University and Community Linkages at the University Of Victoria:

Towards a New Agenda for Community Based Research

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EXECUTIVE SUMMARY

When the Chairperson of the BC Addictions Foundation announced the selection of the University of Victoria (UVic) to head up a major research partnership worth $10 million, she said the decision had been made in part because of UVic's "solid background in conducting community-based research". This report explores this statement, why community-based research (called CBR) should be so valued by this representative of the non-profit community, and how UVic's "solid background" can be part of a UVic brand as it delivers on its **Vision for the Future**. The conclusion of this report is that CBR is an innovation that has significant implications for communities in the new economy around the world, and is particularly relevant to communities in British Columbia. This report proposes that UVic build its capacity for quality CBR research in a number of ways, and become a broker for talent and knowledge in this innovative field of research.

This report is prepared in partial fulfillment of the requirements of Masters Program in Public Administration. It responds to the request of the client, the POLIS Project on Ecological Governance (POLIS) at UVic. This research group is represented by Dr. Kelly Bannister, who coordinates a sub project called Community – University Connections. Dr. Bannister has asked for state of the art knowledge about CBR, and its role in community based problem solving. To deliver on this request, the work has four components. The first is an extensive **literature review** that scans the history of CBR and explores why CBR can be termed an innovation. The second is a **rationale** for CBR in a university context: exploring its challenges and opportunities from the perspectives of academics, students, funding bodies, the institution of UVic and, of course, communities. The third element is a **survey** of UVic research projects undertaking collaboration with communities. It identified areas where CBR development could occur. The fourth is an **inventory** of experiences with CBR, within UVic and in other universities in Canada, the USA and Europe. It shows how universities are combining teaching, research and service in a new "scholarship of engagement" around CBR. Finally, **recommendations** are provided about how UVic could make CBR part of its unique brand of "challenging minds and changing worlds". A bold initiative, called the Sea Breeze (Community Based Research Institute and Skills Exchange) is proposed. Finally, an extensive bibliography and more than a dozen "tools" that POLIS could use as it moves forward in its work complete the project.

This exploratory research begins by deconstructing the terminology of CBR. Community includes conceptions of place, (such as the people of a neighbourhood) of interest, (like a book club), of practice, (such as a group of social workers) and of fate, (such as people with a disability, or Aboriginal communities). "Based" does not need to denote a physical location, but rather is a philosophy and an approach that looks to the community representatives to co-produce the knowledge, rather than the academic acting alone. Finally, the debate about whether CBR is "good research", in comparison with more traditional forms called "scientific research" is considered.

Two definitions of CBR are set out to frame the research. The first, from the UVic Coalition for Health Promotion, says that:

> CBR is collaboration between community groups and researchers for the purpose of creating new knowledge or understanding about a practical community issue in order to bring about change. The community generates the issue, and community members participate in all aspects of the research process. *CBR therefore is collaborative, participatory, empowering, systematic and transformative.* (Dr. Marcia Hills, italics added).

The second, from a government source, says that: "CBR is a form of research in which the principles of community involvement and collaboration are applied, *using scientifically accepted research standards*." (Health Canada website, italics added).

In the polarities, from strong agendas like "transformation" to rigidities of "accepted standards" lies the challenge of CBR and its opportunity.

The prestigious Carnegie Foundation for the Advancement of Teaching has set out principles for "scientific research" that clarify why and how CBR can be seen as an innovation. In Carnegie's perspective, quality research:

- poses significant questions that can be investigated empirically
- links research to a relevant theory
- uses methods that permit direct investigation of the question
- provides a coherent and explicit chain of reasoning
- is generalizable and replicable across studies
- discloses research to encourage professional scrutiny and critique.

Many CBR practitioners dismiss these principles as non-relevant to their practice. They contend that communities must determine the research question and methods to investigate it, as well as how the results will be made known. They deny the need to build theory and question how results can be replicated when every community is unique. Other CBR researchers recognize the need for principles to set quality standards, and know that doing so reassures government, funders and community stakeholders that ideology does not subvert the search for knowledge. **Peter Reason** (1994) is pragmatic, saying researchers need to integrate those useful elements of the scientific model, while adding forms more appropriate for CBR. **Lisbeth Shorr** (1998) is impatient, saying "quarrels over which method presents the gold standard make no more sense than arguing about whether hammers are superior to saws." Both are right. CBR is not appropriate in every research situation, and every academic is not cut out to be a community-based researcher. However, where there is a fit, and where attention is given to impact, i.e. making a broader link between specific findings and a larger policy arena, CBR can be a powerful vehicle for change. In that case, the search for scrupulous standards defining research quality will be critical.

The roots of CBR lie with the philosophy of the Greeks and *polis*, but CBR as practice grew out of the social movements of the 1960s. Third World adult educators first developed participatory action research out of their frustration with the rigidity of traditional positivist research and in the face of urgent social and economic needs at the community level. In Holland in the 1970s, universities began to fund CBR in **Science Shops** attached to the university and working with financially weak community organizations. Over 60 Science Shops are active in Europe today. In the USA, the terminology "community research centers" is used. The Social Sciences and Humanities Research Council (SSHRC), who liked the concept but chose a different competitive model for its program called CURA (Community University Research Alliances), studied the Science Shops. Since 1999, CURA has been an important source of funds for CBR and a driver of its development.

University researchers, primarily in the social sciences, find that CBR principles and methods work most effectively when research is with vulnerable communities and when knowledge is needed to support action. They work as co-producers of knowledge and leave behind concrete capacity as well as the subtler "empowerment" as a product of the work. Yet there is little reflection on the CBR method itself. Researchers who choose this often-uphill path to knowledge have little support. Nor do CBR practitioners routinely share their learning about the "how". The biggest gap, however, is that desperate communities have little more than the phone book to help them find the knowledge connections they need. This is the context for the survey and inventory undertaken as part of this research project.

The Internet was the key research tool. A purposive sampling of 50 projects where information on the Internet suggested collaboration with communities was the first task. The project descriptions as presented on the Internet were studied in detail, and data gathered was verified with the principal UVic contact. From the sample that remained, simple inferences were drawn to give an overall impression of CBR activity at UVic. Annexes 2 through 7 describe this process in detail. One finding of interest to UVic administration, (given its commitment to draw more women faculty to UVic), is that most CBR seems to be undertaken by female academics, working mostly in the Faculties of Human and Social Development, Education, and Social Sciences and the multidisciplinary centers. Another finding is that the majority of CBR research begins with the academic reaching out to a community, rather than the reverse.

This exploratory research led to construction of an inventory, or asset map, of what is happening at UVic. The sample analysis helped narrow the next task, of exploring CBR beyond UVic, by suggesting four guiding questions:

1. How can UVic build the capacity of its people to work with CBR, both students and faculty?
2. How can UVic build its capacity for outreach to communities?
3. How can UVic network with other Universities to link what is learned at a micro level to the macro policy arena?

4. How can UVic show leadership in building the standards and methods of CBR to better serve communities?

The search for models began in UVic, moved outward universities in British Columbia, then to Canada, and finally to the universities and institutions of the United States and Europe. Chapter 4 records the results of the survey and answers to the questions posed above.
This part of the research suggests that while Canada may be on the tipping point, other countries appear to have already taken on the "scholarship of engagement" in a big way. Canada's Innovation Strategy, and its commitment to join the top five countries in terms of research and development by 2010, suggests its need to move forward more aggressively in support such innovations as CBR. The University of Victoria, with a critical mass of talent and a strategic vision to be "a cornerstone of the community", is well placed to lead. But how?

The research ends with a series of recommendations drawn from the literature search, the in-house survey, and the environmental scan of other universities around the world. While only a beginning, twelve ideas are set out for capacity building, collaborating, and quality building at UVic. They are:

1. To complete the assets mapping that began with this project and know where the talent is.
2. To form a UVic community of practice for mutual support and capacity building.
3. To make "space on the bus" by challenging students and retired faculty to become engaged and provide incentives and supports for doing so.
4. To get smart by building the tools that connects research to the state of the art knowledge about CBR through training, workshops, conferences, symposia and networks of all sorts.
5. To extend the concept of grants facilitation into the area of CBR facilitation.
6. To get out to communities and don't wait for them to find their way inside the ring. In outreach, make CBR part of UVic's "brand".
7. To build a BC-net of cross discipline practitioners who share their knowledge about how to engage with communities through CBR.
8. To join the efforts of other universities to build quality in CBR practice.
9. To lead in the evolution of the Tri-Council approach to ethics review for CBR.
10. To develop a consensus in UVic on principles of CBR, perhaps pushing the envelope.
11. To develop a community forum that will advise UVic on how to move forward and hold it to account as an innovator in CBR.
12. To develop and use performance measures for CBR, tracking progress, because "what gets measured, gets done".

Detailing these ideas and costing them is the task of future researchers. More importantly it is the result of collaboration between UVic administrators and the communities. This research has established, however, that if there is a political will, there can be a financial way. Other universities have shown that this is so.

 Finally, to tie many blue-sky ideas into a concrete vision of the future, the research ends by proposing a new entity for UVic, the Community Based Research Institute and Skills Exchange (CBRI-SE). It would be attached to the Office of Research Administration or the Office of External Relations. "Sea breeze" could become the UVic brand, signalling that the UVic family of faculty, students and elders are leaving the ring to engage with BC communities. "Sea breeze" would be the broker that taps the talent pool, the epi-center of research service learning, and driver of knowledge sharing. Its vision would be UVic's vision, to challenge minds and change worlds. Sea Breeze would help UVic really become, "the cornerstone of the community".

1. INTRODUCTION

This Administration 598 project is being undertaken in partial fulfillment of a Masters Degree in Public Administration, an MPA, from the University of Victoria (UVic). The guidelines for this research specify that it must meet a client's need. The client for this research is the POLIS Project on Ecological Governance, (POLIS) based at the UVic. Dr. Kelly Bannister represents the client as co-ordinator of the sub project within POLIS called **Community-University Connections. (CUC)** POLIS is re-assessing its role at the university and in the broader community in relation to its mission to produce state of the art environmental research leading to practical societal change. In reflecting on its future directions, it is exploring innovative models of such research, and has an interest in Community Based Research, (CBR). POLIS has asked for support to develop its state of the art knowledge of CBR, and how CUC might spearhead change at UVic to support the development of CBR as high quality research meeting community expectations.

Research Questions

In responding to POLIS, a central research question is posed: How can high quality Community Based Research (CBR) are supported by UVic? There are also a number of sub-questions that are the backbone of this research. Four chapters each tackle one question. Chapter 2 asks, "what is CBR, and what is it not?" It undertakes this key task through a literature review that explores the roots of CBR, its key issues, and its possible future course. An important part of this is to clarify where CBR is an appropriate approach, and how it can link with more traditional approaches to have impact in a policy sphere. Chapter 3 sets out a rationale for UVic support to CBR by asking the question, "what is in it for UVic?" The target audience for this chapter is both the Office of Research, and the Office of External Relations at UVic. Chapter 4 asks "what is happening?" and explores the landscape of CBR in a number of university settings, starting in UVic and moving outward. Chapter 5 answers the central question with twelve specific ideas and a bold proposal.

The report has both an extensive bibliography and a series of "tools" for CBR capacity building, as a further contribution to the objectives of POLIS in asking for this research.

This is a long report. An executive summary is structured to lead readers to the parts of the main report where there is elaboration if the ideas.

Description of the research method.

This is an exploratory study having three elements: a literature review, a survey using a purposive sample of University of Victoria projects undertaking collaboration with communities, and an inventory of best practices and models both inside UVic and beyond. A relatively new research tool, called *asset mapping,* is used to provide a snapshot of UVic's present work in CBR. The research began in April 2003 and has incorporated a number of public domain information sources:

- audit of a course offered by the School of Environmental Studies on CBR in the Clayoquot Sound region of Vancouver Island,

- attendance at a conference on University-Community partnerships in Canada, called CUExpo, in Saskatoon, Saskatchewan in May 2003,

- attendance at a workshop for Service Learning in Canadian universities, held at the University of British Columbia in June 2003,

- a purposive survey of 50 UVic research projects or activities where collaboration with communities was evident on "internet" descriptions. Feedback was sought from the principle UVic investigators to verify the data.

- project descriptions were prepared to back up the survey. These descriptions are now being used in the communities of the Clayoquot Sound, Barkley Sound area.

- participation in the annual symposium of the Clayoquot Alliance for Research Education and Training (CLARET) held in November 2003 in Tofino, BC.

- extensive library and Internet research. Several faculty members shared reports and other information. The literature search has focussed on works in English from the western world: Canada, the US, and Europe, and over the past thirty years.

Strengths and weaknesses of the research

The research links CBR to a range of participatory approaches in use all over the world, and gives a sense of its pervasiveness in a multitude of contexts.

The survey of UVic research is innovative. It has shown an alternative strategy that takes advantage of the internet and a mass of information now not in libraries or journals.

The use of the Internet is also the project's key weakness. There is no final substitute for personal contact, especially in a project about collaboration. Interviews and focus groups were ruled out, leaving an analysis lacking the enrichment of dialogue.

There are no cost figures. This information that is not readily available on the Internet. The task remains to take the ideas forward and examine them as part of a strategic plan for POLIS.

The survey was weakened without the opportunity for interviews and question. However, it, points to some conditions relevant to CBR development at UVic, helps diagnose the needs for quality enhancement, and suggests ways for POLIS to design its interventions.

2.   WHAT IS THE NATURE OF COMMUNITY BASED RESEARCH?   A LITERATURE REVIEW

Community Based Research (CBR) is an all encompassing term to describe an innovation in research that has taken form in many parts of the world over the past thirty or more years. The definition of CBR used by **Marcia Hills & Jennifer Mullett** of the Community Health Promotion Coalition at UVic is as follows:

Community Based Research is collaboration between community groups and researchers for the purpose of creating new knowledge or understanding about a practical community issue in order to bring about change. The issue is generated by the community and community members participate in all aspects of the research process. Community-based research therefore is collaborative, participatory, empowering, systematic and transformative.

[Appendix 7 explores the difference between transformative research and traditional research] This definition is interesting because it sets out one challenge for CBR, i.e. to identify its unique *niche* among a variety of more traditional approaches. CBR has three embedded concepts explored in this literature review: "community", "based" and "good research". Comparison of CBR with other forms of research, especially quantitative and qualitative research, helps establish where it is an appropriate approach to knowledge creation. A scan of the antecedents to CBR uses a metaphor from studies of ecology used by **Jane Jacobs** (2000) to describe the process of change.   In evolution there is a constant cycling of what Jacobs calls "generalities" that then become "differences" (or adaptations). Those differences become the new generality and so forth. Another concept is "co-development", i.e. some changes support changes. An example might be an interest in democracy leads to demands for participation which leads to adaptations in many fields such as education, government services, policy development, and research.

Garett Pratt (2003) presents a similar idea, i.e., that CBR evolves through "generations". In its first generation, dissemination of the new approach is the priority. In the second generation, methodology is developed and its use in various institutional contexts is explored. In the third generation, there is critique. Issues such as quality, impact, values, power and ethics begin to be addressed. Finally, the literature review takes a life cycle approach to identifying its principles and key issues for practitioners and users.

2.1   Embedded concepts in the term "community based research"

The terminology sets out three concepts. The first is the idea that this research is about community.

What is "community?"

The term "community" can be inspected from a number of angles. For example, the **Royal Society of Canada** says it is "any group of individuals sharing a given interest; this definition includes cultural, social, political, health, and economic issues that may link together individuals who may not share a particular geographic location." This definition also includes the traditional concept of community as a geographically distinct entity. (**Green, George, Daniel, Frankish** et. al. 1995, **Deshler** 1995). **The Law Commission of Canada** defines community as "a means by which individuals can remain connected to a larger collective and so is a counterweight to either the stark individuality of the free market or the bureaucratic subjugation of the welfare state." (**Evans** 2001). For **Leslie Brown** and **Marge Reitsma Street** of UVic (2003), community is an entity with a history and a future. **Zammit and Goldberg** (1995) and **Evans** (2001) note that a person can belong to several communities, e.g. "low income Jewish lesbian youth living in a city". **Zammit and Goldberg** also make a distinction between the community and the community-serving organizations that work with them, noting that these are distinct voices with different perspectives albeit about the same issues. For **Cynthia Barnes Boyd** of the University of Illinois, it is important for individuals to be able to define their own community. People may define community as what makes its members the same, or equally be used in juxtaposition to the "non-community", i.e., the "other". **De Toqueville** (1835) thought of community as a "small circle of family and friends formed to our taste, leaving greater society to look after itself".

"Community" relates to identity. In a collaborative inquiry conducted under the auspices of the UVic **CLARET Protocols** project, (2001/2) and for **Minkler** (2003) it is important to define who represents a community. Who is in and who is out of a community, is a boundary issue but also one of power, i.e. who decides? **Robert Chambers** (1997) warns that outsiders generally meet only some members of the community, e.g., the middle aged, youths, males, all of whom might be from dominant insider groups.

"Community" can mean networks. Social scientists can map these networks to describe how people relate in community. **Robert Putnam** (2000) builds his theory of social capital around networks in which individuals can have strong and weak ties. For Putnam, bonding social capital builds the exclusiveness of community experience while *bridging* social capital allows for shared experience of people across many communities.

In this research, four types of community are examined:

Communities of Place are the most common way that community is understood. Locality is where people have something in common, and this shared element is usually understood in spatial terms. **Communities of Interest** are communities of choice. People might be linked by factors such as belief, sexual orientation, occupation or ethnic origin. In **Communities of Practice** people go beyond common interest and share similar goals and world views and employ common practices to pursue them. They use similar tools and a common language. A good example might be, "CBR practitioners at UVic". Finally, **Communities of Fate** involve those people who are "all in the same boat". They

share a situation but may have no other ties. They are seen by outsiders as a community. For example, "the disability community" "the Aboriginal community", "youth" might all be described as communities of fate.

What is "good research"?

CBR, like all research, is about the production of knowledge and seeking truth. However, CBR differs from traditional forms of research in a number of ways. First, it co-produces the knowledge with a group of stakeholders who have been the impetus for the research and who have an interest in the results. Second, in CBR, the academic is what **Stoecker** (2001) calls "a reflecting fellow player" whose knowledge is not necessarily more valid that that of other sources of knowledge that emerge from the community. The **Statistics Canada** definition of research as "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society and the use of this stock of knowledge to devise new applications" is quite apt to CBR, although it is used by Statistics Canada in the context of Research and Development (**Holmes** 2002).

In 2002, a blue ribbon panel of academics and business people at the top of their professions was convened by the **Carnegie Foundation for the Advancement of Teaching.** The panel was engaged in a deliberative dialogue to establish the principles of scientific inquiry (**Shavelson** 2002).   The Carnegie Foundation had been concerned about education research moving from its traditional empirical roots, as **Poole** (1991) suggests, "weak in theory, poorly documented, and ungeneralizable to other settings." It defined scientific research as follows:

> Scientific research, whether in education, physics, anthropology, molecular biology, or economics, is a continual process of rigorous reasoning supported by a dynamic interplay among methods, theories, and findings. It builds understandings in the form of models or theories that can be tested. Advances in scientific knowledge are achieved by the self-regulating norms of the scientific community over time.

   It set out a number of characteristics of scientific research:

- It poses significant questions that can be investigated empirically
- It links research to a relevant theory
- It uses methods that permit direct investigation of the question
- It provides a coherent and explicit chain of reasoning
- It is replicable and generalizable across studies
- It discloses research to encourage professional scrutiny and critique.

This listing, sets out the nature of the debate between those who regard CBR as having false promise, and those who see it as an extension of research into a new domain, but nevertheless worthy of being called *quality research*. In a number of ways, CBR does not fit the mould as set out by the Carnegie panel. For example, researchers in CBR

insist that the community determines the significance of the question. CBR practitioners might insist that "my practice is my theory" and minimize the relevance of theory building to their work. Yet Appendix 1 shows a body of theory that contributes to the CBR practice, even if not acknowledged. CBR studies are highly unique to communities, but could still be replicated in communities with the same characteristics.   Peer scrutiny is core to CBR, but it is internal to the group rather than in journals or "learneds".   The Carnegie panel's work however, does set out two challenges for CBR. One is to clarify the situations in which CBR is appropriate (and by extension, where it is not the best approach). A second is to establish quality parameters for CBR. What does it take for CBR to be understood in the Health Canada definition of CBR, as "a form of research in which the principles of community involvement and collaboration are applied using scientifically accepted research standards" (Health Canada website).   Academics have a role in both these areas. They can be value-added because of their commitment to quality research standards and their potential to add legitimacy.

The diagram below sets out the research landscape to define the domain of CBR:

Figure 1
The Research Landscape
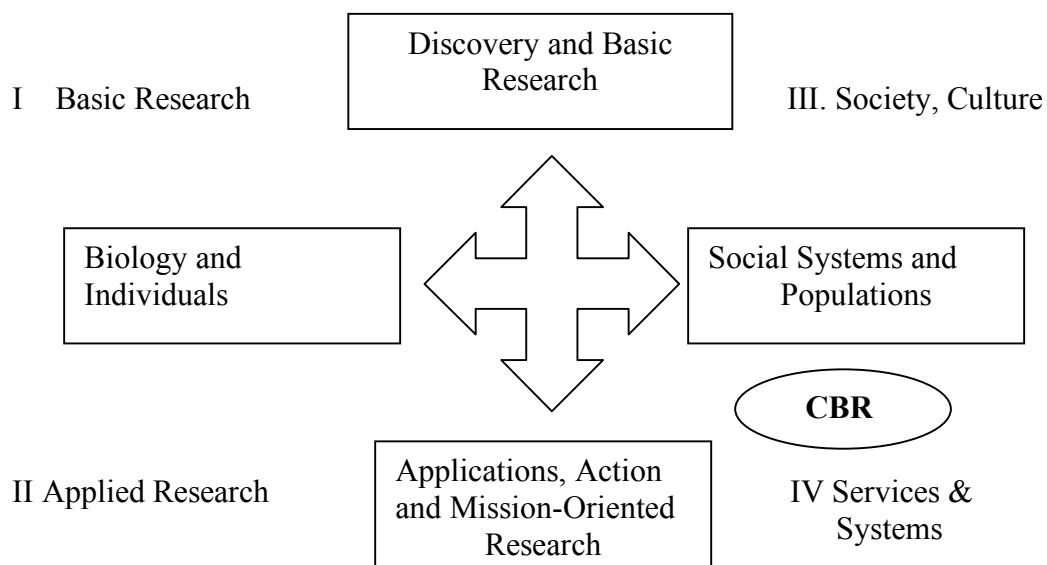
Source: Adapted from Halliwell and Lomas (1999)

When modern science was instituted in the 17th Century, an understanding of inferential research emerged that has defined quality in research for four hundred years. In the last half century however, and primarily in the social sciences, understandings began to shift. New forms of inquiry began to be tried, generally called "interpretive inquiry." Whereas inferential inquiry models are supported by quantitative methods, "interpretive inquiry" models are supported by "qualitative research". A debate has raged in academic circles about which are better. As **Shorr** (1998) suggests, "Quarrels over which method presents "the gold standard" make no more sense than arguing about

whether hammers are superior to saws. As noted above, CBR belongs in a particular part of the research landscape, most often occupied by the social sciences. Yet it is a step beyond interpretive research, bringing it into a new area where the academic also becomes an advocate on behalf of a particular clientele.   The similarities and differences in these three forms are set out in Table 1 below:

Table 1.

Comparing forms of research

	Inferential Inquiry (quantitative)	**Interpretive Inquiry (qualitative)**	**CBR**
Purpose	Search for causal explanations and laws in order to make predictions.	Search for subjective meanings and understanding through the lived experience	Beyond explanation and understanding to achieve a social change
Nature of reality	A unique real world exists to be studied by independent observers. Positive facts. Theoretical.	Multiple realities depend on individuals perceptions. People shape reality by behaviour.	All people can build knowledge Practical.
Nature of Knowledge	Objective truth exists. Detached neutrality is desirable. Knowledge is an end in itself.	Knowledge is a social and subjective construction. Language contextualises the meaning of the data.	Objectivity does not exist. Human needs drive the inquiry.
Methods	Experimental. Begin with a hypothesis. People are "objects" of the study. Theory not related to practice.	Interactive processes between the researcher and the researched lead to meaningful data.	Action-reflection process. Research in a social context Participants own the process.
Knowledge Produced	Technical Books & papers Outcome in University	Interpretive, interactive	Outcome in Community
Values reflected	Greater efficiency and control over behaviour and the environment.	Self actualization of individuals	People capable of working together over long term.

Source: Susan Smith, *Nurtured by Knowledge* (1997).

Academics who engage with CBR are very aware of the arenas in which it is appropriate. Where the research question is specific to an identified community, CBR might be appropriate, whereas it would not apply in questions around larger groupings without "community" characteristics. Where the question being formulated leads to knowledge for action, CBR might be appropriate. Where the question is a more generic

one, other approaches might be more relevant. Where the community is marginal and lacking in capacity to achieve its goals, the empowerment orientation of CBR can be helpful. Many communities are quite empowered, and simply need information to support an action, but there is a time or resources constraint. Clearly, in this setting, a n academic might simply be a consultant and this is not CBR. Finally, if research is purely ideological, with a pre-determined conclusion being pushed by the community, an academic might be wise to steer clear since it would not be CBR produced, but advocacy not based in facts. Finally, some research questions cannot be answered through the gathering of data, because they lie in the realm of belief or opinion, like spiritual matters or literary criticism. Research of a very different sort must be undertaken in this case, although it can be enriched by engaging with people. In sum, CBR has a place in the landscape of "good research". To **Peter Reason** (1994), CBR researchers need to integrate those useful elements of the scientific model, while adding forms more appropriate for CBR.

 "Based" vs. "placed"

It is neither always possible nor desirable to base research in a community in a physical sense. To **Morris** (2002), CBR is based in the community when it is initiated by the community and when it addresses locally identified issues. Some CBR practitioners are rigid in saying that the instigator of CBR has to be the community. Others disagree. What is most critical is the form that the research takes. The UVic Community Health Promotion Coalition (nd) sets out six principles that ensure that CBR is "based" the community rather than simply engaging in knowledge extraction from the community. Appropriate CBR:

1. Is a planned and systematic process that begins with need analysis, explores possible research activities and ways of collecting the data and presenting the results?

2. Is relevant to the community and should result in decision – making by the community or provide information that is useful to the community.

3. Requires community involvement, which includes that it understands the research process. The level of engagement may vary throughout the research.

4. Has a problem solving focus

5. Has a focus to bring about change, rather than orthodox research where the focus is on prediction and understanding alone.

6. Leaves a lasting contribution once the research is ended.

The **Social Sciences and Humanities Research Council, (SSHRC)**, the major grant giving body for CBR in Canada at the present time, uses several criteria to ensure that the research is "based" in the community. The community must perceive the research to be beneficial to its interest, it must leave a legacy in the community, and it must be socially relevant.   The **Indigenous Governance program** of UVic (IGOV) is uncompromising in its values around "community based" in research with Aboriginal communities. A central value for IGOV is the accountability of the researcher to the community, (not to the funder, to the University, to the thesis supervisor, to particular individuals in the community, not even to the researcher herself). The IGOV academics acknowledge the challenge but respond by suggesting that some research might not

appropriate for that researcher to do, or in that community or at that time. (**IGOV protocol** 2003). The **CLARET Protocols Project** distinguishes three kinds of research that would be done under the auspices of the Clayoquot Alliance. Some research is basic. Some is community based and responsive to needs, and finally, some is research about the community itself. That communities exercise their "right to be involved" and that researchers seek out this involvement is an important feature. However, CLARET supports a variety of research styles, not only CBR.

2.2 What are the pathways leading to CBR?
   "we make the road by walking" (Paulo Friere)

According to **Budd Hall** (2001), Dean of Education at the University of Victoria, participatory forms of inquiry "have been naturally used to forward all sorts of life sustaining activities across the spectrum of human endeavour" from time immemorial. Granting this view, this section traces the paths that have become part of the landscape of CBR, whether directly in its development or as co-developments those have made it acceptable.

Pre 20th Century—sources in philosophy

The earliest root of CBR appears in the thinking of the Ancient Greeks, particularly in the writings of **Aristotle** about the *polis*. To Aristotle, polis was where the ideals of shared commitment to place and community could be realized. *Polis* is the stem cell for civil society. In the 17th century, **Francis Bacon** articulated how new knowledge should be acquired empirically. Though this scientific *method* has evolved to allow for descriptive research methods to stand with experimental ones, the same sequence of observation, hypothesis formulation and testing before conclusions are drawn still holds as the way all research is undertaken. The French political philosopher, **Jean Jacques Rousseau**, (1763) wrote *The Social Contract* to confirm the importance of participation for citizens and democracy. **August Compte** (1854), another French philosopher, coined the word *positivism* to mean that, in all endeavours, there is a "right answer". **Karl Marx** (1845) developed important thinking on social change. "The philosophers have only interpreted the world," he wrote, "the point, however, is to change it". New research methods began to emerge to connect research to the fights of the working class. In the United States, these frames led to shifts in Universities away from their elitist origins and the **Morrill Act** of 1862 established land grant colleges and universities. Land was given to those states that would tie their delivery of education more fully to community needs. There are many who suggest that CBR is simply returning to an older agenda.

The 20th Century—developments all over the world

The educator **John Dewey (**1915) critiqued the education system as not connecting students' learning in schools to what happens outside of school. His work is the underpinning of *service learning*. [Described in Appendix 2]. The first sociological definition of "community" emerged in 1915 in relation to identifying rural communities

in terms of the trade and service areas surrounding a central village, i.e. of place. **C. J. Galpin** (1918), an American, located the most distant family which purchased a majority of its goods in the village on each road leading out of the village. He plotted these points on a map and by connecting they bounded the "community".   Other pathways to CBR were British urban development projects described by British sociologist **A. H. Halsey** [cited in **T. R. Batten** 1967] as efforts by social development specialists to show that people seemed more likely to act on their own ideas than to those pushed by someone else. In another UK community development program described by **Eric Midwinter** (1972) conflicts between "the actionists" and "the researchers" was observed.

In the 1940's, the **Tavistock Institute of Human Relations** in the UK, with the psychiatrist **Eric Trist** at the helm, began in 1946 to formulate methods for participatory research. From 1932, **the Highlander Research and Education Center** in Tennessee had been doing the same. **Kurt Lewin,** (1946) an industrial psychologist, defined a new field, called action research.

From the sixties onward--convergence

Research in support of social justice flowered in the social tumult of the 1960's. Grounded theory (**B. G. Glaser** 1967) became a new way to tie social science data more closely to the beliefs and concerns of participants. They were sources of qualitative research methods. A good example of how research-activism was developing in the 1960's was the **Boston Women's Health Book Collective** (1971) **.** This group of women formed a community of interest to explore their own medical needs for information, feeling they were being given too little attention by the male medical profession. Their process led to the still best selling publication, *Our Bodies Ourselves* and was a milestone in the feminist movement.

In the developing "third world", the adult educator, **Paulo Friere** wrote the groundbreaking book, *Pedagogy of the Oppressed* (1970) that *began* a new understanding of the way that the poor and marginalized could generate their own knowledge, and use it to change their condition. Friere's ideas touched a chord all over the Third World. While Friere and others were working in Latin America, similar ideas were also being developed in Africa with work such as that of **Marja Liisa Swantz** and others. These adult educators were given political support by **Julius Nyerere**, who could see the importance of this research in the process of decolonization.
In South Asia with the work of social activist **Rajesh Tendon** in India and major NGOs in the newly formed state called Bangladesh, new techniques like Participatory Rural Appraisal emerged that allowed researchers to work with communities and get an idea of needs and assets as a prelude for community development work.

Canadians played a significant role in the incubation and early support of this form of CBR called Participatory Action Research (PAR). A small group of Canadian adult educators worked with developing country activists to establish a network, called the **International Participatory Research Network.** It emerged in Toronto in the late 1970's with the support of **Budd Hall**, **Ted Jackson** and others. Through this network,

what was happening in the Third World came into the community development research cultures of North America, particularly Canada.

There are concerns that participatory approaches grew to prominence too quickly in their first generation. Major organizations like the World Bank climbed on the bandwagon and supported a major community based research activity called *Voices of the Poor*. More than 60,000 people living in poverty all over the world were engaged to share their views of poverty with researchers. While this was a turning point for the Bank away from its sole focus on large projects designed by academics in capital cities, towards community-led development planning and implementation the new scale of CBR has raised many issues around its quality. **The Institute of Development Studies**, at Sussex University in the UK has taken a leadership role in pursuing standard setting. Its Participation Group, co-ordinated by **John Gaventa**, is dedicated to research into the pursuit of high quality participatory processes.

In the development assistance field, donors have concluded that participatory approaches are crucial for their effectiveness:

> Participatory processes, particularly those engaging civil society and the people expected to benefit, are essential to establishing clear, locally owned priorities for development cooperation. They are also critical to ensuring that aid investments help meet the needs of the poorest and most marginalized people in a society. (**Canadian International Development Agency** 2002).

Developments in Europe and North America

At the same time as PAR is having an impact in the Third World, institutional support to CBR has developed both in Europe and the USA. In the universities of the Netherlands, student researchers who were also social activists began to open small research entities that they called **Science Shops**. These were accepted by University administrations as useful ways to extend the mandate of teaching and research to service, and so supported a number of Dutch Science Shops. Student researchers respond to the requests of financially weak non-profit organizations in the community, albeit without community involvement in this research. In addition, support from the Institution is sporadic in some Universities, leading to the emergence of for-profit research in some Science Shops. This development is being actively debated in the Science Shops community, an example of standards setting. Similarly, the **Public Interest Research Groups (PIRGS)** also began as a student movement (started by Ralph Nader) in the United States. PIRGS have been supported by students through union dues. Both Science Shops and PIRGS have had their periods of greater and lesser effectiveness, but remain active in Europe and in North America today. Indeed, Science Shops are enjoying resurgence as a result of the interest of the European Union.

In Canada a study to apply the Science Shops model was undertaken in 1997 with the support of the Social Sciences and Humanities Research Council (SSHRC). It was called **Community Research and Information at the Crossroads (CRIC).** While the CRIC proposal as set out was not accepted, it led in 1999 to the launch of Community **University Research Alliances (CURA).** It began as a pilot project in 1999 and has

been made permanent in 2003. CURA's are presently undergoing evaluation. [The evaluation framework is presented in Appendix 6].

CURA funds research proposals that are community based, have a component of capacity building, and focus on a significant problem amenable to community-based research. SSHRC has launched a process to overhaul its approach to research funding which will be a "transformation" in the words of its President, **Marc Renaud**. Public discussions regarding the nature of this transformation have begun in 2004. CURA has fuelled interest in Community- University collaboration in universities across Canada.

The Canadian Government, like most Western governments, has become particularly focussed on supporting research that can have commercial spin-offs. An **Canada's Innovation Strategy** (2002) has set a goal that by 2010, Canada will be one of the top five countries in the world in relation to its R&D activity. Yet the president of UBC, **Martha Piper,** in the 2002 Killam Lecture, warns about the need for a particular kind of knowledge and scholarship that does not have commercial potential, but which enables better understanding of individuals in society, their values and their roles as citizens.

Co-developments in thinking about knowledge for problem solving

Dr. Piper's call for new understandings of scholarship is echoed throughout the recent literature. **Rod Dobell** (2003) in an unpublished research paper prepared for the Ontario Government, sets out four trends, in Canada as around the Western world, that suggest a shifting paradigm about what constitutes knowledge and how it is to be obtained and how it can be but to use. The first trend is a growing understanding that human systems, just like natural systems, are highly complex, uncertain, interdependent and subject to continuing change, surprise and limited control. **Rittel and Webber** (1973) have described problems in these social contexts as "wicked problems". [Appendix 15 describes "wicked problems" and suggests a way of problem-solving that shares features with the principles of CBR]. **Helga Nowotny** (2001) and others describe knowledge as Mode 1 or Mode 2. Mode 1 knowledge focuses on understanding the 'what' and the 'why' of problems whereas Mode 2 knowledge asks 'but how do I do it, how do I make it happen'? Mode 1 knowledge creation is the purview of academic endeavours and Mode 2 knowledge creation deals with the problem through action, the arena where CBR is most effective.

A second trend identified by **Dobell** is the opening of epistemology to accommodate many "ways of knowing". He notes a post-modern scepticism and a post-modern belief that knowledge is socially constructed. A third shift is the rise of citizen expectations to be active in knowledge creation enterprise, and their ability to achieve this through the power of communication technologies, especially the internet. To deal with this shift towards citizen engagement, new "social methodologies" are being invented and tested. In British Columbia one experiment of interest is the **Citizens Assembly on Electoral Reform** where randomly chosen citizens form into a community of interest to research new ways of conducting elections. Finally, **Dobell** notes that governments have to address the fact that old-style "number crunching" research is not giving the expected pay off in policy delivery.

The future—new differentiations

Finally, four arenas for CBR applications are emerging as possible *niche areas* for UVic researchers. One is the participation of children and youth in CBR as active agents rather than as passive subjects in research about their interests as a community of fate.   The **Children As Partners Alliance** (CAPA), in the **Center for Global Studies**, is working with the United Nations to capture the lessons of experience in this new field. (**Lansdown** 2004).   A second emerging area is Aboriginal research. In 2003, a collaborative inquiry by SSHRC engaging about 350 Aboriginal and non-Aboriginal researchers was carried on the Internet.   The conclusion was that Aboriginal researchers carry out the most appropriate research in Aboriginal communities. Research should give special attention to capacity development within the community as an aspect or an outcome of the research.   SSHRC managers have decided to add funds within the SSHRC budget to support Aboriginal CBR, and the call for funding proposals has been launched on the SSHRC website. (**Craig McNaughton** 2003). A third area is Community Based Environmental Monitoring (CBEM). This applies the CBR philosophy and methods in ways that allow communities to be part of the determination of what elements of the environment need protection, and how the community can contribute. Communities are now taking up some CBRM. BC is "fertile ground for CBEM, in that it has a well developed NGO community, a stunning variety of ecological and natural resource issues, and a government that is currently downsizing its dirt ministries" (**Gayton** 2003, **Bliss** et al 2001). Finally, *research service learning* (RSL) is coming into its own in Canada, and could help UVic link its three scholarship missions of teaching, research and service. Students work with CBR is linked to academic credit. Engagement with CBR deepens student understanding of the course material. [See Appendix 2 for a further description of Research Service Learning]

2.3 The many forms of CBR

Peter Reason (1994) calls CBR a paradigm shift, i.e., a discontinuity with the previous worldview and methods of research. The researcher is no longer an independent observer but becomes actively engaged with the community, and the centrality of community identified issues. "People are experts in their own lives", accord to **Hall** (1992). CBR practitioners acknowledge many forms of knowledge: intuitive, authoritative, logical, empirical and practical, and assert that research could tap all of these "ways of knowing".

To **Cornwall and Jewkes** (1995) CBR is not a method of research, but an orientation to it, a way of life that links social science to social activism.   **Gaventa** (1993) **Chambers** (1992**), Reason** (1995), **Cornwall** and **Jewkes (**1995) and many others have explored differentiation from the mainstream of CBR that **Chambers** (1992) calls "a braided stream".   [A typology of these variations is presented in Appendix 3.]

The Research Cycle—Action Research

To **Kurt Lewin** (1946), D**. A. Kolb** (1984) Reason **and Rowan** (1981), **Heron** (1996), **Winter** (2001), knowledge develops in "a spiral of learning". In each iteration, there is planning, action, fact finding and reflection about the results of the action.   A simple model, shown in Figure 2 below, shows the spiral learning within action research. The cycle can repeat itself a number of times within a CBR activity. Within the cycle, different researchers focus on different aspects. **Chris Argyris** (1985), a specialist in organizational development, believes that an important part of Action Research is the planning that defines the action. **Carr and Kemmis** (1986), who work with educators, believe that when the researcher is also a practitioner, a unique perspective on the research is achieved and the change resulting from the research is likely to be sustained.

Figure 2

The action research cycle of spiral learning
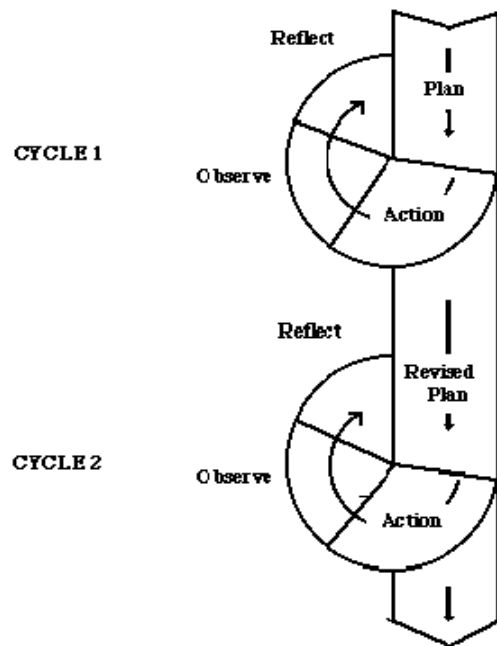
Source: MacIssac *An Introduction to Action Research* (1995)

2.4   What constitutes "quality" in CBR?

In **Pratt's** (2003) third generation of CBR development recent years, a new mood of critical reflection is emerging. It is no longer seen as a data-gathering tool, or a quick fix to community level problems, and guarantee of sustainable development outcomes. Validity concerns have become important.

Validity

The concept that describes the closeness of a finding in research to the physical reality is validity. In traditional scientific research, statistical methods test the research hypothesis. CBR uses non-statistical means to establish validity. **Heron** (1996) looks for validity through a peer review and "critical subjectivity". It is a process of cooperative-criticism and self-awareness that continually challenges all claims to knowledge being made in the research--- till all involved are satisfied. To **Reason,** validity can be threatened if the researchers collude with each other to avoid looking at experience that challenges their worldview. Reason acknowledges that validity in CBR is not absolute, but that "bandwidth of validity" can be widened using this technique. Reason also suggests that it is important to have many views expressed in the analysis of CBR findings. These approaches allow for what Reason calls "warranted assertions" to be made (**Reason/Bradfield** 2001, **Lather** 1991).

Anisur Rahman (1993) concludes that validity depends on clarity about the nature of the collective that is being researched, use of a common language in the research that means the same to everyone, and agreement within the collective on how the investigation should proceed. **Argyris** (1980) leans on disconfirmability, i.e. that the research can be challenged by others and proven wrong. **Gaventa** (in Pimbert, 2002) warns that validity relates to power. Those with power and influence can determine what is acceptable and what is not and that challenges to the dominant discourse will be attacked. **Chambers** (1997) relies on triangulation, i.e. comparisons, rather than measurement, to establish validity. **Rebecca Hagey** that the question be asked "whose research is it?" and then look to see that the research is valid to that group.

Randy Stoeker of Toledo University sees validity and quality as depending on six factors:
- that the work is significant (how we choose where to put our efforts)
- that there is some link between the work and a general theory
- that there is a variety of data
- that there is a variety of different stakeholder's views
- that there is collective agreement by those being researched on interpretation
- that there are procedures to adapt the research strategy.

[Appendix 4 sets out some indicators of quality in Community University Partnerships using CBR. To the extent that the partnerships are effective, CBR that depends on these arrangements will be enriched.]

Impact: The link between CBR and policy change

CBR is always undertaken to achieve a desired change. Traditional research does not necessarily have this motivation. Well-communicated CBR results, taking advantage of windows of opportunity in the policy process, can add value in a number of ways:

1. It can generally help identify and understand the public interest.

2. It can ensure that all relevant issues are addressed, ranging from defining the scope of the problem and developing solutions.
3. It can contribute to honest accounting of costs and benefits of policies and how burdens and benefits would be distributed to different segments of society.
4. It can integrate concerns into the decision making process.

Government is of two minds about how to use CBR. On the one hand, it encourages public participation and sees CBR as an important part of that. On the other hand, it fears that interest groups and "squeaky wheels" can subvert a policy development process. The value-added of the academic is to present data and analysis that makes the link between the research and the policy development. The academic can also legitimize CBR through quality assurance of the research, and thus help make its conclusions more "trustworthy" to policy makers.

Figure 3

Range of possible impact of CBR in Policy Cycle

NOTIFICATION	CONSULTATION	DECISION	IMPLEMENTATION	REVIEW
PROVIDE EARLY WARNING & IDENTIFY PUBLIC INTEREST	GET PAST PATH DEPEND-ENCY	EVOLVE VALUES 0F DECISION MAKER	EFFECTS AND DIFFER-ENTIAL IMPACTS	HONEST ACCOUNTING OF COSTS AND BENEFITS
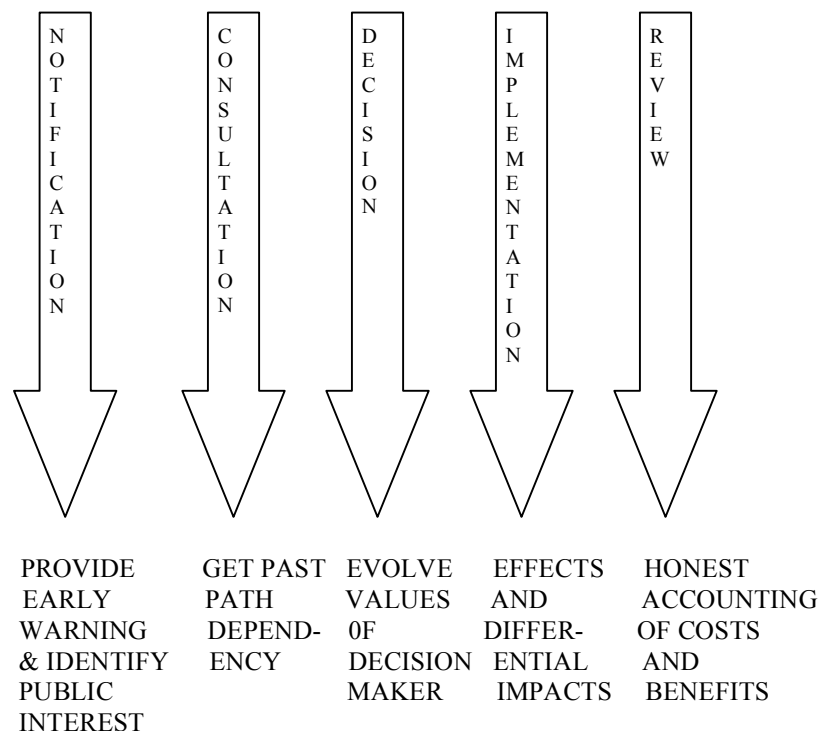
Source: Wrapp, Pestieau, Pal, Weiss

CBR can play a number of roles in the policy cycle that all levels of government must undertake. The research can provide early warnings. **Edward Wrapp** (1984). **Carol Pestieau** (2003) suggests that although policy makers pay lip service to "evidence based decisions" they know that research can be overwhelmed by political factors are also in play in decision-making. Pestieau contends that policy makers also have "path dependency" i.e. relationships with a limited number of researchers that they have got to

know. The values of the policy maker play a role in what knowledge gets attention. **Les Pal** (2001) suggests that CBR used to enrich a consultation can ensure that it has impact. CBR research may have impact when the program is being developed. **Carole Weiss** (2001) suggested that there are three ways policy makers use knowledge that might come forward from CBR. One is "instrumental" i.e. the knowledge makes the policy. Weiss says this is very rare. Secondly, knowledge can justify a course of action already decided upon. This is a political use of research. The third is "enlightenment" where research gradually leads to a change in the framing and understanding of an issue.

In spite of good intentions, government has not yet found a way to effectively use most CBR (or any other form of research or analysis). Thus, it is crucial for CBR that there be benefits beyond achieving the hoped-for change, such as the empowerment in the process of CBR, and other concrete benefits that might be left in the form of publications, guides, data, that can be used when future windows of opportunity open.

2.5 Lessons learned through the stages of the CBR process

CBR takes place in a series of steps, which may or may not be in sequence but which all contribute to the distinctiveness of this form of research. In each stage, particular issues arise.

Deciding to work together

Buy-in from all participants in the research is the first task. There has to be benefit for all participants in undertaking the CBR. "Authentic collaboration", according to **Reason** (1994) and **Minkler** (2003) does not mean that everyone has the same expertise. Yet everyone in CBR contributes some form of knowledge: whether of methods and theory, of experience, traditional knowledge, or practical knowledge. In drawing on all these ways of knowing the research will benefit from what **Geertz** (1973) calls, "thick description". To **Zammit and Goldberg** (1995) it is important in CBR to work with what is present on the team, not what the academic researcher wants to be there. For example, "Youth groups exist. Research projects do not have to create them", they say. To **Clover and Harris** (2003) the first task of the CBR is "to gain the trust of the people of the community by becoming familiar with their lived daily realities". This task can take a significant amount of time. **Gaventa** (1993) says that the academic must not hide behind a "mythology of neutrality" but also be clear about the biases involved. For example, **Morris** (2002) says "one goal of many university based researchers is to publish a study in a peer reviewed journal so that the work will be recognized by the university and they can get a tenured job." The goal of communities might be to have the legitimacy of an academic to a cause or to provide evidence favouring one course of policy action over another.

Launching a partnership is easy, but launching a relationship is tricky, says **St. Denis** (1992). "Effort and time are always needed to convey to potential collaborators that their involvement is sincerely desired and that the invitation is more than lip service". "CBR is not for everyone", says **Cynthia Barnes Boyd** (2003) of the University of Chicago. "I never drag a colleague to the community because I think they should want to be there". "Avoiding surprises" is important (**CLARET Protocol**

Project). Up front agreement about the reporting of results is important, since they may or may not be what is expected or even welcomed by the community involved. (**Boutilier, Mason and Rootman**, 1997).

Issues of power also need to be addressed before a CBR project is launched. **Chambers** (1997) speaks of "uppers" and "lowers" to delineate the power relations that are inevitable in any context. **Elliott** (2001) notes how inequalities in power or rigidity about ideology can impede communication. Feminist researchers note that frequently when women "name their truths" they risk sanction because of their lives of deep inequity. (**Brown** (2003) and **Kurelek** (1992)). **Clover and Harris** (2003) note that it takes time for people who have not had power before to see themselves as power holders in the research context, and thus to escape from the dependency of the power-less. On the other hand, the **CLARET protocols** project notes that there might be hesitancy by those who hold power to engage in relationships that alter the power balance. **St. Denis** (1992) says that some of the power issues are dealt with when the academic accepts vulnerability and is open to changing the framework and being uncertain about what the outcomes may be.

Asking questions will help bring power differentials to light where they can be addressed before the partnerships in research are formed.

- Who are the people at the table?
- How were they chosen?
- Who chose them?
- How will the viewpoints be accommodated, without exaggerating some and ignoring others?
- How will the marginal voices be heard?
- Who represents whom?
- How will secrets be handled?
- Who "owns" the work when it is done? Where will the data be stored?

[Appendix 5 sets out some Principles of Community-University Partnerships for CBR from a variety of sources]

. Other "up front" housekeeping matters that define how the CBR proceeds include.
- Space. "Chances are that a potential project space that is situated in a large institutional office will not feel accessible to the youth" (**Rutman** 2001). On the other hand, space within an institution might add credibility to the research.
- Communications. How will everyone be kept up to date as the research goes forward? In CBR projects with many partners, or where distance is a factor, this is a particularly important problem to be solved.
- Remuneration. Who gets paid a salary, an honorarium, and who is a volunteer? Who is accountable to whom?
- Dispute resolution. Who is accountable to whom? How will conflicts be managed?

- Protocols. This process, and the document that records it, clarifies rights, roles and responsibilities of outside researchers.

The Data Gathering Stage

Carefully defining the research question and choosing a methodology for gathering the data is a communal challenge of critical importance for the outcome and potential impact of CBR. **Randy Stoeker** (2001) says that how this is handled drives how the community is then engaged. A skill building agenda will have different implications than a policy-influence agenda.   Whatever the agenda, a Steering Committee should be part of any CBR. The choice of who is on this Committee will depend on the agenda, but it should have the same role of keeping the researchers on task and challenging them throughout.   **Cottrell** (2001) says that it can do this best if it has good representation from the people living the experiences. She warns, however, that tokenism needs to be avoided.   She concludes that though Steering Committees might be hard to work with at times, they are essential to balance power, ensure that there is accountability, and even help solve difficulties along the way.

Relationship building can begin as the research questions are debated and decided. Many CBR projects begin with a workshop or other forum so that all voices are heard. To **Cottrell** (2001) and **Minkler** (2003), this is a good time to start skill building, which includes training participants in research methods and in the approach of CBR, which is "reflection in action". To **Dave Beckwith** (2002) the academic can be particularly helpful by conveying to the community partners the generic skills of organizing, writing, teaching, reflecting, in addition to the discipline related knowledge. While the most effective CBR is iterative and flexible to adapt with growing knowledge and data, there should also be some absolutes that define the process.

Data analysis and interpretation

CBR can become a management challenge at the sometimes chaotic and communal stage of data analysis. Academics are used to data analysis as a solitary process and may find this stressful. Many CBR practitioners suggest that the academic make the first analysis effort and then bring it to the group. **Stoeker** (in **Minkler** 2003) believe that data analysis is an academic led task but there must be accountability to the community in discussing the analysis at the draft stage.   Data analysis includes interpretation and this is frequently a "messy" process. Coding the data is helpful, as is using communication patterns such as "most said…some said" phrasing. (**Morris** 2002). **Rajesh Tanden** notes that there will be periods of fog that arise when how to proceed in data interpretation is not clear, but that this tension is to be expected. (Tanden in Reason and Bradfield 2001) Yet, as **Argyris** (1980) has pointed out, a process of meta-assessment, and attention to the process, often helps clear the fog. Argyris calls this double loop learning. "Beware of easy consensus", says **Breton** (1990). "Absence of debate indicates lack of vibrancy." He notes the paradox, that conflict and controversy can lead to the collapse of the community at the same time as debate and discussion keeps the community vibrant.

Brown and Tony (2001) suggest five winning rules for discourse at the interpretation stage:

1. Every person competent to speak takes part in the discourse.
2. Everyone is allowed to question any assertion made by another.
3. Anyone is allowed to introduce any assertion into the discourse.
4. Everyone is allowed to express his attitudes, desires, or needs.
5. No one is coerced into silence.

Dissemination of results

     Gaventa (1993) has discovered in his research that unless specific plans are made for dissemination and use of research results, it is unlikely that effective dissemination will occur. **Hubbard** (nd) warns that the research does not have value until it is disseminated. Knowledge transfer has two parts, clear transmission but also the ability for the audience to receive. Academics have different needs in knowledge transfer than communities, and in CBR it must all be accommodated. For academics, the link to theory and extension of confirmation of the new knowledge against what has gone before is important. Publication in a respected journal requires specific approaches to the write up of the research. The community on the other hand demands simplicity and plain language.

     Jillian Roberts (2001) says that involving participants in dissemination is a natural extension of their involvement throughout the other stages. Presenting the findings publicly in community settings extends the knowledge transfer but establishes that the community has been involved. Sending out fliers and fact sheets, or periodic newsletters helps dissemination take place throughout the process. Creating controversy gets attention and a protest is not unheard of as a dissemination strategy. However, this kind of challenge must be considered in respect of whose opinion needs to be changed.

Taking action and having impact

     The **IGOV protocols** project (2003) says that any research that does not have the expectation of positive impact on the community should not take place. **Hall** (1981) says that "fundamental structural transformation" is the desired impact. **Kurelek** (1992) did not think her work with Innu women would bring this about, although she hoped it would "improve the life of those involved" and "an awareness of their own abilities and resources". According to **Green, George et al** (1995), the community benefit should be the knowledge created in the research, the education and skill building during the research process, and actions based on the research. Undertaking CBR involves an obligation to a community. One facet of the obligation is to speak the truth. "Part of the tension for me has been in worrying that there are people who participated who would say brilliant things, only to have people either choose not to listen or choose not to act on what was said." (**Zammit and Goldberg** 1995). There are a wide range of practices that CBR practitioners have found useful for dissemination and follow up.

-      develop indicators that show when a specific change goal is reached
-      develop relationships of trust with key decision makers if possible

- engage decision makers and work to get specific commitments from them
- monitor decision makers as they live up to their commitments or fail to do so
- monitor changes in the community following the action-research
- use research to go beyond current thinking, to interpret in new ways
- speak truth to power
- make claims for alternatives.

3. A RATIONALE FOR UVIC SUPPORT TO COMMUNITY BASED RESEARCH

What are the arguments for and against CBR from the point of view of individuals, institutions, grant giving bodies, and communities?

3.1 Factors that discourage CBR

Concerns of academics

Tenure considerations are a concern to academics, and CBR engagement appears to slow the process to achieving tenure. One reason is the requirement for a academic style publications that are of little interest to communities in comparison to the action outcomes. When a journal article is prepared, its multiple authorship deters its acceptance to the more desirable journals. This combined with a certain prejudice in academic circles to the "academic activist" appears to damage or at least slow the tenure prospects of CBR practitioners even when the research is agreed as effective.

If tenure considerations do not apply, as with academics further along in their careers, there are other serious issues such as the time that CBR takes to do well. Entering a community and building up relations of trust is a slow and painstaking process. To **Budd Hall** (2003), the challenge for academics is to develop the capacity for long-term engagement, i.e. time commitments over extended periods. It is difficult. **Cathy Kurelek** (1992), for example, needed to extend her research by a year beyond her plan to meet the community expectations. Sometimes the pace of progress in CBR is excruciatingly slow, while at other times the pace and need for products far exceeds what an academic can accomplish while still undertaking teaching and administration duties that are part of the job description.

Academics find that CBR can be far more costly than other kinds of research, especially if the community is remote. Community partners need honoraria or salaries. Capacity building can be costly if it includes products like publications or training. The action element of CBR can be expensive. Even the nature of costs incurred creates difficulties. Accounts verifiers generally balk at the kinds of expenses that are routine in CBR. One small example was given of this. "I was recently questioned by SSHRC's accountant on a 24 pack of locally-made jams bought as small gifts for [Aboriginal] elders who agreed to interviews in their homes. The $100 honorarium was no problem. The $4.00 jam was!"

It takes an all-rounder academic to make a go of CBR and succeed in the many roles required. The academic needs skills in community organizing, dispute resolution,

running community meetings etc., and these are not gained in academic preparation. Many academics simply cannot cope without supports they do not have.

Many academics find the stresses of getting CBR projects approved by ethics committees to be extreme. In many ways, research with communities does not equate to research with individuals. There are new confidentiality issues. The iterative nature of CBR is not matched by an iterative ethics review and each change requires a return to the lengthy approval process. These challenges are difficult for the individual academic. Though compromise is possible, "customizing" takes time. Work to address these concerns is ongoing. Jocelyn **Downie** of the University of Alberta Health Law Institute and **Barbara Cottrell** of the Canadian Research Institute for the Advancement of Women (CRIAW) (2002) and the Interagency Advisory Panel on Research Ethics, (IIAPRE) are working to reduce the pressures while maintaining a top quality ethics regime. Four issues are being considered.

- the core assumptions and paradigms of research (that do not accommodate the "emergent and collaborative basis of some research approaches", like CBR)
- how core ethical principles are applied "that seem to miss out such concepts as "relationship building"
- how research methods such as Participatory Action Research are not addressed
- how specific research techniques, such as snowball sampling, are not addressed (limiting the ability of CBR to proceed).

Concerns of Grant Giving Bodies

Three concerns emerge from grant giving bodies about CBR. One is that CBR tends to mix research with action and give less attention to the requirements of "good research". **Jocelyn Downie and Barbara Cottrell** (2002) lay out this issue as follows: "Community based research is not conducted for the sake of knowledge, but rather for the purposes of finding a practical solution to an identified need". If the quality of the research is of secondary importance to some communities, then grant giving bodies have concerns about how quality measures for the research would be monitored. Second, CBR can not always be reconciled with the public interest, and the public interest is of great concern to a government funding body. Can responding to "the squeaky wheel", even if it is backed by excellent research, lead to the oversupply or undersupply of some public goods, like services, group homes or homeless shelters? **R. Hester** (1999) thinks so. She talks of "NIMBY" (not in my back yard) problems, in which organized communities can overpower a policy choice making process. Finally can CBR solutions can be too specific and risk missing broader issues of social justice? CBR is local, micro, focused on the community level and does not try to generalize to larger social issues (Marullo 2000) where causes must be addressed, not the effects that concern communities.

Concerns of Communities

Like academics, community activists are short of time for the negotiations and time commitments of well-done CBR. Many community members are suspicious of

research after many negative experiences with it. "Are you tired of being under a microscope?" asked the Clayoquot Sound community researchers at the CLARET Symposium (**Beasley**, 2003) All too frequently, the pattern has been for academics to treat community members as data points in research that they control. Often there are not even points where the community sees the research that is about their lives. A pattern of distrust needs to be overcome.

A concern of many communities, especially Aboriginal ones, is protection of their traditional knowledge. When research is publicly funded as through a CURA grant, one consequence is that the results of the research must become part of the public domain. Can a community back away from research and decline to have it published? If it does so, this subverts the rights of the academic researcher to publish.   Sometimes non engagement and secrecy (with all its consequences for leaving community problems untackled) is a preferred option to the risks of speaking out through participation in a research project.

Concerns from an institutional viewpoint

Social Sciences are the poor cousin of the Natural Sciences, both from the government point of view, and often from the university perspective. In academia generally, social science research has been given little credit for its impact, a situation that has persisted over decades. In 1984, the Science Council of Canada held a conference titled "Social Science Research in Canada: Stagnation or Regeneration?". The conclusion of many presenters in all walks of life, over three days of deliberation, seemed unanimous, that "Social Science research in Canada offers a potential that is waiting to be realized". Then, in 2002, in a presentation to the Task Force on Innovation that is developing the Government agenda to promote R&D, the head of SSHRC, **Marc Renaud**,(2002) began his arguments that social sciences research should be part of Canada's Innovation Strategy with an acknowledgement that the role of the Human Sciences is still "either taken for granted or viewed as insignificant in the current discussions around innovation.".   An impact study of CBR beginning in 2004 says, "It is generally assumed that research partnerships are beneficial…there is, however, little concrete evidence of these benefits." (**Gillian King** 2002). Past poor performance may give little confidence that additional support would give better benefits.

Part of the challenge of CBR is that interdisciplinary work (where disciplines meld) or multidisciplinary works (where different disciplines work on common problems) are still rare in the academy. Yet   communities don't view their complex problems as psychology, or biology, or geography.   It has proven difficult to build the systems or incentives to move beyond the entrenched disciplinary focus. Students as well as professors are channelled in disciplines. There are few opportunities for multidisciplinary degrees, and academics must leave the mainstream to work in the centers or institutes to achieve the multidisciplinary ideals.

UVic acknowledges this. It has launched an initiative to help researchers get grants from SSHRC. Skill building in multidisciplinary research is viewed as key. "With SSHRC's increasing emphasis on bringing together researchers from multiple disciplines to work on complex issues, we wanted to put in place additional support mechanisms to

help develop research groups" (**Howard Brunt**, quoted in The Ring 1998). Yet he also notes in the same article that "while UVic's success rate with SSHRC grant competitions is good, given the high quality of researchers in areas funded by the Council, we feel that there is room for improvement."

Finally, CBR challenges the University to accept "other ways of knowing" at a fundamental level. In his inaugural lecture on appointment as Dean of the Faculty of Education, **Budd Hall** (2002) said, "We think we have found new ways to co-create knowledge. But can we imagine a process of co-creating knowledge, which might happen between ourselves and other forms of life, other species, trees, grasses, and rocks? How is it that nature is both a site of new knowledge creation and a full or privileged participant in the creation of new forms of knowledge that will draw our rogue species closer to our more silent partners with whom we share the planet?"

3.2 Factors that encourage community-university connections in CBR

There are other factors however, that might lead the University to consider a different course from its status quo, and offer explicit encouragement to CBR.

Factors of interest to academics

Many academics may not be motivated by the relevance of their work to society as much as it's potential for publication and professional accolades. On the other hand, as **Beckwith** (2002) notes, there are many academics that truly enjoy the contrast between the fast rhythm of community action and the slow pace of change in the university world. For many academics, there is tremendous appeal in applying their skills and knowledge to real world challenges, particularly when some of those lie virtually outside their doors. To social change theorist **Malcolm Gladwin** (2000) Dei, Hall and Rosenberg (2000) argue for academics to bridge the world of arcane knowledge and practical application and be the link to support social change. To **Peter Reason** (1994) CBR is one way that faculty can stay current with emerging challenges and developments in their field.

"There's new blood coming in" says **Marc Renaud**, and it may be that an institution that supports CBR activities will be more able to attract faculty that are now being trained at undergraduate and graduate levels in the pedagogy of teamwork and collaboration. Participatory approaches will come more naturally to the younger generation of faculty than solo scholarship. Thus, being an institution with rich opportunities for CBR might give UVic a competitive advantage to attract the best and brightest in the coming hiring squeeze as older faculty retire.

Factors of interest for students

According to a study of the **Center for Philanthropy**, the new millennium has heralded an age of engagement. Young people age 16 to 34 "have developed a desire — perhaps even an expectation — to participate" say the cultural pollsters. **Boyer** (1990) speaks of the "scholarship of engagement" as one aspect of this. [Further described in

Appendix 8]. The scholarship of engagement applies academic expertise to "consequential problems" in a two-way flow between town and gown. A recently graduated student, **Thomas Kerr**, working with addicts in Vancouver, best expresses these views. He is quoted in the Ring in an article by **M. Friesen** (2003) Kerr says, "There are bazillions of reports and studies that document the horrific conditions there", he says, "but politicians often ignore the evidence and take the politically safe route…It's hard to make sure research makes a difference. You can win points with the academic community, but having it make an impact on the streets is more difficult".

Factors of interest for the Administration

Excerpts from the website of the office of the Vice President, Research, leave no doubt that the CBR form of research has an important place in the self image of UVic.

> …UVic is a leader in interdisciplinary research initiatives… UVic invests significant resources in research activities, and has a continued commitment to excellence in research. … Research partnerships across sectors and with other institutions are strongly encouraged and supported by the university… A prominent research theme is social justice encompassing legal, sociological, environmental, governance, policy and other political theory perspectives… How we use scientific knowledge and integrate it with social and cultural issues concerned with environmental and community sustainability remains a great challenge… Conducting basic research on the environment, and translating it into a form that can be understood and used by policy makers, requires an integration of the strengths of many disciplines. .. . Develop a research culture in which natural scientists studying basic properties of environmental systems will inform social and policy studies…integrating environmental science and policy studies. .. link studies in the natural and social sciences… expertise in aspects of community-based health promotion… professional capacity-building through participatory research is a distinctive strength of our programs.

UVic's vision suggests that CBR should be supported in a major way. The goals related to "People" emphasize to the need to recruit and retain the best faculty, who as noted above are part of an engaged generation. As UVic's goal is to support them in reaching their highest potential, it stands to reason that this support would include support to their wish to work with communities. The second goal is "Community". Specifically, UVic intends to become a cornerstone of the community, "committed to the social, cultural and economic development of our region and nation."

In certain ways, a cornerstone this cornerstone is being built, albeit for only some parts

of the community. For example, a survey conducted in preparation for an annual budget review of 2003 by **Martin Segger** revealed that, according to the Ring reports, in an eight month period in 2002, UVic offered 97 lectures and other events to the public. This is impressive. Yet it is a one-way flow, and requires an attentive community to find its

way to the University in order to benefit from these offerings, (possibly at its downtown campus).

The only formal outreach that is presently centrally financed by UVic takes place in the Innovation Development Corporation at UVic, which is called "UVic's technology transfer office". It does work with an important community, i.e. the business community. Advantageous as the Innovation Development Corporation is to the goals of UVic and the Government's Innovation Strategy, it is only half the story, meeting only half the challenge set out in the Strategic Plan. UVic has no balancing Center for non-profit research with communities. Whereas the Innovation Development Corporation is well staffed and appointed and located accessibly on the edge of campus for the business community, there is no welcoming and orienting Center for the rest of the community. Thus the University of Victoria's vision cannot be realized. According to theorists like **Reason, Bradbury, Marullo** and many others this situation is inappropriate in an institution that is publicly funded.

UVic has potential for greatness in the field of CBR. When the BC Addictions Foundation Chair, **Leah Hollins**, announced the selection of UVic to head up a major new partnership in addictions research, she said, ""We picked UVic […] because of its strong foundation in interdisciplinary research, […] as well as its solid background in conducting community-based research". When, as part of this research, the institutional research office of UVic was asked to provide indicators of its capacity in CBR, they indicated that data about CBR was not being gathered. The 2003-2004 Strategic Research Plan (prepared as part of the Canada Research Chair process) makes no mention of CBR as a research strength (in comparison to several other universities in British Columbia that do). The report says that "research partnerships across sectors and with other institutions are strongly encouraged and supported by the university", but then highlights only those links with the private sector. On the other hand, one of six objectives in the Strategic Research Plan 2003-2004 applies as well to the non-profit research with financially weak client groups as it does to the business sector. UVic will "Contribute to the economic growth and social advancement of BC and Canada through development of the intellectual capital created at the University". In the ten chosen theme areas for research, several would be highly effective, if tackled through CBR. They include creative arts and culture, cultural knowledge and indigenous research, environmental science and policy, and finally, health and society.

Factors of interest for the Government Granting Councils

According to the President of SSHRC, **Marc Renaud**, "People behave the way they do because of the incentive system in place." In his role directing a major share of research funding to the social sciences, he has set out 8 challenges to universities which are incentives, given the competitive nature of funding. To fit SSHRC's vision of where it wants research to go, universities must encourage faculty members to:

1. Open up the research agenda
2. Reach beyond your discipline

3. Solve problems
4. Create international research teams
5. Go beyond academia (partner with non-academic users of knowledge)
6. Make better use of leading edge technologies
7. Train more students at advanced levels and more quickly…turn around the drop out rates from graduate school.
8. Use research as a training ground.

The Liberal *Red Book* of 2000 promised to make Canada "a smart country" and a "hotbed of research and innovation". It does not separate social and economic well being. This commitment is being retained in the new Paul Martin government and was part of the 2004 Speech from the Throne. The research with remote communities in Newfoundland conducted by   **C. Harris and D. Clover** show how the hardware of communications technologies is only half the battle and that capacity within the community to make use of the technology, including understanding its potential to remove the communities from their isolation, is more important. The insight of this research confirms the view that the social sciences need to be part of Canada's Innovation Strategy.

Factors of interest to communities

It is a Partnership world. For Government, there are four drivers to support Partnerships.   One is governments shift in orientation in the face of demands of civil society to be active participants in decision making the government. [Appendix 9 compares the "bureaucratic" to the "post bureaucratic" view of government.] A second driver is government's need to save money, which it can do by offloading services to lower levels of government or to communities. This leaves communities desperately in need of research support to identify the ways and means of taking on newly devolved tasks. The third driver, is the government's need to improve its own service delivery, through public-private partnerships of all kinds including with service delivery organizations at the community level. Finally, Governments seeking to make evidence-based decisions need good feedback from citizens about "what works" (**Lindquist (**1994), **Seidle** (1995), **Pal** (2001).   SSHRC is responding to these drivers by supporting of "public-public-partnerships" for knowledge transfer. SSHRC's overhaul "from granting council to knowledge council" suggests its shift from a responsive mode to actively encouraging researchers to go where they are needed and to force linkages between research and "real world" problem-solving. It is calling for research to "get off the dusty shelves" and into the hands of policy makers.

Downloading and off loading of services that used to be provided by government (such as environmental monitoring) have limited the options open to the community. There is a growing demand for CBR.   **Minkler** (2003) **Reason** (1994) and **Gaventa** (1993) agree that CBR, is the most appropriate way to meet the pressing needs of present day communities. Thus, to **Minkler** (2003), "all things being equal, the best [research] decision is the one that maximizes participation."

While communities are interested in CBR because of the immediate needs to cope with the complexity of problems they face, there are longer-term impacts of research with communities in terms of capacity building. **Reason and Bradbury** (2001) refer to a "training effect" and a culture of learning that can emerge when communities who experience CBR learn to pay closer attention to knowledge transfer. With capacity to assess and solve problems, and a sense of empowerment through successful experiences of CBR (**Ariyaratne, 1990, Green, George et al 1995; Bopp and Bopp 1984)** communities can better cope with the restructuring of the new economy**.**

Every community describes its needs differently. Nevertheless, the very different communities of Ucluelet and Tofino for example, (part of the CLARET research alliance,) there is surprising consensus. Representatives of the CLARET communities, as presented in a community workshop for Tofino and Ucluelet residents suggest that they want:

Research that addresses the interests of people living here

Research that is helping us to solve problems that are inherent in our issues,
like managing resources,

being good stewards of the land and ocean

caring for each other

maintaining or improving our health

celebrating or recovering our culture

ensuring our economic well being."

In summary, CBR is challenging in many ways. It is a paradigm shift from traditional scientific research. It can be unsettling to established patterns that have worked well and brought a reputation to UVic as one of the top comprehensive universities in Canada.   Yet there are good reasons for UVic to look at CBR as a niche to develop. Some Faculties, such as Social and Human Development, Education, Social Sciences and Business would have a lead, while some programs such as Environmental Studies, Social Work, Nursing, Child and Youth Care, Indigenous Governance, Women's Studies and of course the Centers and Institutes might have a comparatively stronger interest.   Support to CBR would meet the Vision, respond to the directions of Funders, potentially be a student magnet, and attract donors who have an interest in BC community life. In short, CBR is an area where UVic can potentially "make a name for itself".

4.   WHAT IS THE STATE OF CBR IN UNIVERSITIES?

The literature review of Chapter 2 showed CBR to be a methodology but also a philosophy of knowledge acquisition and participation and a way that academics can use their knowledge in support of social change. From its philosophical roots, it grew out of the social change movements of the 60's and 70's and has come into its own in the last ten years. It allows academe to meet real needs in marginal and vulnerable communities In Chapter three, the place of CBR in academia was examined from all angles and it is concluded, in this research, that in spite of its challenges, UVic could better meet its goals by actively supporting it. This chapter explores what universities are doing with CBR.

There are two parts to the chapter, an internal review looking at UVic, and a view beyond UVic.

4.1   Results of a survey of UVic projects

UVic is already rich in CBR capacity, although practitioners often work in silos unaware that they are not alone. An inventory, "mapped" against the landscape of faculties, departments and centers, has been put together using internet sources to better understand what is happening at UVic in CBR. [See Annex 2 for the call letter asking for this assistance]. Secondly, 50 projects were studied in some greater depth to learn how they were approached as CBR, (as opposed to the content of the work). Annex 6 lists the projects reviewed. Seventeen research questions guided the analysis. [See Annex 3 & 4 for the coding sheet used and supporting definitions]. Simple descriptive statistics helped reveal characteristics of the sample. [These results are set out in Annex 7].   While rudimentary, the asset map and survey have identified where future support efforts to CBR in UVic might be directed. Some of the key findings are as follows:

- A majority of the principle researchers doing CBR at UVic are women.
- The CBR work at UVic is concentrated in what are often called "the helping professions", such as child and youth care, nursing, and social work, as well as in the institutes and centers set up to facilitate multidisciplinary work.
- CBR at UVic is significantly dependant on government funding sources.
- Students play a role in CBR but research service learning is not yet integrated very effectively into the curriculum.
- In instigating CBR, academics lead and communities agree
- Once partnerships are formed, UVic academics do a good job of staying connected with communities.
- Communities perceive some sort of benefit from CBR most of the time;
-   Overall, that there is room for improvement in the quality of the process of CBR and in enhancing the impact of CBR work through linkages or closer attention to the role of such research in the policy sphere.

[Annex 5 provides the feedback that was given about the research at a community symposium. Annex 7 provides more detail and analysis from the UVic survey.]

4.2 CBR assets at the University of Victoria

In individuals

Within the constraints of the methodology of this research, many Faculty members have been helpful. There is a large talent pool around CBR working to build the quality of the approach and its impact. Two vignettes are shared, to give an impression of how individuals view CBR at UVic.

"UVic poised to be a talent magnet, top scientist says" is the headline in the Victoria newspaper. The speaker, a physicist, had this to say: "What I would say to the administration is that what you have to do is identify clearly your stars—and you have them at the University of Victoria—and then ensure you support them routinely and with priority so they can shine as brightly as possible…these are the people who will make the university's reputation".   At this award ceremony, of the five professors being honoured, two were honoured as "stars" because of their CBR activities.

A professor, working extensively with CBR, sent a note, that says:. "UVic needs explicitly to recognize the value and challenges of CBR resulting in very unique understandings and products but also fewer of them and more co-authored products than would be found in a traditional campus-based project. CBR is extremely time consuming, costly, and risky in all ways. Outcomes are uncertain. Products must be shared. All this is magnified ten-fold in working with First Nations communities."

In multidisciplinary research

UVic takes pride in its multidisciplinary approach. Setting up Centers and Institutes is, however, an acknowledgement that it is difficult to achieve within the mainstream. These centers get most or all of their funding from outside the University budget and through "projects" and so have little capacity for networking and capacity building within the University. The Institutes and Centers that have significant CBR activities are described below.

1. BC Institute for Cooperative Studies (BCCS)   [http://web.uvic.ca/bcics/] – This institute is establishing cooperative studies as a field of inquiry at UVic. It collaborates with communities interested in co-operative development. In 2002, BCICS was awarded a SSHRC grant to conduct a three year project, *British Columbia in the New Economy: The Role of Co-operatives in Rural and Remote Communities.* This project pulls together multidisciplinary capacity to study co-ops and in entrepreneurship. There is collaboration between the School of Business at UVic, Ana **Marie Peredo** and BCCS, **Ian MacPherson**. The contribution of BCCS to CBR might be to identify how UVic can expand its outreach in CBR to remote communities, and to focus on livelihoods as an entry point for CBR activities.

2. The Center for Addictions Research of BC [http://www.carbc.uvic.ca/] **–** This center is the newest addition to UVic`s multidisciplinary cadre. Its purpose is to build nationally and internationally recognized networks of researchers to advance knowledge of addictions and of the effective prevention and treatment of addictions. The center is a partnership between the four universities in British Columbia, based at UVic. Its interim director is **Bonnie Leadbeater.** The contribution of this Center to CBR development might be in learning how to link CBR research to policy formulation and to develop working partnerships with other Universities. In addition, the Center is funded with a large non government endowment, proof positive that Government is not the only funding source.

3. The Center for Youth and Society- [www.youth.society.uvic.ca] This center promotes the well being of youth trying to adapt to rapidly shifting prospects in society. It could be a lead contributor if UVic's determined that one of its *niches* in going forward with CBR would be youth participation.

The Center is also the home of a major project funded by the Canadian Institutes for Health Research, called *The Healthy Youth in a Healthy Society Community Alliance for Health Research (CAHR).* Seven academics from five different disciplines are working together with 20 community partners on a range of CBR activities with youth. "This model of research not only brings the university into the community but the community into the university to integrate science – based knowledge with the wisdom of practice." (Newsletter 2004).

The Center is supporting development of the capacity of Ethics Review Boards to work with CBR. A book called *Research Ethics in Community-Based and Participatory Action Research with Children, Adolescents and Youth* is under development.

The Center already has a **Science Shop** in operation that links communities to universities to do community requested research. It is called *Counting on Research and Making Research Count.* It was started in 1999 and has completed 69 research projects. It is staffed by a program coordinator, and a community youth liaison worker.

4. The International Institute for Child Rights and Development
[http://web.uvic.ca/iicrd/] this entity is part of the **Centre for Global Studies** and is funded entirely by its projects. IICRD has become the Canadian leader in community-based, national, regional and international applications of the United Nations Convention on the Rights of the Child (CRC). Its contribution to CBR at UVic is twofold: like the Center for Youth and Society, it is learning how to engage children and youth meaningfully in CBR, and it also a window of opportunity into an international context for CBR in support of youth participation.

Its CBR projects include the proposed *Children as Partners Alliance* (CAPA) to advance the capability of researchers, communities and governments to work with child participation. *Circles of Care* uses participatory action research that mobilizes communities to build on their cultural strengths to better support vulnerable children, specifically children affected by HIV/AIDS.

5. The Centre for Studies in Religion and Society [http://web.uvic.ca] does not do CBR in the format of a research project but has strong skills in deliberative dialogue with communities. This bridges the gap between academics and the community. It converts the results of its co-development of knowledge into materials that policy makers can use. The contribution of this Center could be threefold. One, it could extend the understanding of what CBR can do to encourage social change. Secondly, it could prove the point that where there is an interesting niche area being explored, there are also "niche patrons"

who come forward support the work. Thirdly, it shows pathways for bringing findings in a CBR-like scale to another level to increase the impact of the work.

6. The Centre on Aging [http://www.coag.uvic.ca/] has a mandate is to promote and conduct basic and applied research throughout the lifespan. It demands a combination of scientific rigor and applied relevance. One of its projects, *PATH Promoting Action Toward Health* leans heavily on community-university linkages. It is part of a collaborative project involving two BC regional health districts, three universities residing within them, and community organizations. Its contribution might be to identify ways to do meaningful CBR with the elderly, often as marginalized and as isolated a group, as children tend to be. In addition, the Centre shows how UVic can work with local government. The lead researcher is **Neena Chappel,** who holds a Canada Research Chair.

7. Community Health Promotion Coalition is not yet a Centre, although it is working toward this designation. It is directed by **Dr. Marcia Hills**, a professor in the School of Nursing. This Coalition is a major force in UVic in developing the quality of CBR in a number of ways:

An internet Portal for CBR. [http://web.uvic.ca/~chpc/about.htm] This site cultivates and enhances community-based health promotion research, development, and practice and includes extensive information about CBR, links, and a listing of all the researchers in BC who are working (in Health Promotion) with CBR.

Networking. Its Web-based list serve- connects academics, government, practitioners in health promotion, and community groups across the country and indeed around the world.

Its Construction of "tools". Aside from lists, it has set out principles for CBR.

Its hosting of a major Conference in 2002, the 6th National Health Promotion Conference, which focussed on CBR with the overall title: *Partnership Research for Health and Social Change.*

Its summer institutes for training of CBR practitioners both as academics and in the community.

Its vision: "In time we intend to create a centre where the following would be available: staff to provide guidance on research methods, access to the latest community-based research projects and findings, coalitions between academics and community groups around similar interests, and workshops on specific research methodologies."

In spite of all of the above, what is learned from this center is that such support needs maintenance. The web portal's last entries are in the year 2000. Thus the Center is both a model of what could be in the most positive sense, but also a warning about what can happen if the original energy and/or resources are not maintained.

Outside the Centers

8. Studies in Policy and Practice is a Graduate Program in the Faculty of Human and Social Development that explores the link between CBR and what its coordinator, **Dr. Reitsma-Street**, calls "the action sequel". Through this research unit, for example, work with middle aged women and homelessness was undertaken last year. The research led to the creation of a network of women in poverty to build policy recommendations to mitigate this problem. This formal encouragement of academic-activists and acknowledgement of the reality of follow up for impact, is an important contribution. Another contribution is that the division has a graduate course in research methods that focuses on CBR.

9. Community-University Connections is a community-based research initiative that is set within the framework of the client, POLIS. Its co-ordinator is **Dr. Kelly Bannister** who is exploring ways to facilitate collaborative research and information exchange between community organizations and university-based researchers. This project is exploring how to do this as an adaptation of the **Dutch Science Shops** model to the realities of communities and universities in BC. It is also working to build a network of researchers interested in CBR in environmental and human health issues, building an understanding of how ethical and power sharing issues can be managed through community protocols, and supporting the capacity of students to undertake CBR.

10. The Clayoquot Alliance for Research, Education and Training (CLARET) has taken several initiatives to build the frameworks in which Community-University connections can thrive. One initiative is support of a 4th year course offered through the School of Environmental Studies that focuses on CBR and related topics, and consists of a field school among the communities of Clayoquot and Northern Barkley Sound. Another is a pattern of an annual symposium involving the community and academic partners in a review of work commonly undertaken over the year. In 2003, this symposium was organized and animated by the community groups.

11. The Faculty of Education has conducted a summer course on Participatory Action Research (PAR). Its Dean, Dr. **Budd Hall**, is one of the foremost experts in Participatory Action Research in the world. It has showed how many ways of knowing can be combined in an academic setting through its 2003 conference that drew world -wide interest and participation. It was called, *The World We Want: Intersecting Conversations on Education, Culture, and Community. From Words to Action.*

12. Courses and Seminars on CBR. Graduate students involved in the **Center for Youth and Society** described above are required to attend a monthly colloquium where CBR research capacity is built through sharing of CBR experiences with experienced faculty. The graduate students lead it. **Sociology** also has an undergraduate research course that focuses attention on strategies and techniques for conducting social research in the context of social justice initiatives. Among the approaches examined are action research and participatory research. A research seminar in the **Indigenous Governance Programs** within the Faculty of Human and Social Development will focus on research in Aboriginal communities and will take a critical view of standard research epistemologies which "foster illusions of research objectivity and neutrality". Such a seminar will be enable students to probe decolonization and use research as a means for community building. A graduate course in **The School of Nursing** addresses participatory action research including the theoretical underpinnings. Its curriculum is unique in its commitment to health promotion and empowerment, and its focus on "caring" and social justice. The contribution that this can make to CBR at UVic is to show how the ideas of CBR can be integrated into the curriculum rather being a research sidebar. In **Environmental Studies**, a 400 level undergraduate course combines class and field work in CBR in Clayoquot Sound. In **The Faculty of Education,** a summer course in 2003 focussed on Participatory Action Research. A summer institute within the **Coalition for Health Promotion** has been given to support CBR capacity building in Health.

13. Ethics in CBR. Ethical perspectives are being developed for CBR in three programs and through the work of one professor. The work of the Center for **Youth and Society** has already been set out. In addition, the **Indigenous Governance Programs** have developed a research protocol that complements UVic's Human Research Ethics Policy with a further reflection about how to conduct research in the special circumstances involving Indigenous communities. In particular, it sets out an Indigenous researcher perspective on how Indigenous values and ownership could be achieved in research design methods and obtaining consent and collaboration of the people involved in the research. The Protocols Project that is a centerpiece of the work of the **Clayoquot Alliance for Research Education and Training (CLARET),** led by CLARET associate **Dr. Kelly Bannister**, have shown how communities, both Aboriginal and non-Aboriginal, can integrate perspectives in a community-made protocol to guide any research that is being done. It too is a complement to the formal Ethics Review process. **Dr. Jessica Ball**, in the School of Child and Youth Care is working on the ethics of engagement with communities and not just individuals. She is exploring the use of extensive community-located dialogue, forums, and information packages that culminate in MOUs signed by community representatives and Band Chiefs, and Council Resolutions signed by Counsellors.

14. In CURA Funding The Community-University Research Alliances (CURA) program of SSHRC was launched as a pilot project in 1999 and revised and re-launched in 2002. In December 2003, CURA was made permanent and the process for the fourth round of CURA funding was announced, with a proviso, "SSHRC will fund only one

CURA per university per competition… applicants are strongly encouraged to promote consultation and coordination within their organizations" (SSHRC website). UVic has three active CURA projects at the present time. The most recent was awarded in December 2003, a partnership between the Department of Linguistics and the Hul'qumi'num Treaty Group of six communities to revitalize Salish languages on southern Vancouver Island. Another CURA project at UVic is also called the **Cultural Property Community Research Collaborative.**   It operates out of the History in Art Department and makes awards to communities for research sub-projects around the theme of cultural preservation. The University plays a role to ensure broad cross-fertilization of ideas across projects, and oversees the program. It is also unique in its extensive engagement of students in the research service learning. The **Clayoquot Alliance for Research Education and Training** (CLARET) is the third operative CURA at UVic. Its distinction is that it is not working in the social sciences primarily but in the fields of environmental science, marine science, and ecology, all significant to communities who struggle, who nevertheless look for ways forward such as community based resource management. This project shows that CBR can be applied beyond the social sciences.

Beyond the box

UVic has a number of activities that do not directly relate to CBR as practiced by academics, but which are resources and ideas that could be tapped in the marshalling of talent to support institution-building around CBR.

15. The Vancouver Island Public Interest Research Group (VIPIRG) is a student run organization. It supports a **Research Internship Program** that is funded by the city of Victoria and Van City. The program is a broker between students, (often mentored by professors as part of academic courses), and community groups having research needs. VIPIRG has links communities to student researchers using the internet VIPIRG staff ensure that a research question is clear. Students can do the research as class assignments. They can also propose research they would like to undertake, and VIPIRG seeks a community partner. VIPIRG ensures the research gets a policy level hearing, i.e. the crucial link to impact. The student is always credited as the author of the completed work. VIPIRG finds that it can be most helpful to community activists. The student shows that students regard CBR highly enough to support it from their Student Union dues over many years. If students can do this, so can faculty "pass the hat" to support an enabling activity that supports their research.

16. Since 1977, **UVic Law** has supported a program that puts its students into an active service situation with needy community individuals and groups, while getting academic credit. About 4,000 needy clients are served every year. This is not CBR. It is, however, an effective form of research service learning which suggests how the brokerage function required to bring needs and resources together can be addressed. The Faculty of Law provides space while other funding covers additional costs. The experience of the Law

Centre in finding donor support and receiving in-kind support indicates that an institutional home for CBR has a precedent at UVic.

17. The Co-op program at UVic supports service learning by offering to co-fund internships for UVic projects that are doing CBR with communities. The program is called the **Service Learning Internship Program (SLIP)** and is a two-year pilot project. If it is effective (as it appears to be), it is the intent of the Co-op program to establish a permanent endowment to continue this support. Community-based organizations working collaboratively with UVic on joint research-related projects can apply for a SLIP grant.

18. SPARK (Students Promoting Awareness of Research Knowledge) is funded through the Engineering Research Council of Canada (NSERC) under a national pilot program. Its purpose is also service learning for journalism students. Students assist researchers in "getting the word out", in plain language, about what they are doing. UVic administration uses SPARK to provide content for its outreach publication KnowlEDGE. SPARK shows the value of creating cross walks. Other examples might be how fine arts students can be engaged, or students doing computing can help set up websites. Both of these ideas have been explored by students in the course Environmental Sciences 400C: CBR in Clayoquot Sound, and are accessible by following the links on the CLARET website.

4.3 What are the models beyond UVic?

There has been an explosion of CBR activity in the past several years, in Canada and around the world. It is necessary to be selective in the lessons learned and models chosen. The focus is on models that instruct UVic to develop in areas revealed in the survey described in section 4.1 and Annex 7 as areas of weakness, or of opportunity. The way forward can be captured in four questions as follows:

How can the University of Victoria build its own capacity to work effectively across the University with CBR?

How can the University build a capacity for outreach, to enable communities to efficiently make contact with the University for CBR?

How can the University of Victoria network with other Universities to build the significance of what is being done at the local level?

How can the University of Victoria show leadership in building the quality of the CBR undertaken in its name?

From these questions an Internet search has identified models and lessons learned. [Appendix 14 contains the websites]. The exploration begins in British Columbia, broadens into Canada, then moves to the USA, and finally to Europe.

The Experience of British Columbia Universities with CBR

1. HELP (Human Early Learning Partnership), this large collaboration of researchers with interests in Early Childhood Development, provides an interesting model of how collaboration can extend across four BC Universities (UVic, SFU, UBC and UNBC). "From neurons to neighbourhoods" is the way that HELP thinks about the breadth of its reach from science in the lab to community engagement. It is housed in UBC. HELP is well supported with a staff that includes a Director and Associate Directors who are also Faculty, with a support staff of a project coordinator and even a "proposal writer." "Retreats" are a concrete mechanism used in HELP to build capacity among CBR researchers. One, in May 2003, brought all of the HELP researchers in four Universities in BC to UVic to discuss how to involve communities effectively in the research, and how to put research results from a higher level into community contexts. The researchers worked through some of the definitional, methodological, ethical, and practical challenges of research in communities. The time together as researchers is also used to build the social capital of the group, through less formal social time. Networks that have faces and relationships to back them up work better HELP finds.

One project within HELP, run by **Dr. Jessica Ball** of the School of Child and Youth Care, UVic, is "Indigenous Early Childhood Development Programs", taking place in several First Nations communities in the BC interior. In this work, she places great emphasis on developing capacity within the community "so that people like me can be phased out of the equation in FN community development, education and research". Dr. Ball uses FN Research Assistants rather than students, and insists that the project budget accommodate payments to community participants both for their time and knowledge. She also insists that they present their research at conferences, etc. to build capacity.

> *What does HELP teach us?*
> *Networks across universities can draw people with common interests together. Collaborative work, like putting in common funding proposals, needs to be staffed.*
>
> *Networks are not enough. The relationships of researchers, built through periodic face-to-face retreats with built in informal time, allow the Internet based networks to then be effective.*
>
> *Capacity building of communities is one of the great benefits of CBR.*

2. **CHILD (Consortium for Health, Intervention, Learning and Development)** is a spin off from HELP, and is now a major collaborative research initiative funded by SSHRC. Like HELP, this is also an inter University consortium where researchers work

on one thematic question, "what differences make a difference in early childhood development (ECD)?" In particular, CHILD's research focus is to examine the impact of community resources and characteristics on ECD and to bring the results into the policy making arena. It has a focus to roll up the intensive community level work of HELP to support evidence based policy making, and effective advocacy work. Findings are shared in a variety of venues as simple as public lectures and speakers bureau engagements, and as substantial as outreach in venues such as knowledge fairs to bring civil society into the research. Reaching opinion makers in "breakfast lobbies" gets research to the attention of policy makers at key decision points and tools such as "philosopher cafes" allow for broad based visioning and brainstorming about directions and needs with civil society. Formal results and interpretations are prepared in plain language for the popular media, as well as the more traditional knowledge transfer mechanisms in the academic milieu as journals and conferences.

What does CHILD teach us?
By itself, CBR has little potential for impact at levels beyond the community. Inter university collaborations can roll up research findings and package them to support policy making needs. There is also strength in numbers to do effective advocacy.

Everyone is linked through work on a common research theme.

3. **The BC Learning Exchange** has been established as a concrete commitment of UBC's Strategic Plan (called TREK), and runs a Service Learning program called the **Trek Volunteer Program.** UBC is strongly committed to Service Learning, and has become the focal point for building "the Service Learning Movement" in Canada. [See Appendix 2] It held a workshop and invited every university in Canada. There were 35 participants. From this has emerged a coalition of 10 universities who are presently attempting to secure long term funding to support SL pilot programs across the country. The concept of linking students to community-based research is a good one that helps build capacity of communities to link with the University. Service Learning + Research = Research Service Learning. [Appendix 2]

What does the Learning Exchange teach us?
To get something new started, someone has to take the lead. UBC has started the ball rolling on Service Learning, an idea that is in alignment with the overall strategic plan of UBC and well supported with office and staff. .

This is an important "just do it" attitude on the part of the University.

4. **Strategic Research Plans** at a number of Universities set out their interest in CBR. At the University of Northern British Columbia (UNBC) one theme is collaboration with communities, especially in the areas of First Nations and Health Research. "Sustainable Communities" is another research theme.

The University College of the Fraser Valley the strategic research plan pinpoints CBR and interdisciplinary approaches and strategic alliances with other institutions and community organizations. One of this priority themes is "community dynamics" and another is "Aboriginal land use". The Strategic Research Plan of **Simon Fraser University** spells out its interest in promoting strategic alliances and collaborations with other universities and has three areas of interest where collaborative research is strong. They are, the Community Economic Development Centre, (further discussed below) the Center for Coastal Studies (which has a particular interest in sustainable coastal communities and economies and building resource management capacity), and the Forest Communities project. On Vancouver Island, **Malaspina University College** is spelling out in its strategic research plan its desire to position itself as a teaching institution that looks to research, ("and scholarly activity") to support its teaching mandate. It wants to take "a research approach that is applied and interdisciplinary in nature, and extends our existing strengths, while building on our connections with local regions to help them broaden the social and economic base of our communities…we will put enhanced research capacity to work for our local communities and First Nations by supporting our social science and humanities faculty to develop CBR projects." In addition, "it wants to build collaborations with other Universities."

What do Strategic Research Plans teach us?
There are a number of other universities in BC who both have
interests in CBR use and development, and the interest to collaborate.

UVic has not captured the wealth of its CBR capacity in its
Strategic research plan. In addition to communicating with the
Canada Research Chairs, these plans help universities communicate with each other.

5. Northern Fire at UNBC is the renamed Center for Women's Health Research and is funded as a Center of Excellence by Health Canada. Its function is community capacity building in women's health. Northern Fire helps communities get funding for their ideas and helps them with participatory evaluations. It makes resource people available, provides training support, and assists to disseminate research findings. There is strong encouragement for community members to get involved with research that contributes to evidence based decision making. Northern Fire staff are faculty members of UNBC and carry out research, outreach and administration with a small support staff. Associate Faculty Members may also do research in association with Northern Fire.

What does Northern Fire teach us?
The role of disseminating research findings is an important contribution
that a University can make to less well connected community groups

6. **Dr. James Randall**, previously director of the Community-University Institute for Social Research in the University of Saskatchewan, (CUISR) has moved to UNBC to take up a post as the Dean of the **College of Arts, Social Sciences and Health at UNBC**. In his new capacity he is bringing the interest in Community – University linkages. A

Forum at UNBC planned for February 2004, chaired by Dr. Randall, confirmed this. Titled "Linking Social Scientists, Decision Makers and Practitioners for a Sustainable Future" the themes included "Building well-being at the Community Level", "Community Based Social Science, Making it work" and "Gathering our thoughts and moving forward". Community leaders and individuals with an interest in working with the University were brought together with researchers interested in CBR.

> *What do we learn from UNBC?*
> *This University is moving aggressively forward on a number of fronts to Community-University connections. There is potential to build relationships around the theme of "sustainable communities"*

7. Simon Fraser University hosts the **Community Economic Development Center (CED)** which does extensive research using CBR. In 2001 the Center did a comprehensive study of the role of Universities in CED, funded by SSHRC (**Markey** 2001). It identified the common desire among organizations contacted to improve CBR skills, generate quality information, and build better community university relationships. According to this research, the value added of a university in CBR is that it can reflect on practice and broaden our understandings of what constitutes quality and best practices. The Center stands ready to move forward in this area.

> *What does Simon Fraser University teach us?*
> *The value added of a University is the ability to reflect on practice and broaden the understandings of CBR, linking community level research to a policy level. SFU has focussed in one only area, CED, and covers it very well.*

8. In **Malaspina University College** there are three institutional areas, called research hubs, where there expertise in CBR resides and the potential for links could be explored. **The Institute for Coastal Research** is an interdisciplinary support center of research on understanding and promoting the resilience of "communities on the edge". **The Rural Communities Research and Development Centre** is presently working with the Bamfield community school (The West Coast Learning Network) in a long-term project. Says the director, Jim Montgomery, "the support we provide is driven by community needs. My role at Malaspina is to find faculty who are able to provide what the community of Bamfield is looking for. When we leave, our expertise will remain in the community." Finally, the **Teaching and Learning Center** will work to strengthen research capability and facilitate networks.

> *What does Malaspina University College teach us?*
> *Academics need to be present in the community and also find ways of bringing the community to the University.*

Canadian Universities and CBR

9. Centre for Indigenous People's Nutrition and Environment (CINE) This university-based research and education resource for Indigenous Peoples, has been created by Canada's Aboriginal Leaders and is hosted at McGill University. With its focus on traditional foods, the interdisciplinary approach of research and education adds depth and breadth to this mission, which is formally stated as follows: "*In concert with Indigenous Peoples, CINE will undertake community-based research and education related to traditional food systems. The empirical knowledge of the environment inherent in Indigenous societies will be incorporated into all its efforts*"

10. Biosphere reserves have been created by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in fragile ecologies all over the world, with the intent of learning how communities can co-exist with the environment to ensure the integrity of both. Two such reserves in Canada, **Clayoquot Sound in British Columbia**, and **Redberry Lake** in Saskatchewan. The latter is of interest because research being undertaken to understand how community capacity to practice ecosystem management, (and thus meet the objectives of the Biosphere Reserves) can be evaluated. The perspective is that community capacity is how ecological capital, (natural endowments), economic/built capital (financial resources and physical structures such as schools and infrastructure), human capital (skills, education and experience of residents) and social capital, (the ability of the community to work together for community goals) is mobilized.

This research was led by the **Department of Geography, University of Saskatchewan,** and used a graduate student in a key aspect of data gathering. Her work is a good example of Research Service Learning in action. Her work included crucial data gathering from youth.

What does the work in Redberry Lake teach us?

Research Service Learning by young researchers can open doors in CBR to youth, a community that is often difficult to reach.

11. A Center of Excellence in Youth Engagement has been created by Health Canada, based at **Sir Wilfred Laurier University** and involving a cross Canada consortium. One tool that has been developed is a handbook for youth to use to plan and deliver a participatory action project. It is designed to be user friendly to youth and goes beyond plain language to set its knowledge sharing within youth culture. This tool shows how important it is to communicate in a common language. The tool can be seen at http: www.tgmag.ca/centres/index_e.html.

The **Research Institute for Youth Studies at Brock University** also has a CURA called Youth Lifestyle Choices that is working to better understand youth resilience. It supports independent research projects and theses, and helps with grant writing. This empowers youth with a key capacity of financial support. Brock University has 58 partners, an enormous number to manage in the participative strategy it has

chosen. The dividing of the partners into "full" and "affiliate" is a way to deal with this while still encouraging major collaboration. Affiliates have limited participation and expectations, but can become full members if they choose. Full members are part of the workings of the project from start to finish.

> *What the Center of Excellence for Youth Engagement teaches us*
> *Support youth engagement. Use trained youth researchers to reach youth and get better information while being a model. Youth are likely to be some of the most marginalized groups in virtually every marginalized community.*
>
> *Sort partners into groups of more and less active. Communication and day to day collaboration can be streamlined without "writing off" groups who cannot be active at that time.*

12. The Atlantic Health Promotion Research Center, (AHPRC) based in Dalhousie University, together with the **Coastal Communities Network**, a group of over 200 groups in Nova Scotia's coastal communities, are working together to learn how to connect the grassroots to the policy table through their university-community links. **The Rural Communities Impacting Policy project (RCIP)** that they co-deliver has a CURA grant from SSHRC and is a "how to" project to make these links to policy. The AHPRC knows that communities feel short of time, knowledge and skills to become active players in shaping policy, and this barrier must be overcome. With RCIP funding, the university is building its own capacity to share its knowledge in ways rural communities can use. Some of the ideas include an annual "rural report" that builds a picture of what is going on in rural Nova Scotia. They have developed an "access portal" that is dedicated to getting knowledge out that rural Nova Scotians can use to make their cases for support to health and well-being in their communities. It has built a "rural tackle box" that consists of tools and resources to help communities get started and stay active in the policy sphere. It provides training opportunities for community members, as well as students. Finally, it is learning how the private sector can see its role, and get involved in community work at this level, which is crucial for sustainability once external funding is not available.

> *What do we learn from the Atlantic Health Promotion Research Center?*
>
> *A university connection can help a community coalition build capacity to be engaged in the policy sphere. This builds the quality of CBR by increasing its potential for impact.*

13. The School of Planning at the University of Waterloo is sharing its learning about how to form and maintain workable alliances over the long term. With the support of a CURA grant, "Planning for the Mid-sized City" the University is learning what works in its Alliance with municipal planners and social planning councils. Their work builds on an understanding of a three-stage process in partnership formation. Most partnerships begin with **altruism,** for example. At this stage, incentives are offered to get partners to

come forward and work together. At a later stage, **mutualism** develops, according to the work of Waterloo, i.e. the stage where some sharing begins to occur while still having one side of the alliance dominant. Finally, Waterloo has found that a stage of **mutual exchange** can be reached, where partners actually begin to take responsibility and share equally. This is the stage where sustainability is feasible. Working out this underlying understanding has been a scaffold for Waterloo in dealing with their Alliance dynamics.

> *<u>What do we learn from the University of Waterloo?</u>*
> *It is important to focus on the "how" of alliance building to learn*
> *what works. The expertise developed in Waterloo could be shared.*

14. The Research Alliance for Children with Special Needs (RACSN), out of London Ontario, is working hard to ensure the dissemination and uptake of its research, for impact and therefore quality. In a formal committee structure of the Alliance that asks all members to contribute to the Alliance beyond their own research. There is a Communications committee that develops and implements an annual communications strategy, including ensuring that all materials are available to the public in plain language. Crucially, they develop a plan to track the impact of their activities. Beyond the work of RACSN with special needs for children, this Alliance is showing leadership in an **Impact study of Community-University Research Partnerships** across Canada. Though it is generally assumed that these partnerships are beneficial, RACSN and five other holders of CURA grants are not taking this for granted. With support from SSHRC, they have embarked on a three-year study to develop impact measures suitable for Community University Linkages.

> *<u>What do we learn from RACSN?</u>*
> *RACSN is leading in a impact study of Community University*
> *Partnerships within CURA grant holders. What are the indicators of*
> *impact?*

15. The Community University Institute for Social Research (CUISR) is a Community University partnership in Saskatoon that "serves as a focal point for CBR" (mission) by being a conduit for knowledge transfer, building capacity within community based organizations to conduct their own applied research and to develop grant proposals, helping with research, and being a clearing house for data and research findings. CUISR has realized that it can't do everything, so it has narrowed its field to themes that it regards as important, community economic development, community health, and quality of life. Support to the community includes the "Community Research Sabbatical" that helps community based organization employees to engage in social research on a time release from their organizations. It also funds community research projects in an annual competition. This builds key capacity. Similarly, it supports teaching release to faculty researchers so that they can participate in CUISR's work. Feedback is consistently sought through a series of community forums, luncheon meetings, and formal consultative meetings that take place regularly on campus and off. In addition, there is a monograph

series bringing research results forward in plain language. There is also a significant website where data is warehoused in a searchable format.

A major international conference was hosted by CUISR in May 2003 that brought together hundreds of practitioners and academics to share their challenges and stories of opportunity. **CUExpo, Community-University Research: Partnerships, Policy and Progress** was a milestone in the development of Community –University linkages in Canada. [The Declaration from CUExpo is included as Appendix 10]

What do we learn from CUISR?
A larger project can "seed" smaller ones. Community expertise can come into the university to do a Community Research Sabbatical. Support to Faculty in CBR includes teaching release. CUExpo was an important turning point for CBR and Community University Connections

16. The Trent Center for Community Based Education in Peterborough Ontario was the first CBR focussed institution in Canada, taking its model from the **Dutch Science Shops** in the Netherlands (to be described below) but building a Canadian model. Its mission is simple, to "facilitate community based research and experiential learning". Its work as a broker is twofold. On the one hand, it develops interest among Trent students to become engaged in "The Community Based Education Program" to receive academic credit in an atmosphere outside the classroom while doing independent research in support of community needs. On the other hand, it encourages community organizations in the Peterborough County to submit proposals for research projects, "outlining the question to be answered, the issue to be investigated, or the information to be collected and analysed." The Center works with both groups, mentoring the students and overseeing their research and facilitating the communities to formulate their needs in a researchable question. To the Trent Center, it is crucial that the idea for projects come from the community, rather than from the university. In its five years of operation, there have been 200 such projects completed. The Trent Center is not part of the University. It is an independent NGO that, however, gets half its budget from the university for the tasks of supervising students. The staff consists of a Director, an Administrator, and a Community Organizer. The Trent Center is interested in expanding its connections, and would do this first by sharing data bases with associates.

What does the Trent Center teach us?
The model of brokering community needs with the resources of students to meet the needs is the same model as Science Shops, adding in the role played by Research Service Learning.

17. The Centre for Voluntary Sector Research and Development is based in Carleton University in Ottawa. It works with communities dealing with the impact of globalization, and other forces such as the knowledge based economy by building "new methods of problem solving". Its vision of the importance of CBR is very large but also

emphatic about the importance of high quality CBR. The Center has developed and maintains an extensive website-portal that connects Canadian community based researchers to research, networks, an internet forum, and to other CBR groups across Canada, in the US, and in Europe. Moving from a vision of the local, even Canada wide, to understand the world implications of the movement is an important contribution. In particular, the Center is focusing on the importance of methodological rigor, i.e. the adherence of community based researchers to scientifically accepted research standards.

The Center has taken on a multi year initiative of considerable importance for the future of CBR, called the **Voluntary Sector Evaluation Research Project (VSERP)**. The purpose is to improve performance review. The VSERP's work is phases, and at present the status of performance review is being researched. Later, principles of performance review and demonstration projects of best practices will be part of the work. One of the three demonstration sites is in Victoria.

What do we learn from the Center for Voluntary Sector
Research and Development?
This organization has begun the important work of developing
standards for quality of CBR.

18. The University of Alberta has a major **Community University Partnership for the Study of Children, Youth and Families (CUP)** that began to operate in 2000. There are almost 100 participants whether in the Partnership Consultation group on the Academics side, on the community groups' side or in the steering committee that includes an equal number of University and Community representatives. CUP has developed a flexible model to facilitate community-university research that has three aspects: research consulting, match making, and collaboration. The objective is to bring together the rich body of knowledge that is, however, trapped in the offices of professors or in the files of community groups. CUP's orientation is to nurture a culture, both in the community and the University, in which rigorous, evidence based research; evaluation and practice are valued highly as critical components in efforts to understand and optimize development.

What do we Learn from the Community University Partnerships

CUP has focussed its work in three areas, but works with 100
partners. Its logic model can be used as a starting point.

International Activity in CBR

20. The Dutch Science Shops (Community Research Centers) began over 20 years ago in the Netherlands and are now a part of campus research-cum-activism in throughout Europe (Denmark, Netherlands, Germany, Austria, Spain, Romania, the UK. In addition, there are Science Shops developing in   Israel, and South Africa.   Their focus is knowledge transfer in two ways: one through research advice and the other through support to scientific education and research skills development through research internships. The research flows outward from the universities (students and faculty) in

response to requests from non profit organizations (not necessarily communities) in the surrounding area.

Science Shops are funded by university that hosts them. This is a problem. With their dependence on full funding by the universities, there is sometimes soft support for Science Shops and the concept has even fallen on hard times during the deficit cutting years of governments. Science Shops appear to be making a comeback however, as they have caught the eye of the European Commission's funders as an idea to be developed. In some Science Shops, contract research is beginning to be considered, though most reject this as a move away from the origins in the non-profit sector and support to "the little guy". All disciplines of the university can work with Science Shops equally, although they tend to be placed organizationally in Natural Sciences disciplines. **Living Knowledge** (the name given by the Science Shops to the outputs of their various activities engaged in together), has an International Science Shop network being developed. This is as a result of a country-by-country review of Science Shops (**SCIPAS)** that saw the potential of internationalizing.   With the support of the Loka Institute in the USA, two new arms of the Science Shops have been developed. One is the **Living Knowledge database** that can be freely accessed and is a valuable resource to share experience and build a body of knowledge pertinent to best practices. A journal is putting out its inaugural issue in early 2004. In addition, there is a thematic international network called **ISSNET,** (Improving Science Shop Networking) which is expected to become the nucleus for international interactions around future Science Shop development and links, although it has only 30 months of funding from the European Commission. The latest development in the Science Shop story is the **Interacts Project (Improving Interaction Between NGOs, Science Shops, and Universities: Experiences and Expectations), a** cross national study funded by the European Commission to develop and implement a forward strategy to strengthen the network of Science Shops across Europe and beyond.

> *What do we learn from the Dutch Science Shops?*
>
> *Science Shops are the model that Community University Connections is using. Science Shops are not CBR. Rather they respond to requests for research from NGOs and deliver a product.*
>
> *The part of the model to emulate is the links between universities' Science Shops, the support given to the Science Shops from the university administration, and the way that NGOs have an efficient way of meeting their research needs.*

20. Loka Institute (Based in Amherst Mass.) is a non profit organization that has been popularizing CBR through its **Community Research Network (CRN)** that has the aim to create a geographic, ethnic, and discipline diversity in a network of community development professionals from universities, but also NGOs and governments sectors, who are working for social change. Its vision is to make science and technology more responsive to social and environmental concerns. Loka has a variety of projects with

different American universities. One, with the University of Massachusetts Extension is called Kinective Research Management, which examines the capacity issue of evolving workable management processes that are required for collaborative research projects. [Its principles are set out in Appendix 5]

What do we learn from LOKA?

The LOKA Institute is the backbone of CBR development. It runs the most complete network of researchers, and is focussed on developing the reach of CBR in Community-University Connections throughout the world.
LOKA is already an active bridge organization in the non-profit sector that works to connect universities and communities..

21. Portals. The CORAL (Community Research and Learning) network is housed in the Center for Social Justice Research at **Georgetown University**, in Washington DC. But it is a partnership of Washington area Universities and community based organizations. CORAL is a funding organization that supports CBR projects, but its key capacity is as a clearinghouse via the web. The site is highly interactive and user-friendly. Users can be community leaders, students, faculty or staff. A significant element of CORAL is also that it has achieved a high level of collaboration of a consortium of universities who pool their resources around the CBR linkages. [Appendix 12 is the layout of the CORAL portal]

PARNET is an interactive community on action research "a knowledge gateway for practitioners and scholars of action research around the world." It was founded in 1993 and is the oldest action research web site on the Internet. It is hosted at **Cornell University.** Its mission is to facilitate a comprehensive community managed and self monitored knowledge base. The system is automated and self managed as "distributed stewardship". Contributors can submit articles, notices of conferences, and educational opportunities in the field and of course links to other Websites. **PARNET** is also developing computer assisted tools to help the action research community reflect on the global picture of action research, identify trends and common elements as they emerge, and to refine shared concepts and definitions.

22. Community Campus Partnerships for Health (California) has taken on a strong role of capacity building for community-university collaboration within the health field. It has evolved a set of "**Principles of Good Community-Campus Partnerships"** that were discussed and agreed to at the **annual conference of CCPH** and approved by the board of directors. The principles become a sort of manifesto for this organization as well as a tool to deepen the understanding of and capacity to undertake CBR. The portal run by CCPH is a place where all of the literature about CBR in the field of health, organized around the principles, is being collected. [Its principles are set out in Appendix 5]

What do we learn from CORAL, PARNET and Community Campus
Partnerships for Health?

All three have effective portals supporting CBR..
They show how several Universities can work together in a Strategic
Alliance (and how far advanced American Universities seem to be in
forming alliances.)

23. Campus Compact was formed in 1985 by the presidents of Brown, Georgetown, and Stanford Universities to promote and support the development of the **Service Learning movement.** There are now more than 500 institutional members. Membership commitments are made by University Presidents who pay fees to run a National Organization and to support start ups on new campuses just getting into service learning. Campus Compact sponsors weeklong workshops on integrating community service into the curriculum.

> *What do we learn from Campus Compact?*
>
> *Campus Compact supports Service Learning at a very high level*
> *of sophistication. It is a membership organization that works, to develop*
> *SL techniques and acceptance, build capacity, extend knowledge about*
> *methods, lobby the political levels for support.*

24. The Policy Research Action Group (PRAG) is a collaboration of four universities and 200 grassroots community organizations in the Chicago area, based in Loyola University. PRAG funds 15 – 20 of the approximately 50 proposals it receives annually with. The membership of PRAG selects what projects get funded. PRAG also commissions community based studies; helps communities prepare their funding proposals and sponsors conferences and workshops to deepen the quality of the CBR practice and ensure its impact through linkages to the policy making process.

> *What do we learn from PRAG?*
>
> *PRAG is the model for other collaborative research networks in the USA*

25. The **National University Institute (NUI) for Community Research and Civic Entrepreneurship in** California is the brainchild of the Chancellor of National University, as a way to deliver key commitments to community. **NUI** is within the office of the President, and its Executive Director also is the Vice President of National University. NUI is an institutional point of contact to respond, initiate, and facilitate work with communities, whether collaborative research, service or entrepreneurship. However, NUI innovates by placing an emphasis on **civic entrepreneurship,** (a focus on capacity building initiatives to contribute to self sufficiency) and a **Consultant Corps.** Its focus is on organizational capacity building rather than simply internships or service

learning. NUI is not only collaborating with communities but studying the dynamics of community building as it goes along.

What is truly significant however is the commitment at the top of the organization and its emergence as a statement about how National University responds to its vision of community.

NUI's network of external advisors includes staff of SSHRC who are concerned with knowledge mobilization and the Executive Director of the Center for Governance at the University of Ottawa. Other partners come from Bishops University in Quebec, Mexico and a variety of institutions in California. The University runs the Institute from the proceeds of a large endowment.

> *What do we learn from NUI?*
>
> *NUI has supported its CBR activities from the Office of the President, as an essential ingredient that makes NUI stand apart from other Universities.*

5. CONCLUSIONS AND RECOMMENDATIONS: HOW CAN CBR BE SUPPORTED BY UVIC?

POLIS has asked for help to get a state of the art understanding of CBR, its context, issues and directions within a University setting around the world. In addition, the client has asked for support in developing its own thinking about how UVic could build a new capacity to support CBR practitioners. It considers that Community-University Connections might have the potential to be the locus of this support.

To respond to POLIS, this report has provided an extensive literature search, a rationale for University support to CBR, and explored what is happening in CBR and what can be learned through the experiences of others. This final chapter answers the original research question: "how can CBR be supported by the University of Victoria?"

The suggestions are oriented around three questions.

1**. "How can the University of Victoria build its internal capacity to support CBR practitioners?"** CBR is significantly different from the approaches to research that most faculty at UVic are currently using. These traditional forms of research have value and are arguably still most appropriate for most of the research that comes out of UVic. However, CBR is a new form and approach to research that is rapidly moving from the periphery to being a central approach in many fields of the social sciences. One cannot yet find shelves of references on the subject of how to do CBR although the Internet is a vast resource that grows with every new pass-through. Methods courses have begun to come to grips with CBR as "something new".   There is a growing group of CBR experts in UVic, who have yet to find each other through the rigidities of disciplines and in the pressures of day to day academic life.   There is an identified need for capacity to support the present researchers and new ones joining the move to CBR. Capacity includes

training, knowledge sharing, and infrastructure to enable academics and communities to find each other "through the maze".

2. **"How can the University of Victoria   collaborate with others to extend the reach of its own capacity in CBR?"** The problems that CBR works to solve are far bigger than any one community, or any one researcher.   How can local victories weave into a larger fabric to meet a wider societal needs and attacking "wicked problems"? [Appendix 15 provides a definition of a wicked problem]. Governments have been calling on Universities to support public – private partnerships in the non profit sector, just as they have become *de rigueur* in the business sector. Research is needed in the non-profit sector to help meet the challenges resulting from down loaded and off loaded services that Government used to provide. What works in this new setting? What are the new opportunities and challenges? How does Government measure its progress?

3. **"How can the University of Victoria build the standards, quality and the impact of CBR that its researchers undertake?**"   CBR has largely passed through the first generation where the challenge was take-up. In its present stage, it still struggles within the academic setting to be accepted in all quarters as a legitimate form of research to address specific kinds of questions. With conferences like CUExpo [see Appendix 10 for The Saskatoon Declaration and Appendix 14 for the website containing all of the keynote speeches] ; funding initiatives of Government such as CURA; networks as Living Knowledge (Science Shops), the Community Research Network (LOKA Institute), PARnet (Cornell) ;   what was a marginal form of research is coming into the mainstream.   The challenge of success is to identify the core principles that are quality determinants for CBR, and build a body of knowledge about how CBR can contribute to the impact of research?

5.1 Capacity Building

Sure…we get lots of people phoning us from the community, with all sorts of questions like 'how do I get the bugs off my pine trees?' to 'the fish have disappeared, why?' to 'how do we get rid of the mould in our houses?' Usually the departmental secretary answers these questions. It isn't our job as academics… is it? [anonymous]

The first and most critical challenge for the University administration is to accept CBR as an <u>innovation</u>, rather than as a method that some researchers embrace at UVic for a variety of reasons, while some steer clear from. A hands-off "status quo" will not help UVic capture the opportunity to be a leader in this field.

Dell University defines "innovation" as "the ability to use experience, creativity and inspiration to design alternative methods that will increase productivity, improve processes and people." The YMCA of Chicago says, "Innovation is developing and implementing our dreams".   How might University of Victoria develop and implement its dreams?

1. Complete the asset mapping that began with this project, and know where the talent is.

This research has been able to identify a considerable number of faculty and groups of faculty working with CBR. It is unlikely that this completes the picture, although it is a strong start. Asset mapping is a collaborative activity and needs the researcher to be able to talk to people in interviews and focus groups. Knowing "who is doing what now?" is the foundation for anything else.

2. Form a UVic community of practice for mutual support and capacity building

Creating a space in which CBR researchers can find each other across the university cultures that impede communication between different disciplines is important. This community of practice would become the enabler to expand the CBR *niche.* The first meeting of the community of practice should be a "happening", perhaps called by the Office of the VP Research Administration and/or the Office of the VP External Affairs with formal invitations and an effort to widen the net (each invitee be asked to bring along anyone else he/she knows who has a similar interest). The elements of the community of practice could be:
- Acknowledgement by University management that CBR is part of its Vision for the Future and a challenge to determine how.
- Faculty who have been isolated become part of something greater than their individual research, building strength in numbers.
- Share information, tacit knowledge, and experience to avoid the reinvention of many wheels
- Mentor new CBR researchers
- Plan together how (and if) to move on to a more active support to CBR.

3. Make space on the bus by challenging students and retired faculty to become engaged and provide incentives and supports for doing so.

It need not be assumed that CBR development in UVic is a challenge that only practicing-faculty can take on. VIPIRG proves that it is a strong student interest as well. Some other sources of energy to develop CBR capacity might be tapped from:

- **Non Traditional Students**. The student body is greying as mid-career people return to higher education. This is a talent and experience pool that remains latent as long as the model persists that students have no standing for their prior learning. (*Service learning* approaches taken with this group would help them support to CBR-building within the pressures of their course work, rather than as an "extra").

- **Traditional students**. Young people in their 20's have come to UVic from secondary education that has often included community service requirements. For some, this has sparked an interest that could be harnessed. Does that spark get smothered by UVic or does it get fed? The student culture moves information

very rapidly about "what's hot" and their enthusiasm could carry the new idea forward. The BC Learning Exchange and its TREK volunteer program helped UBC get a very high rating in the most recent MacLean's survey.

- **Elders**. Retired faculty understand the UVic culture, have high credibility in communities (extremely high in Aboriginal communities) and have more freedom than ever before while within the mainstream of their academic careers. Suitably supported, this is a key group for outreach to communities. The **Canadian Executive Service Overseas,** which harnesses the talents of elders for short term volunteer work in development, is a useful model.

4. Get smart by building the tools that connects research to the state of the art knowledge about CBR through training, workshops, conferences, symposia and networks of all sorts.

Working actively with communities is a challenge in which, as this research shows, many UVic faculty are already adept. However, the research also suggests that there is room for improvement. [Appendix 13 presents performance indicators of CBR capacity development in UVic] A second observation from the research is that many wheels are being reinvented. Three ways to address this are suggested:

- Workshops, seminars, bag-lunch symposia. An excellent facility exists in UVic called the **Center for Innovative Teaching**. This mandate is too limited, but need not be so. If it was thought of as the Center for Innovative Practice and Teaching, it would include building capacity in CBR. Its advantage is its focus on quality, and its being central on campus and already a cross disciplines "mixing pot".

- The skill set of a successful CBR practitioner includes dispute resolution and conflict management, negotiation, group processes, visioning, community asset mapping techniques, etc. Part of the capacity development is in these skills.

- A guidebook for CBR at UVic. This could be a "how to" manual that pulls together the wisdom of the people who work with CBR now, to help the new initiates to CBR make faster progress.

- A computer portal. This is an efficient way to capture the grey literature about CBR, collect reports of CBR projects, link to other net-based resources anywhere in the world, and build members only area to facilitate internal sharing and reflection on CBR practice. As new resources are developed, they could be posted on this site as well. Finally, the site could list the events, including courses being developed and delivered with CBR content. It could have a member's only area for web-dialogue. [Appendix 12 provides a good example of such a portal for CBR, The Community Research and Learning Network (CORAL) developed in Loyola University, Washington DC]

5. Extend the concept of grants facilitation into the area of CBR facilitation.

There is a system at UVic of support to faculty in writing funding proposals. Having an officer with specific CBR expertise, however, would be helpful. While there are already grants facilitators with at least part of this knowledge, it is university focussed. Assistance from the community side of the equation could tap an entirely different pool of potential funding for CBR.

5.2 Collaborating

6. Get out to communities and don`t wait for them to find their way inside UVic`s Ring Road boundary. In outreach, make CBR part of UVic`s "brand"

Communities need support in knowing how to extract knowledge from the University. A critical recommendation is to develop a matchmaking facility. There are three ways that this could be started.

- **Continuing Education** has already learned how to reach out to the community. The tracks it has developed to reach communities to share knowledge of its credit and non credit continuing studies might be the same tracks that a matchmaking facility would use. This would include distance learning, and the potential to rejuvenate an old idea of extension "on the road". (CBC a massive bureaucracy, does this nimbly and uses it as part of its *brand*) . UVic's elders might be enticed to go "on the road again" to support CBR outreach to remote communities.

- **In-Reach.** Communication is a two way street. Perhaps a non-credit course could be developed that would build capacity of the community to formulate research proposals from local problems, understand the nature of research, and learn how to collaborate with academics. Lessons learned by community groups who have already established collaborations could be shared with other community groups in such course. The course could be delivered by distance or (in collaboration with other Universities in the province) be taken "on the road" to communities throughout the province.

- **SPARK** Students Promoting Awareness of Research Knowledge could support CBR. The university could ask SPARK students to produce plain language information to targeted communities.

7. Build a BC-net of cross discipline practitioners who share their knowledge about how to engage with communities through CBR.

Most CBR researchers at UVic have networks within their discipline. A cross discipline network of CBR practitioners, however, does not exist. A BC –wide network would be a next step once the community of practice was sure of its own direction. This could

starting with the Universities that have strategic alliances in their Strategic Research plans.

A BC-wide network could begin with a formation conference which would bring a group of CBR practitioners together. A good example of this model was the two day conference hosted by UBC in June 2003. A day with resource people to discuss content was followed with a day of open ended discussion using a facilitated technique called "open space". A network was formed with a goal to build the case for funding.

5.3 The Quality Challenge

 When the **LOKA Institute** studied the state of CBR in the USA, a key findings was that few organizations had ways to evaluate the quality and impact of their research. In the UK, the Participation group of the **Institute for Development Studies** at Sussex University is focusing on quality in the use of participatory approaches. The **Voluntary Sector Evaluation Research Project (VSERP)** at Carleton University is building in methodological rigor to its CBR in evaluation. The **Impact Study** now underway with SSHRC funding (**King** 2002) acknowledges the "proliferation" of CBR but "little concrete evidence of benefits", and the need to develop performance measures. SSHRC is developing a Results Based Management and Accountability Framework for CURA to monitor programme performance and support evaluation of individual CBR projects.

8. Join the ongoing efforts of other universities to build quality in CBR practice

There is not a need to reinvent the efforts of others, but collaboration suggests putting UVic resources towards supporting them. Two are suggested:

- **The CBR Impact Study**. "Measuring the external impact of community-university research alliances and partnerships addressing social/health issues" is a three year study that involves researchers from five Universities who are collaborating to develop a generic impact measure of CURA funded projects. The team, based in London Ontario, has reached out looking for support in this research.

- **The Voluntary Sector Evaluation Research Project**. Three "demonstration sites" designed to promote build community-based networks around evaluation have been identified. Two are in Ottawa and Halifax and the third is Victoria. Thus it would be relatively simple to support the Victoria site and perhaps extend its capability.

9. Lead in the evolution of the Tri Council approach to ethics review for CBR

One of the major issues in CBR is ethics. This has been discussed at some length in Chapter 3.   The Interagency Advisory Panel on Research Ethics (IAPRE), is committed to keeping the Tri Council Policy Statement (TCPS) a "living document".

The presence of UVic's Associate VP as chairperson of IAPRE is an opportunity to support it to find ways that the TCPS can accommodate CBR more effectively. This would remove a barrier that presently exists to CBR. The work of UVic researchers in **IGOV and the Protocols Project of the Clayoquot Alliance for Research Education and Training** around research with Aboriginal communities is particularly ground breaking and should be brought to the attention of the CBR community of practice around the world.

10. Develop a consensus in UVic on principles of CBR, perhaps pushing the envelope

A way of focusing on quality might be to work towards a consensus among UVic researchers about what CBR means to UVic. It is an evolving concept and there is room for development of the thinking. For example, the work of the Protocols Project (CLARET) acknowledges a continuum of how involved a community will actually be, but works to develop "tips" that would move researchers in the direction of seeking accommodation with communities if collaboration does not happen. This is a reality check that might be quite valuable in the development of CBR practice to a new form. In the process of getting such a consensus there will be the necessity for the kind of dialogue that builds learning and enhances relationships.

The consensus statement might be established as "the Victoria Declaration" to give it a permanent-marker-meaning and establish it a key benchmark or milestone for the work.

11. Develop a Community Forum that will advise UVic on how to move forward, and hold it to account as an innovator in CBR.

Bringing representatives of the community to the inside of the work to build CBR quality at UVic establishes accountability of the University to the community. Some American universities make space on faculty for "visiting professors" who are not academics but community activists to help solidify these links.

12. Develop and use performance measures for CBR, tracking progress, because"what gets measured, gets done".

What gets measured gets done. UVic could work towards measurements in a number of areas:
- Benchmarking UVic against the best practice of other universities, borrowing liberally from the best ideas of others.
- Performance Indicators for CBR negotiated with communities
- Tracking by the office of Institutional Analysis of how much CBR is being done, with whom, and where.

6.4 Beyond the box---"Sea Breeze"

Images of the Sea Breeze

Community Based Research Institute and Skills Exchange (CBRI-SE)

A sea breeze is a force that cannot be defined by what it is, only by what it does. What else moves because it is there? A sea breeze is gentle and rejuvenating. There is forward movement under its influence. It is unique to a coastal environment and even more so to an Island in the ocean, such as Vancouver Island.

What is CBRI-ISE?

Sea Breeze is an entity that focuses the intent of UVic to become a leader in Canada on CBR. It will "brand" UVic with CBR.   It measures its impact through the quality of CBR at UVic and the impact that those projects have on social change, primarily in British Columbia. It is the flagship of the University of Victoria's Strategic Plan to "be a cornerstone of the community". It removes the imbalance between support to commercial research and non-profit research. [Appendix 11 sets out a Logic Model for CBRI-SE]

Where could CBRI-SE be set up in the UVic Organization?

As a new entity, Sea Breeze could be established within the University in a number of ways:
- Within the office of the President (As with the NUI, California)
- Within the office of the VP Research Administration (as a multidisciplinary institute)
- Within the office of the VP External Relations (to get "Beyond the Ring")
- As a sister institution to the Innovation and Development Corporation
- Within the Center for Innovative Teaching, that would be Renamed the Center for Innovative Teaching and Practice
- In Continuing Education
- As a project of POLIS

What would CBRI-SE do?

　　　All of the recommendations in this chapter, to build capacity, facilitate collaboration, and build quality, could be part of the work plan of Sea Breeze. However, it would be important that this work plan be developed in collaboration with its, both in the community and in the university. It is likely that the community would place its highest priority on the broker function so that communities with needs could find solutions at the university, whereas the university would wish to have Sea Breeze focus on capacity building, and quality improvement.

How would CBRI-SE be Funded?

The staffing profile of the Trent Center is a good indicator of what the minimum cost of Sea Breeze might be. The Trent Center has three full time staff: a coordinator, a capacity builder (mostly working with service learning) and a community outreach coordinator. Its budget is $150,000 a year. Half the budget comes from Trent University in payment for its services to facilitate service learning. The other half comes from an endowment and private sector donors.

As with the Grants Facilitators, there is a case to be made for tithes from the user Departments of UVic to fund the services of Sea Breeze. There is a good argument for capturing part of the $4.5 million for "indirect costs associated with federally funded research" awarded to UVic in relation to its success in getting SSHRC grants for its CBR work. The Innovation and Development Corporation had start up costs covered. Sea Breeze could expect the same.

From the first ribbon cutting of Sea Breeze forward, one key task would be to identify patrons. Properly presented, there might be significant interest in an entity whose sole purpose is to apply the talents of the university to help communities come alive.

One way of thinking about Sea Breeze is as a project lasting a limited period, say five years. In having a built-in sunset, there would be little temptation to spend inordinate time building an institution and more freedom to deliver a tight work plan.

5.5 Conclusion

A university facing new demands as society moves to "the new economy" and the ivory tower gets dismantled. CBR is an opportunity.   It is an innovation in research that has a momentum all over the world, yet where there are still niches for UVic to enter and fill to reach its own "Vision for the Future", i.e. tohallenge minds and change worlds.

Annex 1
Short description of Project

My Public Administration 598 management report explores an issue of growing interest to the University of Victoria as it strives to meld its vision of community engagement to its knowledge creation mandate.   How can Universities and communities co-create knowledge that addresses real community problems?

The transfer of knowledge from gown to town can be mutually frustrating, whether it is the communication of relevant results of researcher-initiated research or the collaboration in doing the research that is the focus of this investigation. For academics, research becomes far more complex when it leaves the laboratory to be undertaken with community people. It takes more time. Time costs money. Expectations might be raised that are unrealistic or undeliverable. Once experimental methods give way to techniques feasible and appropriate in a community setting, the product of the research may be subject to academic challenge. On the other hand, community people can feel used by academics who draw on their scarce capacity, seem to accord them little respect, and yet capture their local knowledge for results that do not reappear in a useful format for action. Since the early 1970's, when the concepts of participation first emerged in the work of Paulo Freire and others in the fields of adult education and development, interest in engaging community perspectives has escalated: with a host of techniques like collaborative research, action research, participatory action research, community action research, co-operative inquiry, appreciative inquiry all contributing to the same destination of what Chambers calls, "good change"[1] but emphasizing different aspects of the journey. This investigation chooses the terminology "community based research" (CBR). Using CBR, how do academics collaborate with non-academic expertise to co-create knowledge? Although it has been embraced by many, there is much about CBR that remains to be understood. It has no equivalent of a "scientific method" to guide its practitioners or evaluate their outcomes. With all its promise, CBR still remains on the fringe of accepted academic research practice.

The client for the management report is POLIS, a project operating within the University of Victoria. Within its ecological governance mandate, POLIS advocates CBR as a tool for addressing many problems affecting civil society and the environment. Is there a leadership role for UVic in CBR? To assist POLIS in addressing this question, a three part study will be undertaken. First, a literature search will explore how CBR is being understood and applied by its practitioners, and how it converges with other lines of inquiry around social change. Secondly, it will create an asset map of CBR at the University of Victoria, trying to see patterns in what is being done and what works. Finally, the study will look beyond UVic to identify models of support to CBR from the wider research/activist community. Case studies will capture this learning. Recommendations will be offered to POLIS for its consideration if it chooses to seek a leadership role in this important research field.

The methodology is descriptive and inventory oriented, working with ideas and practices tapped from public domain sources and set in a framework that is of use to POLIS. Early information will be presented in a community conference, and other venues, seeking feedback. With the support of the Clayoquot Alliance for Research, Education and Training, this feedback will have a   community perspective from groups already learning from CBR. The Management Report will be complete in the winter 2003-2004 term.

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[1] Robert Chambers (IDS Sussex UK), is a specialist in participatory inquiry who has suggested that development is 'good' change that takes place along a continuum from ill-being to well-being.

Annex 2
Letter seeking assistance from UVic Faculty

Dear Community Based Researcher,

In June this year I approached you to help me learn more about Community Based Research at the University of Victoria. As you may recall, I encountered serious problems in my rush to complete the project this past summer and, as they say, "the wheels came off" the project as it was constructed at that time. To restart, I am working with the POLIS Project on Ecological Governance as my client, and specifically an activity within POLIS called Community-University Connections (CUC). I have attached a short description of the overall research for your information.

One of three parts of my research project is to create an "asset map" of CBR at the Univerisity of Victoria. It will be in the form of a basic inventory, but will include case descriptions where more information is available. Its spirit, I hope, will be finding the assets, the "haves" as opposed to "have nots" like problems or needs. I want my inventory to reveal the approaches that researchers are using, how they link to each other internally and externally and to students, and how they get support from the University institution and institutions beyond (like SSHRC, for example).

The inventory will have three uses: First, it will be a baseline for CUC to support its next stage of development. Secondly, community researchers in another partnership between the University of Victoria and the Clayoquot Biosphere Trust, called the Clayoquot Alliance for Community Education and Training (CLARET) will use it to support their efforts at outreach to the University. Finally, this inventory might be illuminating for CBR practitioners at the University, who might be unaware of common issues and causes. So this asset map will be a tool for potential dialogue, link-building and synergy. If knowledge is power, then knowledge of how extensive CBR is at the University of Victoria might, in the future, help power institutional change.

My methodology is limited to using data that is in the public domain. I am not asking for opinion, nor am I conducting interviews. I will use the internet, and any other materials I am provided to help answer a set of questions that I have attached. Reports, papers, brochures, meeting minutes, might all be helpful. Of course there will be gaps because of this, and so this inventory will necessarily be a work in progress.

Can you help me? If you have materials to lend me, I will commit to get them back to you. I can pick them up at your office if you email me at jdunnett@uvic, or call me at 250-4777682. Another alternative is to send them in the internal University mail to me care of POLIS, (Community University Connections) at University House 4 on Campus. Should you wish to see my write up in draft, I would be most pleased to accommodate you. If you know of or are working with other UVic researchers also engaged in collaborative research with communities, please alert me so that I may follow up with them. The more input I get, the more useful a result I will have, that we all can share.

I do have a deadline. By the end of November I will be leaving Victoria to return to my job in Ottawa. I will need to have gathered all the data for this phase of my work by that time. Your help as soon as possible would be very much appreciated.

Some informants in the past have asked what I mean, specifically, by CBR. Though getting a handle on that is part of the work, the following definition is a helpful guide.

Community-based research, also known as participatory research, action research, participatory action research and community-based participatory research, is a particular research model in which community organizations, residents, activists and civic leaders partner with academic researchers (faculty, academic staff and students) to produce knowledge that is used for the benefit of the community. In contrast to earlier community research practices in which community members were simply "human subjects" and passive recipients of information, CBR values the local community's perspectives and active engagement at each phase of the research process.

(Source: University-Community Research Partnerships Initiative, University of Michigan)

Many thanks for your assistance. I know this is a busy time for you, and hope that I can be a toll-free researcher for the most part!

Annex 3
Template for Coding Responses in Sampling of CBR Projects

Project Title:
Sample Number:

1. PI is: Male____   Female____

2. Research is: Natural Sciences__   Social Sciences__   Interdisciplinary Center___

3. Research involves: Health/WellBeing___   Envir/NatRes___   Culture___

                                    Community Life__   Multisectoral___

4. Funding: SSHRC___   NSERC___   CIHR__   University___   Other___ Multiple ___

5. Initiator: University___   Community___   Researcher in Community___   Can't tell__

6. Community: Of place___   of interest___   of practice___   of "fate"___

7. Students: Grad only___   Undergrad only___   both___   no students___ Can't tell___

8. Of Student research: Paid ____   Volunteer ___ Service learning___NA__

9. Partners: NGO__   Service org___ indiv. selected __ indiv.self select__ Can't tell__

10. Who is involved?   All Aboriginal___ All Vulnerable__ All Youth__   Mix___ NA__

11. Scope: Single ___ Program (many projects)___   Program(Phase1, 2etc) Can't tell__

12. Governance: Protocol___   Advisory___   Drafts to community __
                Final to Community__Nothing___

13. Community Benefit: Pay___ Training___   In Kind___   Can't tell___

14. Knowledge Transfer: Publication (community accessible)__   Scholarly publication__
                Workshop/conference/etc OUTSIDE Community___ Workshop __
                INSIDE Community __Film___ Website___   Network___
                Other___ Can't tell

15. Community is: Rural__   Urban___   Both___   Can't tell___
                BC___   Canada___   International___

16. Community Engagement: Active___   Passive___ Indirect___ Can't tell___

17. Articulated link between this project and broader social change? Yes___ No___

Annex 4
Definitions used in Coding

Operational Definitions

1. PI is male or female.
Rationale is that the mode (and strength of the mode) will direct some thinking as to why.

2. Natural Science, Social Science, Interdisciplinary
This is to be answered on the weight "what is it more of?", Research would show what part of the university is getting more involved in CBR.
Natural Science is Biology, Physics, Math, Engineering, Geography, Environment etc.
Social Science is, for me, not the above
Interdisciplinary is a mix of the above or from an interdisciplinary center.

3. Research involves:
Health/well being- the research is about health or well being issues—human subjects
Environmental/ Natural Resources – the research is about protection of the environment, or management of natural resources, or land management, or animal health—non human subjects.
Culture- the research is about education or language or traditional knowledge or groups of people living together in an intergenerational way.
Community life- the research is about the way that communities make decisions or live together (governance) or economic development
Multisectoral – the research is a mix of all these things.
Answer "what is it more about"? Research will show what kinds of research problems seem to draw CBR approaches.

4. Funding:
Here more than one box could be checked. Looking for a sense of involvement of government.
SSHRC Social Sciences and Humanities Research Council
NSERC Natural Sciences and Engineering Research Council
CIHR   Canadian Institute for Health Research
University (not indirect research funding)
Other   Foundations, other levels of government, NGOs
Multiple This applies when there is more and could be checked if "everyone is in on it"

5. Initiator:
This info allows for some discussion of where the ideas first come from. It will set up some comments on this.
University   Means that the idea and the spark comes from an academic
Community   Means the idea and spark is in the community and comes to the academic

Researcher in Community   When the academic is also in the community
Can't tell   When it is not clear at all

6. Community:
This info allows for discussion of what "community" is and may be.
Of Place: Where the point is that there is a geographic space, eg. "coasts"
Of Interest: Where the point is that there is a common interest, eg. "environmentalists"
Of Practice: Where the point is that the community is working on the same issue, eg. "service providers"
Of Fate: Where the point is that the community is linked by being in the same boat, eg. Aboriginal, or disbility.

7. Students:
This info allows for importance of involving students in research conducted by the University and, more particularly, involving them in a way that builds research skill and uses particular access and skills that students uniquely have, eg. rapport with youth.

8. Of those who have students:
For pay: brings up the idea that if students are being paid, what about the community? How are the decisions made about who gets paid?
Volunteer: as above
Service Learning: where the research is tied into the learning

9. Partners:
This is to get into the area of who are on the research team (as opposed to the community that are the participants/subjects)
NGO: This is any kind of community group that consists of the participants/subjects
Service Organization: Where the team is service providers
Individual Selected: Where a core team goes out to get more people involved on the team
Individual Self-Selected: Where the team forms of people who want to get in on it
Can't tell: This is not always easy to figure out from the website

10. Who is involved:
This is to focus on to the community that the research is about. Want to get information on specific kinds of groups where there are special issues that will be discussed in the project: youth, disabled, aboriginal. If it is not any one of these groups, the check goes into N/A, or it could be a mix of those groups.

11. Scope
This is to make a distinction between the "one off " research effort and those where there is a larger collaboration, or those where there is a sequence of research events. I have a sense that there is more power in collaboration and in taking a longer view.
Single: Means this is a unique piece of research
Program: Means that this is a major collaborative effort in UVic
Program Sequence: Means that research "doesn't end there"

Can't tell: This is hard to get off websites.12. Governance (meaning participant community keeping research on track):
This is to allow for a discussion of how the community can be involved at all stages
Protocol: Some guidelines are agreed. There is a MOU.
Advisory: There is a steering committee or advisory group
Drafts to Community: That before the end, the participant community sees
Final to Community: That the participant community gets the final report only
Nothing: That there is nothing back to the participant community

13. Community Benefit:
This speaks to the need to have something come back to the participant community
Pay: Honorariums for example (issue of who gets paid in the research is important)
Training: Workshops, pamphlets, on the job training
In Kind: Equipment, policy support, individual support, films etc.
Can't tell: No community benefit, or can't tell from the internet sites

14. Knowledge Transfer:
This is the point of it all. Knowledge is co-created. Where does it go? Depending on that channel, some thinking about who gets to use the knowledge.
Publication (community accessible) Means plain language, in the community, freely available, like a pamphlet, fact sheet,
Scholarly publication: in a peer reviewed academic journal
Workshop/conference outside: means that the knowledge leaves the community
Workshop/conference inside: means that the knowledge is directed into the community
Film: or video or CD rom
Website: to what degree on-line collaboration with communities is taking place
Network: collaboration of researchers
Other: could be books, plays or a basket for things I haven't thought of
Can't tell: Sometimes this isn't clear on the website

15. Community is:
Getting an idea of how UVic sees its CBR focus. This is all about "of place"

16. Community engagement:
This is the point of how the community participants become involved (not the research team that should have community people on it too)
Active: They are involved in a way that goes beyond their just being a subject
                 counted "as a data point". Say focus groups or workshops
Passive: They are data points, and don't really engage in the research
Indirect: They are counted from some secondary source, "talked about" not named
Can't tell: Sometimes it isn't clear on the website

17. Long term benefit to society, societal change
This is the "practical application", the "so what" which is not well spelled out. It is the Impact. What an evaluation would want to look at.

Annex 5
Feedback tool used in Clayoquot Community Symposium

1. Who does Community Based Research at UVic?
- **more women than men seem to do this work**

2. What topics are being researched?
- **researchers are mostly in the social sciences**
- **mostly focused in health: least in environment & resources**

3. Who is paying for it?
- **Government funding is crucial**

4. Who initiates it?
- **9 out of 10 times—it's the <u>academic</u> who starts the ball rolling**

5. What kind of community is studied?
- **"community of practice" (people doing same work) most often**
- **"community of place" in 1 in 4 projects**
- **about equally in urban and rural locations**

6. Are students doing the leg work?
- **students are engaged to help out in 7 out of 10 projects**
- **student get jobs, but labour is linked to learning only 1 in 3 times**

7. How are researchers kept accountable to the communities?
- **research is focused predominantly in BC**
- **about half the research projects have websites**

8. How is knowledge transferred?
- **students gain employment and experience**

9. What are the benefits to the community?
- **the community is kept informed in a variety of ways**
- **few projects make plain language products for community use**
- **face to face meetings are rare**
- **community benefits described 70% of time**
- **training and capacity building are most often recorded benefit**
- **links made to long term and social change almost half the time**

YOU CAN HELP:

On this paper, respond with your "quick and dirty" response:

With a check you tell me, "do more of that! this is good news!"

With an X you tell me, "do less of that! this is bad news!"

Even more to say? Write it on the back

Annex 6
List of Projects Reviewed

Code #	Title of Case Study	University Origin
1	Spiritual Roots of Restorative Justice	Center for Religion and Society
2	Cultural Property Community Research Collaborative Program	Fine Arts / Interdisciplinary (sub projects)
3	Youth Responses to Cultures of Violence	Center for Religion and Society
4	The Belmont Project (Community Based Violence Prevention Project)	Education
5	Knowledge Translation Using Groupware	Health Information Science
6	Medicinal Plants in Animal Health in BC	Sociology
7	Protocols Project: Clayoquot Alliance for Research Education and Training	Public Administration / Interdisciplinary
8	Community University Connections	POLIS Project
9	Seaweed-A symbol of Resilience	School of Environmental Studies
10	Critical Thinking in Macedonia	Education
11	Coasts Under Stress	History / Interdisciplinary (sub projects)
12	Expert vs. Local Knowledge in Oceanside	Education / Interdisciplinary
13	Knowledge Transfer in a Hatchery	Education / Interdisciplinary
14	Children and Youth in the Sex Trade	Sociology
15	Traditional Pathways to Health	Education
16	Midwifery in Canada	Sociology
17	Youth Coping with Restructuring	Education
18	Healthy Youth in a Healthy Society	Center for Youth and Society (sub projects)
19	Adolescent Girls Mentorship Study	Nursing
20	Role of Coops in Rural and Remote Communities	BC Institute for Cooperative Studies / Interdisciplinary
21	Generative Curriculum for Aboriginal Education	Child and Youth Care
22	Assistive Technology	Engineering / Interdisciplinary
23	CHILD Consortium for Health, Intervention, Learning, Development	Child and Youth Care/ Interdisciplinary
24	Early Childhood Development Intercultural Partnerships	Child and Youth Care (sub projects)
25	Human Early Learning Partnership (HELP)	Child and Youth Care/ Interdisciplinary (sub projects)
26	Community Learning for Sustainability	Education
27	BC Homelessness & Health Research	Nursing (Interdisciplinary)

	Network	
28	Partners in Community Health Research	Human and Social Development
29	Georgia Basin Futures Project	School of Public Administration/ Interdisciplinary
30	Project Inter-Seed Disability	Human and Social Development
31	Community Health Promotion Coalition	Nursing / Multidisciplinary (sub projects)
32	Promoting Action Toward Health (PATH)	Center on Ageing
33	Health and Well Being of Chinese in Cda	Center on Ageing
34	Salish Languages	Linguistics
35	Womens Housing Action Research	Human and Social Development
36	Hegan Creek Watershed Action	POLIS Project
37	Emancipatory Practices of Brazilian Women	Anthropology
38	Keeping Teenage Women in PE	Education /Interdisciplinary
39	Support for Children Affected by AIDS	Institute for Child Rights and Development
40	Children as Partners	Institute for Child Rights and Development
41	VIPIRG	Students
42	Technologies of the New Economy	Education
43	Adults with FAS/E	Social Work
44	Grandmothers Caring for Grandchildren	Social Work
45	UVic Sustainable Project	Students
46	Eel Grass Ecology in Clayoquot Sound	Geography (Student project)
47	Learning Communities	Education
48	Center for Practice and Applied Research	School of Public Administration (student)
49	Forestry Networks/Ecosystem Trust	POLIS
50	Inkameep Day School	Anthropology

Support Systems / Models for Community Based Research

1	Service Learning Internship Program	Co-operative Education
2	SPARK-A Plain Language Project	Communications
3	Counting on Research : Making Research Count	Child and Youth Care
4	UVic Health Promotion Coalition	Nursing
5	Community University Connections	POLIS

Annex 7
Results of an Analysis of UVic Research

UVic's collaboration with communities and to support CBR is impressive. The analysis set out below drills down from the description of these individual projects to look at how they were conceived and managed, and then zooms out to identify trends and broader issues. The original 50 [listed in Annex 6] were reduced to 37 where feedback was received from the principle researchers. The analysis of the 37 projects is presented as answers to the research questions in this survey.

Who is doing the CBR at UVic?

According to the 37 projects, 89% of the CBR activity is happening in the social sciences or multidisciplinary work, and only 11% takes place in the natural sciences. The researchers are tackling questions in the domains of culture, health and well being, community life as well as projects that are multi-sectoral. The largest interest is in health and well being (28%) followed by community life (25%).

A particularly interesting finding is that, at UVic, CBR appears to have a gender dimension. In the sample, 75% of the CBR lead researchers were women. Given that the overall gender balance at UVic among its faculty is 66% men and 44% women, this concentration of women in CBR is revealing. One reason for this might be that CBR is most applicable at present in research related to "the caring professions" where women are concentrated. Another idea might be that women are drawn to work where there is a higher relational content to the research. Another idea is that female academics have identified a niche where they can get research grants and thus advance in their careers as academics. Whatever the reason for the gender concentration, it suggests that if UVic is committed to support the advancement of women faculty as noted in its Strategic Research Plan , it must support CBR, where the women are now and might be drawn in a female faculty recruiting drive.

Where does the funding for CBR come from?

From a funding perspective, there is a dependence on government funding at the present time. More than half the sample of 37 projects received their funding from government (25% from SSHRC only, 14% from CIHR only, and 34% from a combination). It is interesting to note however, that there were still 22% of the sampled projects that had their funding support from a source outside government, whether another NGO such as a foundation, a provincial body, or a private sector business. A presentation by the University administration during its 2002 budget process has suggested it has a UVic priority to seek more SSHRC grants, particularly CURA grants. On the other hand, there might be benefits in going after sources outside government as well, especially given the strong links between CBR and "feel good" community

development that can be sponsored by the private sector as part of its goodwill budget. A branding of CBR at UVic in a funding drive could be "Researchers working for BC" since 73% of the sampled CBR was focussed here.

How are students utilised?

Though students are involved in 83% of the projects, whether as interns or volunteers, it is a missed opportunity that in that 17% of the projects, there was no student involvement. While students have got jobs from CBR research, the connection between the work and academic credit is not made in 27 projects. This suggests that service learning in research has not fully caught on at UVic.

*How do the community people and academics **"find each other"?***

In the sample, the academic came to the community 59% of the time, whereas the community was proactive in only 19% of the cases. For the remaining 22%, the academic was also part of the community. This suggests a problem. The literature review suggests that CBR should focus on community-defined problems, yet the early problem definition is coming from the academics. A priority, therefore, is to establish a bridging facility that facilitates community approaches with its problems to the University, in the way that the Science Shops, the Law Center, VIPIRG or the Center for Youth and Society's *Counting on Research and Making Research Count* has done.

Though communities consist of people, they are difficult to reach directly. Consequently, in 25 of the 37 projects, the community partners were a service delivery organization. In 15 cases, community people heard about the research and came forward as volunteers, and in 12 cases the researchers approached the individuals in the community who they wished to be involved.

How is the CBR accountable to the communities?

In CBR, it is crucial that the community be engaged in the project from the first to the last. In practice this is often not easy to accomplish, especially when the communities are remote. However, in 86% of the sample, the project was "community based" with actively engaged community members.

The survey revealed a variety of ways that researchers stay tuned to the community. For 18 of the 37 projects reviewed, there was a partnership agreement signed between the community and the researchers. In 18 cases there was also an advisory body or steering group that had community membership. Drafts of the research were shared with the communities in only 17 of the 37 projects however, and surprisingly only 17 of the communities ever saw the final product in written form. These findings should raise concerns about quality of CBR research and reveal a need for some standard setting for those activities that will be under the CBR banner.

What about knowledge transfer?

Getting the inputs from the community into the research, and the results of the research back to the community happened in a variety of ways. Scholarly products dominated, with journal articles being published in 22 out of the 37 examples. In 22 cases, there were also plain language products that explained the research and its outcomes in a way that the community could receive and appreciate. Very often, in 28 cases, the researchers made presentations to the community that took place in the community. However, in 14 cases, the presentations did take place, but did not involve the community or happen within the community.

It is an Internet world. For the projects studied, 61% had a website where information could be found and perspectives shared. This means that almost 4 in 10 projects did not take advantage of this technology for bridging distance and building transparent relationships. Some communities have reported, however, that the reliance on computers is not helpful because they are not freely available in communities and tend to substitute for the preferred face-to-face contact.

It was surprising in the research that networks, as means of knowledge transfer beyond the project are relatively rare. More than half of the projects surveyed, 56% were part of no formal network, whether with other practitioners, academics or communities that could expand the knowledge transfer.

What are the benefits of CBR to communities?

One of the reasons that much academic research in communities has gone wrong is that there have been no benefits to the community. In the sample of 37 projects, 9 projects paid community people a salary or honorarium for their involvement. For 14 communities, there was some in-kind benefit, such as the supply of books or equipment. For 22 communities, there was capacity developed, in training offered, workshops held, and manuals written. Sadly, 6 communities seemed to have been subjected to the old style of extractive research where nothing is left behind but the problem, since neither the website nor the verification with the Principal Investigator revealed any benefit.

What is the impact of CBR?

CBR can be seen as an "act locally, think globally" effort. When the research does not get beyond the community, it leaves something behind. However, for real impact, the results from a CBR project need to be connected to the broader issues of social change in some manner. For 39% of the sampled CBR activities, a larger connection was not attempted. It could be contended that the value added of an academic researcher is the ability to think more broadly than the immediate problem solving. Thus, this finding suggests a quality issue.

This is an important chapter contributing to the research question, *How can*

Community based research (CBR) be supported by the University of Victoria?
By establishing that there is tremendous capacity at UVic for CBR and some programs that are capable of lighting the way. On the other hand, there is indication in the survey of 37 projects taking place at UVic that there is still much to be learned and done to set quality standards and build capacity to do CBR both as academics and through service learning.

Appendix 1
Orienting Theories for CBR

There are many Community Based Researchers who insist, "My practice is my theory". Nevertheless, perhaps without acknowledging it, CBR leans on a large number of theories of learning, of change, feminist theory, participation and so on. The following, which is a broad overview rather than an in-depth review, suggests that there is a strong theoretical basis for CBR but that the "theory work" is still nascent and considered less relevant to the advocacy work.

David Kolb (1984) and **D. A. Schon** (1983) contributed theories about the **reflection-action cycle of learning,** or **experiential learning** that posits a cyclical pattern of all learning from experience through reflection and conceptualizing to action and on to further experience.

Pablo Freire (1970) has offered an important theory of **praxis,** which charges that consciousness alone is not sufficient; it must coexist with meaningful praxis, the dialectical union of reflection and action.

Carl Rogers (1961) looks to experience as the highest authority. These and many theorists tell us how to think about the format for learning in CBR and the role that those with experiential knowledge might play.

Elizabeth Kubler Ross's (1969) **theory of change**, came about while she explored the stages of grief. It talks about the change from denial to acceptance, and many stages between, and applies equally well to communities as they consider how they might address a problem .

Kurt Lewin (1947) also considered change, in organizations where theorists now talk of "the wheel of change". This theory might suggest how a University might manage the shift from traditional research approaches to adoption of the CBR paradigm.

Malcolm Gladwell (2000) also sets out important **theories of social change** as a social epidemic, and describes how ideas, trends or social behaviours can pass a magic "tipping point" and then "spread like wildfire". Gladwell shows us in his theory how community based research is only one part of the requirement for change, but that the people within the community might be those that bring research to action to major unforeseen change.

Roger Hart has developed a **theory of participation** that builds on the **Arnstein ladder of citizen participation** and that is specifically applied to youth participation. It shows how people move from being outsiders who are uninvolved to being actively engaged. At the bottom of the ladder, the community is not involved. It then goes up the rungs of getting information, being consulted, being able to give advice, being able to plan jointly, getting delegated control, and finally having complete control.

Charles Lindblom (1959) wrote an influential article called "The Science of Muddling Through" which described a way of incremental planning that accomodated a pluralistic view of a society composed of competing interests needing problem solving (planning in his case) to proceed through consultations largely based on peoples' actual experiences and dividing large decisions into smaller ones.

Herbert Simon (1991) a prolific theoretician who won a Nobel Prize, also created a "**satisficing**" theory of decision. Human decisions are not motivated by the desire to find the best solution, but rather satisfactory decision, even though it is very unlikely that this decision is the best: in a word, he replaced "optimizing" by "satisficing". Community based researchers realize that "the best is often the enemy of the good".

Carol Gilligan (1982)is a feminist who has theorized **gender differences** in relation to what she calls the two great moral imperatives—justice and love. She sees love as "caring" and says it points to "responsibility to discover and alleviate the real and recognizable trouble of the world." Women do this better than men, in her theory. Is there potentially a connection between Gilligan's theory and the fact that women, who are the dominant force in the caring disciplines where UVic's female academics are also concentrated, undertake most CBR in UVic?

 William Schutz (1988) rose to prominence in the encounter movement of the 1960s. His **FIRO theory** (fundamental interpersonal relations orientation) suggests all humans possess three needs to a greater or lesser degree, i.e. for inclusion, control, and affection. We freely determine the amount of inclusion, control, and openness we extend to others. For some, the theory of FIRO might help the community based research team, coming from very different world views, to "get along".

 "Getting along" can be dangerous and lead to **Groupthink**, i.e. the theory of **Irving Janis** (1982) that contends '' that people engage in a mode of thinking when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action". Clearly, this theory needs to be applied around the CBR table at the data analysis stage.

The opposite of groupthink theory seems to be another theory that relates to silencing. **Elisabeth Noelle-Neumann** (1991) theorizes how individuals either speak up or stay silent. In her **spiral of silence theory**, she contends that when people notice their own personal opinion is spreading and is taken over by others, they will voice this opinion more self-confidently in public. However, when they notice their opinions are losing ground, they will be inclined to adopt a more reserved attitude to speaking out. Understanding this theory might help the CBR activists in the University understand their progress or lack of progress in building the credibility of CBR as "quality research".

The theory of **social capital**, first brought to our attention by **Robert Putnam**, (2000) shows how important it is to the development of a society to develop shared norms. Putnam leads the CBR researcher to think of how these shared norms emerge. This theory helps build processes, as communities begin to be empowered, to know each other and trust in their common cause.

A host of theorists (e.g. **Rotering** 2002, **Frank,** 1988) are working to get beyond Adam Smith (1776) Wealth of Nations theories of individuals acting in their own best interests to evolve new theories of what some are beginning to call "an Economics for Humanity". New theories posit **others-interest (public interest)** alongside self interest. Frank's work shows how emotional body language is evolved, and how it relate to competitive signaling behaviour. These theories are in their infancy but will begin to help explain such simplistic notions as "why people volunteer" or "why society has a need to punish cheats".

Complexity theory evolves from the study of non linear systems and dynamic systems in which the whole is not the sum of its parts because they are interdependent and influence each other in feedback loops. The theory is best known as describing how small inputs can cause systems to move in surprising and perhaps unexpected directions. While most powerfully described by **Lorenz** (1993) as the **butterfly effect** (a bug flapping its wings in Mexico leading to a storm in Chicago) in policy contexts it is also powerful. Outcomes can be larger than what the policy maker intended depending on what happened as the policy was implemented, intentional or otherwise.

Geller and Johnson (1990) have picked up this theoretical ball and carried it further to evaluate outcomes of public policies.

Finally, a non Aboriginal researcher in the SSHRC Collaborative Inquiry on Aboriginal Research (2003) wonders why theory must always be conceived of as in the Western tradition and asks "why can't people speak of **native theory**, and include moral stories like the Trickster stories."

Appendix 2
Research Service Learning

The Link between Service Learning and
Research Service
Learning

RESEARCH

Inquiry
Analysis
Synthesis
Knowledge Dissemination

SERVICE LEARNING
Theory/Practice/Service
Empathy/Reciprocity
Critical Reflection
Integration/Insight
Identity

RESEARCH SERVICE LEARNING
Inquiry-based Field Research
Leadership
Civic Engagement
Community Benefit
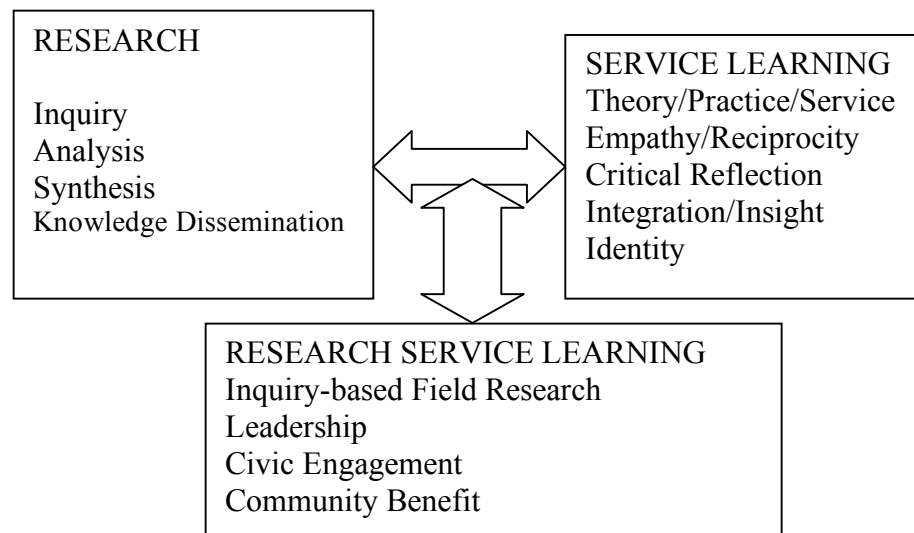
Research Service Learning (in CBR)

Research Service Learning (RSL) offers an enhancement to the paradigm of CBR by asserting that the mission to teach can be combined effectively with the mission to serve. The origins of RSL are in American Land Grant universities in the USA which were founded on a mission of extension, but over time an "ivory tower mentality" set in. RSL is working to put an ancient concept of experiential learning to work in research service learning. RSL is defined many ways but its relevance for CBR is well spelled out in the following definition used by the University of Wisconsin as "a method of joining academic theory with service in CBR to enhance student learning while addressing collaboratively identified community needs." According to **Sherril Gelmon**, of Portland State University, and a leader in the movement in the USA, it is a strategy to get students out to the community as part of the academic experience, which generally means it is "credit bearing". Therefore, RSL is not a co-op program or clinical placement because its sole focus is not on workforce development. Neither is RSL a volunteer program

because its sole focus is not "helping out" or charity. RSL innovates by combining these elements and linking them into a vibrant way students can be learning while doing and in that process, build community capacity.

In the USA, there is a national service learning network called Community Compact with a membership of some 700 colleges and universities. In Canada the

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Service Learning gaining momentum in Canada

Ten universities are working to form a national coalition and an action plan to raise the profile of community service learning in Canada. The group's key aim is to secure long-term funding to support service learning programs and pilot projects. The members represent the universities of Alberta, Toronto, British Columbia, Western Ontario, McMaster, Guelph, Queen's, St. Francis Xavier, Simon Fraser and Memorial. The group started as an informal network of like-minded individuals three years ago, but at its third annual meeting at UBC last June, the roughly 40 attendees decided it was time to create a formal organization. A steering committee met by teleconference in November and is currently drafting a funding proposal. "In the U.S., a huge amount of money and support have gone into service learning initiatives. We want to have enough money available nationally so that the service learning movement can grow on Canadian campuses and be sustainable," says Margo Fryer of UBC.

Source: University Affairs, February 2004

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movement is just beginning.

There are signs that a proposal to the new Liberal Government for support to SL and RSL would be well received. The emphasis on "strengthening our learning culture" is evident in Canada's Innovation Strategy (2002). Input from remote communities to the development of the Innovation Strategy and to the BC Government's **Progress Board** (2002) have cited the need to have Universities get out to communities. In "Knowledge Matters" one component of the Innovation Strategy, PM Chrétien said "we must invest not only in technology and innovation but also, in the Canadian way, to create an environment of inclusion". In the 2002 Killam Lecture, UBC President Martha Piper encouraged Government to encourage scholarship that "serves students in a way that helps them contribute to a civil society, that creates competent and productive graduates who are also dedicated global citizens…the time of learning for its own sake is long past". (2002) A document leading off the transformation process of SSHRC asserts that SSHRC funded research is transformed into shared knowledge without waiting for "trickle down". The time of SL may have come to Canada.

According to **Sara Darow,** a sociology professor at the University of Alberta, there are barriers to getting started with RSL. It takes time and know how. What she'd like to see is a centralized office on campus, or at least a community liaison officer, "so faculty feel like they do not have to start from scratch." (Charbonneau, 2004). The Trent Centre for Community-Based Education, a non profit in Peterborough Ontario, has

solved this problem. It acts as the broker, but its emphasis is on SL firmly associated with research.   "We very consciously try to strike a balance between community development and educational goals." The Trent centre works with the community groups to develop relevant research proposals and then matches these proposals with Trent University students, who carry out the work for credit.

The **Policy Research Action Group, PRAG**, a coalition of four universities in Chicago, has learned how student involvement in community research can build community capacity and confidence. The students work closely with the community members during the research process, on a level playing field of knowledge shared. Because the community leadership is less involved, their barrier to CBR of not having time is removed. In addition, community researchers gain some skills from the students and thus some familiarity that helps them deal with academics. "Students bring hard work, a "good naiveté" and their asking of questions may open new doors for the community group. When everyone takes time the process of their research as well as its content, they are following the tried and true Frierian model of "conscientization".

UVic has developed research service learning without naming it as such. The Co-op program is piloting the Service Learning Internship Program (SLIP) to support UVic CBR. The UVic Center for Youth and Society has a SL program called "Counting on Research and Making Research Count". The Vancouver Island Public Interest Resource Group (VIPIRG) has a Research Internship Program. In the History Department, Professor John Lutz runs a special course in the Department of History in collaboration with the University of Saskatchewan that places students into the communities of the Sto:lo Nation to do research that the community requests. Students live with Sto:lo families and in the longhouse, in the center of the community. From these and other models, ways to merge service and learning and research can be devised to significantly increase the value added of CBR. The Environmental Law Center conducts a credit course in which students take on actual legal work under the guidance of faculty.

Appendix 3
Typology of Community Based Research

The idea that development of any idea proceeds as evolution does suggests that from a generality comes differentiation. From the generality of Community Based Research flow the following differentiations, found in the CBR literature Collaborative Inquiry

Human Inquiry
Mutual Inquiry
Co-operative Inquiry
Collaborative Research
Participatory Research
Participatory Action Research
Feminist Participatory Research
Liberatory Participatory Research
Emancipatory Research
Practitioner Research
Emancipatory Action Research
Action Research
Action Science
Pragamatic Action Research
Policy Relevant Research
Clinical Inquiry
Appreciative Inquiry

Community Based Research has moved from its beginnings among Third World marginal groups to application in a variety of traditions, in a variety of fields, such as:

Community Development
International Development
Organizational Development
Business
Education
Health Care and Medicine
Social Work
Psychology
Geography
Environmental Science
Human and Social Rights and Relations
Indigenous Issues

Source: Compilation from literature review

Appendix 4
Indicators of Quality in Community-University Partnerships for CBR

Principles of Good Community – Campus Partnerships

Partners have agreed upon mission, values, goals and measurable outcomes of the partnership.

The relationship between partners is characterized by mutual trust, respectfulness, genuineness, and commitment.

The partnership builds upon identified strengths and assets, but also addresses areas that need improvement

The partnership balances power among partners and enables resources among partners to be shared.

There is clear, open and accessible communication between partners, making ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms

Roles, norms, and processes for the partnership are established with the agreement of all partners.

There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.

Partners share the credit for the partnership and its outcomes.

Partners share the credit for the partnership's accomplishments.

Partnerships take time to develop and evolve over time.

Source: Bell Elkins, Julie, Office of Social Issues and Wellness of Framingham State College as part of a doctoral dissertation on community campus partnership.

Appendix 5 (A)
Principles for Community University Partnerships

- Collaboration is established before projects begin

- Communities identify the research topics

- Communities are involved in the research from the beginning

- Formal processes and structures link community and researchers

- Researchers and funders include communities' views and concerns

- Community assets are recognized, not just risks and defecits

- Researchers are dedicated to sustaining the collaboration itself

- Researchers and community groups are honest about goals and agendas, limitations and constraints

- Research findings are shared with the community before or at publication

- There is follow-through to disseminate results and sustain the project after the grant ends.

- Mutual trust and respect is built

- Research processes and outcomes benefit the community. Community members are hired and trained whenever and wherever possible, and the research helps build and enhance community assets.

Sources: Miriam Axel Lute, (1999) *Town and Gown: Making Research Serve Communities.*

Allen Cheadle, (1996) *The Community Research Partnership: Trying to Build Better Relations Between Community Groups and Researchers in Seattle*

Appendix 5 (B)

Ten Commandments Of Community-Based Research

Leland Brown, MPH
The Loka Institute

1. Thou shalt not define, design, nor commit community research without consulting the community!

2. As ye value outcomes, so shall ye value processes!

3. When faced with a choice between community objectives and the satisfaction of intellectual curiosity, thou shalt hold community objectives to be the higher good!

4. Thou shalt not covet the community's data

5. Thou shalt not commit analysis of community data without community input!

6. Thou shalt not bear false witness to, or concerning members of the community

7. Thou shalt not release community research findings before the community is consulted

8. Thou shalt train and hire community people to perform community research

9. Thou shalt not violate confidentiality!

10. Thou shalt freely confess thyself to be biased and thine hypotheses and methodologies so likewise!

Appendix 6
Evaluation Issues/Questions Proposed for SSHRC Evaluation of CURA Program

Issue 1: Successful Creation of Community University Alliances

1.1   To what extent did the CURA program stimulate the creation of new community university alliances, versus simply provide a vehicle for existing teams & partnerships?

1.2   To what extent did the CURA program produce functional, egalitarian collaborative relationships between university-based and community-based researchers? (at all stages of the research)

1.3.   To what extent did the research alliances result in innovative research programs in areas of importance for the social, cultural, or economic development of communities?

Issue 2: Adequacy of Program Environment

2.1   How well were the host institutions able to adapt their practices and procedures in the management of community-university collaborations?

Issue 3: Impacts on research productivity and capacity development

3.1   To what extent did the CURA program succeed in producing adequate quantities of high quality research results, comparable to the levels found in SSHRC's other granting awards programs? Were there any impacts of the partnerships requirements on research productivity?

3.2   How effective was the training component of the CURA program. Did the program succeed in training an adequate number of high calibre students? To what extent did the students participate in and benefit from diverse opportunities to build their knowledge, expertise, and work skills, and what was the impact of this on their academic trajectories?

3.3   How has the program contributed to improve research, teaching methods and curricula in universities?

3.4   To what extend did the CURA program increase community capacity to orient, develop, and partners in research in areas of importance for the social, cultural or economic development of communities?

Issue 4: Impacts on Knowledge Mobilization

4.1   How effectively has the CURA program resulted in the application of knowledge generated by the research to decision-making and problem-solving areas of importance for the social, cultural or economic development of communities? Have the results made any difference for communities?

(Source: SSHRC Consultation Document for CURA Evaluation. Version 2: May 6, 2003)

Appendix 7
Transformative Research vs. Status Quo Research

Level	Status Quo	Transformation
Student	Alienated from self, work, others, place Externally driven learning Material, career, credential motivations	Integrated and whole Self motivated Enrichment of self & community motivations
Pedagogy and Learning	Banking model (Friere) Disciplinary centered, canon centered Analytical, recitative Service as 'extracurricular'	Circle of co-learners Interdisciplinary, problem centered Applied, reflective Service integrated into curriculum
Faculty	Pure science scholarship Isolated, "alienated" Respond to disciplinary frontiers Work within paradigms	Scholarship of engagement Holistic, "integrated" Respond to community needs Critical perspective
Institution	Professional service is 'add on' Autonomous disciplines Reward system is 'discovery'	Integrated professional service Interdisciplinary/collaborative 'application, integration, pedagogy' also valued
Community	"Do for" Community as subject Insulated from community Hierarch, elite institution	"Do with" Community as partner Engaged with community Egalitarian

Source
Sam Marullo *From Charity to Justice: The Potential of University-Community Collaboration for Social Change,* February 2000.

Appendix 8
The Scholarship of Engagement

Discovery or Inquiry

Encompassing all aspects of research and investigation in all disciplines, the scholarship of discovery is the pursuit of knowledge. This scholarship is central to academic life and is generally most valued

Integration

By connecting knowledge and discovery into larger patterns and contexts, creating new perspectives, the scholarship of integration may transcend disciplinary boundaries to give meaning to isolated facts. Integration includes, for example, cross-disciplinary activities and the connection of technology with teaching or research.

Teaching

The scholarship of teaching involves planning, assessing, and modifying one's teaching and applying to it the same exacting standards of evaluation that are used in research. According to Boyer, "Excellence in the classroom is all too often undervalued."

Engagement

Relating most closely to the concept of service, application involves the scholar's engagement in problems that affect individuals, institutions, and society. This scholarship is the rigorous application of one's academic expertise to what Boyer calls "consequential problems"

Source: Teaching and Learning Center, University of Saskatchewan, "The legacy of Earnest Boyer" download
http://www.usask.ca/tlc/teaching_portfolios/scholarship_tl.html

Appendix 9
The Bureaucratic vs. The Post Bureaucratic View of Government

Comparing the "old way" and the "new way" of Government vis a vis Partnerhsips	
Bureaucratic Organizations	**Post Bureaucratic Organizations**
Policy and Management Culture	
Organization centered *Emphasis on needs of organization*	Citizen centered *Quality service to citizens*
Position Power *Control, command and compliance*	Participative leadership *Shared values and participative decision making*
Rule Centered *Rules, procedures and constraints*	People Centered *An empowering and caring milieu*
Independent Action *Little consultation*	Collective Action *Consultation, cooperation and coordination*
Status Quo Oriented *Avoiding Risks and Mistakes*	Change Oriented *Innovation, risk taking, continuous improvement*
Process Oriented *Accountability for process*	Results Oriented *Accountability for results*

Source: Kernaghan (2000)

Appendix 10
Community-University Research Declaration: Saskatoon May 10th, 2003

The CUExpo conference, held in Saskatoon May 8th to 10th, 2003, assembled over 350 individuals from across Canada and elsewhere who are involved in community-based research. This research is conducted in partnership with universities, community-based groups, government and the private sector throughout Canada. During this conference, we were extremely impressed, surprised and humbled by the variety, depth, value and the extraordinary dynamism of community-based research in Canada.

We, therefore, declare our collective desire to pursue building this movement for the betterment of society. We will devote our energies to shaping Canadian society, through community-based research, in ways that sustain and improve the quality-of-life and standard of living of Canadians.

To really succeed, howver, we need a much more profound engagement among universities, community-based organizations, governments and the private sector. Foundations, municipal and provincial governments, as well as the federal government through its granting councils (especially the Social Sciences and Humanities Council of Canada and the Canadian Institutes for Health Research) have to contribute, even more so than they have in the past, to achieve these goals".

Agreed to unanimously in a vote at a meeting of the conference participants in Saskatoon, Saskatchewan, May 10th, 2003.

Source: CUISR Website http://www.usask.ca/cuisr/cuexpo/

Appendix 11
A Visionary Logic Model for a new SEA BREEZE

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
University Partners Grad students Faculty members Undergrads **Provide** Support staff Facilities Computers Technical Support Research Methods Research Questions	**Capacity Building** Provide on campus assistance and advice **Includes** -Mentoring -Workshops -Grant Facilitators -Maintain Website -Coordinate community of practice -outreach to build understanding	**A CBR Movement** A cadre of faculty and students and faculty elders, who share a vision of CBR and its principles, including the reach for quality and impact, has been developed and is visible in UVic as a "breath of fresh air" Ongoing collaboration in this group becomes a force for change.	**MacLeans University Survey dated 2010.** **UVic #1 Comprehensive University in Canada** UVic has developed its own unique brand of research called community based research. The approach is highly attractive to students and faculty. "It brings it all together around support to communities".
CBRI-SE **Steering Committee** Campus-Community Funders **Secretariat** -Director - Research Associate Post Doc Research Assistants Administrator **CBR Consultation Group** Cross Campus	**Brokering** Link Community Members with Campus & Link Campus with Communities Mentoring Research Service Learning (RSL)	**A UVic Brand** CBR becomes a way of doing some forms of research that espouses quality and impact as its defining features.	**Brand Loyalty** **Communities in BC have a new tool for their transition to the new economy.** **There is a measurable increase in the number of "smart communities" in British Columbia who are working internally and with each other to take advantage of SeaBreeze and learn from each other.**
Community Partners Health Promotion Educators Policy Makers Service Providers Activists Community- Based Forest Managers Community-Based Environment Monitors Youth	**Collaboration** Provide leadership on projects & Build understanding in communities of what research can do & Link research to policy &Reach beyond Community to other Communities & sit on steering committees at UVic etc etc etc	**A CBR Movement** A growing number of links have evolved between universities in BC, and between communities in BC and all are learning from, and supporting the uniqueness of each other. All knowledge has value.	**Past the Tipping Point** **The UVic SeaBreeze has become a trade wind that is redirecting BC communities towards problem solving at a local level to ease their transition to the new economy.**

APPENDIX 12

This cannot be provided electronically but will be in
Hard copy

It is website of CoRAL Network

Community Research and Learning Network

Run by consortium of Washington DC Universities and hosted at

Center for Social Justice Research, Teaching and Learning

Georgetown University

http://www.coralnetwork.org

Appendix 13
Performance Indicators:
Benchmarks to Organizational Acceptance of CBR

	Low Relevance	Medium Relevance	High Relevance	Full Integration
Mission	No mention, or undefined rhetorical reference	CBR is part of what we do as researchers	CBR is an element of our academic agenda	CBR is a central and defining characteristic
Promotion Tenure Hiring	CBR is about service	CBR is mentioned and may be in portfolio	Formal guidelines to define, document & reward CBR	CBR and teaching are key criteria for hiring and evaluation
Organization Structure	Nothing to support CBR	Informal units to support CBR	Cross discipline organization to support CBR	Infrastructure exists to support widespread involvement
Student Research Service Learning (RSL)	Never heard of it	Organized support for volunteer activity	Extra credit, co-op	Featured RSL across curriculum in many disciplines
Faculty Involvement	Suspicion of CBR & regarded as "not real research"	CBR acknowledged as worthy	Tenured faculty pursue CBR, some teach research service learning courses	CBR active and RSL high priority; multidisciplinary work encouraged
Community Involvement	Random or limited individual involvement	Community reps can generally find someone to talk to on campus	Community influences campus through active partnerships	Community involved in defining, conducting & evaluating CBR and RSL
Public Relations and Communications	CBR not an emphasis	Stories from time to time in the Ring etc.	Emphasis given on role of CBR in centers & institutes	CBR is key to Vision for the future; fundraising has CBR and RSL as a focus

Source: Adapted from Barbara Holland, 2001, who adapted from
"Analyzing Institutional Commitment to Service"

Appendix 14
Websites to Review Models and Context for CBR

Canada

http://resweb.res.unbc.ca/continuingeducation/socialsciences/ University of Northern British Columbia website for its Forum, "Linking Social Scientists, Decision Makers and Practitioners for a Sustainable Future" February 2004.

http://www.vipirg.ca/ Located in the Student Union Building of the University of Victoria, VIPIRG is the ideal place for students and volunteers who wish to work on social justice or environmental issues on campus, or at the community level.

http://mycoop.coop.uvic.ca/moreinfo/slip.php Service Learning Internship program, UVic.

http://communications.uvic.ca/ring/99oct15/spark.html Students Promoting Awareness of Research Knowledge

http://www.earlylearning.ubc.ca/ Human Early Learning Partnership (HELP) based in UBC. Related to this is the CHILD project, http://www.earlylearning.ubc.ca/CHILD/

http://www.learningexchange.ubc.ca/ UBC Learning Exchange (Research Service Learning)

http://www.chairs.gc.ca/web/home_e.asp 2,000 research professorships—Canada Research Chairs. Housed in SSHRC, it also manages the indirect costs program

http://www.unbc.ca/northernfire/contact.htm Norther Fire, UNBC's Womens Health entity that does CBR.
http://www2.sfu.ca/cedc/ Community Economic Development Center at Simon Fraser University. Webisite publishes resource materials for the use of citizens and their communities, and linking CED people

http://www.mala.bc.ca/www/discover/rcrdc/frame.htm Malaspina University College rural communities research and development center.

http://www.biosphere-canada.ca/ A website for Canadian biosphere reserves. There are 12 in Canada, including Redberry Lake in Saskatchewan and Clayoquot Sound.

http://www.tgmag.ca/centres/saying_e.htm The students commission. Part of the Center of Excellence on Youth Enagement. http://www.tgmag.ca/index_e.htm is the link to work about PAR with youth.

http://www.ahprc.dal.ca/About.html Atlantic Health Promotion Research Center is based

in Dalhousie University.

http://www.racsn.ca/ Research Alliance for Children with Special Needs. One of the projects is "Measuring the external impact of university-community research alliances and partnerships addressing social/health issues"

http://www.usask.ca/cuisr/cuexpo/ Website of the CUExpo conference, May 2003. Includes several keynote speeches

http://www.usask.ca/cuisr/cuexpo/images/mercredi.pdf Ovide Mercredi Keynote
http://www.usask.ca/cuisr/cuexpo/images/tools.pdf Victor Rubin, (LOKA Institute)
http://www.usask.ca/cuisr/cuexpo/images/rebick.pdf Judy Rebick keynote
http://www.usask.ca/cuisr/cuexpo/images/funders.pdf funders perspectives of CBR
http://www.usask.ca/cuisr/cuexpo/images/funders.pdf assessing outcomes, Steven Lewis
http://www.usask.ca/cuisr/cuexpo/images/lewis.pdf universities in a world of change

http://www.vserp.ca/research.html Voluntary Sector Evaluation Research Project, Carleton University.

http://www.cup.ualberta.ca/information.html Community University Partnership for the Study of Children, Youth and Families (CUP)

http://www.cine.mcgill.ca/acB.htm Center for Indigenous People's Nutrition and Environment, hosted by McGill University.

Beyond Canada

http://www.loka.org/ LOKA Institute "Making Research, Science & Technology Rsponsive to Democratically Decided Social & Environmental Concerns"

http://socialjustice.georgetown.edu/research/ Community Research and learning Network. (CoRAL)

 http://www.parnet.org PARnet is hosted by Cornell University and is a portal for CBR

http://www.nu.edu/nui/commConn.html National University Institute, California.

Appendix 15

"Wicked problems" and CBR Contribution to Problem-solving strategies

H. J. Rittel and M. M. Webber (1984) first proposed the concept of "wicket problems" in the particular context of social planning. In solving a wicked problem, the solution of one aspect of the problem may reveal another, more complex problem. Rittel and Webber suggested the following rules as those that define the form of a wicked problem:

1. There is no definitive formulation of a wicked problem.

2. Wicked problems have no stopping rule.

3. Solutions to wicked problems are not true-or-false, but good-or-bad.

4. There is no immediate and no ultimate test of a solution to a wicked problem.

5. Every solution to a wicked problem is a "one-shot operation"; because there is no opportunity to learn by trial-and-error, every attempt counts significantly.

6. Wicked problems do not have an enumerable (or an exhaustively describable) set of potential solutions, nor is there a well-described set of permissible operations that may be incorporated into the plan.

7. Every wicked problem is essentially unique.

8. Every wicked problem can be considered to be a symptom of another problem.

9. The existence of a discrepancy in representing a wicked problem can be explained in numerous ways. The choice of explanation determines the nature of the problem's resolution.

10. The planner (designer) has no right to be wrong.

There is an active debate about "wicked problems" in the literature and whether they provide a way forward, or an excuse for not doing so. Equally, there is an active effort to develop new forms of problem solving software, particularly for use in groups.

The work of Charles Lindblom, in 1959, on problem solving provides a "glimmer of truth", now being rediscovered in Community Based Research. Some problems, he suggested 40 years ago, can best be solved by "muddling through". Analysis of many

individual "muddling through" solutions that are identified through CBR work by communities motivated to find an answer to "their" problem, might help governments determine better approaches to their "wicked problems". A comparison of the centrist problem solving of government to the distributed problem solving of CBR is provided below.

ROOT METHOD to solution finding	BRANCH METHOD to solution finding
Formulation of the Research Question	
Before an analysis of alternatives can begin values and objective must be clarified and ranked	The analysis of alternatives and the identification of values and objective are intertwined
Application of means-ends to solution-finding	
ends are isolated, then the means to achieve them are sought	means-ends analysis is limited if used at all
Test of a "good" solution	
Can it be shown that the "most appropriate means" is used to reach the desired ends?	Agreement on the solution happens through negotiation by stakeholders on the meaning of the data.
Level of analysis	
Analysis is comprehensive and every factor is considered	Analysis is limited as possible outcomes, potential alternatives are clarified (learning by doing)
How research has impact on policy	
Theory is used to justify the answer to the research question.	Use of theory is reduced or eliminated as the focus is on solution finding via incremental steps

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