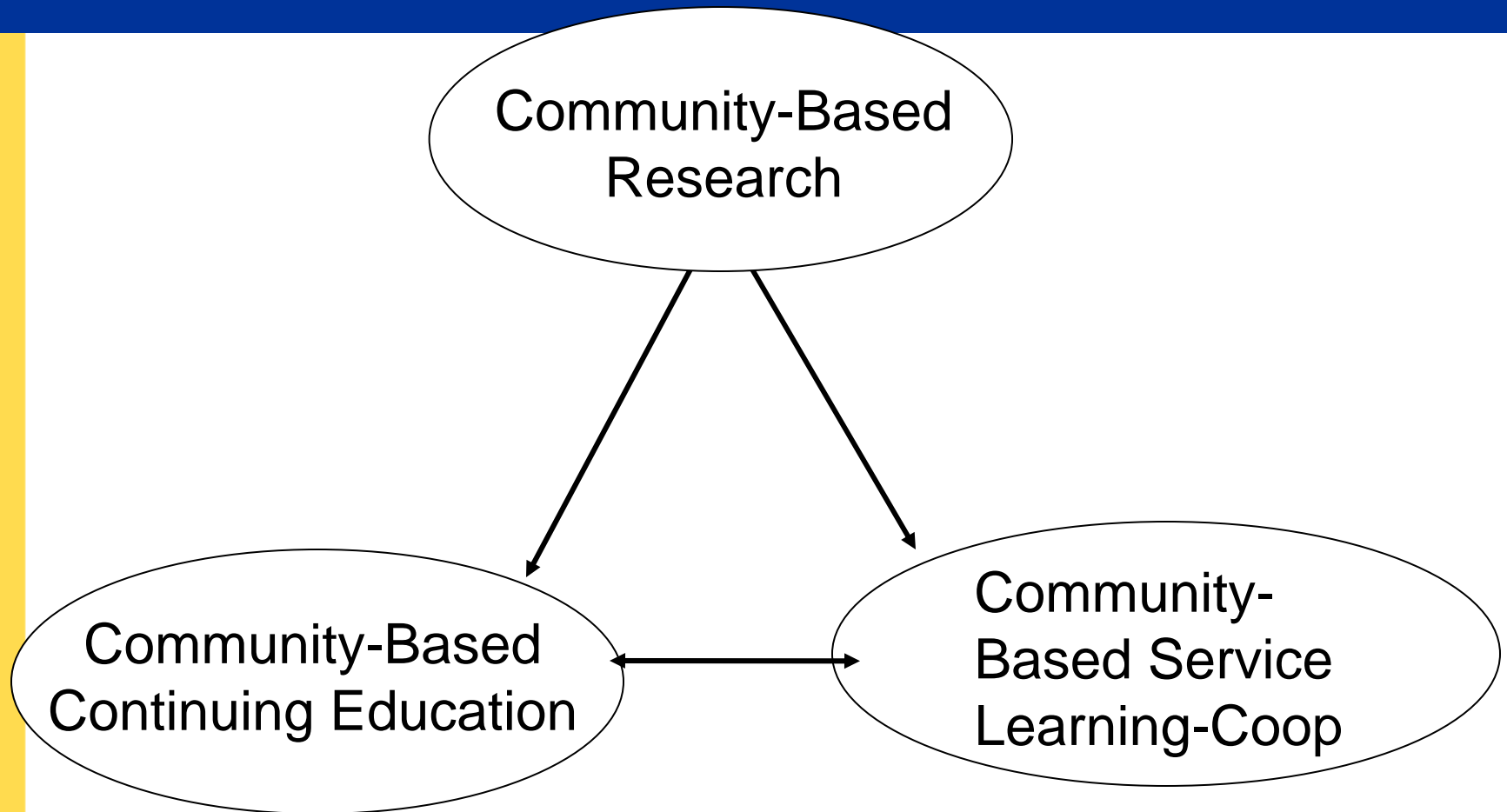
Forum on CBR - April, 2005

Establishment of Task Force on CRB - Jan,
2006

Community and Uvic stakeholder consultations
March - June, 2006

Presentation of CBR Task Force Report to VPR
June, 2006

University-Community-Based Knowledge and Action: The Dynamic Triangle



Ted Jackson 2005

Community Engagement at the University of Victoria

Community based research in all faculties

VIPIRG research internships

Co-op placements

Service learning

Community and school practica

Continuing studies

Aboriginal programmes

Centre for Health Promotion

Research Centres (Aging, CAR BC, Youth & Society)

Knowledge Mobilization Project



Encouraging Institutional Change

Individual community-based
research projects

Teaching participatory research
Vancouver-Island Public Interest
Research Group

Centre for Health Promotion

University-wide Forum on CBR

Creation of Uvic Task Force on CBR

What is Community-Based Research?

Community-based research (CBR) involves research done by community groups with or without the involvement of a university. In relation with the university CBR is a collaborative enterprise between academics and community members. CBR seeks to democratize knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination. The goal of CBR is social action (broadly defined) for the purpose of achieving (directly or indirectly) social change and social justice. (Strand et al., 2003)



Tensions and Directions in CBR

Tensions

Community versus academy

Research versus action

Training students versus solving problems

Service versus social change

Directions

Integrate community-academy interests (eg. MOUs, joint publications)

Integrate research and action (put research funds in hands of community)

Shift students from charity to social-change work

Turn social service into social change

Stoeker, 2004

Aboriginal Consultations

- *If you mention research to people here, they will run away. We have been researched to death. Students come in here without any awareness of protocol, without an awareness of spiritual or cultural values. Graduate students come and go but we don't even see the final product. We have no clue as to where they are going with this information. Working together means building mutual respect and trust. We are not there yet as we are still healing. We still have to heal from the effects of some research. This needs to be understood by the university (Marie Cooper, interview, 16 June 2006).*

Survey results

300 hundred University and Community members surveyed using Survey Monkey

110 respondents (70/30 University-Community split)

80 per cent willing to participate in a CBR structure

75 per cent agreed with the definition being used

Examples: Canada

Trent Centre for Community Education

Wellesley Health Centre, Toronto

Community-University Institute for Social Research, U of Saskatchewan

Community Intervention Projects, Trois Rivieres

Centre for Urban Health Initiatives, Toronto

Centre for Community Innovation, Carleton

Examples: International

Community-University Partnership Project
(University of Brighton)

Centre for Research, Education and Action
(U of Barcelona)

Science Shops
(Europe)

Centre for Social Justice Research, Teaching and
Service (Alaska)

Interest by Funding Councils

SSHRC: CURA, Aboriginal Strategy,
Boreas Programme

CIHR - CARS Grants

NSERT - Knowledge Mobilization
and Crystal funding

Community Funding Opportunities

United Way

Van City Credit Union

Victoria Foundation

Individual donors

Foundations with CBR interests

Charles Leopold Meyer Foundation

European Union

McConnell Family Foundation

Rockerfeller Brothers

Ford Foundation

Shastri Indo-Canadian Institute

Institutional Fit at UVic

A Programme

Similar to the Teaching and Learning
Centre

A social equivalent to the Innovation
and Technology Centre



Possible Functions and Activities of a University of Victoria Community- Based Research structure



Support, Visibility, Recognition

Support discussions on evaluation policies in faculties and departments

Expansion of opportunities for the involvement of undergraduate and graduate students

Workshops and public lectures that raise awareness

Academic Programming

Development of regular and on-line courses in community-based research

Development and implementation of more field-based courses in community-based research in partnerships with community groups and First Nations.

A Minor interdisciplinary undergraduate option specializing in community-based scholarship.

Support to Community

An open window/door to community organizations and agencies to bring their research concerns and needs.

Funds to support visiting or limited term appointments of community scholars-in-residence

Small-scale grants to community-based organizations to initiate research projects in partnership with the university.

Development of instructional programmes/certificates that build capacity for research and partnership in the community.

Communication and Networking

A dedicated website

Regular contributions to newsletters and other venues

Support for formal peer refereed publication outlets on community-based research.

Assistance to community partners to share their research and evidence-based knowledge among other community groups.

Communication and Networking

3.5 A regular forum on community-based research.

3.6 Links national and international knowledge mobilization and networking organizations

3.7 Hosting meetings in support of community based research like the Community-University Expo conferences

3.8 Wiki-based, podcasts and related knowledge mobilization tools

CU EXPO May 4-7, 2008

Victoria to host the third CU Expo
with strong engagement of local
partners and with a local-global
flavour

Health, CED, Sustainability, poverty,
homelessness, youth and more



Building national networks

No university is an island: UVic will be transformed as other universities in Canada are transformed

What are the already existing networks?

What makes for an effective CBR support network?



Building national capacity

1. What are the policies in place across Canada to support CBR in Universities?
2. What are the practices across Canada for strengthening CBR capacity within community organizations?

Global Networking

Strengthening ourselves globally

Living Knowledge Network

Par Research in Asia

Sciences Citoyennes

Popular Education Network

Global Citizenship network, IDS

Sussex



Key international dates

February 7 and 8, New Delhi, India -
Global Networking Planning Meeting

August 28 - Sept 2, Paris - Living
Knowledge Network Meeting

May 2-5, Victoria, B.C. - CUExpo
2008 Conference



Recommendations

A Community-Based Research Programme

To be announced in conjunction with
the new strategic plan

Importance of Aboriginal partnership



Steering and External Advisory Committee

Steering Committee - Co-Chaired by Vice-President and Community Leader

10 members: half from Uvic (Deans, Centres, Aboriginal interests) and half from community (major agencies, varied sectors, Aboriginal communities)

External Advisory Committee - Chaired by major international figure composed Of national and international authorities in the field of community-based research

Staffing model

Focus on collaboration with already existing services at Uvic

Director - Senior Academic

Assistant Director - from Community

Knowledge Mobilization Officer

Aboriginal programming capacity

Knowledge

Exchange/Communications

Further recommendations

Space - “The smell of flowers and coffee”

Highlighting student involvement -
Co-op, Practica, service learning