

Deepening Societal Engagement of Higher Education in Canada: The Case of the University of Victoria

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NEW DELHI

Association of Indian Universities, New Delhi



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Havana, Cuba

“Women’s Resistance, Solidarity and Daily Life”



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VICTORIA, BC CANADA

- Capital of British Columbia
- Population: 367,000





Ghandi and contemporary Higher Education

“The contemporary concept of Civic University (GUNI 2017, 2017) finds strong resonance with Gandhian worldview of Education. The mantle of Civic University urges pursuing public good by aligning the university interests with societal interests and working collaboratively with other educational institutes to ensure a collectivized impact. Gandhi promulgated similar traits for higher educational spaces and emphasized greatly on social utility and relevance of a University.” (P. Pandey, 2019)



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Understanding knowledge: A changing world

- The co-creation of knowledge between community and academia has undergone a dramatic shift in recent years towards a broadened understanding of knowledge – towards a **knowledge democracy**
- International and national momentum to change university culture, policies and practices in order to recognize and reward Indigenous and Community-engaged Scholarship (CES) (*i.e. Guelph Centre for CES created in 2010*)



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Canadian context: watershed moments

Honourable David Johnson, whose keynote speech to the Humanities and Social Science community in 2012 announced a new era for CBR, with the creation of the Community- Campus Collaboration Initiative (CCCI):

“As a scholar—a Canadian scholar—I believe we must reconsider the role of scholarship in how we apply our learning, in how we make knowledge more widely available to Canadians, and in how we further democratize knowledge for all people.”

- Governor General of Canada, 2012



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Strengthening CUE in Canada

Paul Davidson, the President of Universities Canada, and Ian Bird, the Director of Community Foundations of Canada issued this joint challenge to the university and community sectors:

**“We are calling for a cultural shift in how we address community needs, how we prepare for the unexpected and how we pursue opportunities. Collaborations and partnerships must be standard operating procedure from the earliest stages of new ideas and initiatives for building community resiliency and prosperity.”
(Davidson & Bird, 2013)**



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Research impact

Changing narrative and understanding of impact, beyond only metrics

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



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Strengthening CUE Research in Canada

- The creation of the SSHRC Community University Research Alliance (CURA) granting opportunities soon became the most competitive of any of the SSHRC grants (1998-2012)
- By 2015, Canadians have a national scene where nearly every university has community-based research or its equivalent written into their strategic plans, has some kind of community-university research support structure, or both.
- Post 2015 Tri-council has a new funding and policy architecture favourable of partnership research (i.e. Partnerships Grants)
 - PG grants for four to seven years at a value of up to \$2.5 million



*Community
Engaged
Research*



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Intensifying Dynamic Learning and Community Engaged Research



- Created New Positions: CEL Coordinator, International Coordinator
- Created Field School Student Support Fund
- Increased number of Co-op opportunities (alum)
- 100% students will have at least one significant experiential learning experience
- 120+ experiential learning opportunities in SOSC
- Community Engaged Learning Strategic Plan (2017) and its implementation
- Created CEL Working Group
- CEL funds to support Instructors
- Provost's Engaged Scholar Awards
- Incorporated into Merit and promotion



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Examples of Community-Engaged Learning at UVic



Anthropology students learning about Indigenous cartographies and ethnographic mapping through collaboration to protect ancestral sites with Hul'qumi'nun elders and Parks Canada.



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Examples of Community-Engaged Learning at UVic



This student is acquiring archeological techniques while mapping and recording historical data for the Congregation Emanu-El cemetery in Victoria.



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Examples of Community-Engaged Learning at UVic



These students are learning about public policy for community development while participating in grass roots community development projects around the city.



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Community Informed Research



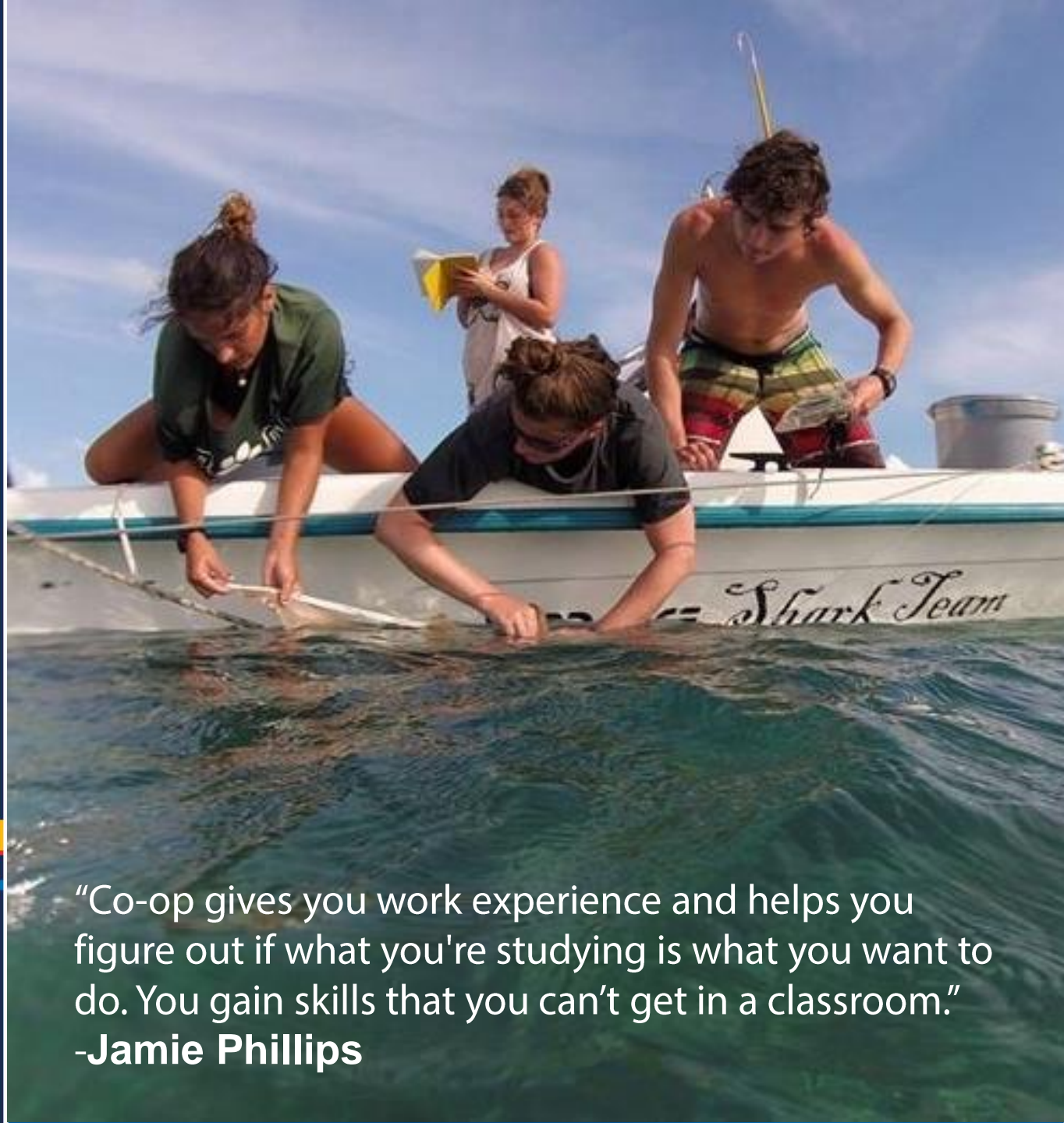
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Co-op

- 1 in 3 students participate
- Opportunities in 40 countries
- Average income of \$2,900 per month



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"Co-op gives you work experience and helps you figure out if what you're studying is what you want to do. You gain skills that you can't get in a classroom."
-Jamie Phillips

GLOBAL & INTERCULTURAL OPPORTUNITIES

- Group study programs & field schools
- Opportunities both on & off-campus



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GLOBAL & INTERCULTURAL OPPORTUNITIES

- work-integrated learning
- exchanges
- 2+2 articulation agreements
- dual degrees



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UNI 101

RECIPROCAL EDUCATING MIND, BODY AND HEART



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Strengthening Indigenous Research & Leadership in Canada

- Indigenous resistance to top-down, extractive research has accelerated the advance of Indigenous research approaches, most of which are community-based.
- Indigenous communities have been at the forefront in creating the “OCAP” principles of health research.
 - OCAP refers to ownership, control, access and possession of the knowledge generated in a research process.
- One of it's key priorities responds to the Truth and Reconciliation Commission's call to action 65 to grow the capacity of First Nations, Métis and Inuit communities to lead their own research and partner with the broader research community



Foster Respect and Reconciliation

- Elder in the classroom
- Indigenous Plan
- Indigenous Learning Coordinator
 - Indigenous Advisory Group
 - New Indigenous Student Mentorship
 - Community Visits/Consulting with Elders
 - Scholarships
- Events (on and off campus)
- Acumen training
- Course for faculty (with HUMS) Indigenous Methods
- Indigenous Resurgence Fund
- Indigenous CRC's and Faculty Hires



Indigenous Law Program

OUR RESEARCH

- Indigenous research
- Culture & creativity



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Working together in small groups with guidance from Indigenous instructors and community partners,



Discovering how to shape welcome posts, canoes, blankets etc.



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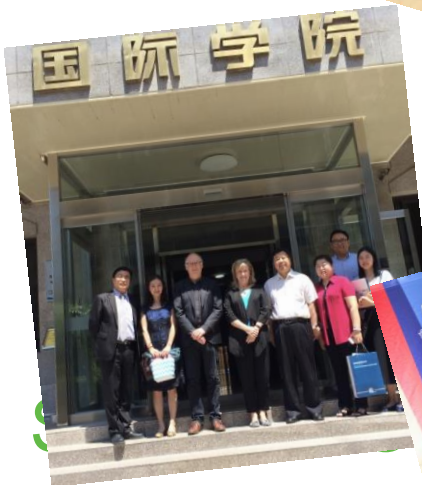
Indigenous
Governance
master's student
planned a solar
panel installation
for her community.



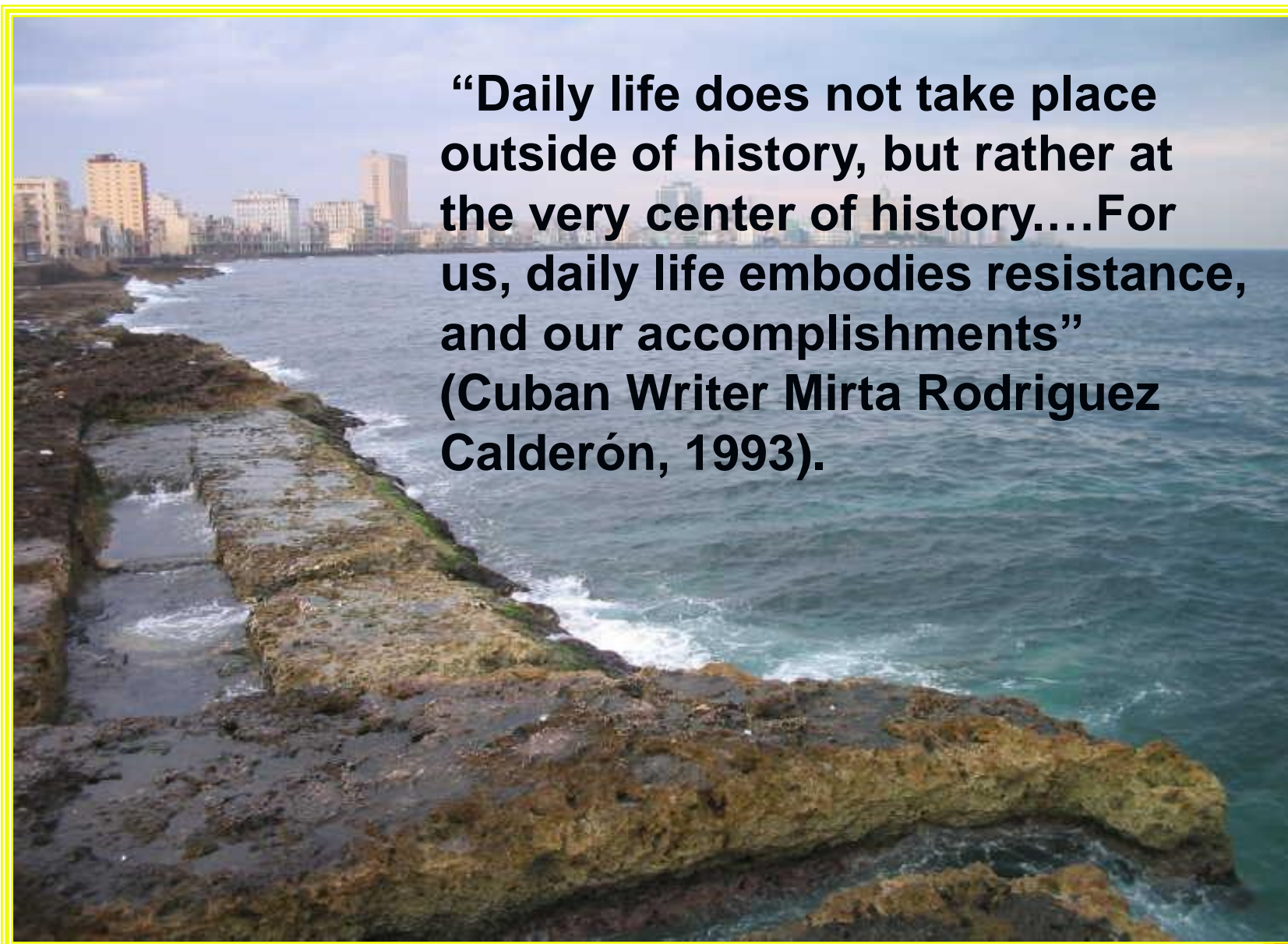
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Importance of Partnerships: Locally and Globally

- Global Partners
- Community Partners
- Indigenous Communities
- Alumni



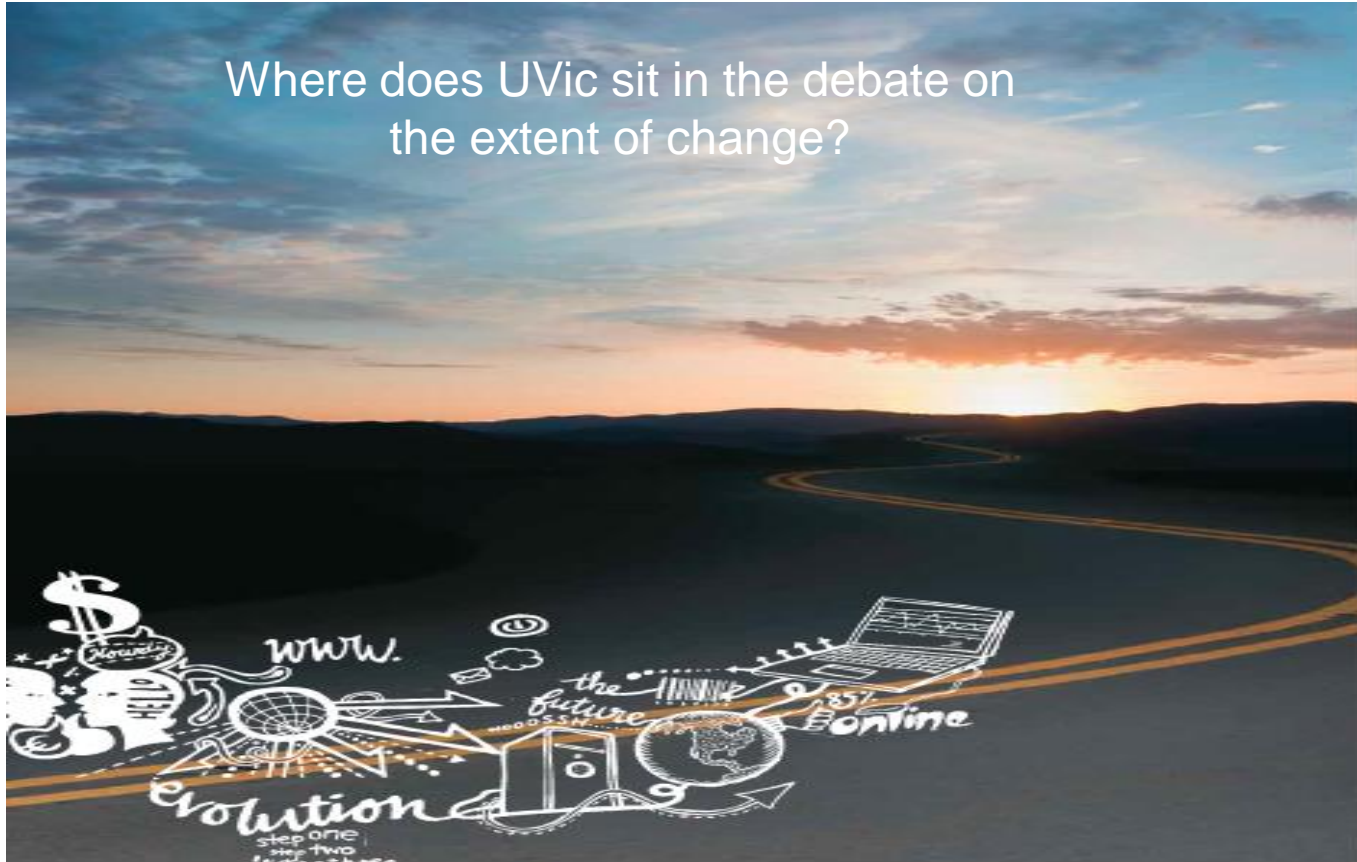
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A photograph of a rocky coastline. In the foreground, dark, wet rocks are covered in seaweed. The ocean is a deep blue-green, with white foam from waves crashing against the shore. In the background, a city skyline is visible under a cloudy sky. The text is overlaid on the right side of the image.

**“Daily life does not take place outside of history, but rather at the very center of history....For us, daily life embodies resistance, and our accomplishments”
(Cuban Writer Mirta Rodriguez Calderón, 1993).**

WHAT DOES IT MEAN TO BE AN EDUCATED PERSON IN THE 21st Century?

Where does UVic sit in the debate on the extent of change?



University of the future



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Thank you.

