

# **Building Healthy Communities: The Role of Community-based Research**

Proceedings from the University of Victoria Forum held on April 23, 2005

Edited by

**Kelly Bannister**

Forum sponsored by

Office of Vice-President, Research  
University of Victoria  
Victoria, B.C.



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Sponsored by the Office of Vice-President, Research, University of Victoria

Edited by Kelly Bannister  
2005



**CBR Forum presenters, recorders and planning committee**

## DEDICATION

These proceedings are dedicated to Dr. Marc Renaud in appreciation of his contribution to the CBR Forum and the inspiration and leadership he has provided in community-based research during his presidency of the Social Sciences and Humanities Research Council of Canada. Bonne chance, Marc.



**Marc Renaud**

## **ACKNOWLEDGEMENTS**

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The CBR Forum was made possible by the efforts of the following people and their affiliated academic units, centres and organizations:

Forum organization:

Dr. Kelly Bannister, Ms. Janet McKinnon, Ms. Cecilia Freeman-Ward, and Ms. Jennifer Lang.

Planning committee:

Dr. S. Martin Taylor, Vice-President, Research; Dr. Budd Hall, Dean, Education; Dr. Rod Dobell, Public Administration; Dr. Bonnie Leadbeater, Centre for Youth and Society; Dr. Martin Segger, External Relations/Maltwood Gallery; Dr. Michael M'Gonigle, Law and Environmental Studies; Dr. Ian MacPherson, Director, BC Institute of Cooperative Studies; Dr. Tom Pedersen, Dean, Faculty of Science; Dr. Kelly Bannister, Environmental Studies.

Presenters and Discussants (in order of appearance):

Dr. Marc Renaud, past president, SSHRC; Dr. S. Martin Taylor, Vice President Research; Dr. Rosemary Ommer, Director, Special Projects, Office of Vice President Research; Ms. Brenda Baptiste, Director, Nk'mip Desert and Heritage Centre; Ms. Sandy Wiens and Mr. Philip Clement, graduate students, Centre for Youth and Society; Dr. Jon Corbett, Post-doctoral Fellow, Geography; Dr. Marcia Hills, Director, Centre for Community Health Promotion University Research Centre; Mr. Dan Reist, Director, Communication and Resource Unit, Centre for Addictions Research, BC; Dr. Peter Keller, Dean, Social Sciences; Dr. Marge Reitsma-Street, Professor, Human and Social Development; Mr. Stan Boychuk, Executive Director, Clayoquot Biosphere Trust; Dr. Budd Hall, Dean, Education.

Session chairs:

Dr. Bonnie Leadbeater, Dr. Ian MacPherson and Dr. Kelly Bannister.

Session recorders:

Ms. Janet Dunnett, Mr. Kevin Wilson, and Ms. Stephanie Gabel.

Registration:

Ms. Janet McKinnon and Ms. Cindy Bachop.

A special acknowledgement is due to Dr. Martin Taylor for his commitment to and support of the CBR Forum and the broader vision for CBR at UVic that has been formally launched by this event.

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## INTRODUCTION

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**Dr. Kelly Bannister**

Research Associate, POLIS Project on Ecological Governance  
Post Doctoral Fellow, School of Environmental Studies

*If we were not aware before this forum, we have learned today that we have a unique opportunity at the University of Victoria... We have the desire, the need and the capacities to move forward in the area of community-university partnerships.*

~ Budd Hall, CBR Forum presentation, April 23, 2005.

A Forum on community-based research (CBR) held at University of Victoria (UVic) in April 2005 provided the opportunity for researchers to consider the role of CBR in building healthy communities, both on campus and in wider civil society.<sup>1</sup> More than 80 researchers from a wide range of faculties and research centres took part in the full day long event.

The Forum began with opening addresses by (then) SSHRC President Dr. Marc Renaud and UVic's Vice President of Research Dr. Martin Taylor. The opening plenary session was followed by two panel sessions, each consisting of three brief presentations of case examples of CBR and a facilitated interactive discussion among all participants.

Panelists were asked to describe the collaborative structure of their project, the objectives and key contributions of the work, and the main challenges or lesson learned. Faculty, graduate student and community perspectives were represented on the panels, and a diversity of institutional arrangements was examined. The panels were followed by commentaries from four discussants to assist in translating lessons from the panels and discussion into recommendations for institutional action.

Planning and organization of the Forum took place over a six-month period under the guidance of a small planning group comprised of interested individuals from a diversity of academic units and centres on campus, and with the support of the Office of Vice President Research. Key questions about how to support and foster CBR at UVic as the scholarship of socially-relevant practice and grounded academic analysis led the planning process. For example, what role does CBR have in building healthy communities and improving applied scholarship? What specific opportunities and

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<sup>1</sup> Community-based research is used here in a broad and sense to include a spectrum of research that actively engages community members or civil society groups to various degrees, ranging from community participation in research to community initiation and control of research. The term "community" is also used broadly to refer to non-university communities of place, interest or circumstance. It is recognized that both these terms need further consideration and elaboration in future, however this was not the focus of the CBR Forum.

challenges are involved in CBR within the context of UVic, especially in terms of existing institutional structures and policies? What institutional changes at the University would better facilitate community-university research collaborations?

UVic is already home to an unusually large number of academics interested in CBR and an impressive array of Centres and research programs that actively involve communities.<sup>2</sup> Numerous individual faculty members from a diversity of disciplines lead community-university research projects and engage in CBR activities. UVic's strategic plan emphasizes engagement and partnership with community. It also highlights the importance of experiential learning through Co-op and other placements throughout the University's programmes.

The Forum was envisioned as an initial step in the process of defining and building upon UVic's existing strengths in CBR as a solid foundation for future research. As such, the primary participants were UVic researchers from a diversity of disciplines and at a variety of stages in their academic careers who are currently engaged in CBR. A central question explored through the Forum was: what institutional structure would facilitate existing programs and projects and further strengthen UVic's capacity for CBR? The Forum was seen as a prelude to subsequent interactive events that will aim to widely engage existing community partners and significantly expand the issues under discussion beyond the institutional context.

These proceedings provide a brief record of the Forum. They are meant to serve both as a practical tool for UVic researchers and administrators, and as a stimulus for wider interest in CBR at UVic and elsewhere. Background on the Forum organization, rationale, and objectives has been included in this **Introduction**. Subsequent chapters summarize the Forum presentations and discussion, based on materials submitted by the presenters and handwritten notes of the event recorded by volunteers. Powerpoint presentations from the Forum are available at <http://www.research.uvic.ca/CBRF/>. Best efforts were made to be as accurate and inclusive as possible in creating these proceedings. Any errors or omissions are unintentional.

Other outcomes anticipated from the CBR Forum and follow up include (i) a permanent website to facilitate communication on CBR at UVic where materials related to the CBR Forum will be posted (e.g., Backgrounder, Program and Proceedings), as well as links to other relevant materials; (ii) an online directory of UVic researchers, projects, programs and activities that involve CBR leading to a stronger sense of cohesion on campus and enhanced networking opportunities, and (iii) a report with concrete recommendations to the UVic administration on how to lay the foundation for a world-class capacity in CBR.

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<sup>2</sup> For examples, see Dunnett, Janet (2004). "University and Community Linkages at the University of Victoria: Towards a New Agenda for Community Based Research". Available at: <http://www.clayoquotalliance.uvic.ca/research3.html>.

## **CBR FORUM PROGRAM**

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**SATURDAY, APRIL 23, 2005**

**9:00 – 10:00 am Plenary Session**

Marc Renaud, SSHRC (Keynote address)  
Community-based Research: What have we learnt? Where are we going?

Martin Taylor, VP Research  
Overview of Community-based Research at the University of Victoria

**10:30 – noon Session 1: Case Studies in Community-based Research**

Panel Chair: Bonnie Leadbeater, Psychology  
Recorder: Janet Dunnnett

Rosemary Ommer, Director, Special Projects, Office of VP Research  
Major Collaborative Research Initiative (MCRI)  
Community-based Research: Case studies from a large, interdisciplinary, bi-coastal, research project

Brenda Baptiste, Director, Nk'mip Desert and Heritage Centre  
Community-University Research Alliance (CURA)  
Cultural Property Community Research Collaborative

Sandy Wiens and Philip Clement, Centre for Youth and Society  
Community Alliances for Health Research (CAHR)  
Healthy Youth in a Healthy Society: A Community Alliance for Reducing Risks for Injury in Children and Adolescents

Discussion

**1:00 – 2:30 pm Session 2: Case Studies in Community-based Research**

Panel Chair: Ian MacPherson, Director, BC Institute of Cooperative Studies  
Recorder: Kevin Wilson

Jon Corbett, Geography  
Community Information Systems in Community-based Research

Marcia Hills, Director, Centre for Community Health Promotion  
(with Simon Carroll and Jennifer Mullett)  
Centre for Community Health Promotion Research: Collaborative Action for



## Health and Social Change

Dan Reist, Director, Communication and Resource Unit, Centre for Addictions Research, British Columbia

Weaving Threads Together: Centre for Addictions Research of BC

Discussion

### **3:00 – 4:00 pm      Session 3: Lessons from case studies and next steps for UVic**

Session Chair: Kelly Bannister, POLIS Project on Ecological Governance

Recorder: Stephanie Gabel

Peter Keller, Dean, Social Sciences

Marge Reitsma-Street, Human and Social Development

Stan Boychuk, Executive Director, Clayoquot Biosphere Trust

Budd Hall, Dean, Education

### **4:00 – 4:30 pm      Concluding comments**

Martin Taylor and Marc Renaud

## PRESENTATIONS

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### **Community-based Research: What have we learnt? Where are we going?**

Keynote address

#### ***Dr. Marc Renaud***

*Past President, Social Sciences and Humanities Research Council of Canada*

Dr. Renaud expressed his enthusiasm in being a part of this Forum and indicated it was the first time in his experience that a Canadian university has asked questions about how to strategically organize around CBR. He referred to the ongoing debate initiated in 1999 about the Community-University Research Alliance (CURA) program of SSHRC, indicating that the program still needs justification to skeptical colleagues who question if it is fostering “real science”.

See also **Renaud.ppt** available at <http://www.research.uvic.ca/CBRF/>.

### **SUMMARY**

CBR involves “community” and “face to face” contact between users and producers of knowledge on applied issues (slide 2). There is a fundamental need to create a permanent interface between production of knowledge and use of knowledge (slides 3-4). The “happenstance” model of sharing knowledge doesn’t work. The new Clusters, CURA and Concordats programs of SSHRC have been developed to serve as platforms for the interface of knowledge production and use.

It is also important to understand what what CBR is *not* (slide 5). CBR may result in community development but it is not a direct tool for development. It is a tool for *research*, i.e., the systematic acquisition of new knowledge. Community partners are key in CBR and partnership is not paternalism; there must be an alchemy between partners.

Approximately 8.4% of SSHRC funding supports CBR through special programs such as CURA, Aboriginal Research, New Economy Research Alliances, etc (slide 6), not including CBR that is funded through standard research grants. Sixty-seven CURAs have been funded so far. Prior to 1999 the formal SSHRC budget for CBR was almost zero.

An important question is what are the deliverables of CBR? The main fear about the CURAs was that they would only address social service issues; they have addressed much more, such as historical, cultural, environmental, gender-related issues (slides 7-8). Lessons learned to date from an analysis of 22 CURAs show a high degree of success in creating and implementing innovative research programs with effective student involvement, but a weakness in yielding peer-reviewed research publications (slide 9). CBR needs to lead to peer-reviewed articles but more vehicles for publishing

these kind of research results are required. In terms of impact at the community level, the most successful CURAs have targeted a specific, concrete issue (slide 10). It is not clear what impact the CURAs have had (or should have) on universities, e.g., on curriculum. With only one CURA per university per competition, distribution is in favour of smaller universities; clearly CURAs have the potential to change the face of small universities (slide 11). Ultimately the role of SSHRC is as an enabler (slide 12). Much is in the hands of the universities themselves. UVic, as a medium sized university is well-positioned to take a leadership role in CBR.

What is the future of CBR (slide 13)? Within the present system, CBR is not a good career move for new scholars; there is a low chance of tenure/promotion if a researcher doesn't already have credentials. This criteria needs to be re-examined. The role of the university in CBR needs reassessment as well; there are pressures to stop community management of CURAs since universities don't get administrative support. Is CBR the precursor to SSHRC's transformation from Granting Council to Knowledge Council (slides 14-17)?

The future of SSHRC is linked with making better connections (e.g., clustering research) and maximizing impacts of research on Canadian society (slide 18). CBR is a part of the research tools for the 21<sup>st</sup> century. Criteria are needed for evaluation and creation of high standards for research that leads to the development of real knowledge with real impact on peoples' lives (slides 19-20).

### **Comments and Discussion**

- There is a need to increase incentives for CBR; young and mid-career faculty get decreased research time and are 'used' by the university. Grant applications can take 2-3 weeks to develop. Streamlining the SSHRC grant application process would help, e.g., retaining previous year's applications.
- In relation to the importance of the link with the community and the extent to which academics commit themselves to the community, CURAs create expectations and ask for investments in the community. Two recommendations to propose: (i) a transition year to allow for transfer of activities to existing community groups and enable a gracious exit; and (ii) a CURA site visit to the community as part of the adjudication process to better understand the community context.
- The "grey" literature needs a status change. Proposal to refer to grey literature as "silver" or "gold" literature!

## Overview of Community-based Research at the University of Victoria

**Dr. S. Martin Taylor**

Vice President, Research, University of Victoria

See also **Taylor.ppt** available at <http://www.research.uvic.ca/CBRF/>.

### SUMMARY

CBR is recognized as a priority in UVic's strategic plan, specifically in Objective 17 "to promote and expand the transfer of research knowledge for societal benefit" and Objective 23 "to engage the community through educational, research and service programs". While this may be easier to write than translate, UVic has obvious strengths in CBR. At least four of ten themes from UVic's strategic research plan engage CBR and half of the Centres at UVic include CBR as part of their mandate (slide 2).

CBR is also a strategic opportunity considering the granting council programs of SSHRC and CIHR (slide 3), and the track record of UVic in successful CURAs, CAHRs, MCRI grants and faculty-based initiatives (slide 4).

Numerous examples of CBR exist at UVic (slide 6). A recent analysis of 37 CBR projects at UVic by former MPA student Janet Dunnett (2004) showed the majority of CBR activity takes place in the social sciences, with health and well-being or community life as predominant themes. The majority of projects are funded by SSHRC and CIHR and the majority of CBR researchers at UVic are female. CBR appears to be an effective training medium for students but there are challenges in fulfilling obligations of the project, for example returning of results to the community (slide 5).

An important issue is what do we mean by CBR? Health Canada defines CBR as "a form of research in which the principles of community involvement and collaboration are applied using scientifically accepted research standards". The Centre for Community Health Promotion Research at UVic defines CBR as "collaboration between community groups and researchers for the purpose of creating new knowledge for understanding about a practical community issue in order to bring about change" (slide 7).

These two examples illustrate a spectrum of definitions that exist for CBR; what we mean by CBR at UVic needs healthy debate. When referring to communities, the preposition matters (slide 8). That is, CBR as research *on* communities (i.e., communities as units of analysis; not much engagement or collaboration), research *for* communities (i.e., advocacy) or research *with* communities (i.e., action, taking the project into the political realm as well). Undoubtedly there are challenges in maintaining a balance between these different approaches to and conceptions of CBR.

We also must ask what are the benefits of CBR to the University and to communities? Among other benefits, CBR advances the objectives of UVic's Strategic Plan by promoting innovative and effective knowledge transfer to the community for social

change (slides 9-10). UVic already supports CBR in several ways, for example through grants facilitation services, grant and contract support, expertise and opportunities through research centres (slide 11).

What are the challenges ahead for UVic as we seek to more directly and strategically support and enhance CBR (slide 12)? I suggest these include:

- Establishing CBR as a defining characteristic of the University's mission and strategic plan;
- Recognizing CBR in promotion and tenure;
- Developing infrastructure to support widespread involvement in CBR;
- Adding student CBR service learning to our experiential learning programs (coop, academic credit);
- Encouraging broader representation of faculty, in CBR;
- Fostering community involvement in defining, conducting and evaluating CBR;
- Creating better knowledge transfer mechanisms; and
- Profiling CBR in research communications and fund raising

This Forum is a turning point in acknowledging the importance of CBR at UVic. Today's excellent turnout and wide representation from across campus demonstrates the keen interest of researchers, students, and administration alike, and sends a clear message to the President's Office.

Now, we turn to the specific questions that we want to focus on today (slide 13):

- How can we build on our strengths in CBR to establish a network of researchers at UVic and beyond?
- How can we maximize our opportunities to secure external funding for CBR at UVic?
- What institutional structure and support should be considered to promote and advance our CBR activities?

## OVERVIEW OF PANEL SESSION 1

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The first set of presentations was chaired by **Dr. Bonnie Leadbeater** (Professor of Psychology and Project Director for the *Healthy Youth CAHR*). Presenters examined issues raised and lessons learned by examples of externally-funded research programs at the University of Victoria. Presenters were asked to describe the collaborative structure, the nature of collaboration, and key lessons for University of Victoria researchers and administration to consider regarding CBR. Three cases were presented:

- ***Coasts Under Stress***, a bi-coastal, interdisciplinary project involving 70 faculty and over 100 students, funded through the Major Collaborative Research Initiative (MCRI) of SSHRC and NSERC (2000-2005) with additional funding from participating universities and partners in government, business, non-governmental organizations and First Nation groups. *Coasts Under Stress* examined the long- and short-term impacts of socio-environmental restructuring on the health of people, their communities and the environment, using an integrated analysis of case studies on the East and West Coasts of Canada (see: <http://www.coastunderstress.ca>).
- ***Inkameep Day School Art Collection Project***, one of 17 community-driven projects supported by the ***Cultural Property Community Research Collaborative***, a multidisciplinary project that operated out of History in Art, funded through the Community-University Research Alliance (CURA) program of SSHRC (2000-2005). In addition to the University of Victoria, partners included the Royal British Columbia Museum, Art Gallery of Greater Victoria, British Columbia Museums Association, and the Heritage Society of British Columbia. The CURA explored new ways of thinking about local collections and collaborative approaches to research using a diverse range of cultural property significant to communities throughout British Columbia (see: <http://www.cura.uvic.ca/projects/home.html>). The *Inkameep Day School Art Collection Project* drew lessons for community revival that emerged from children's art created two generations ago in a residential school in Oliver B.C. (see: <http://www.cura.uvic.ca/projects/inkameep/home.html>).
- ***Healthy Youth in a Healthy Society: A Community Alliance for Reducing Risks for Injury in Children and Adolescents***, a five year alliance between an interdisciplinary group of university-based researchers and students, and health policy makers, practitioners, and youth from the Greater Victoria Capital Region. This Community-University Alliance for Health Research (CAHR) explores how to make Victoria safer for children and adolescents by investigating the nature, causes, and scope of youth injuries through a survey and support for six community-based research programs (see: <http://www.youth.society.uvic.ca/activities/research/cahr/index.html>).

## **Lessons for Community-based Research from an Interdisciplinary, Bi-coastal Research Project on Environmental and Human Health in Canada**

### ***Dr. Rosemary Ommer***

*Director, Special Projects, Office of Vice President Research  
Project Director, MCRI Coasts Under Stress Project*

Dr. Ommer gave a brief overview of the *Coasts Under Stress Project*, describing the kinds of results that can be produced from community-based work in the natural and social sciences, and highlighting the most important things that academic institutions and academic funders should consider when seeking to facilitate this kind of research.

See also **Ommer,ppt** available at <http://www.research.uvic.ca/CBRF/>.

### **SUMMARY**

#### ***The role of community-based research in building healthy communities and improving applied scholarship***

Research involving people, their health, and their relationships with the environment and natural resources ultimately affects those being studied. For this reason alone, from an ethical standpoint, it is essential that such research be community-based and that local people be informed and consulted about any research that involves and affects them.

People in local communities are most intimately familiar with the problems and situations they encounter—far more so than a researcher coming in from outside. Academic researchers bring with them important knowledge and skills. The best research arrangement brings together local concerns and local knowledge with academic experience and expertise under conditions of mutual respect and collaboration, which are maintained throughout all aspects of the research from its initial inception to its ultimate conclusion. In order for such research to be ethical, communities and universities need to be full participants, and the expectations of each need to be clearly laid out in advance of the project.

#### ***Challenges in CBR***

Community-based research (CBR) tends to take much longer than some other types of research in several ways, such as:

- building relationships of trust and respect;
- developing research approaches and methods jointly and collaboratively;
- helping support infrastructure building, training, education within communities;
- disseminating the results of research effectively.

There are several other important considerations to bear in mind if CBR is to be effective. Communities need to feel empowered through the work, and to share control. There has to be balance between the cultural and intellectual property rights of communities and the intellectual property rights and academic freedom of university

researchers. Where disagreement occurs, both views need to be presented: for example mechanisms are needed for community review of results and some form of side-by-side publication needs to be agreed upon when interpretations of the data are irreconcilably different. CBR requires significant and frequent travel and residence in communities, and this needs to be recognized by the University and granting agencies as an important and critical part of the research. Resources to hire and train local people are needed. Time and resources need to be put into creating and disseminating community-accessible literature, *in addition to* the peer reviewed academic work that is an essential way of moving the research leading edge forward, but is often less useful to communities. Universities and funders need to come to an agreement on their appreciation of this.

### ***Opportunities in CBR***

Collaboration with communities, working with local knowledge, and putting that knowledge to work in the research and policy realms, means developing new skills. Institutional innovations that will facilitate research collaborations between communities and universities (such as the European “science shops” and the U.S. “community research network” models) have existed elsewhere for decades and these need close scrutiny and consideration by institutions in Canada. In Canada, community-university collaborations are occurring, but we need to continue to address problems of time limitations, project-specificity, and heavy reliance on individual ‘champions’. Fortunately, incentives to create these kinds of institutional arrangements in Canada are on the rise with funding opportunities such as the MCRIs and CURAs of SSHRC and CAHRs of CIHR.

### ***Institutional Changes that would Facilitate CBR***

More opportunities for longer absences from the university are needed (e.g. more teaching and administrative release), as are funding and opportunities for representatives from communities to come to the university, and/or for community-based distance learning opportunities. There is a need for more administrative support in facilitating communications, organizing meetings, assisting with accounting, etc. More flexibility is needed in expense claims (e.g., to enable meals as in-kind contributions, or gifts in lieu of honoraria). Granting agencies’ timing is geared towards short-term immediate results, and thus not well suited to the slow-start, longer duration projects typical of CBR that must include time for community permissions or review processes.

### ***Personal reflections***

What can CBR do? Speaking as Project Director for a multidisciplinary, bi-costal, multimillion dollar, five-year project on environmental and human health in Canada, being involved in CBR has changed my research world. It has changed my view of the academy and of society. CBR makes the academy useful, relevant and accountable, which is especially important for publicly-funded institutions in this country.



## **Cultural Property Community Research Collaborative: The Inkameep Day School Art Collection Project**

### ***Ms. Brenda Baptiste***

*Director, Nk'mip Desert and Heritage Centre*

Forum participants were greeted with a blank screen when Brenda Baptiste got up to speak. She introduced herself as an Okanagan woman and First Nations Director of the Nk'mip Desert and Heritage Centre. "Our communities aren't into Powerpoint", she said with a grin, "our oral history and people are what's meaningful to us". She proceeded to share the story of her involvement with UVic through the *Inkameep Day School Art Collection Project* against a backdrop of children's drawings representing their ideas of their culture as residential school students some 40 years ago.

Ms. Baptiste began by expressing her appreciation for the Forum discussion so far on challenges and opportunities in community-university research. She also expressed her admiration for Dr. Andrea Walsh (Project Director for the Cultural Property CURA that supports the *Inkameep Day School Art Collection Project*) who she described as "the epitome of what a researcher should be".

## **SUMMARY**

### ***Project background***

The *Inkameep Day School Art Collection Project* looked at the art created from 1931-43 by children who attended this residential school in Oliver, B.C. At the time, the leadership made a deal with the government – if you send a teacher, we will build a school. A former muskrat farmer named Anthony Walsh was sent to teach the children English. It soon became clear to the new teacher that the Osoyoos community was torn due to losing their culture, social problems, and alcohol abuse. Mr. Walsh encouraged the children to explore their culture through art forms, using art as a medium to bridge the cultural gap between him and the children. This also bridged a gap between the children and their grandparents as the children asked their Elders about stories, ultimately leading to a resurgence of interest about their culture and history.

The Society for the Furtherance of B.C. Indian Arts and Crafts was formed (founded by Alice Ravenhill in about 1940), which partnered with Mr. Walsh and the children, raised funds, and sent the art work to a competition where it won awards. This instilled a sense of pride in the children and awakened the world to First Nations views and values in art. These events created a foundation of collaboration that still exists today between the town of Oliver, the Osoyoos people and special interest groups. The Inkameep Day School Art Collection is not only an example of what can happen but a celebration, with benefits to all communities.

### ***Collaborative structure***

The research partners in the *Inkameep Day School Art Collection Project* are the University of Victoria, Osoyoos Museum Society and Osoyoos Indian Band. The project

was initiated in Fall of 2001 by (then Osoyoos Museum Society President) Leslie Plaskett during a CURA event. Ms. Plaskett recognized the unique artwork, and the importance of the collection to the history of both pioneer families in Osoyoos, and the Osoyoos Indian Band. The Project is funded under the *Cultural Property CURA* with Dr. Andrea Walsh (Professor of Anthropology, UVic) as primary researcher. Dr. Walsh initiated contact with the Osoyoos Indian Band at the beginning of the research project, which laid the foundation for the partnership today. As a result, all decisions about the project have been made through consultation and by consensus from all three partners.

### ***Nature of collaboration***

The Inkameep Day School Art Collection is an example of the historical collaborative relationship that existed between the pioneer families and the Osoyoos Indian Band. It represents the history of both communities. The collection provides anthropological insight into the Okanagan culture, and underscores also that there were already western influences permeating the imagery.

The *Inkameep Day School Art Collection Project* is making an incredible difference to both community groups. A strong partnership has been forged that has been beneficial in many other ways, such as increased pride of heritage within the Osoyoos Indian Band, a sense of history regarding educational values within the Osoyoos Indian Band, and stronger relationships between the Elders (surviving students) and present school children. The children involved are aged 7-9; they are learning about their own culture and learning about their grandparents when they were that age. The project has changed how we view ourselves.

Benefits have included establishing our own archives, creating tools and databases, developing curriculum with the Band school and public schools (e.g., re-creating plays for Elders who were residential school survivors).

The main impacts on academic partners and their universities have included:

- Increased capacity to implement community based research within First Nations communities;
- Increased awareness of relevant cultural and community protocols required for successful implementation of community based research projects;
- Increased awareness of the need to facilitate meaningful partnerships within all groups involved in research projects; and
- Increased awareness of the need to incorporate capacity building initiatives within the research plan.

Things that are necessary and working well in the project include an open and consistent communication structure; consensus based decision making processes; collaborative approaches to research which are *key* to the success of this project; capacity-building within the community groups which is *vital*; culturally respectful research approaches; a willingness to learn and understand the cultural, political and community protocols; community based projects that make the research meaningful to the community (e.g., *Sen\*Pok\*Chin* summer camp); the ability to communicate the

parameters and objectives of the research using community-centred language – not academic or anthropological terminology; and a willingness of researchers to spend time in the community and with the partners.

***Key lessons for UVic researchers and administration***

To academics, the priority of research is the acquisition of knowledge, but to most communities, *development* is key, so we need to find that balance that meets all research partners' needs. Key to the success of the *Inkameep Day School Art Collection Project* is “parallel objectives”; from the onset, the community partners were asked what was our vision, what did we want out of the project? All partners didn't need to have the same objectives, but all objectives needed to be met.

Importantly, there must always be an acknowledgement about our First Nations knowledge. When it comes to this particular project, *I am the expert*. We will share our traditional knowledge, but we will protect it. There are things you won't be able to publish and this needs to be discussed upfront.

Communication is key. Many of us don't want to be sent research reports for peer-review. What we read needs to be relevant or it is useless. Academics do not have a good reputation in our community! But this can change, through establishing relationship, through face-to-face contact. CBR holds the potential for collaborations that just might be able to close the gap between the university and the community. We don't trust very well because of what we went through. It is the *relationship* – not the research – that is important to us.

## **Healthy Youth in a Healthy Society: A Community Alliance for Reducing Risks for Injury in Children and Adolescents**

### ***Mr. Philip Clement***

*Research Assistant, Centre for Youth and Society*

### ***Ms. Sandy Wiens***

*Graduate Student and Research Assistant, Centre for Youth and Society*

Mr. Philip Clement and Ms. Sandra Wiens summarized work to date on the project *Healthy Youth in a Healthy Society: A Community Alliance for Reducing Risks for Injury in Children and Adolescents*, funded by the Canadian Institutes of Health Research (CIHR) through a five-year (\$2 million) grant through the Community-University Alliance for Health Research (CAHR) program. Philip and Sandy are research assistants for the Knowledge Transfer project which received CIHR funding to evaluate knowledge transfer processes and mechanisms taking place within the CAHR. In their capacity as research assistants they were responsible for the 2003 interview data collection and analysis under the supervision of Dr. Elizabeth Banister (Professor, School of Nursing).

See also **ClementWeins.ppt** available at <http://www.research.uvic.ca/CBRF/>.

## **SUMMARY**

### ***Project Background***

The *Healthy Youth CAHR* focusing on youth injury was initiated in 2001 following the murder of 14 year old Reena Virk, who was swarmed and beaten under a bridge in Victoria, British Columbia by a group of teens, mostly girls. The tragedy prompted many questions within the community about peer violence and prevention strategies. This led to university academics joining with a number of community agencies to focus on ways to understand and prevent injury to youth.

Led by Principal Investigator Dr. Bonnie Leadbeater (Professor of Psychology), this CAHR joins University of Victoria researchers from five university disciplines (Nursing, Psychology, Child and Youth Care, Education, and Sociology), and their community partners from many professional groups (educators, counselors, police, social workers, service providers, not-for-profit agencies, program administrators, and policy makers) in the development of programs for vulnerable youth. The CAHR is administered under the umbrella of the interdisciplinary Centre for Youth and Society. The Centre was established at UVic to promote and advance research, knowledge dissemination, interdisciplinary training, and advocacy related to the well-being of youth. The Centre is guided by a Board of Directors that includes members from the community, youth and university researchers.

There are six sub-projects supported by the CAHR to examine intentional injuries in youth and prevention of them. The sub-projects look at a number of high risk issues, such as youth involvement in the sex trade, misuse of alcohol and drugs among youth,

violence among primary school children, health risks for youth associated with economic restructuring in coastal communities, adolescent girls' dating health concerns, and health issues of Aboriginal youth.

The community partners (see slide 4 for list) include Police Agencies such as the Rock Solid Foundation, provincial government representatives, and other youth serving organizations such the Youth Empowerment Society.

### ***Project methods and initial outcomes***

A number of different approaches are used, some programmatic and some survey-based. Risks for injuries have been assessed in a longitudinal, population-based survey of youth 12 to 18 years of age (Arbeau, Galambos, & Jansson, 2004; Jansson, Mitic, Russell, & Dhami, in press; Leadbeater, Ohan & Jansson 2005). We have also begun to develop a theory base concerning the transition to adulthood for street-involved youth (Benoit, Jansson, Millar, & Phillips 2004) and are beginning to formulate primary and secondary prevention programs that address youth problems (e.g. Banister & Begoray, 2004; Leadbeater, Hoglund & Woods, 2003).

Research conducted in the *Healthy Youth CAHR* projects has begun to demonstrate the need for services that reach vulnerable youth on their own turf and actively engage them in assisting their peers. We have developed and piloted several, innovative programmatic approaches to address service gaps for vulnerable youth. Steps have also been taken to manualize these programs for distribution and, where appropriate, to test their feasibility and local effectiveness of these programs for vulnerable youth.

The *Healthy Youth CAHR* has also developed an interdisciplinary and inter-professional models for research, shared data from health-events surveillance, created interdisciplinary training opportunities for graduate and undergraduate students in applied health research, collaborated in program development and evaluation, and increased knowledge dissemination across university disciplines, professionals, youth and the general public.

### ***Preliminary evaluation***

A preliminary evaluation of the CAHR was initiated in 2003 – with a goal to examine the indicators that facilitate or challenge the development of community-university partnerships. Data collection included digital video and audio taped interviews with seven principal investigators and four community partners. The partners were asked questions such as:

- How do you define success in terms of the community-university partnership?
- What creative ways have been used to strengthen the community/university partnership?

Through the analysis of the data three major themes were identified:

- We're all in circle together: Building Relationships
- Supporting the process: Availability of Resources
- Making a difference: Achieving results

***We're all in circle together: Building Relationships***

All of the community and university participants clearly expressed that an effective university-community alliance depends upon a healthy relationship. Participants identified the following essential elements that contribute to the development of positive relationships:

- Listening to and learning from each other
- Mutual Respect and trust
- Shared goals and values
- Spending time together

Building relationships is probably the most daunting and time-consuming challenge partnerships face (see slide 8 – video clips of interviews).

***Supporting the Process: Availability of Resources***

In relation to the second theme, people said that acquiring adequate resources was essential to supporting the partnership alliance. As stated by one of the community partners: “Unless you have the time or money so that a community partner can become equally involved...then there’s no way to have the link established”. Essential resources were viewed as (see Slide 10 – video clips of interviews):

- Research funding
- Time and effort
- Skills and expertise
- Space and equipment

***Making a difference: Achieving results***

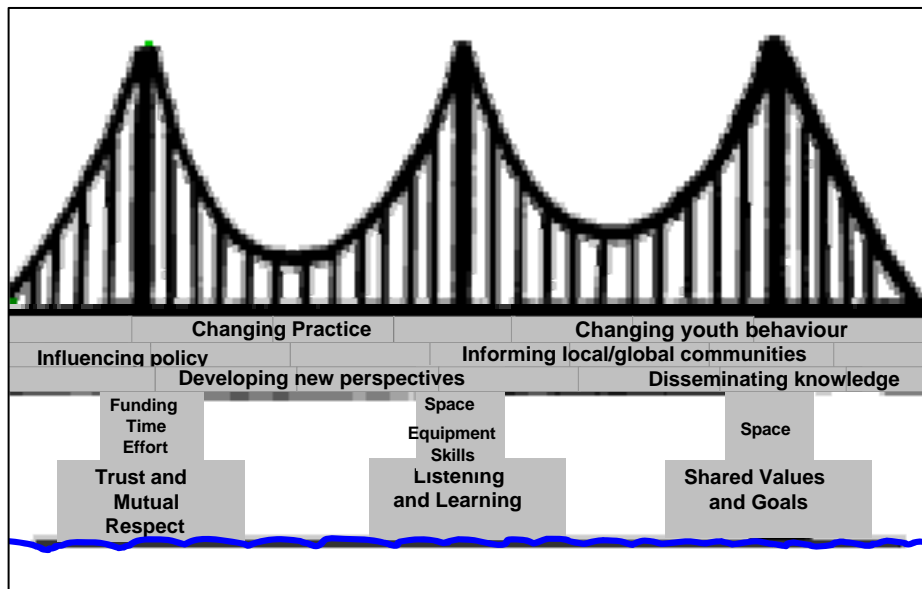
Community and university partners expressed a strong desire to “make a difference” in the lives of youth. They expected that their partnership would lead to improved health outcomes for youth, their families, communities, and/or society at large. Participants identified that making a difference can be achieved through (see slide 12 – video clips of interviews):

- Developing new perspectives about youth
- Changing youth behaviour
- Changing practice/influencing policy
- Informing local/global communities

***Metaphor of bridge building***

The idea of building bridges to connect universities and communities is referenced in the current literature about partnerships. Golden-Biddle and her colleagues explore the prevailing view that there is a theory-practice gap that may be seen as a “great divide or chasm between two communities” with different cultures. They reframe the theory-practice gap as “an opening or pass that connects researchers, practitioners, and the

organizations in which they work” and suggest that the connecting bridge provides a novel vantage point.



The data may be seen in terms of the structural elements that are required to build a bridge or a partnership. A solid foundation or relationship is required before the bridge can be built. Strong ongoing supports or resources are required to hold up the top of the bridge. The top of the bridge creates a pathway that is representative of an effective partnership.



Returning to the three themes, achieving results, availability of resources and building relationships are structural requirements of strong bridges and strong partnerships. However, there are still a number of challenges in relation to forming and sustaining partnerships (see Slide 16 – video clips of interviews) and other aspects of CBR.

***Key lessons for UVic researchers and administration to consider***

Through the *Healthy Youth CAHR*, we have learned how to build, resource, and sustain relationships with community partners, locally, and how to be responsive to their desire to make a difference for young people (Banister & Riecken, 2004; Marshall, Shepard and Leadbeater, in press). There are, however, several important challenges and considerations to underscore, that will need support from institutions and funders to address:

- Community-based research requires extensive time to build trust with community partners, to enhance research capacity and to facilitate knowledge transfer. Teaching release time for researchers is needed to match the time intensive demands of conducting community based research. At the same time, what it means to “teach” needs to be re-conceptualized by universities. Engaging community members in research processes contributes to community development and builds research capacity. Researchers’ time devoted to these processes needs to be recognized by their universities and funding needs to reflect the time needed to build and maintain effective partnerships (i.e., five or more years).
- University Ethical Review Boards need to be sensitive to complexities of engaging in community based research. For example, in order to access focus group data in school sites, some principals require that a staff member be present.
- Peer reviewed publications authored with community partners take time. This needs to be reflected in salary review and promotion/tenure processes.
- Communication and dissemination is left to individual projects. A more coordinated approach between projects, *funded by the university*, is needed for increasing the scope of knowledge dissemination.



## OVERVIEW OF PANEL SESSION 2

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The second set of presentations was chaired by **Dr. Ian MacPherson** (Director of the BC Institute of Cooperative Studies). Presenters examined issues raised and lessons learned from research projects conducted either independently or under the auspices of a formal Centre at the University of Victoria. Presenters were asked to describe the collaborative structure, the nature of collaboration, and key lessons for University of Victoria researchers and administration to consider regarding CBR. The following three examples were presented:

- ***Community Information Systems in Community-based Research***, describing partnership research with Indigenous communities and non-profit organizations in Indonesia, funded by national development organizations in Canada that led to community empowerment by creating useful decision-making tools and contributing to capacity-building, technology transfer, and skills development. The work has been led by Dr. Jon Corbett, as part of his doctoral and postdoctoral research and is not affiliated with a Centre.
- ***Centre for Community Health Promotion Research: Collaborative Action for Health and Social Change***, describing the mandate and organizational structure of the Centre, the nature of community-based research and education projects it supports, and the challenges it faces. The Centre for Community Health Promotion Research is directed by **Dr. Marcia Hills** (see: <http://web.uvic.ca/~chpc/>).
- ***Weaving Threads Together: Centre for Additions Research of BC***, describing the early stages of creation and evolution of the Centre, its commitment to community-based research and the challenges faced so far. The Director of the Communication and Resource Unit is **Mr. Dan Reist** (see: <http://carbc.uvic.ca/>).

## Community Information Systems in Community-based Research

**Dr. Jon Corbett**

*SSHRC Post-doctoral Fellow and Assistant Professor, Geography*

Dr. Jon Corbett's presentation described a research project that developed interactive map-based community information systems in partnership with two rural *Dayak* Indigenous communities in East Kalimantan, Indonesia. This project was based in the Spatial Sciences Laboratories in the Geography Department at UVic. Other project collaborators included the Konsorsium Sistem Hutan Kerakyatan, Kalimantan Timur (SHK-KalTim), an Indonesian based Non-Governmental Organisation (NGO), and the Centre for International Forestry Research (CIFOR). The project was funded by the CGIAR-Canada Linkage Fund (CCLF), established by the Canadian International Development Agency (CIDA). The project ran from 1998 until 2002. Dr. Corbett noted that he received permission from the community members to use their photos in his presentation.

See also **Corbett.pdf** available at <http://www.research.uvic.ca/CBRF/>.

### SUMMARY

#### ***Project background***

The research project was initiated by the collaborators (noted above) to explore how rural communities could best represent and communicate information about themselves and their relationship to their traditional lands, as well as assess how this information helps to inform decision-makers of community perspectives, issues and aspirations.

Using participatory methods, the research project worked with two remote communities to create their own "community information systems". Community Information Systems are digital map-based multimedia information systems, in which the traditional knowledge of the communities was gathered using digital video, digital photos and written text, stored on a computer and managed and communicated using an interactive map. The process involved facilitating community decision-making processes relating to shaping the project and deciding what information to record, training community members in the use of the equipment for information gathering, and actual information editing and management. Both communities documented current and historical information about their culture, land uses, management practices, and significant events in their villages. They demonstrated an ability to record this information using digital video, digital photography and text, store this information on a computer and manage, access and present it through the interface of interactive maps.

I am currently working with members of the Chemainus Band in Ladysmith developing similar community information systems, and am also a collaborator with the Department of Linguistics SSHRC CURA-funded Coast Salish language revitalization project. Both projects involve training and working with First Nation band members using digital ICTs (in particular web site design, digital video capture and DVD production). I see my

strengths as being firmly situated in the field; I love to work in communities with community members.

### ***Main contributions of projects***

These projects respond to issues and concerns identified as being important by collaborating communities. I view my role as helping to catalyze the human resources and leverage funding sources available by association with the university and apply them to helping local communities develop the skills to address and solve their land based concerns.

The research component of these programs assesses the impact of the programs' process, products and training on the participating communities. This evaluative research can be used to both generate research results for publication (my past publications have assessed the empowerment impacts of these projects), as well as help to improve components of the project for future application. Evaluation has shown an overwhelmingly positive response to these research programs. This in turn benefits both the collaborating communities as well as the University, thus raising UVic's profile internationally as well as among locally based First Nation collaborators on Vancouver Island. It also has an impact on my own views and beliefs, which I in turn try to pass on to my students. Yet I do wonder about the extent of the impact of my research on the wider university environment and how this kind of research is perceived by other university members.

### ***Key lessons for UVic researchers and administration to consider***

Working as an independent researcher provides me with a degree of flexibility.

However, there are a number of challenges including:

- Ongoing difficulty in securing funds (despite, or perhaps because of, the small amounts required);
- Limited institutional recognition and support within the community and university (perhaps associated with my status in the university as post-doctoral fellow);
- Publications require substantial time and sensitivity. Plus there is little formal recognition of co-published electronic works such as websites, videos and DVDs;
- Over-commitment – it is hard to say NO when working with communities.

Some positive aspects associated with an independent researcher status include:

- Being less encumbered by project bureaucracy;
- Greater scope to establish meaningful relationships with other similarly motivated community members (community champions);
- Collaborators having fewer expectations from the project (especially financial – i.e., not having to face the *per diem* issue);
- People being more willing to work on volunteer time, which reflects motivation and helps generate a sense of ownership over the project.

Overall, I love my research and am hugely motivated by the people that I work with. The university environment is a truly great one to be able to work within to achieve these goals.

## **Centre for Community Health Promotion Research: Collaborative Action for Health and Social Change**

### **Dr. Marcia Hills**

*Professor, School of Nursing*

*Director, Centre for Community Health Promotion Research*

*Co-chair, Canadian Consortium for Health Promotion Research*

*With contributions to the Panel discussion from **Simon Carroll and Jennifer Mullett**  
Centre for Community Health Promotion Research*

Dr. Marcia Hills began by expressing her appreciation for being able to participate in the CBR Forum, to share her ideas and engage in discussion about collaborative research, a topic she is passionate about. She briefly described the history of the Centre for Community Health Promotion Research, its governing philosophy and organizational structure, then outlined the key issues it faces in facilitating community-based health research and education.

See also **Hills.ppt** available at <http://www.research.uvic.ca/CBRF/>.

## **SUMMARY**

To generate knowledge about persons without their full participation in deciding how to generate it, is to misrepresent their personhood and to abuse by neglect their capacity for autonomous intentionally. It is fundamentally unethical.

~ Heron, J., 1996. *Co-operative Inquiry: Research into the Human Condition*.  
Sage Publications, London.

### **Guiding principles**

The Centre for Community Health Promotion Research defines community-based research as a collaboration between community groups, policy makers 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.

All work supported by the Centre adheres to the following principles of community-based research and education (CBR&E):

- ***CBR&E is a planned systematic iterative process.*** Issues identified by the community are formulated into researchable questions and plans are made for systematically collecting and analyzing the data.
- ***CBR&E is relevant to the community.*** The research should result in decision-making or action by the community. Alternately, it should provide information that the community can use.
- ***CBR&E requires community involvement.*** The research is driven by a partnership between the community of interest, the researchers and other stakeholders such as policy-makers.
- ***CBR&E has a problem-solving focus.*** The research is designed to illuminate and solve practical problems or improve current circumstances.
- ***CBR&E focuses on societal change.*** Unlike orthodox research, which focuses on prediction or understanding alone, this research seeks change and transformation. Engagement in participatory, collaborative research allows people to develop new ways of thinking and acting.
- ***CBR&E contributes to the sustainability of initiatives in the community.*** This type of research makes a lasting contribution to the community, i.e., by enhancing the skills and capacities of community members to participate in and contribute to future research.

In essence, the communities should be better off because they worked with you.

### ***Administration and Projects***

The Centre is comprised of a Director, two Centre Co-ordinators, five Researchers (including a Distinguished Scholar), three Project Co-ordinators, and ten Research Assistants.

All the Centre's research involves a purposeful alignment of key individuals from policy, practice and research, working collaboratively on specific, action-oriented research projects. These generally include:

- University-based researchers
- Community non-profit executives
- National, provincial and local government policy and decision-makers
- Community-based practitioners
- Community members

Formally, the Centre is only two years old but has over ten years of experience developing community-based research methodologies and applying them in a variety of settings, including on two major Canadian Institutes for Health Research-funded grants. The following is a brief summary of the Centre's work:

- Work with British Columbia Health Research Foundation (now Michael Smith Foundation for Health Research) to develop a provincial training program on community-based research began in 1994 and lasted five years.
- A Social Sciences and Humanities Research Council grant under the Research Development Initiative for “advancing research that is collaborative, community-based, multi-disciplinary, innovative and that transforms practice and/or societal values” began in 1999 and lasted three years (\$90,000).
- A three year community-based project, funded by the BChRF, was initiated in 1999 to help non-profit community organizations to learn to cooperate on funding in the face of increased competitive grant processes. The project was titled ‘Shared Resources to Alleviate Scarce Resources’ (\$225,000).
- In 2001, the Centre received a major grant from CIHR to use CBR in a project titled “Transforming Primary Health Care from Rhetoric to Practice: Collaborative Action for Health and Social Change. This grant runs until 2006 (\$1.3 Million)
- In 2003, based on a request from the community in Prince George, a proposal was submitted and was successful in retaining a CIHR grant to help increase appropriate access to health services for Aboriginal people suffering from HIV/AIDs, Hepatitis C and substance misuse. We call this project “In from the Margins”. The project runs until 2006. (approx. \$700,000).

The funding, especially through research grants, is held by qualified researchers, with established ties to their respective university institutions. Thus, for the CCHPR, the Principal Applicant/Investigator is wholly responsible for the proper use of the funds received and for any expected deliverables tied to those funds. However, the nature of collaborative, community-based research is such that the research itself must be planned and undertaken on the basis of consensus decision making with all the key partners. This collaboration is made concrete by the establishment of ‘research managers’ from the community in each community-based research site, in all the Centre’s projects.

Across all of the Centre’s projects, collaborative decision-making is the foundation of the work. This commitment can be very rewarding in terms of building trust and nurturing partnerships, but it requires strong capacity for facilitation and negotiation in settings that are often ‘low trust’ due to previous experiences with ‘research’ (especially with Aboriginal communities)

### ***Main contributions of the Centre’s collaborations***

The Centre’s particular contribution, if not unique, is to directly include high-level policy and decision-makers on the research team as co-investigators. This has allowed, through the iterative nature of the research process, for rapid transfer of knowledge as *the research is ongoing*, contributing to more informed decision-making. All of the CBR collaborations have developed stronger capacity in both the community members and practitioners and with young researchers for CBR.

The Centre's collaborative research has directly contributed to effective change in practice and policy, including improving cooperation between local non-profits, developing capacity for self-evaluation of community initiatives and changing primary health care practice and policy

### ***Main issues and challenges for CBR***

Significant challenges remain, despite the many successes of the Centre in strengthening research capacity in communities and young researchers (e.g., through summer institutes on CBR to build researcher expertise), transferring knowledge for policy makers, practitioners and community members, increasing relevance of research methodologies and approaches, successfully competing for CBR funding, and bringing national and international recognition for excellence in CBR.

In terms of capacity, resources, logistical demands, the Centre faces an ongoing shortage of physical **space** to accommodate their fast-growing team of researchers and staff and keep them located in one place.

As others have already mentioned, the **time** required in developing and nurturing partnerships is extensive. Communication is a key issue for the complicated team structures, and ensuring participation increases demands on communication skills and capacities.

In terms of institutional policies, the forms for **research ethics review** don't work well for multi-year, multi-discipline, and multi-method research. For example, forms have to be filled out every 6-9 months due to the iterative nature of research and changing methodology.

While UVic is supportive of promoting faculty who do CBR, there is still a need to **educate** fellow researchers as CBR is not always easy for conventional researchers to understand. A major challenge at the Centre is time for writing - writing for publication competes with significant pressure to write grant proposals.

Finally, there are not enough **graduate programs** particularly, ones that are multi-disciplinary. For example, a student must be registered in Nursing to be a part of the Centre's program, but not all students who wish to participate are nurses.

## **Weaving Threads Together: Centre for Addictions Research of British Columbia**

### ***Dan Reist***

*Director, Communication and Resource Unit, Centre for Addictions Research BC*

Mr. Dan Reist provided a brief history of the creation of the Centre for Addictions Research, its mandate and evolving structure, the Centre's commitment to CBR, and the main challenges it faces.

See also **Reist.ppt** available at <http://www.research.uvic.ca/CBRF/>.

### **SUMMARY**

In 2001, the BC Addictions Task Group recommended the creation of a BC Addictions Centre that would encompass community-based and practical research, training, and knowledge exchange in a complex context across various professional sectors. The Centre for Addictions Research of BC was created at UVic in 2003. UVic was chosen as the location for the Centre because of its commitment and expertise related to CBR. In 2004, new staff appointments were made and a Communication and Resource Unit was created to focus on community relations and knowledge exchange. As of 2005, work has begun on developing our strategic plan and broadening our capacity to respond to the challenge.

The mission of the Centre is to create a world-class facility across BC dedicated to research and knowledge exchange on substance use, addiction, and effective societal responses. One of our key values is based on collaborative relationships with communities (i.e., policy, practice, public). Our commitment to CBR includes our beliefs that:

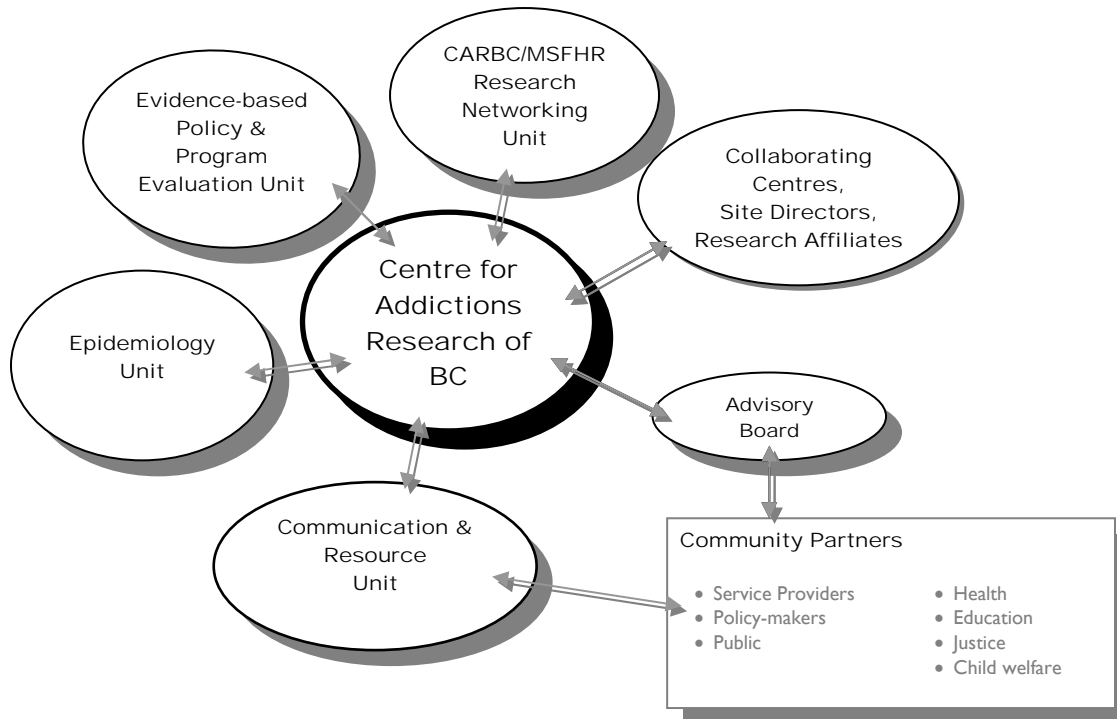
- Community partners should help define research objectives and have input into how the project will be organized;
- Research processes and outcomes should benefit the community, and the research should help build and enhance community assets; and
- Productive partnerships between researchers and community members should be encouraged to last beyond the life of the project.

The structure of the Centre, depicted below, is evolving as we define its parameters in terms of communities (e.g., geographic, discipline-based, system-based, or all people who use substances), domains (e.g., addictions, substance abuse, HIV/AIDS, mental health, prevention, and/or intervention), and practices (e.g., medical, community-based providers and/or researchers) that will be served.

Conceptually, the Centre is based on four strategic elements for crossing boundaries with knowledge, including:



- Language – defining a controlled vocabulary
- Access to information – enough but not too much
- Building collaborative space/tools that serve the needs of various stakeholders
- Outreach and building relationships



The main challenges faced by the Centre at this early stage include managing expectations when capacity is very limited; working in competitive contexts; and maintaining independence and commitment to evidence in a collaborative environment.

## QUESTIONS AND DISCUSSION

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The following is based on hand written notes of volunteer recorders. It attempts to group and summarize as accurately as possible the key questions raised and points made by participants at the CBR Forum. Remarks are without attribution except when panel members responded to questions related to their presentation.

### PANEL SESSION 1

***Ethical commitment to sustaining relationships with communities.*** The issue of maintaining momentum from research into action, when research funders do not fund community development was contentious in the view of many Forum participants. It is necessary to be cautious about gearing up programs and then pulling out after three or four or five years as this leaves high expectations but no funds left for action. Thinking about the exit strategy is important at the onset of the work. One academic worried that “in First Nations communities, Elders are hurt when you work for a long time with them and then disappear”. Another suggested that CBR is “a little bit of a life commitment, even if funding ends after five years”. Another asserted (to a round of applause) that, as academics doing CBR, “we are in this business to serve communities!”

***Connecting with and learning from the rest of the world in research.*** This is hard to do in the middle of research because stepping back is often not possible. In the *Coasts Under Stress Project*, the results of research will have global implications. Is it natural resources that make the difference between flourishing and stagnating in coastal communities, or structural differences in the economies? If structural processes rather than geographics are the problem, then this has far wider implications. Examining the link between community and ecology that is central to the *Coasts Under Stress Project* is also a global issue. In addition, every academic is connected to many national and international networks, and research success means invitations to conferences, which are snapped up as opportunities to share and learn.

***The conundrum of peer-review.*** “What is peer-review?” asked one community panel member, noting that the importance of peer-review is unclear to her. She added that it is necessary to explain to the community why peer-review is important and relevant. The university partners know what peer-review means - the pressure to publish in certain journals using specialized academic approaches and the exclusive jargon that puts off communities who may prefer “rez language”, i.e., language that is meaningful to the community. She added “you have your objectives and we have ours; what you send back to us will have relevance if our objectives are considered”.

It was noted that peer-reviewed articles are the only weighted product in academe, and that some work is not peer-reviewed by the academy but is reviewed by community colleagues who are the experts on that topic. It was suggested therefore that “maybe we should look at changing the structure of peer-review to encompass the community experts”. On the other hand, Government funders see peer-review as the best way found so far to ration scarce funds to the most deserving projects. Materials to

communicate results in ways that are meaningful to communities are of course important, but are called “grey literature”. One participant stood up to say that the Forum should start using a different color to support the idea that “gold literature” is extremely valuable in CBR. Another noted that Cabinet Memos, the key change tool in social policy, quotes “gold literature” not peer-reviewed analysis. Another noted that government itself produces masses amounts of “gold literature”. While accepting that there have to be quality standards in research if it is to be considered scientific, it was also accepted that the other ways of communicating knowledge results are just as relevant and just as important, albeit for different audiences.

A key question is how to quantify not only applied writings but building databases or websites, providing training, revitalizing languages and cultures – the things that are really making a difference to communities. Marc Renaud indicated that qualitative indicators about impact are needed for “gold literature”, and that SSHRC intends to create a committee to look at this; the people creating the “gold literature” need a systematic way to demonstrate its impact.

**Sharing and protecting traditional knowledge.** What is public information and what is not? Many academics are not used to the concept of not having complete freedom to share knowledge obtained through research in their peer-reviewed outputs. Brenda Baptise was asked to elaborate on sharing and protecting traditional knowledge. She replied that there is certain information that First Nations will share with the outside world and some information that will be kept within the community, for a few reasons: In the context of oral cultural, the spoken word has great power, power that can be lost when some things are shared. Everything is connected to culture and language. Some knowledge cannot be understood outside of a culture so it is not a matter of “ethics”, it involves different worldviews and the potential for misinterpretation, misuse or even harm.

Another community panel member added that protocols are needed for appropriate engagement; privileged information exists, “some things are simply not for publication”. Relationships and communication are what is important in the production of literature. It was noted by Rosemary Ommer that in the *Coasts Under Stress Project*, a protocol was developed with one First Nations partner that the community could review and correct for accuracy publications based on the research. In the event of an impasse in interpretation, the academic will still publish, but will guarantee space in the text for the community to express its point of view.

**Distinction between community development and research.** A student asked, “what is the distinction between community development and research; are they so different? How can they be kept separate in Community-based research? What is the point of conceptualizing them as separate?” She saw an important role of students in building capacity through CBR, and would like to see a role for students to have a say in CBR at UVic. Another participant noted that CBR may be new in academe but it is not new in community development. Combining research and development requires bridging with development agencies that are already in the communities.

***What is the value of CBR for students?*** The two student researchers on the panel were asked whether their participation the Healthy Youth CAHR had any impact on them personally. One indicated her prior understanding of the importance of relationship in previous role as a community partner in research but described an increased understanding of academic issues faced in CBR. Both were clear that there would not do research in any way but CBR, seeing its link to change at the community level.

## **PANEL SESSION 2**

***Funding researchers in the community.*** A member of the Vancouver Island Public Interest Research Group (VIPIRG), which is a non-profit organization at UVic dedicated to research, education, advocacy, and action in the public interest asked how we can fund researchers in the community. A number of funding sources have been lost due to government downsizing. He highlighted the potential for students to have a role in this (i.e., have the work of students on campus put to community use) and wanted to know what SSHRC can do to support CBR and, from the panel in general, if there is a role for keeping researchers in the community?

Marcia Hills responded that the Centre for Community Health Promotion Research is trying to create “community scholars in residence” and “policy scholars in residence” She cited funding possibilities through bodies such as the Michael Smith Foundation, which has a mandate to provide leadership and to implement core funding programs to build BC's capacity for excellence in health research. She noted it is impossible to maintain CBR without funding or connections.

Dan Reist of the Centre for Additions Research of BC noted that it was a conscious decision of their knowledge exchange unit to *not* base itself on campus – it is in Vancouver. Therefore, dominant relationships are with the non-campus community. This works well with researchers in the community, policy makers, etc. Bonnie Leadbeater added that there was tremendous creativity (and funds with a \$450,000-600,000 budget through collaboration with the provincial government) that went into the knowledge exchange unit. “This isn’t something that researchers can do off the corner of their desk”. Dan Reist agreed that it requires a commitment to infrastructure to do it right. “The infrastructure gives continuity; when the projects end, the unit remains – in the community”.

Jon Corbett indicated that his project used researchers from the community a lot. He cited this as a very positive aspect of the project, giving community members a chance to vent any frustrations they had with the whole research process.

***Building capacity for adaptive learning in a community.*** It was noted that, particularly in international research, there are ways in which a researcher can build capacity for adaptive learning in a community (although there is still need for support). The community members, in such a situation, have developed their abilities to be

researchers and to drive their own learning agendas. Comments on this were invited from the panel.

In response, Jennifer Mullett noted that the Centre for Health Promotion Research developed researchers in the communities they worked in, implementing grant proposal writing workshops too. She noted, however, that research in the long run is about people and community – not just the community members as resources, but as friends. When researchers leave, she said, it is almost like saying “I don’t care anymore”. She also noted that they are in the process of gathering evaluation criteria on the community activities.

Simon Carroll noted that external researchers in the community need sustainable funding. The Central Interior Native Health Society, for example, has had a reflection meeting – they are going to create a research unit. He suggested there are existing funding mechanisms that can be tapped – people need to be creative.

**Project management problems.** It was noted by Marc Renaud that senior academics are overstretched and extremely stressed - needing to write grants, research, publish, etc. He asked for a discussion on management problems and how the university is helping. He noted that SSHRC needs develop criteria for management experience in grant proposals.

Marcia Hills replied that the Centre for Health Promotion Research is interviewing for its fourth coordinator. The level of skill needed is high and senior people are often traveling. There is need for a structure within the funding formula to have a manager, but they do not have people with just management skills – they need someone to co-ordinate the ground researchers. She asked, other than “cheating” on grant applications, how do you get funding for such a position?

Bonnie Leadbeater noted that there is a need for people like Dan Reist to be in the positions they are, because faculty are overwhelmed. They need high-level directors with Ph.D.s. Senior faculty need not to be the only ones in charge. She also underscored that, despite the consequences for students already noted, without faculty release time [from teaching] it would be difficult to write successful grants.

Stan Boychuk noted that what is happening at the university level is one part of the problem. The other part is in the **community** where an equal proportion of management occurs but there is an equivalent lack of skills, capacity and resource allocation.

Dan Reist noted that his unit is funded through the government by convincing them of the value. Money is out there in the community – things can be cobbled together.

**Curiosity-driven research.** The point was raised that despite certain expectations that researchers may have regarding the aims and desires of communities partaking in community research, intellectual curiosity for its own sake exists in communities as well – along with action and development. How can researchers add value and enable

community groups to participate in curiosity-driven research? There is a need to think creatively, to get practitioners to help get knowledge back to the community. For example, “can researchers offer an hour of their time back as service to the community?”

Marcia Hills noted in her experience that having a Centre was the only way in which this was possible – getting a group together and forming a relationship with community groups gives continuity; traditional research can’t do this. She sees students playing a big part in this and perhaps educating the university (i.e., faculty).

***Politics of knowledge uptake.*** It was noted that some research is driven by communities, and community research assistants are hired, etc but sometimes there is still no knowledge uptake. Researchers may produce findings that the community does not utilize because it doesn’t bring them money. Sometimes the old data or myths are more beneficial – in securing funds, or in seeing certain projects undertaken. Knowledge is produced that may not have a lot of use, because of political reasons.

Dan Reist noted this as a good point. The key is independent evidence-based data but we need to recognize also that sometimes myths serve a very good purpose.

Jennifer Mullett noted an “embarrassment of riches” for research exists while program funding is being cut. The auto-response seems to be “let’s write another research grant to solve that.

## COMMENTARIES

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### Commentary 1

**Dr. Peter Keller**

*Professor, Department of Geography and Dean, Social Sciences*

Dr. Keller began his commentary by sharing why he was at the Forum – as both a community based researcher, and in his role as a Dean, to listen and learn. He thanked the organizers and all who came to participate for their commitment to CBR. He thanked Dr. Marc Renaud, noting that support for CBR from SSHRC has not always been present.

Dr. Keller noted the tremendous sense of agreement in the room, and that it was affirming to come together and know that we share common problems. He was encouraged by both Dr. Renaud's and Dr. Taylor's comments, but he cautioned against promoting CBR as a "new way to conduct research". CBR has been around a long time, but it has not had legitimacy, recognition, or theory to support it. We are beginning to see a transition from atheoretical to theoretical. At the same time, there is reason to proceed with caution in formalizing CBR.

The SSHRC explicit support of 8.4% for CBR (as noted by Dr. Renaud) is encouraging and it would be interesting to know the additional percentage of individual operating grants that implicitly support CBR, which is likely significant just among participants at the Forum alone. Given that NSERC supports industrial chairs, it would seem appropriate to consider creating a SSHRC "community chair" and UVic would be the logical university to propose this.

As Dean of Social Sciences, Dr. Keller noted particularly the comments about promotion, tenure and merit, as these are fundamental aspects of the academy. Like Dr. Hills, he was also able to advance as a community-based researcher but he kept a parallel life as a conventional publishing academic. It appeared there were a number of individuals present at the Forum with similar experiences who could offer advice to UVic and to SSHRC on matters of recognition, promotion and tenure.

The existing tenure and promotion system remains largely a traditional science-based exercise. We should explore alternatives but we must retain a rigorous and defensible process. CBR takes time, patience, and investment up front in relationship-building. There is a need to work together to define metrics that measure impacts, results, knowledge mobilization, and the scholarship of engagement. Important questions are *who are legitimate peers for peer evaluation?* And *what constitutes legitimate evidence of excellence in CBR?* Answering these questions may be the easy part; the more difficult task is convincing those who are not part of this Forum, colleagues who are not aware or supportive of CBR to embrace broadening of tenure and promotion criteria to be inclusive. Due acknowledgement is owed to SSHRC for beginning to travel down this path.

Reflecting on points made during the Forum, Dr. Keller reiterated that academia is about research, knowledge and wisdom, and about not only the *creation* of knowledge but the *preservation* of knowledge. There is a tremendous amount of knowledge created and maintained in communities and we risk losing such knowledge that is 'out there'. We have a responsibility and mandate to preserve, maintain and pass on this knowledge and CBR has an important role to play in this; CBR, therefore, should be high on our agenda.

While there is a considerable focus on research, the academy is also about knowledge dissemination. Discussion is needed on community-based education and instruction because research and teaching go hand-in-hand. Dr. Keller expressed concern about release time from teaching to do research. Researchers engaged in CBR need to be in the classroom, otherwise it is a disservice to the next generation of scholars if CBR is not part of the curriculum.

As an Administrator, Dr. Keller expressed concern about continuity, commitment and expectations that are associated with CBR. In particular, false expectations raised in CBR warrant careful consideration given the ethical concerns associated with them. Researchers must engage with communities and share their findings; researchers need to be upfront with communities about intentions.

Dr. Keller also noted with interest from the Dunnett (2004) report that 75% of CBR at UVic is done by women. This needs to be acknowledged because CBR is not only political, but it comes with risk. It is a courageous endeavor and everyone at the Forum deserves congratulations for this courage.



## Commentary 2

### Dr. Marge Reitsma-Street

*Professor, Faculty of Human and Social Development*

Dr Reitsma-Street first acknowledged the Coast Salish territory upon which UVic was built and the Forum was taking place. She further acknowledged Drs. Renaud and Taylor for their comments, all those attending the Forum, and the unpaid peoples supporting us to be at the Forum and making our work possible.

Dr Reitsma-Street offered three comments, as follows. First, CBR is about “community” as the unit of analysis, not the individual or laboratory. The focus is on what is going on in communities, how and why. If something is put into or taken out of a community, the whole is affected. The necessity, yet difficulty, of seeing and positively supporting the invisible work and contributions of families, colleagues, and ourselves is one of the central problematics of CBR. If our partners did not care for our children this fine Saturday, or we had to work at a second job to pay for our housing, then we could not be here today, supporting this university forum on CBR. Consider, for example, what the policies are that have destroyed the air, the languages, the economy, or the ability of children to eat good food, and thereby drain the capacity out of a community to be a healthy space.

One purpose of CBR is therefore to conduct holistic and rigorous examinations of the array of visible and invisible policies, practices and experiences that create communities, and those that destroys them. These are complex questions. Thus a complex, engaged research approach is required to answer them. Another purpose of CBR is to use this knowledge. We already know many things about how to ensure or thwart the creation of healthy communities. A big challenge, however, is how to get existing knowledge into policy. CBR can help answer the questions about what creates and destroys communities. It can, and must examine when beneficial policies are taken up, and when they are not and why. This relates to what we are teaching our children and our students not to see. Examples of important questions we should be asking in CBR projects include: what are the *benefits* of homelessness, poverty and inequity; and why do we continue to support policies that lead to these negative outcomes. Thus, the final, and key purpose of CBR is to research how certain knowledge is created and used, and for whose benefit.

Second, community is not just a unit of analysis, but community is *who* we do research for. Who is the “for” in “whom for”? Who are the decision-makers that decide who the project is for or about? Who gets to sit at this table? Who at UVic, for instance, is at the table supporting certain projects and not others? In CBR, we are producing knowledge for societal benefit, but isn’t all research ultimately for societal benefit? So what is different about CBR? A key difference is that CBR not only explicates processes of decision-making about research and its use; it also includes those affected by the research and its implications as a critical mass of decision-makers. These inclusive types of decision-making processes, however, are not new. In many ways business

groups, faith communities, and other types of communities excel at doing CBR—for their benefit. So, who is at the table and how to ensure the diversity and majority of a community are included—not just a token representative or its business or professional leaders—is a challenge of any CBR. There is a commitment and clarity in CBR, even if difficult to do, to ensure a community benefits from a research project. But which community will that be?

A related set of concerns involves the development of collaborative relationships required for joint decision-making about research direction and benefit within a competitive environment. Funding competitions and academic structures tend to support the development of short-term relationships to complete a project, and for academics to publish results. Thus, those with the funding and in academe are the stronger partners in the relationships. They initiate and end relationships with communities, often on their terms, especially if a community is not as rich or as powerful as academics. Therefore, a research question for CBR is: what are the impacts of these types of short-term, one-sided types of relationships on producing rigorous, beneficial knowledge? What are the impacts of longer term, substantial collaborative relationships? It must be recognized that many academics are neither privileged nor powerful; especially graduate students and untenured faculty or part-time instructors, and they are pressed to conduct research in even shorter time frames, and for immediate academic recognition, in order to graduate or get a job. Nonetheless, meetings like this Forum, honorariums for community members, seconding community members, renting spaces from reserves, and meeting in community places are small steps to assist development of collaborative relationships, and to research the impact of types of relationships on the science produced, and its usefulness. But far more is required to establish truly collaborative relationships and decision-making processes in competitive environments with unequal partners, to ensure fair, full discussions and agreement on what are the benefits and for whom.

Third, “community” is not all “out there” while we are “in here”. There is no neat dividing line. The nature of them/us binary thinking is problematic. Because some communities are more privileged than others, however, one task of community-based researchers is to examine imbedded power discourses, relationships and privileges that values certain knowledge and work, but ignores or devalues others. Academics are instructed to publish in certain “good” journals, learning that other forms of writings and dissemination are not as valuable to academe--“just grey literature” according to earlier comments made in this Forum. The question is: why is this so? How did this hierarchy get created? What if that “grey” literature is the “gold” knowledge required for policy changes?

In closing, Dr Reitsma-Street asserted a hypothesis that if we want to do good research that can be published according to academic and community peer-review standards AND achieve further social justice, and then we must be very careful about who is in the room making decisions about the research direction and use of findings. In her experience, if both good research and action are desired, then the majority of decision-makers must be members of the community. If research is on strategies of community

groups working with women on low income, for example, then they need to be the majority on the advisory and decision-making committees.

We need to make choices about our own time. In CBR we are not really doing anything new, but the focus of the research questions and processes may be different. It is our challenge to figure out how to do CBR well. Perhaps, rather than doing more, we need to do less, and learn more about what we are doing and how. Doing less may actually help us to do more CBR that helps give useful answers to complex questions about community.

## Commentary 3

### **Mr. Stan Boychuk**

*Executive Director, Clayoquot Biosphere Trust*

Mr. Boychuk began by extending his appreciation to UVic and all the participants at the Forum for the innovative opportunity it has provided to talk about CBR. His comments would focus on three things:

- the experience of the Clayoquot Biosphere Trust in the SSHRC/CURA project;
- some questions and issues from discussions raised during the Forum; and
- some thoughts on what has been expressed and where we need to go in moving forward

### ***The Clayoquot Alliance for Research, Education and Training***

The Clayoquot Alliance is a partnership between the Clayoquot Biosphere Trust (Tofino/Ucluelet) and UVic that received three years of funding from the SSHRC/CURA program. The Clayoquot Alliance would not have happened without significant work at the university and the community levels. Dr. Rod Dobell (Public Administration, UVic) was key in building the partnership and securing the initial SSHRC/CURA grant and continues to support the partnership beyond the period of formal funding which has now ended. The ongoing involvement of Dr. Kelly Bannister (POLIS Project, UVic) has also been significant, in particular her work in building an Environmental Studies field course on CBR that is run in partnership with community groups and First Nations in the Clayoquot Sound region, and her post doctoral research on developing the *Standard of Conduct for Research in Northern Barkley Sound Communities* that is now being applied to all research in the region. Greatly appreciated also is the work of many UVic undergraduate, graduate and coop students who have been or are engaged in research at the community level through the Clayoquot Alliance and been a part of the community that they are doing research in.

On reflection, the Clayoquot Alliance has left three enduring legacies:

1. *Enduring relationships* between Clayoquot Sound/Northern Barkley Sound communities and UVic, which have enabled the continuation of specific projects and courses beyond external SSHRC/CURA funding and fostered continued growth in academic relationships with UVic and other universities.
2. *Tangible results*, such as the crucial contribution to creation of the Central Region Nuuchahnulth Language Group and its work on revitalization of Nuuchahnulth language and culture. A CD on Nuuchahnulth language produced by the Clayoquot Alliance is now being used in local schools, and a regional information system based on GIS is assisting the communities in a variety of ways.
3. *Lessons about community-university partnership* that can be applied to future partnerships and projects. These include:

- the need for strong co-ordination and management at both the university and community ends, and a home base in the community as well as at the university. The creation of an office or secretariat at the university that could function as a one-stop shop where people could go to for information would demonstrate support for CBR. From an outsider's perspective, there is nothing yet at UVic that affirms to the community that the university sees real value and worth in community involvement. CBR needs visibility at UVic.
- the need for real resources to flow to the community where research takes place, such as fellowships and research funds.
- the need to have participation *at the onset* by the community in identifying objectives of the research and refining research questions. This needs to be done at the community level, with local people, rather than presented as a pre-arranged platter to the community. The completion of research needs to include evaluation of whether there have been any benefits of the research to the university *and* to the community.
- the need for transformational change towards a new understanding of what is "research" and what is "knowledge" – that is, local and traditional knowledge at the community level have merit. What is needed is re-education at the university about the creation of knowledge, and how communities can participate in academic research that includes other types of knowledge.

### ***Issues and Questions raised in the Forum***

Mr. Boychuk asked everyone to participate in a visioning exercise as follows: Take a moment to imagine yourselves within your own community on this beautiful campus. Then imagine if some experts from elsewhere were to come in and tell you what was best for you. Communities can feel threatened by such interventions. We need to think about how we approach communities in our work, and how we identify and form partnerships. "Partnership" is a concept that embodies equity in participation, decision-making and authority. CBR must be a true partnership. In this regard, the next CBR Forum should be composed of equal numbers of community members and academic researchers. CBR is also founded on ethics, which is an equal pillar of sustainability, alongside with social, environmental, economic components.

### **Where to go from here?**

CBR is not just a trend, it is how research involving communities must be done. There is increasing reluctance by individuals and communities to support research where there is an absence of meaningful participation; Researchers will not continue to be allowed in communities without local participation on local terms. CBR *is* the *future*.

Drawing on a forestry analogy, there is "added-value" in CBR as a new framework for research in terms of: quality of research, validity of results, ethical practices, participation in research, connections and relationship building that will enable the university to continue to be able to do research, and maximize knowledge impact.

However, there are several needs that must be addressed to access the added-value of CBR, including: new models of peer-review; new conceptions and appreciation of grey literature as the “gold” standard that incorporates community input in the review process; honest reflection on partnerships and relationships between universities and communities; different methods of funding CBR and understandings of what it means to fund CBR – including engagement and dis-engagement of funding (e.g., exit strategies that enable gradual ending of funds and transference of information and outcomes to communities), sources for augmenting academic funding, and sharing resources at both the community and university.

Mr. Boychuk closed by referring to the second CBR Forum that should follow this one and include equal participation by communities and academics. He made the generous and sincere offer that the Clayoquot Biosphere Trust will hold the next CBR Forum in the Clayoquot Sound region, and he extended a welcoming invitation to all Forum participants to come and continue these important discussions on CBR.

## **Challenging the Architecture of Knowledge, Building the Scholarship of Engagement**

**Dr. Budd Hall**

*Dean, Faculty of Education*

### **Background**

I would like to preface my remarks by sharing with you something about my own background. The tradition of community-based research that I am associated with is what is called “participatory research” or “participatory action research”. I was involved in the development of this concept and practice based on experiences that we had in Tanzania in the early 1970s. As researchers, we were challenged to contribute directly to the improvement of the lives of the vast majority of ordinary Tanzanians. We were challenged to examine issues of colonial bias in our ways of conducting research. We were admonished to “listen to the people”. Research, we felt, could no longer be seen as a neutral or objective tool for knowledge creation. The content, methods, and objectives of research needed to be seen as contributing directly to making positive changes in the lives of urban and rural villages and communities. The years of colonial research practices in the social sciences where anthropologists, sociologists, economists and educators essentially mined Tanzanians for social information, which became part of an elaborate mechanism to maintain colonial hegemony, had left bitter memories in the minds of many. We were challenged to examine not only the topics of our research, but the ways in which we conducted research itself.

After leaving Tanzania to work in England, I discovered that some scholars there perceived bias in approaches to research based on social class. Working class peoples in England had been objects of researches in similar ways as had Tanzanians in colonial times. Research was often a tool for those in higher positions of authority to control or look after the lives of those at the bottom.

When I returned to Canada in 1975, I based my work on participatory research in a non-governmental network, the *International Council for Adult Education* and focused on building capacity in doing participatory community-based research with community-based organizations and movements. From 1975 to 1991, my work was done entirely outside of a university context, building networks at national and global levels amongst activists who had chosen knowledge generating strategies for organizing and transforming their conditions. One of my early books was called, “Breaking the Academic Monopoly on Knowledge Production”.

In 1991 I joined the department of adult education and community development at the University of Toronto and began teaching university-based courses in participatory research and supporting graduate students under some circumstances to use participatory research approaches for their thesis purposes.

One of the main goals that I have had in coming into the university world has been to help to create space for community-sensitive innovations. It is why I joined the

University of Toronto in 1991 and why I came to the University of Victoria in 2001. I believe that the challenge of understanding and supporting genuine and respectful partnerships in knowledge creation is one of the most important opportunities that we currently face not only at the University of Victoria, but also within the academic world as a whole.

***Observations based on what we have heard today***

From the fascinating and diverse stories that we have heard today and from the broad range of contemporary experiences, there are several things that we can say about knowledge production and community-based research. I have chosen to highlight a few, but as we have heard there are many others:

1. The production and use of knowledge for social and political purposes is not limited to those who are called academics or researchers.

2. The experiences with Aboriginal research and all the lessons of respect, protocols, importance of trust and relationships, and the multiple meanings of knowing may provide some of the most appropriate foundational principles for us in understanding what community-based research implies more fully.

2. The term “community-based research” refers to a wide variety of practices and is supported by several academic traditions.

- Academic or scientific knowledge put at the service of community needs - applied research
- Joint university and community partnerships in the identification of research problems and development of methods and applications
- Research that is generated in community settings without formal academic links at all.
- Academic research under the full leadership and control of community or non-university groups
- Joint research, which is conceived as part of organizing, mobilizing or social advocacy or action

3. Knowledge production within academic and community settings most often serves quite distinct purposes.

4. The concept of “community” contains and conceals an entire range of power and knowledge relationships, which need to be understood. These include, for example:

- Who are the community? Gender, Race, Ethnicity, Class, Age?
- Who is speaking for the community in the research context and why?



- Where did the idea for the research project initiate within the community?

5. Community-based research operates outside of the rather tired debates about quantitative and qualitative research.

6. Knowledge production or research in community settings occurs in more diverse and creative ways than is the usual practice in the academic world. For example:

- Oral histories
- Ceremonies and dance
- Community meetings
- Study groups
- Organizing meetings
- Political action
- Song, poetry and artistic expression

### ***Community-University Research Structures in National and International Contexts***

As we consider next steps at the University of Victoria, it is worth examining some of the existing models for community-university research partnerships.

**1. The Dutch Science Shop model** is perhaps the best known...it is now 30 years old in Europe. Storefront or community-based facilities linking university science community with community needs. It grew out of the earlier debates in the 70s and 80s about the role and responsibility of universities in communities. They respond to what they say are calls ringing out across society and in the corridors of research for science to better serve the citizen. They have in part inspired our SSHRC sponsored Community University Research Alliance projects of recent years.

One of the leading proponents of the Science Shop model, Michael Joergensen of Denmark had noted that: most university-community partnerships focus on business; cooperation with NGOs has much potential to contribute to the university; science shops act as antenna about new issues in society; university curricula should include participation in NGOs;

**2. Community-University Partnership Project (CUPP)**, University of Brighton, Sussex Initiated by the Vice-Chancellor with external funding, an open invitation to community groups asks the following questions: Are you doing some research for your organization but have hit a problem? Are you interested in doing research but don't know where to start? Would you like to explore working in partnership with a researcher at the university? Services include a Help desk, a Research Support Service and a Community Research Forum

**3. Centre for Research, Education and Action (CREA)**, University of Barcelona Perhaps the best-known European centre has a focus on Research in Theories and Practices for Overcoming Inequalities. It is located within the Scientific Park Structure

of the University of Barcelona. It has been in operation since 1991 and has been very successful in attracting EU research funds. Services include: measures to increase participation of those sectors which traditionally do not participate in various areas of society; working with schools to create learning communities to overcome absenteeism and failure; consultancy services; helping people to get academic credit for knowledge they have accumulated in life; project evaluation and needs analysis.

It has 15 major research projects and three research centres, including women's studies, Gypsy (Roma) studies and Arab Studies. It has hundreds of undergraduate and graduate students involved.

#### **4. Trent Centre for Community-Based Education, Peterborough**

Begun in 1996 through a joint effort of Canadian Studies, Women's Studies and Environmental Resource Studies + Community Innovation Network + Social Planning Council with the goal to "enhance the social, environmental, cultural and economic health of the community", this centre is set up as a non-profit organization...a partnership of the University and selected university partners, but separate from the University organizational chart.

It has a balanced management structure. It is interdisciplinary. It operates as a clearinghouse for community-based research and it has a core staff of two full-time members...A Director and a Projects Coordinator.

It works with community-based agencies to develop feasible research projects and then advertises them to students and faculty members. Interested students meet with the agencies and see if the match is a good one or not. A research contract is negotiated. The centre charges no fee but the students receive credit.

This structure supports the kind of service learning and experiential learning that many of our students receive through COOP placements, but has a special research angle.

#### **5. UQAM - Service aux Collectivités (Community Services)**

The Quebec Trade unions made an argument over 30 years ago that not as many of the children of their members went on to university. They argued that some university resources should then be made available to support other research or educational needs of their organizations or indeed community-based organizations serving working class families in general.

Offices at both the UQAM and the University of Montreal have been in operation for many years. They serve as windows to community...a place where working class and other community organizations can come to negotiate some research services. The Service essentially negotiates with the community organization and tries to find researcher in the community who might be interested...there have been funded and unfunded projects over the years.

These services have not expanded as far as I know recently, but remain a unique Canadian model.

## **6. Society for Participatory Research in Asia (PRIA) - New Delhi**

The last example is the largest structure that I know of anywhere in the world. Interestingly is a non-governmental organization that has over the last 23 years of its existence developed a national and international reputation for its expertise in participatory research and education at the community levels. It has developed such a high reputation that universities in India and elsewhere (University of Sussex, University of Victoria, Berkeley, Harvard) have sought research partnerships with it!

PRIA has 110 full time staff, based in 12 regions and works with a network of 1200 NGOs throughout India. It conducts community-based research in a variety areas including: environmental health and safety; women's participation on local governance; urban governance and citizenship. It has formal links with the Indian Federation of University Schools of Social Work to facilitate student placements in local settings. It also organizes an annual conference which brings together both university-based and community-based scholars on subjects of national significance.

### ***A Proposal for UVic?***

If we were not aware before this Forum, we have learned today that we have a unique opportunity at the University of Victoria: We have a policy climate which favours engagement with community; we have broad and interdisciplinary group of scholars, students and administrators with both commitment and experience in community-based research; we live in a community, a Province, a Nation and a world which is hungry for innovation and hopeful partnerships which draw us closer to the pulse of the community, particularly those parts of the community that have the greatest needs. We have the desire, the need and the capacities to move forward in the area of community-university partnerships.

### ***What is needed?***

1. Support and visibility for those faculty members and students who are already engaged in community-based research.
2. A major window/door/structure/image/office that indicates to a wide and diverse set of community organizations and agencies that they are welcome at UVic with their research concerns and needs. UVic has a window to help translate academic knowledge into private sector business opportunities (i.e., the Innovation Development Corporation). It could logically have a similar window to generate an entire new era in the co-production of knowledge with community partners.
3. A clearing-house for information on UVic and other locally generated community-based research

4. A working group to look at evaluation policies in departments so that community-based research which often takes longer is recognized and valued as something special and desirable including the question of publications.
5. A working group to explore funding options for community-university partnerships which includes long term multiple sources of funding and funding of community groups themselves.
6. An on-going forum with locations both on the UVic campus and in community settings to showcase projects and ideas as they are developing-to highlight university contributions to community and community knowledge production within the university.
7. Expansion of opportunities for the involvement of undergraduate and graduate students for credit linked through the COOP Office in community-based research projects and the VIPIRG research intern programmes.
8. Links to key national and international experiences and networks in Community-based Research and opportunities to visit and collaborate.
9. Support for the practice of appointing community scholars to centres or departments at the university.

It will take real commitment to these kinds of needs to make the University of Victoria a player in the international arena of community-based research.

## **CLOSING REMARKS**

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### **Dr. Mark Renaud**

*Past President, Social Sciences and Humanities Research Council of Canada*

Dr. Renaud closed the Forum by sharing his appreciation for what he witnessed in discussions on change and CBR. As an advocate himself for change and new ideas, he was reminded of a time during his SSHRC presidency when he was told “people are looking at you as if you are crazy”. But CBR is about doing something new, and so perhaps you need to be a bit crazy, or at least you have to have a lot of courage. Dr. Renaud saluted all the Forum participants for having this courage.

Dr. Renaud encouraged Dr. Taylor, as Vice President of UVic, to pick up the ball with what has been initiated in the CBR Forum. He added that UVic has some competitive advantages - such as its size, location, composition of people and their energy, and proximity to Aboriginal communities - to be the national leader in CBR.

Dr. Renaud assured Forum participants that SSHRC would do its best but the responsibility falls on universities like UVic to address several issues discussed, such as changes to promotion and tenure review and the role of ‘grey’ literature. At the end of the day, the university is the main engine to drive these changes and the responsibility for CBR is in the hands of the universities. He added “Bon chance, Martin”.

### **Dr. Martin Taylor**

*Vice President, Research, University of Victoria*

Dr. Taylor affirmed his commitment to CBR at UVic and shared his reflection on the today’s discussions. He expressed that CBR is a shared responsibility – shared by all of us in this room. Today has brought together the breadth and depth of our collective experience at UVic. A number of solutions and tremendous amount of wisdom are in this room.

Dr. Taylor acknowledged the need to dig deeper to address the resource challenges that are present, including both dollars and time. Time is not just “time off” but is related to time for management and who will do it. He reflected that, as academics, we often move too quickly and thereby short change what we are mandated to do, i.e., ‘good research’.

The Forum participants shared many examples of their involvement in CBR. There is a need to find resources and identify agencies beyond SSHRC where funding does exist for this work, for example in provincial and federal governments who are charged with the task of ensuring knowledge is translated for societal benefit. But to translate knowledge accurately and in useful forms, we need to engage complementary expertise from those who will ultimately use it.

Dr. Taylor expressed encouragement from the examples of CBR initiatives elsewhere in Canada and in other countries shared by Dr. Hall. These can be drawn upon as UVic explores next steps.

He concluded by acknowledging that there is a gap that exists on campus from the privileging of commercially-oriented industrial research over research in the social sciences and humanities, and that a need exists to balance the funding more equitably. In this respect, an application has already been submitted to the Tri-Council to support the creation of a social equivalent of the Innovation and Development Centre [i.e., UVic's technology transfer office] that would facilitate non-commercial applications of social science and humanities research for social benefit.

## SPEAKER BIOGRAPHIES

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**Ms. Brenda Baptiste** is Manager for the Nk'mip Desert and Heritage Centre and a member of the Osoyoos Indian Band. She works closely with the Osoyoos Indian Band in documenting, preserving and sharing the history and culture of the Okanagan First Nation people with visitors to the South Okanagan. She is a collaborator on the *Cultural Property Community Research Collaborative CURA* project and has been actively involved in the preservation and research of the "Inkameep Day School story" as she recognizes the importance of this collection to the identity and history of her community. She is also an active member of the Osoyoos Museum Society and has facilitated a strong partnership between the Society and Osoyoos Indian Band.

**Mr. Stan Boychuk** is Executive Director of the Clayoquot Biosphere Reserve Trust. He has been involved with the Clayoquot Biosphere Trust and the University of Victoria for the past three years formally through a formal partnership – the *Clayoquot Alliance for Research, Education and Training* that had three years of funding under a SSHRC/CURA grant, and through an informal on-going relationship to foster and promote a greater understanding of the concept of community-based research and the benefit and participation by Clayoquot Biosphere region communities and to enhance the quality of interaction between academics, researchers and community members. The emphasis of the Clayoquot Biosphere Trust in the Clayoquot Sound region has been to create linkages and opportunities for local, traditional, western academic knowledge systems to emerge into a new paradigm of understanding and knowledge co-creation for societal benefit.

**Mr. Philip Clement** is a research assistant for the Centre for Youth and Society with the *Knowledge Transfer Project* that is investigating the processes and mechanisms of knowledge transfer within a Community-University Alliance for Health Research (CAHR). His current research interests focus on community-based research and how to make research more applicable to its users, particularly marginalized populations.

**Dr. Jon Corbett** is a SSHRC Post Doctoral Fellow and a Limited-Term Assistant Professor in Geography at the University of Victoria. His research program explores processes and mechanisms that can be used by local communities to help express their relationship to and knowledge of traditional territories. This is achieved using a range of digital cartographic and multimedia technologies. His research is based in South East Asia and in British Columbia, Canada.

**Dr. Budd Hall** is Dean of the Faculty of Education at the University of Victoria. He founded the *International Participatory Research Network* in 1977 as a community-based research network to support activist researchers working in community settings around the world. He in 1991, he joined the University of Toronto where he taught participatory research for 10 years before coming to the University of Victoria. Dr. Hall is known and respected throughout the world for his contributions to participatory research.

**Dr. Marcia Hills** is Professor in the School of Nursing at the University of Victoria and Director of the Centre for Community Health Promotion Research. She is Co-Chair of the Canadian Consortium for Health Promotion Research and the President of the Canadian Association of Teachers for Community Health (CATCH). She is elected member of the Board of Trustees for the International Union for Health Promotion and Education (IUHPE) and Vice-President for World Conferences, IUHPE. In the latter capacities, Dr. Hills is engaged in projects related to community-based research; participatory evaluation; health sector reform; health promotion effectiveness; the effectiveness of community action strategies; and the education of health professionals in primary health care, health promotion and participatory educational and research methodologies. She has worked in Australia, England and Brazil as a Visiting Scholar and WHO Fellow.

**Dr. Peter Keller** is Professor of Geography and Dean of Social Sciences at the University of Victoria. He is a long-time advocate of participatory and community-based research including living part of a summer with the Inuit of Baffin Island in the early 1980s to explore the role of tourism as a possible agent of Arctic economic development. Dr. Keller has been involved in a number of community mapping initiatives over the years including work overseas and more recently collaborating with Common Ground and the Victoria community on Victoria's Green Map.

**Dr. Rosemary Ommer** is Director of Special Projects in the Office of Vice President Research at the University of Victoria. From 2000-2005 she has been Project Director of the MCRI *Coasts Under Stress Project*. She is former Director of both the Calgary Institute for the Humanities, and the Institute for Social and Economic research at Memorial University of Newfoundland. Dr. Ommer's formal academic training is in economic historical geography.

**Mr. Dan Reist** is Director of the Communication and Resource Unit of the Centre for Addictions Research of British Columbia. He was appointed to this position in August of 2004 and comes with many years of experience working with community organizations and government policy makers to address the problems from substance use.

**Dr. Marge Reitsma-Street** is Professor of Social Policy and Social Work at the University of Victoria. She teaches in the interdisciplinary Studies in Policy and Practice program and is author of numerous publications in the areas of community action research, poverty, women's work, community organizations, and juvenile justice. Dr. Reitsma-Street has also been the academic facilitator on poverty and housing action research projects in Victoria, Sudbury and North Bay. She is currently is the Principal Investigator of a multi-site SSHRC project *Provisioning, Women and Community* and co-investigator of a SSHRC-CURA *Economic Security: Redefining public services in British Columbia*.

**Dr. Marc Renaud** served as president of the Social Sciences and Humanities Research Council from 1997-2005 and spearheaded the transformation vision of SSHRC from "granting council" to "knowledge council". He stands out as a passionate advocate of



the social, cultural, intellectual and economic importance of humanities and social science research, and his eight-year leadership has had an extraordinary impact in on SSHRC and on the humanities and social sciences research effort in Canada. Dr. Renaud's background is in sociology, and much of his research career has focused on the social determinants of health, health policy and the social impacts of new medical technologies. He has served on the boards or steering committees of several important Canadian organizations that support research and research training or that develop policy in these areas, including the former Medical Research Council, Canadian Institutes of Health Research, Canada Foundation for Innovation, Canada Health Services Research Foundation, Genome Canada, Trudeau Foundation, Industry Canada's Science and Technology Industry Portfolio, Environment Canada's Science and Technology Advisory Board, Networks of Centres of Excellence, Interagency Advisory Panel on Research Ethics, Statistics Canada's Advisory Committee on Science and Technology, and the Canada Research Chairs Program. Among many other awards and honours, Dr. Renaud was elected to the Royal Society of Canada (1992), received an honorary doctorate from the University of Ottawa (2000), and was named a member of the Order of Canada (2004).

**Dr. S. Martin Taylor** was appointed as the University of Victoria's first Vice-President, Research in 1998. He is UVic's senior officer responsible for the administration, development, and promotion of research programs. From 1974 to 1998, Dr. Taylor was a Professor in the Department of Geography at McMaster University. During that time, he served as Chair of Geography (1991-97), founding Director of the Institute of Environment and Health (1991-96), and as Acting Vice President Research (1994-95). Dr. Taylor's research and teaching interests focus on environmental health and health promotion. Current and recent projects include the psychosocial effects of environmental contamination, community-based heart health promotion, and the impacts of economic restructuring on population health in coastal communities in BC. He has authored one book and over 100 papers in peer-reviewed journals. Dr. Taylor is a co-Investigator in the *Coasts under Stress* project, funded by SSHRC and NSERC, with particular focus on the effects of socio-economic restructuring on population, community and personal health in BC coastal communities.

**Ms. Sandy Wiens** is a graduate student in the School of Nursing at the University of Victoria. She is a research assistant for the Centre for Youth and Society with the *Knowledge Transfer Project* that is investigating the processes and mechanisms of knowledge transfer within a Community-University Alliance for Health Research (CAHR). Ms. Wiens has a particular interest in the exchange of knowledge between health researchers, health practitioners, youth, and families in relation to improving the health of vulnerable children and youth.