



Consultation with Canadian Colleges and Institutes

PRESENTED TO:

**Social Sciences and Humanities Research Council
(SSHRC)**

SUBMITTED BY:

**The Association of Canadian Community Colleges
(ACCC)**

Final Consultation Report

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Executive Summary

The Association of Canadian Community Colleges (ACCC) and colleges and institutes welcome the opportunity to contribute to the consultation process initiated by the Social Sciences and Humanities Research Council (SSHRC) on the renewal and transformation of SSHRC from a granting council to a knowledge council. In August 2004, SSHRC consultation documents were sent to all 150 ACCC member colleges. Twenty colleges and institutes from all main regions of Canada submitted written responses and representatives from thirteen of those institutions participated in a focus group with SSHRC representatives in Ottawa on September 30, 2004.

Colleges and institutes have a specific mandate within post-secondary education in Canada as community-based learning organizations focused on meeting the needs of private and public sector employers and contributing to community and regional socio-economic development. This mandate gives colleges and institutes strengths that bring value added to social sciences and humanities research. The strengths identified by consultation participants included colleges' and institutes' focus on teaching and learning, strong community orientation, accessibility and capacity to respond rapidly.

Based on consultation participants' input this report provides a profile and puts into context how colleges and institutes are involved in social sciences and humanities research. This profile describes:

- the diversity of the system;
- the applied nature of research;
- college/institute research structures;
- how college/institute faculty are involved in research;
- how colleges and institutes involve students in research to enhance learning; and
- how colleges and institutes have capacity to transfer and mobilize new knowledge generated by research and disseminate research through more popular forms such as text books and public communications.

Although some colleges and institutes are extensively involved in social sciences and humanities research, for others this is a growth area. All respondents identified areas of current or potential social sciences and humanities research in disciplines ranging from aboriginal issues and anthropology to business, economics, education, social services, fine arts, women's studies and youth, to name just a few. Colleges and institutes particularly emphasized their capacity to conduct research in the scholarship of teaching and learning, as well as research related to aboriginal issues.

Even though colleges and institutes are already involved in social sciences and humanities research, certain challenges and barriers are limiting opportunities to access research grants and funding programs. These challenges and barriers include: limited funding mechanisms available to colleges and institutes; the significant teaching loads of college/institute faculty and the lack of funding for research release time; unfavourable adjudication processes and lack of recognition of non-traditional research and dissemination approaches; and weak research support services and infrastructure.

Recommendations:

Colleges and institutes support the recommendations presented by the universities and university colleges, and at the same time put forward the following recommendations which reflect their unique perspective.

Support For Colleges And Institutes – It is recommended that SSHRC:

- **Establish a college/institute-specific fund or program.** Such a fund would:
 - allow the colleges and institutes to demonstrate the value of the applied research they can do in social sciences and humanities fields;
 - have peer review teams that are more broad-based with college and institute and community representation;
 - assess research project proposals entirely on the merit of the project rather than the record of research achievement of the researchers;
 - provide support for faculty release time for research activities to compensate for heavy teaching loads at colleges and institutes;
 - include capacity development elements to encourage colleges and institutes to build their research capacity;
 - provide modest expense budgets for grants to cover costs to attend conferences, as well as expenses such as interlibrary loans, faxing, internet access, local visits which may not be available for college/institute faculty on research leave.

- **Review the Aid to Small Universities program in order to:**
 - Expand the program to include colleges and institutes;
 - Require or encourage established research institutions to partner with emerging research institutions as a criteria for funding;
 - Establish a visiting researchers program to enable emerging colleges to build research capacity.

SSHRC Peer Review and Adjudication Processes – It is recommended that SSHRC:

- Include members from colleges and institutes and community representatives on peer review and adjudication committees.
- Develop application review criteria that:
 - recognize the legitimacy and support the development of applied research;
 - are consistent with the goals of knowledge transfer (or dissemination and application) of social scientific research at the community level;
 - consider a variety of non-traditional research approaches and research credentials which may mean a new and different model to determine research quality at the knowledge utilization level.
- Assess projects from emerging scholars entirely on the merit of a project rather than the record of achievement of the researcher(s), in recognition that most college/institute researchers would be considered “new scholars”.

SSHRC Grants and Funding Programs – It is recommended that SSHRC:

- Grants provide support for faculty release time for research activities to compensate for heavy teaching loads at colleges and institutes.
- Award smaller grants to more researchers, particularly as a means of improving support for new scholars.
- Fund smaller grants linked to larger cluster-oriented programs set around specific research themes or problems.
- Aboriginal Research Development Grants be expanded to include colleges and institutes.

Linking Teaching and Learning – It is recommended that SSHRC:

- Develop programs that support research in the following areas:
 - the scholarship of teaching and learning
 - community practice
 - integration of technology into education.
- Evaluation processes give consideration to the value of including into the research design, learning opportunities for undergraduate students.

Community Based Research – It is recommended that SSHRC:

- Develop a funding program for community-based partnerships in which partner need is the impetus (and therefore a primary selection criterion) for research.

Support For Undergraduate Researchers – It is recommended that SSHRC:

- Provide support for undergraduate students in order to enhance a research culture and promote innovation in practice.
- Expand the definition of undergraduate students to include second or third year diploma students, students in college/institute applied and bachelor degrees, and university transfer and pre-university students.
- Offer grants for student projects and student summer research fellowships.

Collaborative Research And Networking – It is recommended that SSHRC:

- Consider programs that enable the creation of collaborative networks which could pair or cluster college researchers and their students with researchers in other colleges as well as universities, in order to further develop expertise and knowledge. This would include web-facilitated networks and be in line with SSHRC's "Confederations of Learning" concept.
- Consider establishing a fund for "Summer Institutes" around specific research themes or problems that bring together multi-disciplinary researchers with community and industry stakeholders, and serve as "incubators" for fresh ideas, new approaches, and potential solutions to problems in social sciences and humanities fields.
- Provide support for scholarly professional interactions, including conferences and workshops, in particular for faculty from rural and remote colleges and institutes.
- Consider collaborating with NSERC to offer grants that would encourage collaboration across the traditional divide between the natural and human sciences.
- Promote inter-disciplinary research.

Information Dissemination, Knowledge Mobilization And Transfer – It is recommended that SSHRC:

- Consider information dissemination and knowledge transfer initiatives which include the substantial numbers of faculty within the college/institute system as a resource for the dissemination of useable knowledge.
- Create a special category of support for college/institute faculty that funds the release time needed for research and writing in the area of “scholarship of integration and communication” i.e. the synthesis and transmission of knowledge to the community.
- Take into consideration lay publications, newsletters and local awareness raising activities on research initiatives as legitimate forms of research dissemination and knowledge transfer.
- Establish a knowledge clearing house.

Specific Requests From Francophone Institutions – It is recommended that SSHRC:

- Recognize the importance of developing a category specifically for francophone colleges which facilitates linkages between Quebec colleges and universities and francophone colleges and universities from outside Quebec, as well as financial support for French language research publications.

1. Introduction

Canadian colleges and institutes are mandated to contribute to the socio-economic development of the communities they serve. As such, education and training programs are developed in close collaboration with community partners including business, industry, social organizations and community groups. In order to diversify the services delivered to community partners and also to enhance and keep education and training programs current, colleges and institutes have become increasingly involved in applied research and commercialization.

The Association of Canadian Community Colleges (ACCC) and colleges and institutes welcome the opportunity to contribute to the consultation process initiated by the Social Sciences and Humanities Research Council (SSHRC) on the renewal and transformation of SSHRC from a granting council to a knowledge council. ACCC is the national and international voice through which Canada's colleges and institutes inform and advise various levels of government, business, industry and labour. Over the last five years, ACCC has worked towards increasing the recognition of colleges' and institutes' role in research, in particular their pivotal role in the application and commercialization of new knowledge.

ACCC efforts have included the creation of a College and Institute Applied Research Task Group in 2001, two surveys on college and institute research capacity, and the organization of an annual applied research symposium which brings together representatives from colleges, institutes, government departments, research councils and other stakeholders to exchange on the role of colleges and institutes in applied research and their impact on socio-economic development. Collaboration with the Natural Sciences and Engineering Research Council (NSERC) on these initiatives has led to the approval and launch of a new NSERC pilot program, the College and Community Innovation Pilot Program which aims "to increase the capacity of colleges to support innovation at the community and/or regional level. The program design and funding are intended to stimulate new partnerships and increased entrepreneurship and to assist the colleges to take risks and be nimble in developing new ways of working with local businesses and industries to spur innovation and economic growth."¹

The NSERC pilot program gives recognition to the role of colleges and institutes in applied research and innovation in natural sciences, technology and engineering disciplines. However, it is important to note that colleges and institutes have significant programming in the social sciences and humanities which in turn results in involvement in research in social sciences and humanities research either through partnerships with university faculty or on an individual basis by faculty, often in partnerships with community groups or business and industry.

¹ NSERC website: http://www.nserc.gc.ca/about/initiatives/college_desc_e.htm

2. The Consultation Process

Nine university colleges which are ACCC member institutions participated in the SSHRC university consultations which began in January 2004:

- ▶ the five university-colleges in British Columbia (University College of the Cariboo, University-College of the Fraser Valley, Kwantlen University College, Malaspina University College and Okanagan University College),
- ▶ College-universitaire de Saint-Boniface in Manitoba, and
- ▶ three institutions in Nova Scotia (University College of Cape Breton, Nova Scotia Agricultural College and Université Saint-Anne).

The main issues and recommendations brought forward by these institutions are in line with universities' overall recommendations to SSHRC. However given the teaching and learning focus and strong community linkages of university colleges, they put emphasis on certain issues more than others and put forward some unique recommendations.

In acknowledgement that social sciences and humanities research is not done exclusively in universities, and with a view to better understanding the work of researchers in all sectors of society and recognizing the needs of both producers and users of research, SSHRC launched consultations with researchers and practitioners working in organizations outside the academic community, including Canadian colleges and institutes.

In order to facilitate the consultation process with colleges and institutes, ACCC prepared a summary of the 10 main issues and corresponding recommendations put forward by university colleges with the view that colleges and institutes would share many of the same concerns and issues. This summary document also included some questions to guide colleges and institutes in their reflection on how they can contribute to SSHRC's new orientations and directions, as well as how SSHRC programs can provide opportunities for colleges and institutes to contribute to social sciences and humanities research in Canada. A copy of this summary document is attached as Annex 1.

The consultation process with colleges and institutes was initiated in August 2004. A communiqué was sent to ACCC's 150 member colleges and institutes asking for reactions and feedback on the summary of the university college recommendations, as well as SSHRC's overall consultation documents. Twenty colleges and institutes from all main regions of Canada submitted written responses and representatives from thirteen of those institutions participated in a focus group with SSHRC representatives in Ottawa on September 30, 2004. The lists of the respondent colleges/institutes and focus group participants are included in Annex 2, and copies of the individual college/institute written responses are provided in Annex 3.

The written responses from colleges and institutes provided an overview of the type of social sciences and humanities research these institutions are involved in, the issues and challenges colleges and institutes face in initiating and participating in research. Consultation participants also made some specific recommendations on how colleges and institutes can contribute to SSHRC's new strategic direction and how SSHRC's structures and programs can be adjusted to allow for greater college/institute participation in social sciences and humanities research initiatives funded by the Council.

The focus group enabled representatives from colleges and institutes to inform SSHRC first hand on how colleges and institutes are already involved in social sciences and humanities research and what more these institutions could contribute. The purpose of the focus group was also to validate the recommendations put forward by college/institute respondents. The focus group allowed for a very informative and constructive exchange between representatives from colleges and institutes from across the country, SSHRC and ACCC.

This report presents the position of colleges and institutes on the transformation process SSHRC has embarked upon, drawn from the written responses submitted by colleges and institutes and the discussions at the focus group. The report begins with an overview of the strengths of colleges and institutes in applied research, the application of knowledge and commercialization, followed by a profile of social sciences and humanities research conducted at colleges and institutes. This is followed by a review of the challenges and barriers colleges and institutes are facing in initiating and participating in social sciences and humanities research. The report ends with colleges' and institutes' recommendations with respect to SSHRC's transformation process.

3. College and Institute Strengths

Consultation participants emphasized that the mandate of colleges and institutes is different from that of universities. Colleges and institutes are community and industry driven rather than faculty driven. Education and training programs are developed in accordance with employer needs, are focused on student learning, applied in nature and competency-based. As a result of this different mandate, colleges and institutes have strengths that bring value added to research and innovation in Canada. Based on the responses submitted by colleges and institutes the following four key strengths of the system were identified and are described below: a focus on teaching and learning, a strong community orientation, accessibility and reach across Canada, and capacity to respond rapidly.

3.1 Focus on Teaching and Learning

The strong teaching and learning focus of colleges and institutes is considered a key strength of the system. Student learning is at the heart of colleges' and institutes' mandate.

Within the contemporary labour market, research skills are valuable assets and can even be considered essential skills for college and university graduates. Colleges and institutes can make a significant contribution by transferring research skills and capacity to students through education and training programs.

“Experience in research activities facilitates the development of problem-solving and critical thinking skills that a growing number of employers are looking for in potential employees.”

Grant MacEwan College

The strong teaching and learning focus also positions colleges and institutes well to facilitate the dissemination of new knowledge generated by research to students, professionals and the general public.

3.2 A Strong Community Orientation

Colleges and institutes are mandated to establish close partnerships with business, industry and community groups and are structured to do so through community access and development departments within institutions. As one focus group participated indicated “Community integration is who we are”.

Community partners are involved in college/institute operations at different levels, beginning with college/institute boards which include community partner representatives. This then filters down to the operational level of program development and delivery through program advisory committees which are required to have representatives from community or regional employers to ensure that education and training programs are developed and updated in accordance with employers’ needs.

3.3 Accessibility and Reach Across Canada

Colleges and institutes are accessible to Canadians across the country whether they live in urban, rural or remote communities, with campuses located in over 900 communities across Canada. As confirmed by a Statistics Canada study “Access to college and university: Does distance matter?” (June 2003), 97 percent of students live within commuting distance of a college or institute, whereas one out of every five students live beyond commuting distance of a university.

3.4 Capacity to Respond Rapidly

Colleges and institutes are accustomed to working with business and industry partners to find fast, quick turn around solutions to problems identified by these partners. Their strong community networks enable colleges and institutes to easily find partners for research initiatives and open up areas for research quickly. Readily available, often state of the art, technical and laboratory facilities are also considered assets and sought after for research projects originating within the community or region.

4. A Profile of Social Sciences and Humanities Research in Colleges and Institutes

Colleges and institutes were asked to describe how they are currently involved in social sciences and humanities research, including how it is supported institutionally. The key points raised in the written submissions from colleges and institutes and the focus group discussions are summarized here with a view to putting into context and characterizing colleges’ and institutes’ current and potential involvement in social sciences and humanities research.

4.1 The Diversity of Colleges and Institutes Across Canada

The college and institute system in Canada is very diverse. Program offerings range from career and occupational programs, adult upgrading and literacy, university transfer programs, applied and bachelor degree programs, and contract and customized training services for private and public sector employers. The diversity of the system applies to college/institute perspectives on research as well, as pointed out by Grant MacEwan College:

“A key point that needs to be acknowledged from the beginning is that there is no single “college and institute perspective”. Rather, there are multiple perspectives based upon the diversity that exists among Canadian colleges and institutes, in terms of (a) size (i.e. number of students and faculty), (b) location (rural/small urban/large urban), (c) nature of the programs, (d) characteristics of the student population, (e) type of research that predominates at the institution, (f) the extent to which research is included in the institution’s mandate, and (g) the recency with which research activities have been recognized at an institutional level.”

4.2 The Applied Nature of Research

In accordance with colleges’ and institutes’ applied focus, research initiatives are generally related to the application and utilization of knowledge, as opposed to the generation of new knowledge. The submission from Fanshawe College provided a definition of applied research and relates it to the college/institute perspective:

“Whereas “basic or pure research is motivated by intellectual interest and has as its goal the extension of knowledge: (Merriam and Simpson 200), “applied research is any...research designed to answer practical questions. Applied research may also be testing theories...and may be... directly involved in a practical or real world setting.” (Kidder and Judd 1986). Applied research may also include action research, a “form of self-reflective inquiry undertaken by participants ... in order to improve the rationality ... of their own practices, their understanding of these practices, and the situations in which these practices are carried out” (Jarvis 1999). Community colleges may engage in applied research in fields related to program content, and in the field of college education itself. In other words, the scholarships of teaching, application (e.g. clinical practice) and integration (e.g. connections across and within disciplines) are legitimate forms of applied research (Boyer 1990).”

4.3 How is research structured in Colleges and Institutes?

Up until recently, in many colleges and institutes, research has been conducted in a more ad hoc manner and dependent on partnerships individual faculty members have with university faculty or through partnerships with community groups, business or industry. Some respondents indicated that although faculty have been involved in research, it has been more “hidden”.

However, research is increasingly becoming more structured and aligned with colleges' and institutes' priorities and included in institutions' strategic plans. Structured approaches to applied research and commercialization are relatively new within colleges and institutes, some respondents indicated that their research department was put in place within the last 12 months, while other departments have been in place for up to 4 to 8 years. The roles of these research departments are to develop and operationalize institutional research policies, develop resources and supports for faculty researchers and work with granting councils and research funding organizations to seek out and secure funding support for research initiatives.

4.4 College/Institute Faculty

The primary mandate of college/institute faculty is to teach. Teaching loads are significant with no allocated time or resources for research activities. For example, Ontario college faculty is teaching 34 weeks per year, 44 hours per week; in Alberta, a 10 credit course requires 450 teaching hours per year. And yet many college/institute faculty members are leading or participating in research projects despite the fact that they receive no obvious career benefits.

Respondents indicated that in many cases faculty are doing research “underground”. It seems that faculty members who are motivated to do research, do so because it is a reflection of their values – they see it as important. Research and the application of new knowledge is viewed as a means of helping college/institute faculty keep current and test theories within their fields and enable them to teach to the subject matter more effectively. These values intersect with the community focus and tradition of public education of colleges and institutes.

4.5 Student Involvement in Research

The motivation to include college/institute students in research activities comes more from a desire to enhance the learning experience for students by enriching the content of programs and developing students' research, analytical and critical thinking skills. For students in career and technical programs, the acquisition of research-related skills is considered important for students' success in the labour force. Respondents indicated that employer representatives on their program advisory committees have requested that research skills and capacity be included as program competencies. For colleges and institutes with university transfer or pre-university (Quebec) programs, research skills are considered as essential for the effective integration into university undergraduate programs.

Some colleges and institutes are encouraging student involvement in research through institutionally funded research scholarships. For example, the Cégep du Vieux-Montréal annually offers four student research scholarships in the social sciences and humanities that enables students to participate in cégep research teams.

4.6 Community Driven Research

The research conducted at colleges and institutes is driven by community, business or industry needs. Respondents confirmed that research ideas are often developed by community partners, whether they be community groups, business or industry, however some research initiatives are also originating within institutions.

Business and industry partners have the means to contribute to joint research initiatives and these types of partnerships offer excellent leveraging potential for SSHRC research grants and funding programs. On the other hand, the specific needs of non-profit community partner organizations was highlighted by respondent colleges and institutes because these organizations rarely have funds to contribute to research initiatives. It is in fact the research projects that are making a contribution and meeting a targeted need of these partner community groups.

4.7 Knowledge Transfer and Dissemination of Research

Colleges and institutes have a strong tradition of public education as an interactive process rather than just one-way information provision. College/institute faculty welcomes the opportunity to work alongside university research faculty and communication specialists to discuss current research findings. Colleges and institutes have well-established relationships with business and industry which could be leveraged to mobilize and transfer knowledge more effectively.

“Because of their close ties to the community, college faculty can undoubtedly do outstanding research working with and within their community. But there is another area in which college faculty could do more. The key challenge that is faced by colleges everyday is communicating understanding to their students. Integrating and synthesizing material to make it understandable to the layperson is what we do for a living. Producing research directed at making academic material intelligible to all people through popular articles, text-books and popular books is a natural professional activity that flows from the kind of work that college faculty do.”

Capilano College

In addition, dissemination and accessibility is a central element of research conducted by colleges and institutes. College and institute research emerges through more popular forms such as text books and public communication, rather than scholarly journals. For example, Capilano College indicated that there are about twenty faculty members in the Social Sciences and Humanities who have published books in the last five years and many more who have published articles. At the same time, some respondents indicated that researchers in their institutions are publishing in scholarly journals, for example at Grant MacEwan College: “In the social sciences and humanities, our faculty members’ record of research achievement is quite impressive (e.g. peer-reviewed publications; publication of university-level textbooks) considering the heavy teaching load.”

Respondents from Quebec indicated that researchers in the cégep system have opportunities to publish their research mostly when they are partnered with a university,

with the exception of pedagogical research conducted by colleges through grants approved under the “Programme d’aide à la recherche sur l’enseignement et l’apprentissage” (PAREA) funded by the Ministry of Education of Quebec. Pedagogical research is disseminated to other cegeps via the PAREA website and also through the Association de pédagogie collégiale. While this is viewed as an effective means of dissemination, Quebec respondents affirmed that this is also limiting in the sense that this research tends to remain within the cégep system and outside of academic publications, and consequently not recognized by granting organizations.

Some colleges and institutes also indicated that they have their own journals or publications such as Capilano College’s award winning Capilano Review which has published works of Canadian authors and poets for over thirty years. In addition Red River College recently instituted a Journal of Applied Research to help disseminate knowledge.

4.8 Types of Social Sciences and Humanities Research at Colleges and Institutes

The extent to which colleges and institutes have become involved in social sciences and humanities research varies across the country and from one institution to another. In some cases, up to 80 percent of research is in the social sciences and humanities, for others, this is considered to be a growth area. A number of institutions are just beginning to build their research capacity but confirmed that since a significant percentage of their programming (ranging from 25 to 80 percent) is in the social sciences and humanities, there is certainly interest and capacity to initiate and participate in research related to social sciences and humanities disciplines. All respondents indicated that there is an increasing demand coming from social sciences and humanities faculty to become involved in research projects.

The social sciences and humanities disciplines which respondents identified as being current or potential research areas are listed below.

Social Sciences and Humanities Disciplines for Current or Potential College/Institute Research	
<ul style="list-style-type: none"> ○ aboriginal issues ○ aboriginal languages ○ aboriginal tourism ○ administration ○ androgogy ○ anthropology ○ archeology ○ art and art history ○ business ○ correctional services ○ demographic challenges ○ design and design history ○ diversity and globalization ○ early childhood education ○ economics ○ education, educational administration ○ effectiveness of health treatments ○ environment 	<ul style="list-style-type: none"> ○ journalism ○ justice ○ information, communications, new media ○ law, security and policing ○ lifelong learning in remote areas ○ literacy ○ literary analysis ○ management and leadership ○ marketing ○ mental illness ○ nursing ○ pedagogy ○ philosophy ○ political science ○ psychology ○ public relations ○ scholarship of teaching and learning ○ social impact of technology

Social Sciences and Humanities Disciplines for Current or Potential College/Institute Research	
<ul style="list-style-type: none"> ○ fine arts ○ gerontology ○ global stewardship ○ health services in aboriginal communities ○ health studies history ○ holistic health ○ human care services ○ human factors in surviving avalanches 	<ul style="list-style-type: none"> ○ social services ○ socio-economic issues ○ sociology ○ theatre arts ○ tourism ○ voluntary sector ○ women's studies ○ youth programs

Some colleges and institutes have also created research institutes which address specific social sciences and humanities issues. These examples illustrate how college and institute research is integrated with and directly related to the needs of the communities served by these institutions.

Grant MacEwan College recently created two research institutes the MacEwan Institute for Research on Family and Youth (MIRFY) and the Canada-Ukraine Research Team (CURT). MIRFY is designed to support and facilitate research on family and youth, and promote collaboration among college faculty, other researchers in the academic community, policy makers, youth and family groups and college students. CURT is the result of a tri-partite agreement between Grant MacEwan College, the University of Alberta and the Academy of Pedagogical Sciences/Institute for Special Education of the Ukraine, and will create collaborative international opportunities for researchers interested in inclusive education, special education, and education in relation to students with disabilities.

Sheridan College created the The Sheridan Elder Research Centre (SERC) which will conduct research projects pertinent to older adults and those who care for them. An Alzheimer's Day program, run by the Victoria Order of Nurses (VON) is currently housed in the SERC facility and VON is committed to an ongoing program of collaborative research. Other areas of interest at SERC include elder friendly social and physical environments, self esteem, caregiver issues, and elder friendly computer games. SERC supports college academic programs and holds educational outreach events each term. SERC also has connections to a number of community groups and participates in several collaborative research and training initiatives with the University of McMaster, University of Toronto and others.

4.8.1 Research in the Scholarship of Teaching and Learning

The emphasis that is placed on student learning within colleges and institutes is such that faculty members spend considerable time and effort in finding ways to improve the teaching/learning process. In fact, there is a wealth of knowledge and expertise on teaching and learning located within the colleges and institutes of Canada. Colleges and institutes demonstrated through their responses that there is a significant amount of research already being conducted in areas related to the scholarship of teaching and learning. Some examples of research in the scholarship of teaching and learning include:

Cambrian College:	Social, Economic, Demographic and Educational Influences on Student Retention
College of the North Atlantic:	Life Long Learning in Remote Communities
Red River College:	Prior Learning Assessment and Recognition; English Language Benchmarking; Educational Administration and Leadership; Applied Education Effects.
Cégep de Sainte-Foy:	Support Programs for Student Success; Social Factors leading to Success Rates among College Students
Cégep du Vieux-Montréal:	French Language Support Measures for Boys; Family, Support Systems and Perseverance of Students at Risk; Learning Strategies for Nursing Students; Cooperative Teaching for Science Programs

Given colleges' and institutes' teaching and learning focus it is not surprising that there is strong interest to pursue and become more recognized for their research in this area. Support for educational research would allow for more involvement of faculty, community, and students. The results of research projects could be dispersed and integrated more effectively within the same institution as well as shared with others.

4.8.2 Aboriginal Research

Colleges and institutes located in both rural and urban centres offer programs and services for aboriginal students and communities and expressed a particular interest in research initiatives and programs which address the needs of aboriginal communities. For example, **Mohawk College** indicated that the college is the home college to one of the largest aboriginal populations in Canada and is particularly interested in research programs on issues of importance to aboriginal peoples. **Red River College** has indicated that a research project will be pursued in aboriginal teacher education. The faculty from Art History and Linguistics of **Capilano College** is involved in research for the development of a unique course in First Nations Art and First Nations Languages which are focused on the art and languages of the First Nations within the region of the college. And **Selkirk College** is working on a research initiative on health services in aboriginal communities.

5. Challenges and Barriers faced by Colleges and Institutes

It is clear that colleges and institutes across the country are already involved in social sciences and humanities research, some more so than others. What is even more clear from the consultation with colleges and institutes is that there is a strong interest to make a more significant contribution to social sciences and humanities research, the main drivers being colleges' and institutes' strong linkages with community partners and their constant efforts to improve the learning experience for their students. However, consultation respondents also identified some challenges and barriers which limit colleges' and institutes' involvement in social sciences and humanities research, and in particular in programs funded by SSHRC.

5.1 Limited Funding Mechanisms

Current granting programs are relatively restrictive in terms of providing opportunities for colleges and institutes to access funding for research in the social sciences and humanities. Some respondents indicated that there is a perception that research must originate at universities, thus college/institute researchers are most often required to partner with universities and relegated to secondary roles within research initiatives.

5.2 Teaching loads and Lack of Release Time

As indicated in 3.4, the primary mandate of college and institute faculty is to teach and consequently, teaching loads are substantial. However faculty are increasingly seeing the value of participating in research initiatives. Respondents were almost unanimous on the fact that a lack of funding for faculty release time for research is probably the most difficult challenge colleges and institutes face in generating more research activity.

Although provincial funding approaches vary somewhat, typically operating grants are based on the number full-time equivalents in programs. As such, colleges and institutes cannot draw upon their operating grants to fund research activities. How much release time SSHRC programs should offer seems to vary from one institution to another, some seeking full release time, 50 percent release time and others indicating that release time for 1 to 2 courses would be sufficient.

Funding release time is not viewed as being in conflict with the teaching focus of colleges and institutes. Institutions would generally look to community partners to identify replacements for faculty requiring research release time. This approach actually provides opportunities for closer collaboration with community partners and can have positive impacts on the students, the program and related research.

5.3 Unfavourable Adjudication Processes and Lack of Recognition of Non-traditional Research and Dissemination Approaches

Current adjudication processes do not recognize the reality of colleges and institutes in terms of their focus on teaching and the differences in dissemination approaches which do not necessarily include publication in peer review journals. The current focus on applicants' record of research achievement raises a systemic bias against college and institute faculty that needs to be addressed in order to level the playing field.

“College faculty who choose to participate in applied research, even those holding Ph.D. credentials, are frequently not interested in publishing in peer review journals. This tends to put them at a disadvantage relative to those who focus on such publications.”

Algonquin College

In addition, respondents mentioned that there is a perception that the value and legitimacy of applied research is not sufficiently recognized, and that there is a need for granting councils to more explicitly acknowledge the importance and legitimacy of applied research in their grants and funding programs.

5.4 Weak Research Infrastructure and Support Services

Researchers in colleges and institutes usually lack a research infrastructure. They do not have much experience in the preparation of research grant proposals and they need knowledgeable in-house help on accessing information on and applying for grants and fellowships. However, institutions are often not in a position to offer support services such as administrative, advisory and financial support until actual research grants are obtained.

6. College and Institute Recommendations for SSHRC's Transformation Process

Colleges and institutes expressed strong interest in becoming involved in SSHRC initiatives. The following quote from the Mohawk College response captures the college/institute perspective quite well.

“The (SSHRC) consultation framework paper described two new core values; interactive engagement and maximum knowledge impact. With respect to interactive engagement, colleges already have a vast network of connections to community agencies, businesses and other institutions. As for maximum knowledge impact, our focus and indeed track record is the application of knowledge and always in collaboration with partners. (...) In a general sense, it appears as if college capabilities and SSHRC thinking are converging and if these proposed structures are intended to improve research at the knowledge utilization level then they clearly align with college strengths.”

Mohawk College

Colleges and institutes support the recommendations presented by the universities and university colleges (see Appendix 1), and at the same time put forward the following recommendations which reflect their unique perspective. These recommendations were drawn from the twenty college/institute written submissions and were validated by focus group participants.

SUPPORT FOR COLLEGES AND INSTITUTES

There is general consensus that in order to broaden SSHRC's reach within Canadian society, colleges and institutes must become partners in social sciences and humanities research. As such, there is a need to build research capacity within colleges and institutes and it is recommended that SSHRC:

- **Establish a college/institute-specific fund or program** such as the one recently created by NSERC. Such a fund would:

- allow the colleges and institutes to demonstrate the value of the applied research they can do in social sciences and humanities fields;
 - have peer review teams that are more broad-based with college and institute and community representation;
 - assess research project proposals entirely on the merit of the project rather than the record of research achievement of the researchers;
 - provide support for faculty release time for research activities to compensate for heavy teaching loads at colleges and institutes;
 - include capacity development elements to encourage colleges and institutes to build their research capacity;
 - provide modest expense budgets for grants to cover costs to attend conferences, as well as expenses such as interlibrary loans, faxing, internet access, local visits which may not be available for college/institute faculty on research leave.
- **Review the Aid to Small Universities program in order to:**
 - Expand the program to include colleges and institutes;
 - Require or encourage established research institutions to partner with emerging research institutions as a criteria for funding;
 - Establish a visiting researchers program to enable emerging colleges to build research capacity.

SSHRC PEER REVIEW AND ADJUDICATION PROCESSES

All consultation participants expressed the need for college and institute applications to be reviewed by more representative committees which understand the context within which college/institute researchers are conducting research. Specifically, colleges and institutes recommend that SSHRC peer review committees for grants and programs:

- **Include members from colleges and institutes and community representatives on peer review and adjudication committees.**
- **Develop application review criteria that:**
 - **recognize the legitimacy and support the development of applied research;**
 - **are consistent with the goals of knowledge transfer (or dissemination and application) of social scientific research at the community level;**
 - **consider a variety of non-traditional research approaches and research credentials which may mean a new and different model to determine research quality at the knowledge utilization level.**
- **Assess projects from emerging scholars entirely on the merit of a project rather than the record of achievement of the researcher(s), in recognition that most college/institute researchers would be considered “new scholars”.**

SSHRC GRANTS AND FUNDING PROGRAMS

Consultation participants emphasized the need to open opportunities for college and institute participation in SSHRC grants and programs and recommend that SSHRC:

- **Grants provide support for faculty release time for research activities to compensate for heavy teaching loads at colleges and institutes.**
- **Award smaller grants to more researchers, particularly as a means of improving support for new scholars.**
- **Fund smaller grants linked to larger cluster-oriented programs set around specific research themes or problems.**
- **Aboriginal Research Development Grants be expanded to include colleges and institutes.**

LINKING TEACHING AND LEARNING

It is clear that colleges and institutes are significantly involved in research related to the enhancement of teaching and learning processes. Consultation participants emphasized the importance of their research in the scholarship of teaching and learning and are clearly seeking recognition for their contributions in this area. It is recommended that:

- **SSHRC develop programs that support research in the following areas:**
 - **the scholarship of teaching and learning**
 - **community practice**
 - **integration of technology into education.**
- **Evaluation processes give consideration to the value of including into the research design, learning opportunities for undergraduate students.**

COMMUNITY BASED RESEARCH

Respondents strongly supported SSHRC's move to have more community-based impact, and colleges and institutes are very well positioned to make a strong contribution in this area given their diverse partnerships with business, industry as well as social and non-profit organizations within their communities. As such it is recommended that SSHRC:

- **Develop a funding program for community-based partnerships in which partner need is the impetus (and therefore a primary selection criterion) for research.**

SUPPORT FOR UNDERGRADUATE RESEARCHERS

Within the contemporary labour force, research skills are valuable assets for college and university graduates. Experience in research activities facilitates the development of problem-solving skills and critical thinking skills that a growing number of employers are looking for in potential employees. This is particularly vital in more remote areas where attracting and retaining people with post-secondary education is a priority. In that regard, any type of SSHRC program that supports opportunities for undergraduate and diploma/certificate students to participate in research processes would be looked upon favourably. More specifically, it is recommended that SSHRC:

- **Provide support for undergraduate students in order to enhance a research culture and promote innovation in practice.**

- **Expand the definition of undergraduate students to include second or third year diploma students, students in college/institute applied and bachelor degrees, and university transfer and pre-university students.**
- **Offer grants for student projects and student summer research fellowships.**

COLLABORATIVE RESEARCH AND NETWORKING

The involvement of colleges and institutes in collaborative models of research would bring a highly valuable practical asset to social sciences and humanities research and would enable colleges and institutes to keep program content current. It is important to encourage disciplinary research that impacts upon college/institute departments, fostering links between researchers in colleges and institutes, universities and other research oriented organizations. More specifically, it is recommended that SSHRC:

- **Consider programs that enable the creation of collaborative networks which could pair or cluster college researchers and their students with researchers in other colleges as well as universities, in order to further develop expertise and knowledge. This would include web-facilitated networks and be in line with SSHRC's "Confederations of Learning" concept.**
- **Consider establishing a fund for "Summer Institutes" around specific research themes or problems that bring together multi-disciplinary researchers with community and industry stakeholders, and serve as "incubators" for fresh ideas, new approaches, and potential solutions to problems in social sciences and humanities fields.**
- **Provide support for scholarly professional interactions, including conferences and workshops, in particular for faculty from rural and remote colleges and institutes.**
- **Consider collaborating with NSERC to offer grants that would encourage collaboration across the traditional divide between the natural and human sciences.**
- **Promote inter-disciplinary research.**

INFORMATION DISSEMINATION, KNOWLEDGE MOBILIZATION AND TRANSFER

Colleges and institutes clearly see a strong role for themselves in the dissemination of new knowledge generated by social sciences and humanities research and expressed an openness to work with university researchers with a view to making knowledge more accessible to professionals, students, community groups and the public. In addition, dissemination and accessibility is a central element of research conducted by colleges and institutes, however, college/institute research is most often presented through more popular forms such as text books and public communication, rather than scholarly journals.

It is recommended that SSHRC:

- **Consider information dissemination and knowledge transfer initiatives which include the substantial numbers of faculty within the college/institute system as a resource for the dissemination of useable knowledge.**

- **Create a special category of support for college/institute faculty that funds the release time needed for research and writing in the area of “scholarship of integration and communication” i.e. the synthesis and transmission of knowledge to the community.**
- **Take into consideration lay publications, newsletters and local awareness raising activities on research initiatives as legitimate forms of research dissemination and knowledge transfer.**
- **Establish a knowledge clearing house.**

SPECIFIC REQUESTS FROM FRANCOPHONE INSTITUTIONS

- **That SSHRC recognize the importance of developing a category specifically for francophone colleges which facilitates linkages between Quebec colleges and universities and francophone colleges and universities from outside Quebec, as well as financial support for French language research publications.**

7. Conclusion

Consultation and focus group participants demonstrated that some of colleges' and institutes' key strengths – a focus on teaching and learning, a strong community orientation, accessibility and capacity to respond rapidly – enable them to bring value added to social sciences and humanities research in Canada.

Despite certain challenges such as the heavy teaching loads of college/institute faculty and the limited funding mechanisms available to colleges and institutes, many institutions are already making contributions to social sciences and humanities research. The areas of research colleges and institutes identified are very diverse and in direct relation to needs identified within their communities and regions. Particular emphasis was placed on expertise in research on the scholarship of teaching and learning and aboriginal issues.

Although colleges and institutes support the recommendations made by universities, in particular small universities and university colleges, the recommendations put forward in this report were made to reflect the unique perspective and position of colleges and institutes in social sciences and humanities research. It has been recommended that SSHRC consider establishing a college/institute specific fund or program in order to build college/institute research capacity. Other recommendations were made with a view to opening up opportunities for colleges and institutes within regular SSHRC grants and programs, and make a more significant contribution to social sciences and humanities research through research in the scholarship of teaching and learning, community-based and collaborative approaches to research, and dissemination and knowledge transfer.

As one college representative at the focus group concluded, colleges and institutes should not be questioning their capacity to do social sciences and humanities research because they are already involved. There is increasing institutional will to initiate and participate in social sciences and humanities research. Additional support from SSHRC can help to leverage and build upon the research that is already being done and help colleges and institutes move their research agenda forward.

ANNEX 1:

Consultation Summary Document for Canadian Colleges and Institutes

Association of Canadian Community Colleges

Social Sciences and Humanities Research Council (SSHRC) Consultation on the Transformation from a Granting Council to a Knowledge Council

Consultation Summary Document for Canadian Colleges and Institutes

1. Why does SSHRC need to change?

The Social Sciences and Humanities Research Council (SSHRC) is mandated and funded by Parliament as an arms-length granting council. SSHRC grants and scholarships fund social sciences and humanities research projects which address areas and issues which are important to Canadians, including health care, education, Aboriginals, immigration, the environment, economic and monetary policy, business, justice, human rights, arts, culture and literature.

To date, SSHRC's primary focus has been on the front-end of the research cycle, identifying and funding the best research projects, researchers and students. Research grants are awarded based on a rigorous peer-review process. The strengths and main purpose of SSHRC will be maintained, however, 25 years after its creation, there is a need to renew and refocus how the Council responds to the socio-economic, political and cultural development needs of Canada.

This need for the renewal of SSHRC has been brought about by changes which have occurred in social sciences and humanities research affecting research "supply" and "demand". In terms of research "supply", multidisciplinary and interdisciplinary approaches, team research, networking, and problem-based research have become more important, and there is a greater need for more effective knowledge mobilization and transfer. Changes affecting the research "demand" have occurred because of demands from a more educated Canadian public, a plethora of complex problems to address (ie. governance and ethics challenges and socio-political, ethnic and cultural issues), and a need for knowledge to aid in policy development around issues such as restructuring the labour force, sustainable development, linguistic duality and Aboriginal peoples. These changes are resulting in a significant increase in the number of applications to SSHRC, increasing demand for SSHRC to play a bridging role, demand for social sciences and humanities to be more visible and present, and demands for new forms of interaction and engagement.

2. Proposed Changes

The Council identified three fundamental changes which must occur:

- ▶ SSHRC must maximize the impact of the knowledge it generates by working to extend the connections between those who develop knowledge and those who ultimately use or benefit from it.
- ▶ SSHRC must intensify meaningful and fruitful connections between researchers across disciplinary, institutional, community, sectoral and international boundaries.
- ▶ SSHRC needs to become an active player across the full knowledge cycle: from knowledge development to utilization.

3. SSHRC University Consultations

In order to facilitate the consultation process, universities were asked to review SSHRC's consultation documents and respond to a series of questions provided to guide universities'

reflection and discussions. A summary of the recommendations from the universities is provided below.

SUMMARY OF CONCLUSIONS FROM THE UNIVERSITY CONSULTATIONS

Consensus 1: A new SSHRC will strengthen research foundations to intensify discovery and understanding:

- Sustain excellence and peer review at international standards;
- Respect diversity;
- Tackle SSHRC's "recommended but not funded" problem for the Standard Research Grants program;
- Consider complementary funding models ie. smaller grants to be granted to more researchers along NSERC lines;
- Re-examine release time provisions for faculty;
- Improve support for new scholars;
- Maintain and enhance support to institutions.

Consensus 2: A new SSHRC will expand opportunities for learning through research:

- Promote value-added training environments;
- Introduce undergraduate and part-time research support;
- Explore complementary funding models that expand training opportunities;
- Re-examine the role of post-doctoral awards in light of changing career paths.

Consensus 3: A new SSHRC will promote clustering and interaction of research efforts:

- Further develop the "Confederations of Learning" concept as a way to enhance connections among foundational research in Canada and abroad, assisting early identification of emerging areas of special research importance, and create common space for exchange and brainstorming among social sciences and humanities disciplines, researchers and other stakeholders.
- Create institute-like clusters that would be virtual units of limited duration, with simple administrative structures. These "institutes" could integrate institutions to work themes where Canada has or needs a strong concentration of research.
- Begin small, with pilot projects.

Consensus 4: A new SSHRC will enhance the mobility of researchers and their ideas:

- Enhance current programs of interactions (ie. conferences, workshops, scholarly associations and publications);
- Develop new exchange or mobility programs in Canada;
- Help researchers position themselves internationally;
- Support the organization of summer institutes;
- Enable the participation of researchers outside of universities.

Consensus 5: A new SSHRC will provide leadership in promoting and mobilizing social sciences and humanities knowledge:

- Develop bridging capacity ie. knowledge clearinghouse, synthesis documents)
- Systematically connect with universities in mobilizing social sciences and humanities knowledge beyond academe;
- Promote systematic connections between researchers, stakeholders and users (ie. through advisory boards);
- Formally recognize the value of mobilizing knowledge beyond academe (ie. building performance measures, standards);
- Develop strategic alliances with media and others.

4. Feedback from University Colleges

Nine university colleges which are ACCC member institutions have participated in the SSHRC university consultations to date:

- ▶ the five university-colleges in British Columbia (University College of the Cariboo, University College of the Fraser Valley, Kwantlen University College, Malaspina University College and Okanagan University College),
- ▶ College-universitaire de Saint-Boniface in Manitoba, and
- ▶ three institutions in Nova Scotia (University College of Cape Breton, Nova Scotia Agricultural College and Université Saint-Anne).

The main issues and recommendations brought forward by these institutions are in line with universities' overall recommendations to SSHRC. However given the teaching and learning focus and strong community linkages of university colleges, they put emphasis on certain issues more than others and put forward some unique recommendations. In order to facilitate the consultation process with colleges and institutes, ACCC prepared this summary of the 10 main issues and corresponding recommendations put forward by university colleges with the view that colleges and institutes would share many of the same concerns and issues.

This summary is followed by some questions to help stimulate colleges and institutes in their reflection on how they can contribute to SSHRC's new orientations and directions, as well as how SSHRC programs can provide opportunities for colleges and institutes to contribute to social sciences and humanities research in Canada.

PEER REVIEW AND ADJUDICATION PROCESSES

Respondents from university colleges put emphasis on the need to reexamine the peer review and adjudication processes which seems to disfavour researchers from small universities and university colleges. In effect, respondents from university colleges indicated that the majority of SSHRC applicants in the "recommended but not funded" category are from smaller institutions.

It was felt that peer reviewers from large universities cannot understand the reality of researchers in small institutions because the contexts they work in are substantially different (ie. smaller budgets, no graduate programs, limited research facilities and high teaching loads).

Recommendations:

That SSHRC:

- ▶ peer review and adjudication committees include more members from some of the smaller research institutions;
- ▶ peer review and adjudication committees have community representatives involved in assessing applications;
- ▶ increase the Research Time Stipend and dedicate it to small universities; and encourage peer review committees to consider a variety of non-traditional research approaches and research credentials, as well as research in emerging disciplines

SMALLER GRANTS TO MORE RESEARCHERS

There was strong support and consensus on the need to cap SSHRC's Standard Research Grants (SRGs), extend the granting period and provide grants to more researchers. However there was some caution against making grants so small that the faculty workload issue could not be addressed and in effect, grants should provide both student support and stipends for faculty release. It was also suggested that for some disciplines which require larger grants to sustain the research, a new tier of grants be established.

Recommendations:

That SSHRC:

- ▶ transform the SRG program into an operating grant programs, thus providing smaller grants to more researchers;
- ▶ consider establishing a new tier of SRGs for those requiring extensive graduate student and equipment support.

COMMUNITY-BASED RESEARCH APPROACHES

In order to increase the relevance of social sciences and humanities research there is a need for more reflection on how researchers and institutions can engage more effectively with the communities they are meant to serve. The work of university colleges, and colleges and institutes, provide some useful examples on how post-secondary institutions can be linked and responsive to their communities through research initiatives as well as through the education and training services they provide.

Research conducted by university colleges is in line with SSHRC's vision of community-oriented research that is conducted with community partners. University colleges indicated that there is a need for SSHRC to recognize the high level of engagement these institutions have with social, cultural and economic actors within the communities and regions they serve. While it is important to foster closer networks of researchers within and across disciplines, it is also important for SSHRC to support small universities to expand their own research networks within their communities.

Recommendations:

That SSHRC:

- ▶ review its policies and programs to assess how they can better encourage institutions to engage more effectively with the communities they serve;
- ▶ provide targeted funding to support networking initiatives between university colleges and their community and regional partners;
- ▶ adopt new approaches to accommodate community participation and assess impact of research on participating communities.

SUPPORT FOR UNDERGRADUATE RESEARCHERS

University colleges identified a need for a specific SSHRC program to provide research training opportunities for undergraduate students. As the University College of the Cariboo (UCC) pointed out, "effective undergraduate teaching is a form of dissemination – that "our students are our most important 'publications'". UCC also affirmed that:

"Meaningful undergraduate research training opportunities (1) enhance the learning experience, (2) provide a bridge between senior undergraduate studies and graduate studies, and (3) give faculty important experience mentoring students 'in the field'".

The research assistance provided by undergraduate students for community partners such as municipalities, non-governmental organizations, and First Nations bands and organizations contribute to community development efforts and provide students with valuable research exposure related to their coursework and links with future potential employers.

Recommendations:

That SSHRC:

- ▶ provide support for programs which create meaningful opportunities for undergraduate research training, including funding for internships, exchanges, collaborative and/or community based research projects for undergraduate students;

- ▶ develop funding envelopes that provide support for longer periods in order to respond to the needs of part-time students.

SUPPORT FOR NEW SCHOLARS

University colleges are in favor of SSHRC's move to support "new scholars" but pointed out that in order for this goal to be attained, the review and adjudication process must be changed. Currently applicants are advised not to include inexperienced faculty on research teams because this lowers the score for "record of research achievement". This does not allow for effective mentoring of young faculty.

Recommendations:

That SSHRC:

- ▶ review its guidelines for assessing the record of research achievement;
- ▶ consider assessing projects from emerging scholars entirely on the merit of the project and not on the record of research achievement.

COLLABORATIVE RESEARCH AND NETWORKING

With respect to SSHRC's goals to promote more inter-disciplinary research, collaborative research and institutional networking, it was felt that adjudication committees need to give appropriate weight to their adjudication of collaboratively written work and work written for non-specialist audiences.

University colleges recognized the importance of encouraging collaboration among researchers, in particular for faculty from small institutions who may have no or very few colleagues working in their field. Collaboration can occur through discipline-specific and inter-disciplinary initiatives as well as joint initiatives between institutions or community organizations. University colleges emphasized that these types of collaborative initiatives must be real, credible, substantial and involve meaningful connections which are appropriate for the social sciences and humanities fields.

The Nova Scotia Agricultural College (NSAC) also suggested that SSHRC explore ways to coordinate and facilitate research that involves the social sciences and humanities and the sciences through links with the Canadian Institute for Health Research and NSERC.

Recommendations:

That SSHRC:

- ▶ develop assessment criteria that is consistent with its encouragement for interdisciplinary and collaborative research;
- ▶ support confederations of learning, web-facilitated communities of practice, a clearinghouse for advanced expertise and knowledge mobilization units;
- ▶ develop a clearinghouse for advanced expertise as a means of establishing and nurturing relationships between French and English research activities;
- ▶ create e-communities to support the exchange of ideas and outcomes and enhance the mobility of ideas.

SUPPORT FOR SMALL UNIVERSITIES AND COLLEGES AND INSTITUTES

Respondents from university colleges praised SSHRC's Aid to Small Universities (ASU) Grant and emphasized the significant impact this program has on small institutions. There is clearly a need to maintain and strengthen this program. The ASU grants provide seed money for researchers in small institutions to develop projects which may not get funding through regular SSHRC competitions. Increased levels of funding through the ASU Grant would also enable smaller institutions to build their research profile in a manner which is coherent with community and regional conditions.

University colleges also made a call for more diversity in research, in particular the need to support a diversity of institutions conducting research in different regions of the country. To this effect, as Malaspina Community College pointed out: “small institutions are a good research investment. Their research infrastructure costs are low, and their community links are strong”.

The Community-University Research Alliances (CURA) program is also appropriate for university colleges because of their close connections with their communities. Through the CURA program, universities and community organizations work together as equal partners to develop new understanding in key areas, sharpen research priorities, provide new research training opportunities, and enhance the ability of social sciences and humanities research to meet the needs of Canadian communities. This model is strongly supported by university colleges because it builds institutions' capacities to enhance linkages with the community and larger institutions and encourages more effective collaboration. Ultimately, it enables institutions to have a significant impact on community wellbeing.

Recommendations:

That SSHRC

- ▶ increase the Aid to Small Universities Grant to support capacity building within smaller institutions, and provide a decentralized allocation process and significant seed money for a variety of projects;
- ▶ develop and launch programs such as the new “NSERC Pilot Program for College and Institute Community Innovation“ designed for the exclusive use of colleges, institutes and university colleges. This new program addresses the particular needs of college/institute faculty and builds on the strong partnerships these institutions have with their communities.
- ▶ consider devolving more allocation responsibility to post-secondary institutions albeit with some strict accountability process in place to ensure that high quality research continues to be funded;
- ▶ provide support for faculty from small institutions to participate in conferences, symposiums and workshops.

LINKING TEACHING, LEARNING AND RESEARCH

The academic culture of university colleges is centered on teaching and learning. Research is viewed as a learning process and is one of the foundations of undergraduate education. Institutions are committed to providing students with opportunities to participate in research in order to develop inquiry and critical thinking skills. Research is also viewed as part of a social learning process which is shaped by how research institutions are engaged with the communities they serve. University colleges also identified a need to support research into the scholarship of teaching and learning with a view to improving the quality of teaching within post-secondary education.

Recommendations:

That SSHRC:

- ▶ support projects involving teams of researchers integrating research, instruction and community practice;
- ▶ involve students and community partners in defining their own research topics and methods; and
- ▶ support and possibly target some research into the scholarship of teaching and learning, and how research, inquiry and critical thinking skills can be integrated more effectively into the classroom.

INFORMATION DISSEMINATION, KNOWLEDGE MOBILIZATION AND TRANSFER

Knowledge mobilization efforts should focus on knowledge transfer at the community level so that scholarly research can be communicated more effectively to people in communities across Canada. This broader dissemination of research information must be integrated into research projects at the development stage to ensure that it is carried out effectively, and would require different approaches such as local publishing initiatives for lay journals through print, electronic and multi-media, but would also include community workshops and town hall meetings as viable options for the dissemination of research.

Exchange, mobility and internship programs allow young undergraduate scholars to acquire cross-cultural skills and knowledge by working in other settings and cultures. This also fosters valuable knowledge transfer opportunities for Canadian researchers.

Recommendations:

That SSHRC:

- ▶ focus knowledge mobilization efforts on knowledge transfer at the community or regional level;
- ▶ encourage and support various publications and presentations in various disciplines, including lay journals, community workshops and town hall meetings, and consider this type of dissemination activity as legitimate scholarly activity;
- ▶ develop and support national and international exchange, mobility and internship programs among researchers and between researchers and community members.

SPECIFIC REQUESTS FROM FRANCOPHONE INSTITUTIONS

The two francophone institutions, Collège universitaire de Saint-Boniface and l'Université Sainte-Anne, indicated that SSHRC should review and redefine its evaluation criteria so that the specific needs of institutions can be taken into account, such as those of small institutions representing and working for minority language groups.

Recommendations:

That SSHRC:

- ▶ consider having a separate funding category for francophone institutions outside Quebec;
 - ▶ selection criteria encourage francophone universities from Ontario and Quebec to collaborate with researchers from small francophone institutions in other provinces; and
- support the publication of French language research documents prepared by researchers from minority language areas.

5. Feedback from Colleges and Institutes

SSHRC and ACCC would like colleges' and institutes' views and feedback on the transformation of SSHRC. The issues and recommendations put forward by university colleges provide a good starting point, and the following questions are meant to guide further reflection so that colleges and institutes can define them even more from the college/institute perspective.

1. The new directions and orientations SSHRC is aiming to adopt could present more opportunities for colleges and institutes to become involved in social sciences and humanities research initiatives.

1.a) Are there suggestions and recommendations from a college and institution prospective?

- 1.b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives within your community and region, through for example, collaborative research initiatives, community-based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects?
2. Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.

ANNEX 2:

Lists of Respondent Colleges and Institutes and Focus Group Participants

**SSHRC Consultation with Canadian Colleges and Institutes
List of Respondent Colleges and Institutes**

British Columbia

Capilano College

Douglas College

Kwantlen University College

Selkirk College

Alberta

Grant MacEwan College

Lethbridge Community College

Saskatchewan

Saskatchewan Institute of Applied Science and Technology (SIAST)

Manitoba

Red River College

Ontario

Algonquin College

Cambrian College

Fanshawe College

Humber College Institute of Applied Technology and Learning

Mohawk College

Niagara College

St. Lawrence College

Sheridan College Institute of Applied Technology and Learning

Quebec

Cégep de Sainte-Foy

Cégep du Vieux Montréal

Prince Edward Island

Holland College

Newfoundland and Labrador

College of the North Atlantic

**SSHRC - ACCC
Consultation with Canadian Colleges and Institutes
Focus Group Participants**

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ANNEX 3:

College / Institute Written Submissions

Algonquin College Response to SSHRC Consultation on the Transformation from a Granting Council to a Knowledge Council

Specific responses are detailed below however, there are some general barriers for college participation that have been identified and addressed successfully in Ontario by at least some funding agencies. Colleges must overcome at least four barriers:

1. Faculty release time- as faculty are normally fully loaded under collective agreements to teach research funding requires support for faculty release.
2. College faculty who choose to participate in applied research, even those holding Ph.D. credentials, are frequently not interested in publishing in peer reviewed journals. This tends to put them at a disadvantage relative to those who focus on such publications. Therefore, a broadening of the criteria used to demonstrate successful skills appropriate to the proposed projects should be considered.
3. The required project management, tracking, and financial reporting activities for funded research are significant. Most universities provide a wide variety of support services to faculty to meet all of the legal and ethical obligations arising from research. Due to the lack of economies of scale research support services, are very expensive for colleges. Research grant structures should provide funds for indirect research service support.
4. Traditionally proposal selection processes are staffed by individuals who understand university research. Often these individuals view applied research as lesser activities. Therefore it is imperative that colleges be appropriately represented in proposal review processes.

Algonquin fully supports many of the proposals from the University Colleges including:

Peer Review and Adjudication:

Include a wider representation of membership including community members

Smaller Grants to More Researchers

While funding more researchers is important, smaller grants could also be linked to larger cluster oriented programs. This would allow professors to gain experience in a limited domain and then later join a larger group of collaborators thereby benefiting both.

Community Based Research:

As most colleges are closely linked to community agencies this focus would be of great interest to college faculty interested in research.

Support for Undergraduate Researchers:

Many college research projects in domains other than those pertinent to SSHRC involve the training of highly qualified personnel who are not undergraduates. They may be second or third year diploma students who often end up working in research environments or community agencies and businesses. Expanding the definition of HQP to include these students, as the Canada Foundation for Innovation has done, would leverage the effect of SSHRC funded activities.

Additionally, many colleges offer officially sanctioned bachelor degrees. Research assistance for students in these programs would also be relevant.

Collaborative Research and Networking

Including Colleges in collaborative models of research would bring a highly valuable practical asset to any project. Furthermore, colleges typically maintain close working relationships with community agencies that would make community involvement easier.

Collaborative networks could also be used to pair university and college researchers and their students to further develop expertise and knowledge.

Support for Small Universities:

Colleges should be included in capacity development efforts aimed at smaller institutions. Other funding agencies have found it extremely useful to make separate funding calls targeted at colleges only. After a period of time, as colleges develop better research capacity such programs can be phased out or down as necessary.

Linking Teaching and Learning

Algonquin College is frequently approached by professors seeking funding for research centered on teaching and learning. It is a major weakness in Canada that there is so little support for this. Therefore, Algonquin would support research into the scholarship of teaching and learning as well as community practice.

ST. LAWRENCE COLLEGE

St. Lawrence College has been actively engaged with other Ontario college partners in building its research capacity and infrastructure in order to support many of the goals and objectives described in the proposal to move SSHRC to a knowledge Council. A recent report, representing the views of Ontario's 24 colleges, highlights a systemic dearth of applied research and innovation funding opportunities for colleges at the federal level and advocates changes.

Applied research and innovation at Ontario colleges are undertaken in collaboration with private and public sector partners. College applied research and innovation regularly lead to innovations and the commercialization of knowledge that result in new products and services benefiting the Canadian economy.

In considering opportunities for colleges in a new orientation for SSHRC, it is important to develop frameworks that support colleges by recognizing the different context in which they conduct research. Variation in faculty qualifications should not be a major barrier in terms of assessing grant applications, but emphasis should rather be placed on an assessment of potential to generate new knowledge with potential to generate economic activity. Colleges have demonstrated that teams of faculty students and industry partners can produce outstanding results in terms of innovation and commercialization prospects. Review panels should be comprised of both college and university representatives in order to bring a balanced perspective to the evaluation of research proposals. Recognizing that college faculty do not have research responsibilities as part of regular job duties, funding to support faculty release time is an important element in supporting and building research at colleges. This has been recognized in Ontario by college only pilot rounds of funding.

St. Lawrence College is supportive of the recommendations on new directions for SSHRC and holds agrees with the input provided by university colleges.

I have attached our provincial advocacy paper on funding for colleges which is also available through the ACAATO website.

5. *Feedback from Colleges and Institutes*
SSHRC and ACCC would like colleges' and institutes' views and feedback on the transformation of SSHRC. The issues and recommendations put forward by university colleges provide a good starting point, and the following questions are meant to guide further reflection so that colleges and institutes can define them even more from the college/institute perspective.
 1. *The new directions and orientations SSHRC is aiming to adopt could present more opportunities for colleges and institutes to become involved in social sciences and humanities research initiatives.*
 - 1.a) *Are there suggestions and recommendations from a college and institution prospective?*

We applaud the efforts of SSHRC and ACCC to facilitate input from the community college system. Community colleges are tremendous intellectual

resource not only to their communities but to Canada as a whole. Despite workloads that allow little time for research many faculty at community colleges continue to publish in their areas, to work with their communities on discipline related projects, to publish and edit popular magazines and to publish fiction. With more time available for a full response, this claim could be fully documented, but for now we note that at Capilano College there are about twenty faculty in the Social Sciences and Humanities who have published books in the last five years (and many more who have published articles.)

We feel that a useful approach to the issue of research in the Social Sciences and Humanities is exemplified by Ernst Boyer's four-fold distinction between:

1. scholarship of discovery,
2. scholarship of integration,
3. scholarship of application and
4. scholarship of teaching.

Traditionally the concept of scholarship or research has been limited to the scholarship of discovery. But this approach is changing. We note that NSERC has created a special category of funding for colleges that focuses on the *application* of science. Broadening the category of acceptable research is a first step for opening the possibility of greater participation by the colleges. The second key requirement is the recognition that release time is an absolute prerequisite for college faculty to be able to participate in research.

Because of their close ties to the community, college faculty can undoubtedly do outstanding research working with and within their community. But there is another area in which college faculty could do more. The key challenge that faced by college everyday is communicating understanding to their students. Integrating and synthesizing material to make it understandable to the layperson is what we do for a living. Producing research directed at making academic material intelligible to all people through popular articles, text-books and popular books is a natural professional activity that flows from the kind of work that college faculty do. To better serve the community, and to meet the new mandate of SSHRC, we suggest that a special category of support be created for college faculty that funds the release time needed for research and writing in the area of "scholarship of integration and communication" i.e. the synthesis and transmission of knowledge to the community.

The current Aid to Small Universities while beneficial to some university colleges, obviously excludes community colleges from applying. This is unfortunate because in the short run, colleges will need support to set up the kind of infrastructure that would help faculty in finding funding sources and making application. Support from the SSHRC for this kind of development would go a long way making college faculty participation in all programs a realistic possibility.

We also support the suggestion that SSHRC and NSERC look at grants that would encourage collaboration across the traditional divide between the natural sciences and the others. As we all know the problems of the real world do not respect this dichotomy and bringing the views of scholars from all areas would enrich community and college involvement.

1.b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives within your community and region, through for example, collaborative research initiatives, community-based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects?

The award winning Capilano Review, edited and published under the auspices of Capilano College has published works of Canadian authors and poets for over thirty years. Details of submission requirements and excerpts from current issues can found at www.capcollege.bc.ca/dept/TCR . 95% of the works published are Canadian with many of those from our local community. Members of our Philosophy Dept. are involved with the British Columbia Civil Liberties Union doing background research and providing expertise in policy development and other areas. Other Philosophy Department faculty are involved in community outreach: “Philosophy for Children” initiatives, The Association for Critical Thinking Teaching and Research (ACTIR). Faculty in the Anthropology Dept. have partnered with the Greater Vancouver Regional District in developing an urban archeology site in the Seymour River Conservation Reserve. This enables our Anthropology Dept to introduce students to archeological research at summer field courses and allows the public to visit these sites during community Open House days. Faculty from Art History and Linguistics are involved in developing unique courses in First Nations Art and First Nations Languages. These courses are focused on the art and languages of the First Nations within our college region, providing exceptional opportunities for research and collaboration. Starting this September (2004) Capilano College has its first intake of students for the new Global Stewardship program, where part of the learning experience for students will be volunteer involvement with community NGOs. Faculty in Global Studies will also have unique opportunities through such partnership to undertake collaborative research in a number of the social sciences. Space and time do not permit the discussion of the very many research interests of social science and humanities faculty at Capilano College, but the publication record of many of our faculty attest to their ongoing interest in scholarship and research. As well as the disciplines mentioned above, the following departments would be interested in pursuing research under SSHRC grants: History, Geography, Sociology, Psychology, English, Women’s Studies, Languages, Political Studies, and Economics. Faculty in these areas are already involved in discipline-related and/or knowledge transfer (educational) research.

2. Please comment on the issues and recommendations, in terms of which are priority issues for your institution’s involvement in social sciences and humanities research.

- 1) First and foremost grants that allow release time from teaching duties are essential. Teaching loads at community colleges are heavy; it is extremely difficult to manage research without such time release. That so many faculty have managed to research, write and publish under these conditions is a testament to their dedication to their disciplines.

- 2) Grants should include modest expense budgets. If research is mainly community based the need for extended visits to other parts of the world is not pressing but the ability to be able to attend occasional National and International conferences is highly desired. Other expenses - interlibrary loans, faxing, internet access, local visits - are not always covered or are only partly covered by colleges and may not be available for faculty on research leave.
- 3) Community colleges usually lack a research infrastructure; faculty need knowledgeable in-house help on accessing information on and applying for grants and fellowships. Until research grants are obtained, there is no need for grant administration and information processes; with no grant administration and application help, grants are rarely obtained. This is a classic catch 22 that needs addressing.
- 4) Recognition is needed that discipline research on student learning is a valuable form of scholarship. Who better to research the ways difficult concepts of geography can be made understandable than a geographer? The scholarship of teaching has been neglected for too long.
- 5) Grants for student projects and student summer research fellowships would be an excellent tool in fostering community collaborations.

Commentaires du Cégep de Sainte-Foy à la consultation de l'Association des collèges communautaires du Canada et du Conseil de recherches en sciences humaines (CRSH) sur la transformation d'un conseil subventionnaire à un conseil du savoir

1. Décrivez les activités de recherche actuelles de votre établissement en sciences humaines. Quelles mesures votre établissement a-t-il prises pour appuyer la recherche une fois celle-ci ciblée comme priorité stratégique?

Les activités de recherche en sciences humaines qui ont cours au sein de notre établissement sont relativement nombreuses et variées compte tenu des contraintes auxquelles doivent faire face les chercheurs et professeurs-chercheurs du réseau collégial. En fait, peu d'entre elles sont subventionnées.

Deux recherches ayant reçu chacune un financement du Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA) du ministère de l'Éducation du Québec se sont terminées au cours de la dernière année scolaire. L'une d'entre elles portait sur l'évaluation d'un programme d'aide à la réussite et fut menée par deux professeurs-chercheurs du Département de psychologie. L'autre étude concernait les logiques sociales qui conditionnent la réussite des étudiants. Elle a été réalisée par un professeur-chercheur issu du domaine de la sociologie. Dans la foulée de la précédente recherche, ce chercheur poursuit actuellement une nouvelle étude, conduite dans trois cégeps, qui vise à comprendre et à expliquer les logiques sociales et leurs interrelations qui conditionnent la réussite scolaire selon une approche d'écologie sociale tout en mettant l'accent sur l'identification de pistes d'intervention en milieu collégial.

Par ailleurs, des professeurs de disciplines variées (anthropologie, civilisations anciennes, histoire, religion, sociologie, littérature, philosophie, etc.) participent comme collaborateurs à des recherches menées en milieu universitaire ou mènent seuls, sans subvention, des recherches dans leur domaine respectif. Reconnus dans leur discipline, ces professeurs sont fréquemment sollicités pour présenter des communications dans le cadre de colloques ou de congrès savants, pour publier des articles dans des revues scientifiques ou pour participer à des collectifs d'auteurs publiés sous forme d'ouvrages spécialisés. Quelques professionnels (psychologue, conseiller en orientation) collaborent également à des activités de recherche conduites en milieu universitaire.

Les principaux obstacles aux activités de recherche en sciences humaines dans notre établissement nous paraissent partagés par l'ensemble des établissements collégiaux du Québec. D'une part, hormis le Programme d'aide à la recherche sur l'enseignement et l'apprentissage (PAREA) du ministère de l'Éducation du Québec, les programmes de subvention ne sont habituellement pas accessibles à nos chercheurs en dehors d'un statut de collaborateur au sein d'un groupe de recherche universitaire. Malgré leurs qualifications, nos chercheurs doivent souvent se contenter de jouer les seconds violons au sein de tels groupes. De plus, les champs d'intérêt identifiés par les chercheurs du milieu collégial ne correspondent pas nécessairement à ceux identifiés en milieu universitaire. Il importe pour les chercheurs du milieu collégial de pouvoir poursuivre des recherches de manière autonome dans les domaines qui leur apparaissent prioritaires. Les liens étroits entretenus entre les collèges et la communauté leur permettent d'être bien au fait des grands défis de notre société auxquels ils pourraient apporter une contribution intéressante comme chercheurs, que ce soit par une meilleure compréhension des problèmes ou par leur traitement et leur résolution.

D'autre part, contrairement à ce qui est prévu dans les conditions de travail des professeurs des universités, la réalisation de recherches ne fait pas partie des fonctions des professeurs de nos établissements. Leur engagement dans des activités de recherche se fait donc en sus de leur tâches régulières et pose des défis importants dans l'organisation du temps (le plus souvent personnel) qu'ils réussissent à y consacrer. L'octroi de subventions permettant le dégagement des professeurs d'une partie de leur enseignement apparaît donc nécessaire pour leur permettre de poursuivre leurs travaux.

Concernant les moyens que notre établissement a pris pour appuyer la recherche, le mode de financement des établissements collégiaux québécois ne prévoit aucune source de financement pour faciliter ou promouvoir la recherche. Dans son plan stratégique 2004-2009, le Cégep de Sainte-Foy a tout de même choisi d'encourager et de soutenir la recherche pédagogique ou portant sur la réussite éducative. À l'heure actuelle, nous offrons aux chercheurs le soutien de professionnels et un service de secrétariat lors de la préparation de demandes de subvention ou lors de la réalisation des recherches subventionnées par PAREA ou, occasionnellement, par d'autres programmes voués à l'innovation pédagogique. Notre établissement souhaiterait pouvoir soutenir davantage la recherche disciplinaire, notamment dans le domaine des sciences humaines, de manière à élargir les collaborations déjà établies sur le plan des programmes d'éducation et de formation avec la communauté qu'il dessert. Notre collège en retirerait également des avantages certains, la recherche pouvant dynamiser les échanges et le transfert du savoir au sein d'un établissement, accroître la qualité des programmes d'études et favoriser le développement professionnel des professeurs et autres acteurs du milieu. La recherche disciplinaire est toutefois à l'heure actuelle pratiquement hors de portée des établissements collégiaux. Si l'on considère que les collèges québécois ont un statut d'établissement d'enseignement supérieur, il importe de donner accès aux chercheurs des collèges à des conditions similaires à celles de leurs collègues des universités.

2. Les préoccupations et recommandations des collèges universitaires résumées ci-dessus reflètent-elles les priorités et préoccupations de votre établissement par rapport à la transformation du CRSH? Veuillez préciser les points avec lesquels vous êtes d'accord et lesquels vous formuleriez autrement. Avez-vous des points à rajouter à cette liste?

Les recommandations des collèges universitaires rejoignent tout à fait nos préoccupations. Plus particulièrement, les éléments présentés aux points 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 et 4.9 nous apparaissent fort pertinents pour répondre aux besoins des établissements d'enseignement collégial québécois.

3. Les nouvelles orientations que le CRSH souhaite adopter pourraient accroître la participation des collèges et instituts à la recherche en sciences humaines. Quels types d'initiatives seraient les plus utiles aux projets de recherche en sciences humaines au sein de votre communauté et de votre région (projets de recherche concertée, partenariats et transfert des connaissances dans la communauté, diffusion des résultats de la recherche, financement des travaux de recherche d'étudiants, intégration de la recherche à l'enseignement, etc.)? Dans quelles disciplines votre établissement réaliserait-il de tels projets de recherche?

L'accessibilité aux programmes de subvention au même titre que les chercheurs des universités serait une première initiative fort appréciée. Des modes de soutien aux projets de recherche concertée pourraient faciliter les activités de recherche de professeurs-chercheurs qui sont pratiquement seuls de leur discipline dans leur établissement. Des collaborations pourraient par exemple s'établir entre chercheurs d'un même établissement mais de disciplines différentes ou entre chercheurs d'une même discipline mais d'établissements collégiaux différents. Le soutien à la diffusion des résultats de la recherche et à l'intégration de la recherche à l'enseignement sont aussi des initiatives qui pourraient être très utiles aux projets de recherche dans notre établissement.

De tels projets de recherche pourraient voir le jour dans les nombreuses disciplines du domaine des sciences et des techniques humaines. On pense ici à l'étude des religions, la sociologie, la psychologie, l'anthropologie, l'histoire, la littérature, la philosophie ainsi qu'aux domaines du travail social, de l'éducation spécialisée, des services à la petite enfance et bien d'autres. Les établissements collégiaux sont particulièrement riches des liens étroits qui existent entre les professeurs et chercheurs des différentes disciplines ainsi que des relations immédiates qu'ils

entretiennent avec leurs partenaires de la communauté (on pense ici aux liens établis dans le cadre d'activités d'intégration en fin de formation préuniversitaire ou technique, aux stages, aux programmes alternance travail-études, etc.). Ils pourraient contribuer de manière utile à la production du savoir en sciences humaines et à son emploi pour répondre aux besoins des collectivités.

4. Votre établissement a-t-il des liens de nature scientifique, à titre individuel ou organisationnel, avec des chercheurs universitaires? De quelle façon les chercheurs de votre établissement participent-ils à ces partenariats de recherche? Quel soutien ces partenariats reçoivent-ils? Quels obstacles nuisent à ces partenariats?

Des professeurs-chercheurs collaborent à des activités de recherche, notamment avec des groupes de chercheurs de l'université Laval. D'autres sont chercheurs associés à l'Observatoire Jeunes et Société. Un professeur-chercheur est président d'une association savante, soit la Société québécoise pour l'étude de la religion. Habituellement, ces partenariats ne prévoient pas de libération des professeurs-chercheurs du collège d'une partie de leur enseignement. Le travail de collaboration se fait donc en sus de leurs tâches régulières.

5. Avez-vous d'autres suggestions ou recommandations?

Des ressources inestimables demeurent inexploitées dans les collèges parce que des gens formés à la recherche n'ont pas accès de manière autonome aux programmes de subvention et ne peuvent souvent compter que sur leurs seules ressources pour poursuivre leurs travaux. Il importe de démocratiser l'accessibilité à la recherche, notamment en sciences humaines, afin d'encourager chez les chercheurs du réseau collégial québécois la poursuite d'études et de projets qui pourront sûrement rejoindre les finalités sociales du CRSH.

- CAN- ACCC-SSHRC Consultation ...

In response to SSHRC consultation process, we are pleased to provide our input as follows:

Question. 1.a) Are there suggestions and recommendations from a college and institution prospective?

SSHRC-ACCC Summary Consultation Document 8

Response: CNA is the public post secondary education provider in the province of Newfoundland and Labrador. The college enjoys reputation of an outstanding Canadian institution with its significant international presence. It's newly established Office of Applied Research leads the pan-provincial research and innovation programs within the College.

The institution concedes to the fact that existing funding policies of federal granting councils offer little support to college research and innovation. Despite significant obstacle and odds, this college has worked its way up in the area of research and innovation, and successfully demonstrated a capacity for launching world class research projects in various applied sciences disciplines. Several multi-million dollar projects, currently underway within college system, are indicators of the college capacity, on top of its strength and resilience against odds. We at CNA see the funding policies of federal granting councils as serious obstacles to the college research and innovation agenda. There is a need for review of the existing policies.

Question: 1.b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives within your community and region, through for example, collaborative research initiatives, community-based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects?

Response: College of the North Atlantic faculty in various disciplines of social sciences and humanities is capable and willing to undertake applied research initiatives, either as independent endeavors or joint ventures with other agencies including universities, industry, community-based organizations, etc. Several faculty members are regular contributors to the development of their communities through their expertise and leadership in local boards and organizations.

Some of the potential research areas, within social sciences and humanities, that this institution can offer are: Economic strategies in changing demographics, current issues in health education, basic education, issues of life long learning in remote communities, etc.

Question 2. Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.

Response: We, at CNA, strongly feel the necessity for federal granting councils to review their funding policies in relation to colleges. We propose that funding for college research may be considered via two broad streams:

- (i) Open Competitions; for all researchers regardless of their association with big or small universities/colleges/institutes, with existing framework of adjudication/peer evaluation of proposals. Some college researchers, however, feel that adjudication/peer evaluation should be double blinded to protect them from their image of "smallness".
- (ii) College Funding: Exclusive funding for college researchers based on a framework of adjudication/peer evaluation, separate from those of universities.

Commentaires du Cégep du Vieux-Montréal sur le résumé de la consultation CRSH-ACCC

1. Activités de recherche actuelle

Le cégep du Vieux Montréal, comme l'ensemble des collèges du Québec, a un mandat d'enseignement pour lequel il reçoit une enveloppe budgétaire du Ministère de l'éducation. Les projets de recherche et de développement qui se réalisent au cégep sont donc subventionnés par des organismes externes.

Cinq recherches sont actuellement en cours et bénéficient de subventions soit du PAREA ou du FQRSC. La première s'intitule « Modèle de développement de la pratique réflexive ». Ce projet contribue à développer un modèle de pratique réflexive auprès des nouveaux enseignants du collège. Il implique des chercheurs de différents collèges et des professeurs d'universités qui agissent comme personnes-ressources. La deuxième : « Étude comparée sur la réussite scolaire en milieu collégial » contribue à gérer plus efficacement les ressources qui oeuvrent à la réussite des étudiants en examinant les principaux prédictors de la réussite scolaire. Elle implique des chercheurs de différents collèges et des professeurs d'universités qui agissent comme personnes-ressources. La troisième porte sur « Famille, Réseaux et Persévérance des étudiantes et étudiants à risque au collégial ». Ce projet contribue à reconnaître les différents calendriers d'événements qui construisent le passage à la vie adulte et qui influencent la persévérance des élèves à risque. Il implique des chercheurs de différents collèges et d'universités. Le quatrième projet : « Stratégies d'apprentissage en soins infirmiers » contribue à aider les enseignantes à mieux cibler les difficultés des élèves dans un programme d'apprentissage par problème. Il implique des chercheurs du collège et des professeurs d'université qui agissent comme personnes-ressources. Enfin, le projet « Enseignement coopératif en sciences » contribue à développer une expertise en enseignement coopératif, notamment au moyen de problèmes contextuels en collaboration avec les enseignants et chercheurs universitaires. Ces recherches ont toutes été présentées à l'ACFAS 2004. Certaines d'entre elles à l'AQPC.

Deux projets de développement sont actuellement en cours et reçoivent de l'aide soit du CCMD ou d'organismes externes (fondation du collège, Bell Canada). Le premier projet consiste à produire un CD rom interactif pour l'apprentissage de l'espagnol, niveau intermédiaire et avancé alors que le second consiste à mettre en ligne une encyclopédie thématique (SYLLABUS) qui s'appuie sur un moteur de recherche sémantique plutôt que lexical.

Le collège a également mis sur pied des bourses de la recherche qui sont octroyées à des étudiants de sciences humaines. Ces étudiants, qui se sont distingués dans leurs cours de méthodologie, sont jumelés à des équipes de chercheurs et approfondissent leur compréhension de la recherche.

Le collège est aussi un site d'accueil pour les recherches universitaires. Ainsi, des étudiants stagiaires qui font leur maîtrise en éducation sont accueillis par des enseignants du collégial. De plus, des équipes de recherche universitaire obtiennent la collaboration du collège pour mener des enquêtes auprès des étudiants ciblés par leur recherche.

Le collège se rend visible au printemps en annonçant une Journée annuelle de la recherche au collégial. Lors de cet événement, les productions de la recherche ainsi que les recherches en cours sont présentées. Cette journée est offerte à l'ensemble du réseau collégial, aux professeurs d'universités impliqués ainsi qu'aux représentants des organismes subventionnaires.

Enfin, le collège héberge l'Association de la recherche au Collégial (ARC). Cette association mène ses propres recherches, offre du support, de la formation aux enseignants. L'ARC est une vitrine de l'excellence de la recherche au collégial en s'alliant à l'ACFAS lors du congrès annuel et en offrant des bourses aux étudiants des collèges afin de souligner l'excellence de leurs recherches.

a) Appui du collège à la recherche

Le collège a inscrit à son plan d'action 2004-2005 la consolidation de la recherche et du développement pédagogique. Le collège entend accentuer le rôle de la recherche et du développement en autant que ceux-ci influencent l'enseignement et assurent une formation de haut niveau aux étudiants. Cela se traduit par l'adoption d'un cadre éthique et déontologique de la recherche, le dégagement des chercheurs pour le montant des subventions accordées, l'ajout d'infrastructure de la recherche en libérant des professionnels pour apporter un support aux demandes de subventions ainsi que du secrétariat.

b) Obstacles à la recherche

Malgré les efforts de l'Association de la recherche au Collégial (ARC), il demeure que les futurs chercheurs n'ont pas l'habitude de rédiger des demandes de subventions et ont peu de soutien pour y parvenir. Par soutien, nous entendons de l'aide technique (secrétariat), professionnelle (conseiller) et de l'aide financière. Comme la recension des écrits est généralement un travail préalable à une demande de subvention, peu d'enseignants de collège réussissent à la fois à enseigner et à prévoir une activité de recherche.

De nombreux enseignants s'excluent d'eux-mêmes persuadés qu'ils n'ont pas les qualifications nécessaires pour obtenir une subvention de recherche. Sur ce point, ils n'ont pas tout à fait tort puisqu'ils demeurent difficile voir impossible d'accéder à des subventions qui mettent en avant plan des études doctorales ainsi que des publications scientifiques dans les revues ciblées par des comités de sélection composées d'universitaires.

La collaboration entre les Universités et les Collèges se développe lentement. Les enseignants de collèges possèdent une expertise de terrain qui est précieuse aux recherches universitaires mais peu utilisée.

Les lieux de diffusion de la recherche collégiale sont en marge des lieux de diffusion de la recherche universitaire et sont peu reconnus par les organismes subventionnaires. Nous pensons à l'AQPC et à l'ARC.

2. Priorités et préoccupation du collège par rapport aux collèges universitaires

Pour le point 1 : ***Rapprochement entre les chercheurs et les établissements qu'ils desservent***, nous sommes en accord avec les demandes des collègues. Il faut maintenir à jour l'enseignement collégial en encourageant les recherches disciplinaires qui rejaillissent sur des départements (nouvelle compréhension de la grammaire, l'impact des sciences cognitives en psychologie, changement de paradigme dans une discipline), accentuer les liens entre les chercheurs collégiaux et universitaires et encourager les collaborations entre les établissements et les chercheurs collégiaux.

Par ailleurs, le collège est particulièrement sensible à recevoir de l'aide pour élargir ses propres réseaux de recherche. Il serait par exemple possible de reconnaître l'existence de centre pivot de recherche et de développement dans les collèges francophones et anglophones du Québec qui seraient liés à l'ARC.

Pour le point 2 : ***Financement de la recherche au premier cycle***, nous adhérons à la possibilité pour les étudiants qui se dirigent à l'université de pouvoir faire une expérience de recherche en fin de parcours. Il serait possible de financer des programmes qui impliquent des étudiants en fin de parcours ou encore d'instaurer des centres de recherches collégiaux qui accueillent des étudiants et les initient à la recherche en sciences humaines. Nous sommes également sensibles au financement des programmes qui offrent des possibilités de stages internationaux ou de stages auprès de clientèles ciblées. Ces stages sont des occasions de réseautage et de maintien de l'excellence en éducation.

Pour le point 3 : ***Rapprochement entre l'enseignement, l'apprentissage et la recherche***, il va de soi pour le collège que ses activités sont d'abord et avant tout orientées vers l'enseignement. Dans ce contexte, la recherche a un devoir d'influence et de pertinence sur la mission première du collège.

Pour le point 4, ***Diffusion de l'information, mobilisation et transfert du savoir***, nous estimons que la recherche menée au collégial a un devoir de rayonnement et d'accessibilité. Dans cet esprit, nous souhaitons que les publications de vulgarisation, des bulletins ou activités locales de diffusion de la recherche soient prises en considération par le CRSH.

Pour le point 5, ***Processus d'examen par les pairs et de sélection***, le collège souhaiterait que le traitement des demandes soit effectué par des comités d'examineurs qui connaissent la réalité des cégeps et sont en mesure d'évaluer la rigueur et la pertinence des recherches qui s'y déroulent et que les allocations de recherche tiennent compte du mode de financement des cégeps du Québec (dégagement ou financement qui peut se traduire par l'équivalent d'une portion de tâche).

Pour le point 6, ***Recherche concertée et réseautage***, le collège s'unit aux demandes des collèges universitaires pour promouvoir la recherche interdisciplinaire et concertée ainsi que les forum d'experts. À cet égard, le collège est un exemple de recherche concertée et diversifiée en s'associant à des partenaires d'autres collèges ainsi qu'à des partenaires d'Universités.

Pour le point 7, ***Petites subventions à un plus grand nombre de chercheurs***, le collège est particulièrement sensible à la possibilité d'avoir des durées variables de recherche. La recherche collégiale est parfois orientée sur une problématique de courte

durée ou nécessitant des étapes donc certaines demandes pourraient s'échelonner sur des temps variables. Aussi, le collège voudrait pouvoir bénéficier de financement pour l'infrastructure de la recherche lorsqu'il héberge un certain volume de recherche (bureau de la recherche). Enfin, des fonds spéciaux alloués au développement pourraient encourager des initiatives telles le développement d'outils informatiques adaptés aux besoins de l'éducation. Le projet de développement Syllabus est un exemple d'initiatives qui éprouvent des difficultés de financement, malgré l'aide précieuse de Bell Canada. Ce projet ne correspond pas aux critères actuels de la recherche alors qu'il s'agit d'un projet d'encyclopédie publique tout à fait pertinent pour les sciences humaines.

Pour le point 8, *Appui aux nouveaux chercheurs*, le collège approuve l'idée d'un dossier de réalisation des chercheurs qui ne soit pas seulement axée sur les réalisations antérieures mais qui devraient tenir compte de la rigueur du projet présenté.

Pour le point 9 *Aide aux petites Universités et aux Collèges et Instituts* et le point 10 *Demandes particulières des établissements francophones*, le collège est d'accord pour renforcer ses liens avec ses partenaires naturels (Université, les associations collégiales et l'association pour la recherche au collégial). Enfin, nous souscrivons tout à fait au développement d'une catégorie particulière aux collèges francophones, au rapprochement entre les collèges et universités francophone hors Québec ainsi qu'au financement de publication de la recherche en français.

3. Types d'initiatives les plus utiles aux projets de recherche en sciences humaines

La recherche et le développement concertés en éducation (psychopédagogie, didactique, andragogie et administration) demeurent fondamentaux pour que les collèges puissent exercer leur mission d'organisation apprenante.

La recherche interdisciplinaire, pour laquelle nous avons très peu de possibilité de subvention, peut s'avérer nécessaire lorsque des changements de paradigmes rendent des enseignements désuets. Elle introduit un dynamisme dans la poursuite de programmes d'études.

La reconnaissance de l'expertise de terrain des enseignants de collège dans les équipes de recherche universitaire qui ciblent la population collégiale. Cette expertise devrait être recherchée parce qu'elle réduit le temps utilisé à comprendre le site d'études et parce qu'elle facilite le transfert des connaissances.

4. Liens actuels avec les chercheurs

Actuellement, les activités de recherche se réalisent parce que des enseignants, à titre individuel, expriment des besoins de recherche et de développement soit dans leurs disciplines, dans l'enseignement de leurs disciplines ou encore dans l'approfondissement de dossiers pédagogiques qui correspondent aux besoins du collège. Ces enseignants contactent des chercheurs universitaires qui deviennent des personnes-ressources. Ces chercheurs universitaires qui ont eu une expérience de recherche avec des enseignants du collégial continuent, lors d'une demande de subvention ultérieure, à collaborer.

L'organisation de la recherche repose sur l'intérêt des enseignants et leurs connaissances des réseaux de recherche. Il n'existe pas un centre de la recherche qui aurait son organisation propre et qui, à partir de répertoires, pourrait réunir des chercheurs du collégial avec des chercheurs universitaires et des établissements qui ont des besoins de recherche.

5. Autres suggestions

La recherche est très dispersée. Sur le thème des indicateurs de la réussite scolaire ou de la motivation, le chercheur doit consulter d'énormes banques de données. La méta-analyse de la recherche sous un thème donné est une activité qui trouve peu de financement alors qu'elle serait profitable pour les chercheurs mais aussi et surtout pour les décideurs. En effet, devant la masse de données accessibles, il serait intéressant que des chercheurs fassent le point sur des thématiques institutionnelles et que les collègues puissent obtenir un financement adéquat pour commander de la recherche institutionnelle et s'engager de manière plus éclairée dans des projets de développement.

En somme, nous souhaitons vivement que les organismes subventionnaires dont le CRSH reconnaissent la valeur et l'importance de la recherche institutionnelle comme levier de l'action éducative. Les décisions institutionnelles bénéficieraient d'un éclairage pertinent et les professeurs enseigneraient davantage en fonction des découvertes récentes de la recherche autant pédagogique que disciplinaire.

The response of Grant MacEwan College to the SSHRC consultation is as follows :

1. a) *Are there suggestions and recommendations from a college and institute perspective?*

A key point that needs to be acknowledged from the beginning is that there is no single “college and institute perspective”. Rather, there are multiple perspectives based upon the diversity that exists among Canadian colleges and institutes, in terms of (a) size (i.e. number of students and faculty), (b) location (rural/small urban/large urban), (c) nature of the programs, (d) characteristics of the student population, (e) type of research that predominates at the institution, (f) the extent to which research is included in the institution’s mandate, and (g) the recency with which research activities have been recognized at an institutional level.

For example, my participation in the ACCC Applied Research Symposium showed me that Grant MacEwan College is quite distinct from many other colleges and institutes in Canada. We are extremely large, with more than 16,000 credit students and another 19,000 non-credit students. We are located in a relatively large urban area, directly across the river from the University of Alberta. We offer a wide range of diploma/certificate programs (e.g. child and youth care; holistic health) as well as University Studies transfer programs in Bachelor of Arts/Education, Bachelor of Science, and Nursing. The students in our University Studies program take their first two years of undergraduate work at Grant MacEwan College, and then typically transfer to the University of Alberta (where their academic performance equals that of students who began at the University of Alberta); almost half of our students are in the University Studies transfer program, and the proportion is continually growing. In fact, Grant MacEwan College is in the process of applying to the provincial government for degree granting status—our first majors in the Bachelor of Arts would likely be Sociology, Psychology, English, International Studies, and Canadian Studies, and our first major in the Bachelor of Science would be in Nursing. Furthermore, many of our two-year diploma/certificate programs offer degree completion opportunities from other universities, and a number are in the process of developing their own four-year applied degrees. A significant proportion of our faculty members hold graduate degrees (e.g. in the University Studies transfer program, more than 80% of faculty members hold PhDs).

Research has been integrated into the college mandate within the last two years, at which time a Research Council was formed and a College Research Officer appointed. However because this is a relatively recent development, the majority of research being conducted at the college is individual in nature (rather than being coordinated in any way), and the institution as a whole is still quite early in the process of developing resources and supports for faculty researchers. Despite this recent institutional development, individual faculty members have been quite involved in research—largely in areas of social sciences, humanities, health, and teaching/learning. The research being done by faculty members at Grant MacEwan College is frequently quite similar in nature to the type of research being done in similar departments at the university level.

Despite the multiple, diverse perspectives that exist among colleges and institutes, there are some significant shared characteristics. We frequently share heavy teaching loads (at Grant MacEwan College the standard teaching load is 5+5) and thereby a slower pace of research achievements, fewer institutional resources to support research, an absence of

graduate students to serve as research assistants, and a student-centred focus. These characteristics form the basis for the changes that are needed in SSHRC programming.

1. b) *Please describe how your institution is involved in or can contribute to social sciences and humanities initiatives...*

Faculty members at Grant MacEwan College are already considerably involved in social sciences and humanities research. Our first faculty research and scholarly activity survey (conducted in 2003) showed a number of areas of research strength that fit within SSHRC's mandate:

- teaching, learning, and academia
- literary analysis
- diversity and globalization
- abnormal psychology and mental illness
- socio-economic issues
- children and youth (e.g. child/youth care practice; effectiveness of daycare-based kindergarten)
- effectiveness of health treatments
- management and leadership

We also have two recently-formed research institutes: (a) the MacEwan Institute for Research on Family and Youth (MIRFY), and (b) the Canada-Ukraine Research Team (CURT). The latter institute is the result of a tri-partite agreement between Grant MacEwan College, the University of Alberta, and the Academy of Pedagogical Sciences/Institute for Special Education within the federal government of the Ukraine; this institute will create collaborative international opportunities for researchers interested in inclusive education, special education, and education in relation to students with disabilities.

In the social sciences and humanities, our faculty members' record of research achievement is quite impressive (e.g. peer-reviewed publications; publication of university-level textbooks) considering the heavy teaching load. However, if that record is evaluated relative to university researchers (who in practice teach less than half as many courses each year), its impressive nature fails to be recognized.

If the provincial government approves Grant MacEwan College's application to initiate degree granting, the majority of the first "majors" to be offered are in the realm of Social Sciences and Humanities—sociology, psychology, English, international studies, and Canadian studies.

2. *Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.*

a. peer review and adjudication processes

We concur that reviewers from large universities cannot understand the contexts within which college and institute faculty members conduct their research. In the context of Grant MacEwan College, although there are many strong relationships between our faculty members and those at

the University of Alberta, those from the U of A are shocked to hear that our teaching load is 5+5—they know that we teach more courses than they do, but they have no idea we teach *that many* courses. That type of knowledge is important for peer reviews to be aware of when evaluating a given grant application—it can change the reviewer’s perception of the quality of the applicant’s research record considerably. In that regard, it is extremely important for adjudication committees to include more members from smaller institutions and from institutions that are teaching-focused.

Due to the heavier teaching loads at colleges, the Research Time Stipend is of that much more significance to the success of college faculty members’ research projects

b. community-based research approaches

Colleges tend to have much closer linkages to the larger community, in part because of the nature of college programming. Thus, college researchers are frequently involved in projects that are relevant to, or are in coordination with, community partners. In the case of some colleges and institutes these community partners may be industry-based. However, in the case of Grant MacEwan College community partners are more frequently social organizations and non-profit agencies; this means that while community/industrial partners may have the resources to contribute funds to the project at hand for some colleges/institutes, in our case the organizations rarely have such funds to contribute, and instead the faculty members’ research projects are a contribution to the community group. We support the recommendation that SSHRC provide targeted funding to support network initiatives between colleges and community partners—but only if it includes partnerships with social organizations and non-profit agencies (rather than including only industry partnerships).

c. support for undergraduate researchers

Grant MacEwan College emphasizes student learning, and within the contemporary labour force research skills are valuable assets for college and university graduates. Experience in research activities facilitates the development of problem-solving skills and critical thinking skills that a growing number of employers are looking for in potential employees. In that regard, any type of SSHRC program that supports opportunities for undergraduate and diploma/certificate students to participate in research processes would be looked upon favourably.

d. support for new scholars

An individual’s record of research achievement should continue to be considered in the adjudication process in order to maintain the integrity of the granting program. However, the guidelines for assessing the record of research achievement must be changed in a way that recognizes the context of college research. For example, if an institution has only recently included research within its mandate, a faculty member should be considered a “new scholar” even if he/she received a doctorate more than 5 years ago. Furthermore, adjudication guidelines must take the teaching load at colleges into consideration—an awareness of the specific teaching load would significantly influence the assessment of the faculty member’s research achievements.

e. support for small universities, colleges and institutes

Aid to small universities should be expanded to include institutions that are not members of AUCC. The institutional decision as to whether to apply for membership in AUCC is both a political and practical decision, and does not necessarily reflect the quality of faculty credentials nor the quality of institutional programming. Aid to small universities would provide that much more benefit, and have direct and more observable results, when given to a small college/institute (where research resources are more limited) than when given to a “small university”.

f. linking teaching, learning, and research

The emphasis that is placed on student learning within colleges is such that faculty members spend considerable time and effort in finding ways to improve the teaching/learning process. In fact, there is a wealth of knowledge and expertise on teaching and learning located within the colleges of Canada. SSHRC would certainly benefit (as would the larger ‘knowledge community’ within Canada) from the development of programs to support research in these areas.

In conclusion, the above issues and recommendations would most benefit those researchers at Grant MacEwan College that are involved in social sciences and humanities research, thereby contributing to SSHRC’s efforts to become a ‘knowledge council’.

Humber College

Re: Comments Regarding SSHRC Consultation

I wish to provide the following comments in response to the SSHRC/ACCC *Consultation Summary Document for Canadian Colleges and Institutes* on behalf of Humber Institute of Technology and Advanced Learning.

To begin, the issues identified in the summary document by the university colleges are, in general, also relevant to the context at Humber. Furthermore, the recommendations provided in the summary document are consistent with those which Humber would make. As a result, new recommendations or suggestions in response to item 1.a) of the summary document are not provided. However, I do outline recommendations in response to item 2 of the document that I believe are articulated by the university colleges but which I believe require more clarity and elaboration in order for them to represent Humber's position accurately.

In response to item 1.b, Humber can contribute significantly to knowledge transfer of social science research through community-based initiatives. Through partnerships and internships, Humber faculty and students are well-positioned to apply theories from disciplines including economics, psychology, and sociology to address practical problems encountered by local social service and government agencies with which Humber has long-standing relationships.

In response to item 2, in order to allow Humber to engage meaningfully in knowledge transfer in our community through SSHRC funding programs, SSHRC will have to:

- develop a funding program for community-based partnerships in which partner need is the impetus (and therefore a primary selection criterion) for research, consistent with the model adopted by the Ontario Centres of Excellence (OCE) and, more recently, the Natural Sciences and Engineering Research Council (NSERC) with their Colleges and Community Innovation Program,
- develop application review criteria that are consistent with goals of knowledge transfer (or dissemination and application) of social scientific research in the community, and
- provide funding to release college faculty from teaching duties in order for them to conduct research.

Thank you for your efforts in compiling these and other comments on behalf of the colleges.

Kwantlen University College

I am pleased to respond to your SSHRC- AUCC Consultation Summary Document on behalf of Kwantlen University College.

My reaction is overwhelmingly favourable in assessing how well you have captured the perspective and priorities of the University Colleges in general and Kwantlen in particular .

Your comments and recommendations with regard to peer review and adjudication, community based research, support for undergraduate research, support for new scholars, collaborative research and networking, support for small universities etc, linking teaching, learning and research, and finally knowledge transfer are all remarkably consistent with our strategic approach to research and scholarship at Kwantlen. To reinforce this, I am attaching a presentation form of summary of our strategic approach which is currently receiving wide exposure across our institution.

I would add only one perspective . With regard to your comments on the consideration of "new" scholars, I would suggest also recognition of "returning" scholars, meaning faculty who may have abandoned their research careers for some years, in favour of an exclusive focus on teaching, but who wish to restart their involvement in research. Assistance for this category of faculty member would be very relevant and helpful to us, and I believe other university colleges.

Kwantlen has major faculty and program strengths in the social sciences and humanities. We believe, strongly, that, as a regionally oriented undergraduate institution, we has an important role to play through the creation and dissemination of knowledge and expertise in the economic, social and cultural well-being of the regions we serve, and in the education of our students. This is a role which is distinct from, but complements, the role of the "traditional" university. It deserves to be understood and supported by governments and granting councils with equal priority .

With regard to my views on the response by the broader university community as presented at the June Winnipeg meeting, I attach a letter I sent to Marc Renaud shortly after that meeting.

Finally, I would welcome the opportunity to participate in any focus group or subsequent discussions you plan on this important matter.

Lethbridge Community College - Proposed Renewal of SSHRC

1. a) Are there suggestions and recommendations from a college and institution perspective?

Lethbridge Community College provides quality programming largely because of its close business, industry, and community linkages. While these strong linkages exist, substantial support is required so that new and enhanced learning opportunities in applied research can be expanded. Two major areas of support are required. First, funding opportunities must be made available to smaller institutions. Second, funding requirements must consider the need to provide for faculty release and support for student involvement.

b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives, community-based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects?

Lethbridge Community College (LCC) is currently conducting public opinion research for media, community groups, business associations and private businesses. Collaborative research initiatives occur as a result of partnerships formed with private businesses/corporations and community based associations. Knowledge transfer and dissemination of research information takes place via the media, academic publications, commercial publications, and public forums.

LCC is currently involved in social science and humanities research in political science, public opinion, social science research methodology, and history. Other potential research projects could be pursued in the areas of psychology, sociology, philosophy, and education.

2. Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.

The priority issues for Lethbridge Community College are support for small universities, colleges and institutes, primarily providing support to programs, faculty, and students to enable research and enhanced learning to occur; community-based research approaches, primarily providing targeted funding to support networking initiatives between colleges and community and regional partners; and linking teaching, learning and research.

Mohawk College of Applied Arts and Technology

The new directions and orientations SSHRC is aiming to adopt could present

more opportunities for colleges and institutes to become involved in social sciences and humanities research initiatives.

1.a) Are there suggestions and recommendations from a college and institution perspective?

SSHRC's intended transformation from a granting council to a knowledge council is clearly the right direction to take. If SSHRC is really interested in the dissemination and application of knowledge and reaching so-called knowledge consumers then it cannot ignore the fact that Canada's college system can be very helpful in addressing the new core values identified in its consultation framework document.

Until now SSHRC's partners have almost exclusively been Canada's universities. A refocused SSHRC must include other partners and to some meaningful extent, SSHRC must be able to work with those partners in ways different from its approach to universities. Of course this accommodation will have some impact on existing core values such as research excellence driven by peer review and publication.

The consultation framework paper described two new core values; *interactive engagement* and *maximum knowledge impact*. With respect to interactive engagement, colleges already have a vast network of connections to community agencies, businesses and other institutions. As for maximum knowledge impact, our focus and indeed track record is the application of knowledge and always in collaboration with partners.

Earlier this year, the Natural Sciences and Engineering Research Council (NSERC), one of the other granting councils, launched a pilot project to help colleges and institutes build greater research capacity. While very modest in scope, the NSERC program recognized the research potential in the college system and colleges' particular competence in supporting the process that turns knowledge into practices and products. It would seem that SSHRC has not moved forward quite as quickly as NSERC but this consultation renews our optimism that SSHRC will begin to better understand the role colleges can play and the value they can add to the mobilization and utilization of knowledge.

This summer the Ontario colleges, through ACAATO and its reference group, The Federal Advocacy for Applied Research Working Group, produced a paper titled, Applied Research and Innovation; Ontario Colleges – An Underutilized Resource. This paper suggests specific strategies to enhance the contribution of colleges to economic development and national prosperity among them the creation of dedicated college competition envelopes within granting councils such as SSHRC that take into account the unique funding needs of college researchers, the capacity of colleges to engage in research partnerships and the need for incentives for colleges and universities to undertake collaborative research.

SSHRC has identified a number of new structures and approaches for discussion and many of these appear to fit well with some expanding degree of college participation. We note especially confederations of learning, knowledge mobilization units and Web-facilitated communities of practice. In a general sense, it appears as if college capabilities and SSHRC thinking are converging and if these proposed structures are intended to improve research at the knowledge utilization level then they clearly align with college strengths.

1.b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives within your community and region, through for example, collaborative research initiatives, community-based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects?

To quote Dr. Renaud, "...Canadians want a society where rapid technological change and commercial innovation is matched by responsive, compelling, and effective social and cultural innovation to create not just wealth but a better quality of life."

Mohawk College with more than 30 post secondary programs related to social science and humanities disciplines, produces graduates who contribute to improving the quality of life for Canadians. Mohawk's programs have many ties to the community and these ties take a variety of forms. For example, all programs have advisory committees constituted from employers and practitioners in the community. Many programs have field placements or other practicum components that connect students to community agencies. Many of the connections then for applied research all already there so programs like the Community University Research Alliance (CURA) are appropriate vehicles for SSHRC and could be improved by more easily including college partners.

Existing partnerships at Mohawk are all driven by the need for applied knowledge and skills in the workplace and in these human service, applied arts and business programs, such knowledge is largely derived from human science disciplines. We also realize that teaching and learning in the colleges needs to become more closely aligned with research and that as problem solvers, students will not only need research skills themselves but because, in a larger sense research is transforming teaching, will need to achieve a substantial part of their learning via research. Therefore the granting councils need to support the development of college faculty and student research skills.

Mohawk has recently developed applied degree programs, collaborative degrees with McMaster University and other institutions and diploma-degree programs with Wilfred Laurier University. Many of the diploma-degree programs are in human science disciplines. It makes good sense that these learning collaborations be expanded to include a role for colleges in human science research and a transformed SSHRC needs to be able to accommodate these new collaborative arrangements.

Mohawk College has programs providing fundamentals for aboriginal students and native community care and since Mohawk is the home college to one of the largest aboriginal populations in Canada, the college is particularly interested in research programs on issues of importance to aboriginal people.

2. Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.

We assume that SSHRC's plan to transform itself into a knowledge council is driven by a sharpened sense of accountability to all Canadians and the importance of building a civil society as Dr. Piper so eloquently described in her Killam lecture.

Again it is important to point out that colleges can make a large contribution to building a civil society because they operate at the applied level, where policies and processes are implemented. For example, Mohawk students and faculty in the Child and Youth Worker program have collaborated in a project to reduce bullying in Hamilton's elementary schools. This project, led by a researcher from McMaster University and supported by the Hamilton Community Foundation, has the kind of focus on meaningful outcomes that is commonplace in college endeavours. Community-based research approaches like CURA need greater support.

Funding faculty release time for research is probably the biggest problem colleges face in generating more research activity and it is unlikely that mechanisms like SSHRC's Standard Research Grant (SRG) would be helpful or appropriate. The suggestion by university colleges to transform the SRG program into operating grant programs is a good one.

We also agree with the suggestion to encourage peer review committees to consider a variety of non-traditional research approaches and research credentials which may mean a new and different model to determine research quality at the knowledge utilization level.

NIAGARA COLLEGE

RESPONSE TO SSHRC CONSULTATION DOCUMENT SSHRC GOAL

As Niagara College understands it, the main goal of this fund is to advance the state of knowledge in the human sciences disciplines. New knowledge and ways of looking at problems and issues have the potential of changing attitudes, perceptions and values for the benefit of society. The College is very supportive of the SSHRC goal. Many of our key programs are in the area of applied human sciences.

SSHRC has indicated that it is seeking to identify effective methods of ensuring that its research is effectively communicated and shared with a variety of end users. We are also fully supportive of such a goal. In general, college research is applied in nature and supports the goals of the end user, usually a business or industry. We are very interested in becoming involved in research that has a wide public or community audience as well. A number of our newest faculty hold specialties in the human sciences area and are enthusiastic about conducting applied research activities in their areas of discipline.

SOME RECOMMENDATIONS

While Niagara College has not had experience with SSHRC specifically, we have had some experience with both the Canada Foundation for Innovation, NSERC, and Ontario provincial research funds, such as the Ontario Innovation Trust.

In reviewing the consultation document, we would make the following suggestions.

1. The College would welcome the establishment of a college-specific fund such as that recently created by NSERC. Such a fund would allow the colleges to demonstrate the value of the applied research they can do in the human sciences field. The review teams could be broad-based in their make-up, and less focused on the research publication history and research track record of the applicant. College researchers are likely to have focused mainly on teaching, and have a much different publication background from experienced university researchers.
2. Niagara College recommends the consideration of smaller grants set around specific research themes or problems. This would cluster research activities so that many researchers might be funded but the opportunity for collaboration and sharing would be greater. Larger funds might have requirements for industry or community collaboration, endorsement, and support.
3. SSHRC could consider establishing a fund for “Summer Institutes” around specific research themes or problems, that bring together multi-disciplinary

researchers, community stakeholders, and industry stakeholders for a short period of time. The institutes will serve as a form of incubator for fresh ideas, new approaches, and potential solutions to problems in the human sciences arena.

Selkirk College

First, I'd like to convey our appreciation for the work that ACCC is doing to support colleges who want to expand their capacity for research. It is appreciated. Generally, Selkirk College very much supports the direction that SSHRC is proposing. My comments will be from the perspective of a small rural college.

As noted in the consultation document, we share many of the same concerns and issues that were put forward by the University Colleges (UC). I would just add the following:

1. Community linkages are at the very heart of what defines a community college, particularly in a rural area. For that reason, we very much support the UCs recommendations regarding community-based research approaches (p. 4)
2. Colleges are primarily teaching institutions. In evaluating research proposals, some consideration should be given to the value of including into the research design learning opportunities for undergraduate students.
3. We strongly endorse the recommendations regarding support for new scholars, which is even more of an issue for small colleges than it is for UCs. UCs usually have a good number of people on their faculty who have come from a university to teach upper level baccalaureate courses or Master's level classes. Many of them will come with a record of research achievement. With some exceptions, that is not the case in small colleges, where staff are chosen primarily on the basis of their teaching records. Assessing the merit of a project rather than the record of achievement of the researcher(s) will be really important to support capacity building at the college level.

The following comments from Dr. Duff Sutherland (Selkirk College history instructor) likely mirror the sentiments of many other scholars working in small institutions across the country:

"The interdisciplinary, cross-institutional, and team approaches would help to connect isolated faculty to the broader community of scholarship in Canada. These may sound like cliches but I have often felt "left out" of the history discipline in Canada because I am not working at a University & don't have time to produce a lot of scholarship. For me, research has really become a labour of love--& something I might share with my students as a teacher-practitioner--more than anything. So, the idea that I could have a teaching career at a small rural college & still be part of the research that is going on in Canada is very appealing &, I think, would make be a better (& even happier!) teacher. It would also help the smaller colleges with retention & recruitment of young faculty as the great turnover of faculty in Canada continues to take place."

Thank you for the opportunity to offer our comments on the proposed changes.

Response to SSHRC Consultation from Sheridan College Institute of Technology and Advanced Learning

As indicated in the consultation summary “the new directions and orientations SSHRC is aiming to adopt could present more opportunities for colleges and institutes to become involved in social sciences and humanities research initiatives”. I agree not only that there is potential for involvement, but also that the college sector could make an important contribution in completing the “full knowledge cycle” and strengthening “connections between those who develop knowledge and those who ultimately use or benefit from it”. The summary document, however, does not specifically address an important prerequisite for realizing this potential; specifically, the issue of credentials and research skills of potential researchers whose careers are within the college sector. If colleges and institutes are to be actively involved in SSHRC supported research initiatives, and if the funds invested are to be used effectively, SSHRC, ACCC and others in the college sector will need to take careful steps not only to adjust assessment criteria but also to further develop the research capacity in the college sector.

Since joining Sheridan some 10 months ago I have noted the growing interest among faculty in participating in applied research initiatives, many of which fall within the social sciences and humanities. At the same time, few of these faculty members currently have the breadth of education and experience to prepare them to critically assess the quality of a research initiative much less take the lead in a research initiative that would withstand scrutiny. I am not equating this research capacity with academic training alone and do not intend to suggest that the only road to research is doctoral training. But there is an element of rigor that is required for research and if colleges are to be active players this capacity needs to be developed.

Certainly several recently appointed faculty members at Sheridan bring doctoral degrees, but few have experience in research beyond their own dissertation. In choosing a career within the college sector such individuals are unlikely to find a community of experience to support their ongoing development. Within a university context, novice researchers have an opportunity to work and/or consult closely with more experienced researchers both on research teams and as part of thesis committees. As I see it, if the potential for college and institute involvement in research is to be realized a major challenge will be in finding creative ways to enhance research skills for those within the college sector while not appearing to be “elitist” and impose expectations normally associated with traditional basic research (specifically doctoral credentials and a record of scholarship).

At present, SSHRC funding is primarily directed to a community of scholars engaged in research, research critique and dialogue about the work. SSHRC funded projects are frequently led by researchers holding doctoral degrees who a record of scholarship in their field; as well SSHRC funds doctoral students and post doctoral fellows who are engaged in research with guidance from established researchers. While I recognize that research skills can be developed in ways other than formal academic programs, the ongoing dialogue and critique whether or not associated with doctoral training, will be critical to the development of “meaningful and fruitful connections” that involve the college sector.

1.a) Are there suggestions and recommendations from a college and institution prospective?

- Provide “not-traditional” training and development opportunities for interested individuals within the college (and community) sector
 - to develop their general awareness re research approaches, paradigms, and research ethics;
 - to expand their appreciation of the ways in which biases can be all too easily introduced into the research process, and
 - to hone their research skills in the social sciences and humanities.
- Create appropriate mentoring mechanisms and opportunities to expand knowledge, skills, and critique
- Foster interest in research but at the same time actively discourage “dabbling in research” without adequate guidance.

1.b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives within your community and region, through for example, collaborative research initiatives, community-based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects?

Current Involvement

SERC

- Sheridan has created the Sheridan Elder Research Centre (SERC) which will conduct a range of research projects pertinent to older adults and those who care for them. An Alzheimer's Day program, offered by the VON is currently housed in the SERC facility and VON is committed to an ongoing program of collaborative research. Other areas of current interest at SERC include elder friendly social and physical environments, self esteem, caregiver issues, and elder friendly computer games.
- SERC supports academic programs in various ways and holds educational outreach events each term
- SERC maintains connections to a number of community groups and participates in several collaborative research and training initiatives with McMaster, University of Toronto, and others.
-

Other

- One Sheridan faculty member currently holds a grant from SSHRC to explore issues related to violence and young women in first nations communities
- Two Sheridan faculty members are currently leading (two) evaluation studies in collaboration with community groups.
- One faculty member is leading an investigation into the History of Canadian Design and also engaged in a collaborative venture with community groups (ROM, OCAD, Design Exchange) and York University.
- Sheridan has several other strong connections to a range of community groups and potential research partners.

Potential Involvement

- Sheridan has both an adult day program and a preschool program that could be ideal sites for social science research including pilot projects and related evaluations,
- Program Advisory Committees could be vehicles that support community based research partnerships and that support knowledge transfer and dissemination.
- Among the disciplines /areas in which Sheridan could consider research are:
 - Sociology
 - Psychology
 - Anthropology
 - Nursing
 - Gerontology
 - Education (early childhood, adult and continuing ed)
 - Administration
 - Design and design history
 - Art and Art History
 - Theatre
 - Social impact of technologies
 - Journalism
 - Business
 - Marketing
 - Law, policing, courts, corrections etc

2. Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.

1. Why does SSHRC need to change?

I am pleased to hear that while SSHRC wishes to respond to the changing context, its strength and purpose will be maintained. I am particularly pleased to note that:

- SSHRC will continue to identify and fund the best research projects, researchers and students.
- Research grants are awarded based on a rigorous peer-review process.

2. Proposed Changes

The three changes that the Council has identified are important. I appreciate the need to strengthen connections between those who develop knowledge and those who use it and recognise that SSHRC can strengthen its role within the full knowledge cycle. The strengths of the college sector in this cycle should be recognized, developed, and supported. If SSHRC is to “intensify **meaningful and fruitful connections** between researchers” and potential researchers in the college sector are to be involved assessment criteria may need to be modified (however not slackened). More important however would be efforts to raise awareness within the college sector regarding quality research and across the university sector regarding the potential contribution of colleges.

3. SSHRC University Consultations

CONCLUSIONS FROM THE UNIVERSITY CONSULTATIONS	Comment
1: A new SSHRC will strengthen research foundations to intensify discovery and understanding	Generally agree
o Sustain excellence and peer review at international standards	Important to maintain high standards
o Respect diversity	
o Tackle SSHRC’s “recommended but not funded” problem for the Standard Research Grants program;	Additional funds would obviously help but also Provide opportunities to improve grant submissions for second round.
o Consider complementary funding models ie. smaller grants to be granted to more researchers along NSERC lines;	Offer support and training for investigators in development of budgets that match research plans and maintain efficiencies. In offering smaller grants take care not to underfund projects – and consequently “waste” funds on projects that cannot deliver
o Re-examine release time provisions for faculty;	Colleges could benefit from funded faculty release but also explore other avenues beyond SSHRC funds to support release time.
o Improve support for new scholars	Explore a range on mentorship opportunities
o Maintain and enhance support to institutions	
A new SSHRC will expand opportunities for learning through research:	Agree
o Promote value-added training environments;	Devise specific program re college researchers
o Introduce undergraduate and part-time research support;	I am not convinced that undergraduate research should be supported by SSHRC as funding is limited.
o Explore complementary funding models that expand training opportunities;	Definitely
o Re-examine the role of post-doctoral awards in light of changing career paths.	Perhaps tie more closely to outcomes – and consider joint college/SSHRC sponsored fellowships.
A new SSHRC will promote clustering and interaction of research efforts	

<ul style="list-style-type: none"> o Further develop the “Confederations of Learning” concept as a way to enhance connections among foundational research in Canada and abroad, assisting early identification of emerging areas of special research importance, and create common space for exchange and brainstorming among social sciences and humanities disciplines, researchers and other stakeholders. 	
<ul style="list-style-type: none"> o Create institute-like clusters that would be virtual units of limited duration, with simple administrative structures. These “institutes” could integrate institutions to work themes where Canada has or needs a strong concentration of research. 	
<ul style="list-style-type: none"> o Begin small, with pilot projects 	And evaluate the effectiveness of approaches taken in these projects.
A new SSHRC will enhance the mobility of researchers and their ideas	
<ul style="list-style-type: none"> o Enhance current programs of interactions (ie. conferences, workshops, scholarly associations and publications); 	Consider college sector separately not just open opportunities as currently designed to college faculty.
<ul style="list-style-type: none"> o Develop new exchange or mobility programs in Canada; 	Great potential for collaboration and exchanges that include community, colleges, and universities
<ul style="list-style-type: none"> o Help researchers position themselves internationally; 	
<ul style="list-style-type: none"> o Support the organization of summer institutes; 	
<ul style="list-style-type: none"> o Enable the participation of researchers outside of universities 	This will require changing mindset among university researchers.
A new SSHRC will provide leadership in promoting and mobilizing social sciences and humanities knowledge:	
<ul style="list-style-type: none"> o Develop bridging capacity (ie. knowledge clearinghouse, synthesis documents) 	Avoid the creation of systematic reviews that are rooted in a single paradigm – (Approach of Cochrane Collaboration for example is inadequate for naturalistic, interpretive research)
<ul style="list-style-type: none"> o Systematically connect with universities in mobilizing social sciences and humanities knowledge beyond academe; 	
<ul style="list-style-type: none"> o Promote systematic connections between researchers, stakeholders and users (ie. through advisory boards); 	Some orientation/training may be needed for those who participate in advisory boards.
<ul style="list-style-type: none"> o Formally recognize the value of mobilizing knowledge beyond academe (ie. building performance measures, standards); 	Yes
<ul style="list-style-type: none"> o Develop strategic alliances with media and others. 	Ensure media relations are managed by a media specialist who appreciates/understands research process, paradigms, etc.

4. Feedback from University Colleges

Recommendations	Comments
PEER REVIEW AND ADJUDICATION	If so called “peer reviewers” from large

PROCESSES	universities do not understand the reality of researchers in small institutions then one could argue they are not peers.
That SSHRC:	
<ul style="list-style-type: none"> peer review and adjudication committees include more members from some of the smaller research institutions 	Alternately set duplicate committees and allocate funds in a proportionate manner
<ul style="list-style-type: none"> peer review and adjudication committees have community representatives involved in assessing applications; 	Committees judging strategic grants have included community representatives – When community reps are involved they need to have adequate understanding of research and the research context in order to speak strongly at the committee table.
<ul style="list-style-type: none"> increase the Research Time Stipend and dedicate it to small universities; and 	Rather than identify small universities (and should that be universities and colleges?) why not dedicate stipend to those whose normal/assigned (not voluntary overtime) teaching duties exceed x hours per week.
<ul style="list-style-type: none"> encourage peer review committees to consider a variety of non-traditional research approaches and research credentials, as well as research emerging disciplines 	<p>I have observed committees consider and make awards to a variety of “non-traditional” research approaches. I am concerned though that non-traditional may include research that is of poor quality. Communities of scholars engaged in “non-traditional” work will need to come together to define standards appropriate for their innovative ways.</p> <p>I am also somewhat concerned that “non-traditional credentials may mean simply experience in “doing research” that in fact may not be research at all. Lots of experience in the mere collection of “so-called” data from a convenient group of participants, inadequate documentation, coupled with little analysis, is unlikely to develop good research skills.</p>
SMALLER GRANTS TO MORE RESEARCHERS	I share the concerns noted and am not convinced that “more smaller grants” will strengthen research capacity and outcomes.
transform the SRG program into an operating grant programs, thus providing smaller grants to more researchers;	
consider establishing a new tier of SRGs for those requiring extensive graduate student and equipment support.	If operating grants are to be separated from equipment grants and/or student support grants, in the event that both funds are needed awards should be made contingent upon success in the related competition. This may mean a second review meeting to reallocate non awarded funds.
COMMUNITY-BASED RESEARCH APPROACHES - While it is important to foster closer networks of researchers within and across disciplines, it is also important for SSHRC to support small universities to expand their own research networks within their communities	I agree – This has been done to some extent in strategic grants programs
review its policies and programs to assess how they can better encourage institutions to engage more effectively with the communities they serve;	

provide targeted funding to support networking initiatives between university colleges and their community and regional partners;	Networking support should focus on research potential.
adopt new approaches to accommodate community participation and assess impact of research on participating communities.	
SUPPORT FOR UNDERGRADUATE RESEARCHERS	
	I would only support this if SSHRC could make similar funds available to undergraduate students from all post-secondary settings. At present SSHRC funds are focussed on student support in the later stages of development (doctoral and post-doctoral)
The research assistance provided by undergraduate students for community partners such as municipalities, non-governmental organizations, and First Nations bands and organizations contribute to community development efforts and provide students with valuable research exposure related to their coursework and links with future potential employers.	Perhaps those who benefit would be willing to contribute funds for student development
provide support for programs which create meaningful opportunities for undergraduate research training, including funding for internships, exchanges, collaborative and/or community based research projects for undergraduate students;	If this is done it should be introduced as a pilot program and evaluated carefully across the sectors (colleges universities etc as well as community sites)
develop funding envelopes that provide support for longer periods in order to respond to the needs of part-time students.	Disagree
SUPPORT FOR NEW SCHOLARS	
review its guidelines for assessing the record of research achievement	Yes
consider assessing projects from emerging scholars entirely on the merit of the project and not on the record of research achievement.	The criteria may need to be weighted but I am opposed to assessment based entirely on project merit – as project as described and executed often differ.
COLLABORATIVE RESEARCH AND NETWORKING	
develop assessment criteria that is consistent with its encouragement for interdisciplinary and collaborative research;	I believe SSHRC currently does this
support confederations of learning, web facilitated communities of practice, a clearinghouse for advanced expertise and knowledge mobilization units	This could be included in the workshop grants
develop a clearinghouse for advanced expertise as a means of establishing and nurturing relationships between French and English research activities	fine
create e-communities to support the exchange of ideas and outcomes and enhance the mobility of ideas.	This could be included in the workshop grants
SUPPORT FOR SMALL UNIVERSITIES AND COLLEGES AND INSTITUTES	
increase the Aid to Small Universities Grant to support capacity building within smaller institutions, and provide a decentralized allocation process and significant seed money	

for a variety of projects;	
develop and launch programs such as the new “NSERC Pilot Program for College and Institute Community Innovation“ designed for the exclusive use of colleges, institutes and university colleges.	Yes. Since fields of Social Sciences, Humanities Natural Sciences and Engineering differ do not rely on evaluation of pilot in one area (NSE) and transpose to SSH.
consider devolving more allocation responsibility to post-secondary institutions albeit with some strict accountability process in place to ensure that high quality research continues to be funded	I would oppose this at any level other than small scale preliminary funding (say max 1500 per grant).
provide support for faculty from small institutions to participate in conferences, symposiums and workshops.	Rather than designate funds on basis of size of institute I would suggest provisions of the collective agreements, and alternative travel funding sources be criteria.
LINKING TEACHING, LEARNING AND RESEARCH	
support projects involving teams of researchers integrating research, instruction and community practice	This happens now in some educational research projects sponsored by SSHRC – and certainly happened in the strategic grant education and work.
involve students and community partners in defining their own research topics and methods	This practice is accepted in “participant driven” and “action oriented” research.
support and possibly target some research into the scholarship of teaching and learning, and how research, inquiry and critical thinking skills can be integrated more effectively into the classroom	Appears a bit self-serving. This could happen now in some educational research projects sponsored by SSHRC – and may have been done in the strategic grant education and work.
INFORMATION DISSEMINATION, KNOWLEDGE MOBILIZATION AND TRANSFER	
focus knowledge mobilization efforts on knowledge transfer at the community or regional level	Rather than designate community as the desirable level I would prefer to see efforts made at the appropriate level and this may vary by research project.
encourage and support various publications and presentations in various disciplines, including lay journals, community workshops and town hall meetings, and consider this type of dissemination activity as legitimate scholarly activity	Publication in scholarly journals and presentations for scholarly conferences are peer reviewed to maintain quality – lets be creative and develop some sort of peer review process for publications and presentations in the suggested alternative forums.
develop and support national and international exchange, mobility and internship programs among researchers and between researchers and community members	Fine
SPECIFIC REQUESTS FROM FRANCOPHONE INSTITUTIONS	
consider having a separate funding category for francophone institutions outside Quebec	Disagree
selection criteria encourage francophone universities from Ontario and Quebec to collaborate with researchers from small francophone institutions in other provinces	Seems reasonable
support the publication of French language research documents prepared by researchers from minority language areas	Fine

SIAST

Thank you for the opportunity to comment on the proposed changes considered by SSHRC. The consultation paper was reviewed by one member of our Applied Research Committee. Comments are provided below along the four main areas of consultation.

Role of SSHR

We are supportive of the proposed change that would see the role of SSHRC changing from one of granting council to one of knowledge agency. Under the new scope of responsibility, the influence exerted by SSHRC would be greater in initiating and binging about the desired transformation within the research community. Involving both research producers and users in the initialization, production, and use of research appears to be a step in the right direction in improving the quality of science endeavour.

Programs and Structure

It seems the task of “investing in the full value chain of research—from the most upstream to the most downstream, from the most foundational to the most applied, from the most disinterested (knowledge for knowledge's sake) to the most market- or client-driven, and from knowledge creation to knowledge brokering and mobilization” (Consultation Framework, p. 21) would be best accomplished through changes in the current programs and existing structure. Utilizing the talent and abilities residing within post-secondary educational institutions (universities and colleges), and improving the ties between institutions can serve as important conduits in effecting the desired transformation. The concept of research chairs and the expansion in the definition and representation of "research" should facilitate the process of moving research across the continuum.

Linkages and knowledge flows outside universities

An important challenge facing institutions in Canada includes connecting experienced with inexperienced researchers, eliminating geopolitically-defined research boundaries, and encouraging more thematic research based around problem solving. We believe that ACCC and AUCC can play as a change agent in eliminating some of these barriers and assisting SSHRC's transformation to a knowledge agent.

Next steps

A review and rewrite of policies and procedures are needed in order to expand the role and programs offered by SSHRC. One such change could include the treatment of colleges on par with universities. A closer alliance NSERC could be a logical step in the progression toward creating a greater national research capacity. Consideration could be given to adding new functions normally associated to an agency to SSHRC such as the creation of confederations of learning, web-facilitations, and clearinghouse.

SIAST would be prepared to participate in further discussion on this matter

to support research activities that occur in concert with baccalaureate education. At the same time, many college staff are upgrading their credentials and conducting research as part of their own programs as well as taking the research into their workplace. Support for such activities should not rely on collaboration with university professors simply because they provide credibility.

CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Feedback on SSHRC – ACCC Consultation Summary

Suggestions and Recommendations from a College Perspective

Ontario Colleges of Applied Arts and Technology are closely tied to the communities they serve. They have developed strong linkages and partnerships with industry, other educational institutions, the community service sector, and health care facilities, to name a few. Within the college system, one of our primary goals is to work collaboratively with the other members of the community on a variety of initiatives, including conducting research. Because of the college's applied focus, research projects are primarily related to the application and utilization of knowledge, rather than the generation of new knowledge. Such research also tends to be smaller projects conducted in small institutions. Unfortunately, this type of research does not attract funding from sources that support university type research. At Cambrian, we view the changes by SSHRC very positively because they support the reality of how colleges function.

We concur with many of the conclusions reported from the university consultation. The new approach by SSHRC will allow for participation and support for Colleges. We agree that:

- The changes show more respect for the diversity that exists under the social sciences and humanities umbrella, as well as for the wide variation in valuable research being conducted.
- There is a need for smaller grants to be awarded to more researchers, particularly as a means of improving support for new scholars. Because the mandate to carry out applied research is in an infancy stage in the Ontario college system, much of the research is being conducted by new scholars who do not have an established reputation as researchers.
- Also, the college system does not have built-in research time for faculty; consequently, support for release time for research activities is crucial.
- We also believe in the importance of involving undergraduate students in research. In order to instil a commitment to research, students need to be introduced to the importance of scholarly activity early in their postsecondary experience. With the provision of degree programs in the Ontario Colleges, research becomes essential to the success of the programs.
- A valuable initiative is the enhancement of programs of interactions. Geography, fiscal and workload realities create barriers to faculty and staff in rural and northern colleges who wish to participate in conferences and workshops. Provision of support for scholarly professional interactions would expand the networks for college researchers.

- The establishment of a knowledge clearing house would be another valuable enhancement for researchers at remote institutions.
- The move toward extending support beyond academe would further enhance the Colleges' ability to carry out the mandate of working with the community.

At Cambrian, we also concur with the feedback from University Colleges. We agree that peer reviewers from large universities do not “understand the realities of researchers in small institutions;” the problems related to lack of understanding of the community college system are more acute. The recommendations to include members from smaller institutions and community representatives on peer review and adjudication committees and to look at considering non-traditional research approaches and credentials are valid. The emphasis on involvement of community partners is well articulated. As already mentioned, Cambrian fully supports the concept of smaller grants to more researchers, including addressing the workload issues. Again, we would like to emphasize the importance of supporting undergraduate researchers, new scholars, and collaborative and interdisciplinary research. The recommendation that the development of a program similar to the ‘NSERC Pilot Program for College and Institute Community Innovation’ is sound.

Since the colleges' main focus is on student learning, support for educational research would allow for more involvement of faculty, community, and students. The results of research projects could be dispersed and integrated more effectively within the same institution as well as shared with others. This sharing would be enhanced by SSHRC's plan to “intensify meaningful and fruitful connections.”

Responses to Questions

1. a) *Are there suggestions and recommendations from a college prospective?*

With colleges becoming more involved in applied research activities, it is important to provide support for beginning researchers who do not have an extensive track record. As degrees become more prevalent in the Ontario Colleges, faculty and students would be well-served if funding were available. Often, the research focus differs significantly between universities and colleges. Separate funding needs to be available for colleges. Expertise must be developed in order to provide mentoring for students.

1. b) *Please describe how your institution is involved in or can contribute to social sciences and humanities initiatives within your community and region, through, for example, collaborative research initiatives, community-based partnerships and knowledge transfer and dissemination of research information.*

Cambrian College has been involved in many initiatives. Some examples include:

- A project to develop and conduct research on the effectiveness of specially designed mobile, workstations for people with special needs (physical disability).

- Testing of voice recognition software to assess the effectiveness for deaf students versus traditional means of interpreting.
- Faculty and students in collaboration with Laurentian University and the Children's Aid Society researched the effectiveness of special tutoring services for children in foster care.
- Nursing faculty in collaboration with Laurentian University studied the effectiveness of scenario testing.
- Cambrian is currently conducting research in a variety of areas related to student retention. The studies encompass such areas as social, economic, demographic and educational influences.
- Cambrian is currently in the developmental stage of a project which will compare on-line web based course delivery with more traditional classroom instruction.
- Many faculty and staff are pursuing graduate studies and are conducting educational research.

Knowledge transfer and dissemination of research information occur through presentations within and outside Cambrian, locally, provincially and nationally. Reports are distributed to stakeholders and interested partners. It is anticipated that more faculty will submit articles for publishing in scholarly journals.

1. c) *In what disciplines would your institution pursue such research projects?*

Potentially, research activities could occur in any of our program areas and could involve community partners. (see attached list of appropriate programs) Faculty could work with our Program Advisory Committees who represent the community we serve, or could collaborate with specific agencies such as the Children's Aid Society and communities such as First Nations. Certainly, educational research would be appropriate and useful to all programs.

2. *Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.*

- Colleges need to be treated differently from universities, with a separate funding mechanism for research.
- Support needs to be provided to allow faculty release time to conduct applied research in their specific discipline area as well as in pedagogy.
- Support for undergraduate and graduate students is needed in order to enhance a research culture and promote innovation in practice. This is particularly vital in more remote areas where attracting and retaining people with advanced degrees is a priority.
- The excellence of the collaborative initiatives involving colleges and community partners should be supported in order to expand such linkages into research.

- Integration of technology into education requires more study.
- Educators and staff, particularly in remote areas, would benefit greatly from support for scholarly activity, including conferences and workshops.

LIST OF PROGRAMS

- ❖ Public Relations
- ❖ Fine Arts
- ❖ Theatre Arts
- ❖ Correctional Services Worker
- ❖ Law and Security Administration
- ❖ Police Foundations
- ❖ Developmental Services Worker
- ❖ Child and Youth Worker
- ❖ Native Child and Family Worker
- ❖ Early Childhood Education
- ❖ Social Services Worker – Gerontology
- ❖ Social Services Worker

Douglas College

SSHRC and The Increased Use of Knowledge – A Role for College Faculty

The discussion document “From Granting Council to Knowledge Council” has created a timely focus on the need for better networking, dissemination and knowledge use in the Human Sciences. In this knowledge domain, perhaps more than any other, there is a need for research findings to be available and accessible to policy makers, professionals and the wider publics. Along with most other commentators, we would welcome the wider role proposed for SSHRC.

As suggested by the proposal, the success of this project depends not only on an enlarged mandate for the SSHRC, but also on the continued evolution of the universities, and the acceptance by research faculty of their broader responsibility for dissemination and knowledge use beyond their peers. We are sure that, with appropriate support and encouragement, research faculty in Canadian Universities and Institutes will rise to this challenge. Nonetheless, it is still reasonable to expect that the orientation of most of these faculty, the cultures of their institutions, and the reward structures in which they work, will still favour knowledge production and peer communication in specialized languages that are unsuited for discourse with the public.

In this context, we strongly support the proposal to create more innovative and effective ‘mediating’ structures that can translate and synthesize the knowledge gained in specialized domains for use by the public and community groups as well as by professionals and policy makers. These mediating structures will need one foot in research networks and in knowledge building communities. But the other foot must be firmly planted in the community and the tradition of public education. We believe that the structures will work best when they include members from a wide variety of institutions and when they use the full potential of emerging network technologies. The list of possible mediating structures included in the consultation document is a starting point for further discussion and an invitation to innovation.

In the continued search for innovative ideas about mediating structures, we recommend that representatives from college faculty, college administration and college associations continue to be included in the discussion. The substantial numbers of faculty within the college system are a potentially valuable resource that can work alongside university research faculty and communication specialists in the dissemination of useable knowledge. Some of them have been actively engaged in research for many years, often with university partners. All of these college faculty welcome the opportunity to discuss current research findings and they place high value on making this knowledge accessible to professionals, their students, community groups and the public. The colleges have a strong tradition of public education as an interactive process rather than just one-way information provision.

In recent years the expansion of the public education function of the colleges has been restricted by the requirement that most activities are self-funded. We do not believe, however, that market mechanisms are adequate for the dissemination and increased use

of socially valuable knowledge produced by research and we would welcome a more balanced approach, supported by the SSHRC.

Fanshawe College

Generally, we are very supportive of the recommendations put forward by the University Colleges. However, we would suggest that these recommendations be broadened to include all Colleges not just University Colleges. In addition, there needs to be acknowledgement by SSHRC of the legitimacy of applied research. This acknowledgement is implied in the recommendations but, in our view, ought to be spelled out. Fanshawe College's Academic Plan explicitly addresses the issue of applied research:

With the introduction of applied degrees, new demands are being placed on Ontario's community colleges to engage in scholarly and applied research. Also today, industry is requesting that community colleges identify and fill gaps in areas requiring the application of research. Finally, community colleges are developing considerable expertise in the areas of program content and teaching methodologies, and this focus on learning is altering the traditional definitions of scholarship to include not only original research but also teaching, application and integration (see Boyer, "Scholarship Reconsidered," 1990). In view of these developments, Fanshawe College is committed to the expansion of its engagement in applied research.

Whereas "*basic* or pure research is motivated by intellectual interest and has as its goal the extension of knowledge " (Merriam and Simpson 2000), "*applied* research is any...research designed to answer practical questions. Applied research may also be testing theories...and may be...directly involved in a practical or real world setting" (Kidder and Judd 1986). Applied research may also include action research, a "form of self reflective inquiry undertaken by participants...in order to improve the rationality...of their own practices, their understanding of these practices, and the situations in which these practices are carried out" (Jarvis 1999). Community colleges may engage in applied research in fields related to program content, and in the field of college education itself. In other words, the scholarships of teaching, application (e.g., clinical practice) and Fanshawe College 1 of 2 integration (e.g., connections across and within disciplines) are legitimate forms of applied research (Boyer 1990).

Specific Recommendations:

As previously noted, we generally support the recommendations of the University Colleges; however, we would like to highlight the following as critical issues:

1. Revision of the Peer Review and Adjudication Processes to include representatives from colleges and community based organizations.
2. Support for 'new scholars'—applications for funding should not be penalized because they involve "inexperienced" faculty. Consideration should be given to having a special funding category for 'new scholars'.
3. Funds for faculty release-time must be included in research grants.
4. Expand the Aid to Small Universities Grant to include Colleges as well as University Colleges.
5. Recognition and funding for research projects which involve community and regional partners
6. Support the development of assessment criteria that encourages interdisciplinary and collaborative research.
7. Support the development of assessment criteria that encourages applied research.
8. Support the targeting of some research into the scholarship of teaching and learning, and how research, inquiry and critical thinking skills can be integrated more effectively into the classroom.

Transformation from a Granting Council to a Knowledge Council

Red River College is the largest and most comprehensive college of applied arts, science and technology in Manitoba. The College serves 9,700 FT and 22,400 PT students annually; and offers over 100 full-time programs in a wide variety of applied disciplines including applied sciences, health, Aboriginal education, industrial technologies, information technologies, business, creative communications, graphic design, manufacturing, aviation and transportation, and education.

The College offers a diversity of credentials, including post-secondary joint baccalaureate (with local universities), advanced diploma, diploma, certificate and preparatory programs. Most programs provide the opportunity to transfer credits to other post-secondary education institutions. In addition, the College provides training for apprentices in 24 designated trades. The College also has articulation and partnership agreements nationally and internationally.

The College is a multi-campus institution with its largest campus on Notre Dame Avenue in the northwest area of Winnipeg. A recently completed second major campus (Princess Street) is located in downtown Winnipeg, including three separate developments covering a city block in the central Exchange District. Other Winnipeg campuses include a downtown location for the Academic Development Services program and the Language Training Centre on Main Street, Stevenson Aviation and Aerospace Training Centre (Winnipeg Airport), and a satellite centre in St. Boniface (St. Boniface Arts & Technical Centre). Regional campuses are located in Gimli, Winkler, Portage la Prairie and Steinbach. In addition, the College is developing a virtual campus. With an annual budget of over \$100M, the College has an entrepreneurial approach responsive to the needs of the community, business and industry. Its mission is to build a prosperous and sustainable Manitoba through high quality applied education and research focused on advancing the economic, cultural and social progress of people.

A complete set of research policies are in place, including integrity in research and scholarship, human subjects, animal care, and intellectual property and copyright. The College has a Research Ethics Board with expertise in assessing research protocols involving human subjects. As a critical contributor to economic development in Manitoba, the College has increased its support to applied research, technology transfer, prototyping, product development, testing and commercialization through the recent establishment (June, 2004) of an office responsible for Applied Research & Commercialization. It is anticipated that this office will work closely with all the granting councils.

Red River College's current priority applied research areas - based upon existing expertise, sectoral demand supporting external partnerships and internal linkages and synergies - include:

- " biotechnology and life sciences;
- " fuel efficiency and the hydrogen economy;
- " human care services;
- " information and communication technology and new media;
- " manufacturing design technology; and
- " sustainable infrastructure technology.

There is a potential role for SSHRC in selected applied research areas, as well as academic programs, such as:

- " Aboriginal and Teacher Education;
- " Applied Sciences, including Child and Youth Care, College Preparation for Nursing, Communication Engineering Technology, Diploma Nursing - Accelerated, Disability & Community Support, Early Childhood Education; Family Support Worker, and Joint Baccalaureate Nursing;
- " Business and Applied Arts, including Business Administration, Commerce/Industry Sales and

Marketing, Creative Communications, International Business, Library and Information Technology, and Tourism;

and

" Industrial Technologies, especially where Technical Communication is an element.

With the development of Applied Research & Commercialization at the College, numerous faculty have already expressed an interest in working with SSHRC.

1. The new directions and orientation SSHRC is aiming to adopt could present more opportunities for colleges and institutes to become involved in social sciences and humanities research initiatives.

" SSHRC must maximize the impact of the knowledge it generates by working to extend the connections between those who develop knowledge and those who ultimately use or benefit from it.

" SSHRC must intensify meaningful and fruitful connections between researchers across disciplinary, institutional, community, sectoral and international boundaries.

" SSHRC needs to become an active player across the full knowledge cycle: from knowledge development to utilization.

AGREED, the three fundamental changes proposed (as summarized by ACCC above) will present more opportunities for colleges and institutes.

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1.a) Are there suggestions and recommendations from a college and institutional prospective?

The feedback from the University Colleges is particularly relevant. It is suggested that:

" SSHRC programs and initiatives be inclusive of colleges;

" SSHRC offer a program, similar to the NSERC College and Community Innovation Pilot Program, to accelerate the involvement of Canada's colleges in SSHRC activities;

" SSHRC seek peer reviewers from the college system, this will serve to heighten mutual awareness and facilitate informal exchanges of information;

" SSHRC enable College faculty from SSHRC-eligible institutions to apply directly to SSHRC;

" SSHRC support expanded networking in the community by college faculty interested and/or working in the social sciences and humanities;

" linking technology and society is important, and must not be overlooked in new program development;

" SSHRC support the creation of enhanced research capacity in an ongoing manner at colleges through sponsorship of an Aid to Colleges Fund directed at college researchers;

" SSHRC support the need of college researchers for opportunities to share their research through a variety of ways, including conferences, seminars and publications (recognizing the focus on teaching at colleges);

" SSHRC consider different supports and sponsorship programs for colleges that build on the close connection of colleges and their communities. Seed funding for new researchers as well as sustained

funding for multiple years (for example, RRC Faculty in Early Childhood Education are closely linked to the local community and have worked nationally to develop a curriculum aligned with early

years research, there are many areas for potential research).

In addition, perhaps SSHRC should consider allocating envelopes of funding to Colleges, which in turn provide support for faculty;

" SSHRC consider creating a balance of support for researchers from all post-secondary educational institutions, recognizing the diversity of expertise across the system and the range of research required

to deliver knowledge;

" SSHRC consider sponsoring congresses and conferences that bring together researchers from all postsecondary institutions to share questions, ideas and solutions about their research programs.

1.b) Please describe how your institution is involved in or can contribute to social sciences and humanities research initiatives within your community and region, through for example, collaborative research initiatives, community based partnerships and knowledge transfer and dissemination of research information. In what disciplines would your institution pursue such research projects.

Red River College is already offering a number of academic programs (referenced at the beginning of this document) which are relevant to the social sciences and humanities.

Community-based partnerships are a way of life at the College.

Advisory Committees are a key component to maintaining the community relevance of academic programs and initiatives. The College has also recently instituted a Journal of Applied Research to help disseminate knowledge. As the College is finalizing its NSERC-eligibility and the Applied Research & Commercialization office has been established, faculty are coming forward expressing their interest in applied research in ALL areas of endeavour.

Research projects will be pursued in areas such as:

" Aboriginal and Teacher Education;

" Applied Sciences;

" Business and Applied Arts; and

" Industrial Technologies (linking technology and society).

There are many formal and informal research programs already underway at the College in such areas as Early Childhood Education, Prior Learning Assessment and Recognition, English Language Benchmarking, and Educational Administration and Leadership, and Applied Education Effects. College staff have presented at conferences and published in peer reviewed journals and in professional journals to disseminate knowledge. The College also has linkages with local universities, community organizations and such research centres as the Manitoba Centre for Health Policy, with whom the College is working to contribute data sets to expand the range of possible research.

2. *Please comment on the issues and recommendations, in terms of which are priority issues for your institution's involvement in social sciences and humanities research.*

The priority issues (based on the "Feedback from University Colleges" provided by ACCC) for Red River College involvement in social sciences and humanities research - all of which require expanded resources, are:

" **support for small universities and colleges and institutes** - college and institutions, especially, should be considered as unique entities;

" **linking teaching, learning, and research** - including the involvement of college students;

" **peer review and adjudication process** - must be inclusive of college researchers;

" **information dissemination, knowledge mobilization and transfer;**

" **community-based research approaches;** and

" **collaborative research and networking .**