

SSHRC  CRSH

## **MEETING OF SSHRC LEADERS**

**December 2 to 3, 2010**

Albert at Bay Hotel  
Seasons Salons  
435 Albert Street  
Ottawa



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada 

## SUMMARY OF SSHRC LEADERS ANNUAL MEETING, DECEMBER 2-3, 2010

### 1. Background

SSHRC Leaders are senior administrators of postsecondary institutions who are appointed by their presidents to serve as points of contact between SSHRC and their institutions. Leaders provide a stable, ongoing channel of communication between their institutions and SSHRC. They relay information to their colleagues on policy and program issues, and they gather information and ideas from the research community that feed into the development of SSHRC policies and programs. SSHRC Leaders and SSHRC management meet periodically, both in person and through virtual means such as teleconferences and email. SSHRC Leaders have been named at 67 Canadian postsecondary institutions (see list at <http://www.sshrc-crsh.gc.ca/society-societe/community-communite/leaders-liste-eng.aspx>).

### 2. SSHRC Leaders annual meeting, December 2-3

Building on the success of the previous two annual SSHRC Leaders meetings in December 2008 and December 2009 ([meeting reports](#) available on the SSHRC website), the third annual SSHRC Leaders meeting was held in Ottawa, December 2-3, 2010. Once again, the number of postsecondary institutions participating in the meeting increased from previous meetings, with a total of 52 SSHRC Leaders or their delegates attending the two-day meeting. Also attending were Tom Kierans (Vice-President and Chair of SSHRC's governing council) and invited speakers, including: Dr. Steven Wheatley (Vice-President, [American Council of Learned Societies](#)); Dr. Mark Weiss (Director, Division of Behavioral and Cognitive Sciences, [National Science Foundation](#), and former member of SSHRC's Blue Ribbon Panel on peer review); Ms. Janet Halliwell (President of J.E. Halliwell, and member of the Board of Directors, [Consortia Advancing Standards in Research Administration Information](#)); Dr. Pierre Chartrand (Vice-President, Research, and Chief Scientific Officer, Canadian Institutes of Health Research [CIHR]); and Dr. Carolyn Watters (Dean, Faculty of Graduate Studies, Dalhousie University, and former president of the Canadian Association of Graduate Studies). A reception was held the evening of Thursday, December 2, with a [special keynote address](#) by Dr. Roseann O'Reilly Runte (President and Vice-Chancellor, Carleton University). The meeting was also attended by SSHRC's President, Vice-Presidents, directors and staff, as well as a number of special guests.

### 3. Structure of the meeting

Several steps were undertaken to develop the meeting agenda. A preliminary draft agenda for the 2010 meeting was developed using the feedback received from Leaders at the gathering of SSHRC Leaders at Congress 2010, as well as suggestions provided on the meeting evaluation form from the 2009 annual meeting, and input from SSHRC staff. The draft agenda was sent out to all SSHRC Leaders on September 3, 2010, with an invitation to provide further feedback on topics that should be addressed during the Leaders meeting. A revised agenda was sent to Leaders on September 30, 2010, identifying the three main objectives of the 2010 meeting, which were:

- to present SSHRC's *Framing our Direction 2010-2012* and to explore its stated priorities in relation to developments on Canadian campuses as well as emerging federal government priorities;
- to update and seek the feedback of SSHRC Leaders on the implementation of SSHRC's program architecture renewal—in particular, guidance on committee structures and expert review processes—as well as a discussion of the future directions of research training and the development of talent; and
- to engage in a discussion on how to work with researchers, research institutions and partners to better conceptualize, capture and communicate the results and impacts of social sciences and humanities research and research training.

This year's agenda focused on three main themes in relation to the above objectives:

- models of peer, merit and expert review;
- facilitating, capturing and promoting results and impacts; and
- the changing landscape of talent support.

SSHRC Leaders, as well as invited guests (e.g., representatives from the Canadian Federation for the Humanities and Social Sciences and CASRAI) participated in animating panels at the beginning of each session to help frame the issues and questions that were later discussed in smaller breakout groups. In addition, based on feedback from Leaders, a special session was held with Dr. Pierre Chartrand (Vice-President, Research and Chief Scientific Officer, CIHR) to discuss "Health-related Research: Choosing the Right Funding Agency and SSHRC-CIHR Collaboration."

## 4. Summary of main topics

### 4.1 Best Practices for SSHRC Leaders on Campus

Dr. Gisèle Yasmeen (SSHRC Vice-President, Partnerships<sup>1</sup>) opened the meeting by extending a welcome and vote of thanks to all SSHRC Leaders and invited guests for attending the third annual SSHRC Leaders meeting. In response to feedback received from Leaders at the previous meeting and in consideration of the high number of newly appointed SSHRC Leaders who were attending their first meeting, Dr. Yasmeen provided a summary of some of the key events undertaken by SSHRC and the Leaders over the course of the first three years of the SSHRC Leaders initiative:

- *We're very proud of the progress we've made over the last few years on the SSHRC Leaders initiative. The intent behind the initiative was to build a strong community of purpose and practice among senior administrators on campuses across the country. Given the increasing importance of the institutions in the landscape of research in Canada, we see this group as a key source of fruitful, ongoing, two-way exchange on policy and program issues of interest to the social sciences and humanities, as well as a wellspring of best practices.*
- *We see this channel of engagement and communication as complementary to, and distinct from, the role played by research granting offices, student liaison offices, public affairs functions and so on. Furthermore, given the rapidly*

---

<sup>1</sup> As of January 1, 2011: SSHRC Vice-President, Research.

*evolving structure of federal funding for research and graduate research training, we see this relationship as one that is salient for strategic reasons related to proactively positioning the social sciences and humanities community on and beyond the campus.*

- *Over the last three years, in partnership with the SSHRC Leaders, we have made considerable progress on a number of important and complex dossiers that are of strategic value and importance to the social sciences and humanities community, including:*
  - *the second edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS);*
  - *a consultation paper on the evolution of CFI programming to support more effectively the needs of the social sciences and humanities research community in Canada; and*
  - *the important role undertaken by Leaders to engage the social sciences and humanities community on their campus in consultations on SSHRC's new program architecture.*

#### 4.2 Updates from SSHRC and SSHRC Leaders

As part of its ongoing strategic planning process, SSHRC prepares an annual environmental scan outlining key events and trends in government, policy, and research and training. The environmental scan is presented to SSHRC's governing council in June and discussed then in order to contribute to fall priority setting and budget planning. This document was circulated to Leaders prior to the meeting as background material for a discussion of the key issues both at SSHRC (and, by extension, within the government as it pertains to research funding), as well as on the campuses of Canada's postsecondary institutions.

Dr. Chad Gaffield, president of SSHRC, opened the session by welcoming all the Leaders and special guests, particularly those who were attending for the first time. His remarks focused on the current landscape of research funding in Canada from his vantage point as SSHRC president in the fifth year of his mandate. Dr. Gaffield spoke to the role of SSHRC in promoting and supporting social sciences and humanities research, the central role of the social sciences and humanities in the conceptualization of innovation in the 21st century, as well as perceptions of social sciences and humanities research outside of the academic community. Some of the main points he made were as follows:

- The social sciences and humanities community, including the universities, the scholarly associations, the Canadian Federation for the Humanities and Social Sciences (CFHSS) and individual researchers are being increasingly asked to more clearly and effectively articulate the contribution of their research, teaching and other activities to society for the greater public good.
- SSHRC has focused over the past five years to make changes to what it can control, such as its governance, operations, corporate strategies, and management structure, in order to better support the social sciences and humanities community and become one of the best research councils in the world. This commitment is framed by the Council's strategic goals, "Quality,

Connections, Impact," and articulated in *Framing our Direction, 2010-12*, which has been shared with Leaders. We invite Leaders to share and discuss this document on their campuses and provide feedback to SSHRC at any time as we see *Framing* as a living document.

- Working to enhance the quality of peer review, promoting the excellence of *social sciences and humanities* researchers and graduate students in Canada, and developing strong linkages with the *social sciences and humanities* community through various means such as the SSHRC Leaders initiative are examples of what SSHRC has in its bailiwick and can invest in proactively.
- Over the past few years the *social sciences and humanities* community has collectively begun to successfully articulate the centrality of our work for all of society, including the innovation agenda. The word innovation started being used extensively in the 1960s, primarily in relation to natural and bio-medical sciences and technology. The response of the social sciences and humanities community at the time, and for debates subsequently, was to argue that we are not part of that discourse and to let it go. As a result, our community missed an opportunity to take ownership of the concept of innovation. Innovation became focused on taking "basic research" to market, and the "technology transfer" movement took hold. Today, we are increasingly recognizing that the human side of innovation is central both with respect to the commercialization of natural and bio-medical sciences and technology, as well as with respect to a growing appreciation for social innovation within public, private and not-for-profit organizations.
- SSHRC is committed to stimulating discussion around the need for new terminology and language. We need new vocabulary and see a number of new terms starting to emerge. *Framing*, and our new program architecture, reflect some of these changes. There are no more references to "basic, pure, strategic or applied" research, and there is an acknowledgement that there are multiple ways of knowing. Our work on horizontal connections and knowledge mobilization also stresses the intersubjective and multidirectional flow and exchange of knowledge, rather than suggesting a one-way process whereby knowledge is solely "transferred" from the campus to the community.
- As a community, we have to work together on the things that we can change and influence. We need to continue to advance social sciences and humanities research and promote it on campus, in society, in government, in business, etc.

Dr. Steven Wheatley (Vice-President, American Council of Learned Societies) and Dr. Ranjana Bird (Vice-President, Research, University of Windsor) were invited to participate in a panel moderated by Christine Trauttmansdorff. They were asked to share their perspectives on the status of social sciences and humanities research funding and provide an environmental scan of the campus and the research environment.

Dr. Steven Wheatley was invited to provide an environmental scan of social sciences and humanities funding in the United States and the current status of social sciences and humanities scholars on American university campuses. Highlights:

- The current university business model in the United States (and, by extension, Canada) is broken—major adjustments are needed. Many of the current problems that exist on American university campuses preceded the economic decline: e.g., decreased opportunities for tenure and promotion, decrease in job security, alarm regarding the corporatization of universities, growing gap between public and private institutions, etc.
- In general, the public does not have a favourable perception of university-based research, and we are currently faced with an ideological challenge where education is perceived as a private, rather than a public, good.
- The current model is also unfavourable to the scholars themselves. For example, the number of part-time faculty has drastically increased (from 22 per cent in 1970 to 50 per cent in 2007), over one third of faculty do not have access to tenure and the salary gap between private and public institutions has increased from parity to 20 per cent in the last 30 years. It is therefore in the interest of everyone on campus to work to improve and restructure the university model.
- Efforts are currently being undertaken to frame the problem: i.e., the National Research Council is preparing a high level report on the status of the universities, and similar reports will need to be released by the social sciences and humanities research community. We now know that the American Academy of Arts and Sciences will undertake such an effort.

Dr. Ranjana Bird spoke to the current state of university affairs in Canada. Her presentation focused on “how the social sciences and humanities play a larger role in the success of our technological future through partnering and collaboration, knowledge mobilization, and greater focus on students.” Some highlights:

- Innovation is not exclusive to technological breakthroughs, nor do technological breakthroughs automatically lead to wealth and the betterment of society. Social innovation plays an important role by helping communities and institutions, including businesses, become more flexible, more resilient and more ingenious in order to better cope with change and profit in multiple ways.
- Change is needed at both the university and government levels. More experimentation is needed, in particular with regard to disciplinary boundaries. Greater emphasis should be placed on bridging the gap between the different departments and faculties to encourage more partnerships and knowledge exchange. SSHRC should encourage these partnerships through increased incentives. Interdisciplinary funding has actually been decreasing, so SSHRC needs to take a lead role to help buck the trend.
- Student training plays an extremely important role in social innovation. Universities need to rethink the way they train their students; in particular, there needs to be a shift toward greater interdisciplinary training. This, in turn, will help them in their future prospects since more and more corporations are seeking employees with interdisciplinary training and knowledge of different ways of thinking.

During the question-and-answer session that followed the presentations, a number of points and questions were raised.

- The challenge facing universities in terms of greater emphasis on interdisciplinarity, in particular for graduate students, is the lack of incentive structures. Tenure and promotion is still discipline-based, and until there is a willingness to manage the risk and to offer support for truly integrated knowledge, there needs to be protection in place to encourage researchers to take up the challenge.
- Merging departments will meet with resistance on campus and is often perceived as simply a cost-saving measure rather than an attempt to promote interdisciplinarity.
- Smaller institutions are having greater success creating interdisciplinary institutes/departments—in large part out of budgetary limitations of the institution. Their experiences could be emulated at other medium or large universities.

#### 4.3 Talent, Insight and Connection: Models of Peer, Merit and Expert Review

Over the last year, SSHRC Leaders have been consulted on several occasions (annual SSHRC Leaders meeting, meeting at Congress, regional meetings, etc.) to discuss and provide feedback on SSHRC's program architecture renewal. SSHRC has begun the roll-out of the program architecture renewal and is continuing to look at new, improved and innovative ways to best adjudicate research proposals, as well as alleviate the concerns and address some of the issues identified by SSHRC Leaders and the wider research community regarding SSHRC's peer review processes. In order to frame some of the questions and important issues that would be discussed during the breakout session, Dr. Carole Brabant (Director, Research and Innovation, Concordia University, and a former programming executive of the Fonds québécois de la recherche sur la société) and Dr. Mark Weiss (Director, Division of Behavioral and Cognitive Sciences, National Science Foundation (NSF), and former member of SSHRC's Blue Ribbon Panel on peer review) were invited to share their perspectives on the topic of peer, merit and expert review.

In his presentation, Dr. Weiss focused on the challenges of creating interdisciplinary committees, as well as recent developments with regard to peer review at the National Science Foundation.

- The important question to ask ourselves is, *What is the goal of peer/merit/expert review?* Is it simply the process by which proposals are sorted into categories (funded versus not funded), or is the goal also to help the principal investigator develop the best proposal / research project? Or is peer review simply a method of distributing resources?
- In some ways, it is best to view peer review as part of a process and to recognize its usefulness in providing valuable feedback (e.g., identifying potential gaps, providing suggestions to strengthen the research and identifying any shortcomings prior to starting the project). As a result, peer review can help to stimulate new research, new ideas and new research questions.

- Interdisciplinarity is a challenge faced by all granting councils, especially with regard to forming interdisciplinary committees. Selecting individuals who have both the necessary interdisciplinary experience and mutual respect for others' disciplines can be a daunting task.
- There is a disconnect between disciplinary and interdisciplinary review. The NSF moved to an interdisciplinary focus while still maintaining disciplinary review in some key areas. As a result, this created a very basic tension both internally and externally on how to adjudicate research proposals. Some see benefits from interdisciplinary communication and research but also significant interest in defending the disciplinary model that has served the research community so well.
- Some of the new developments and experiments that the NSF is attempting are:
  - As of mid-January, as part of its accountability and transparency plan, the NSF will require that all new proposals include a data-management plan. Applicants will need to provide an explanation of what kinds of data will be generated, how they will be used, what will become public, how long the applicant(s) will keep the data for their own publications, etc.
  - NSF seeks mechanisms that will encourage high-risk/high-reward research and several units are experimenting with new approaches that might support this effort. One such experiment created a new “speed-dating”-style program in which a wiki was utilized to bring together investigators with research questions and researchers who had specific methodologies to answer those questions. The resulting new partnerships and new research proposals were specially reviewed, and seven new projects out of 14 applications have received funding.

Dr. Carole Brabant focused on the need to demystify the “black box” of peer review:

- Peer review is a bizarre paradox—highly valued, yet highly criticized. **Transparency** is vital in all phases of peer review from establishing evaluation criteria to describing adjudication practices, the role of program and scientific officers, explaining how funding decisions are made and amounts determined, as well as post-award public disclosure of the reviewers and committee chairs' names.
- Granting councils face a daunting task **recruiting** committee members: the workload is challenging and incentives offered to potential committee members are few. Initial, one-year commitments can be an effective recruiting strategy; researchers develop an appreciation for the experience and often accept subsequent invitations. It also gives the agency the flexibility to decide who, and who not, to invite back to better adjust peer review committees from competition to competition.
- With multi-institutional collaboration and partnership initiatives becoming more and more common, there are fewer degrees of separation among researchers, which makes it more difficult to manage **conflicts of interest**. On the other hand, a committee member who has never collaborated with an

- applicant in the same field may have a hidden, negative conflict of interest because they subscribe to a different methodology or outlook.
- **Domain-based and multidisciplinary committees** actually work, as long as proposals are paired with primary readers with the right expertise within committees with the appropriate collective expertise. Diversity works because reviewers respect the sovereignty of other disciplines and judge each other's standards and behaviour as carefully as they judge proposals. Methodological pluralism combined with the intrinsic diversity (stage of career, institutional context, gender, language and reviewers types, etc.) ensure a balanced and fair assessment.
  - It is worth questioning the role and value of **external assessors** in the review process. Their reports vary tremendously in quality and depth, and they operate outside the self-regulating mechanisms of the committee by focusing solely on the intrinsic value of the proposal. This creates a transparency problem when program officers and Offices of Research have to communicate funding decisions that do not match external assessments.
  - Should we not acknowledge that funding decisions are often focused on who will not get funded and why, rather than who will? Low success rates lead to recycling and increase the workload of all stakeholders. Is this really the best way to **promote innovation and excellence**? As Michèle Lamont, the Chair of the Blue Ribbon panel on peer evaluation, asks: "Are we sacrificing one for the other?" We need to explore solutions to this problem such as: institutional quotas; systematic requests for and selection of Letters of Intent; program cycling and longer duration of grant periods.

Following a brief question-and-answer session moderated by Dr. Brent Herbert-Copley (SSHRC Vice-President, Grants and Fellowships<sup>2</sup>), the meeting participants were asked to break off into smaller table groups to discuss the following set of animating questions or statements to help guide the conversation:

1. trends on the evolution of the campus milieu from a disciplinary area of study, multi/inter/trans-disciplinary and inter-sectoral— and perhaps international— perspective, and how these can inform SSHRC's evolving committee structures;
2. committee structures and associated review mechanisms that exist on campus to make intra-institutional funding recommendations, tenure and promotion, etc., and how these can inform SSHRC's thinking in this regard; and
3. ideas from Leaders on how to engage their campuses in the next three months to feed info to SSHRC's design of the committee structure for the Insight research grants.

Each breakout group was asked to select a chair from amongst the Leaders to report back to the plenary session on the main observations or proposals produced by each discussion. Each group, as a rule, had at least one SSHRC staff member present to serve as a resource person. Each group also had a SSHRC staff member present to serve as a note-taker. The notes were to focus on the important ideas and information provided, with a view to strengthening the meeting report.

---

<sup>2</sup> As of January 1, 2011: Vice-President, Research Capacity

The following are some highlights from the breakout sessions.

- Composition of peer review committees is extremely important—the community needs to respect the expertise of SSHRC’s peer/expert/merit review committees; otherwise they will not accept their decisions.
- A College of Reviewers should be created with a group of individuals who have qualified and who have agreed in principle to participate in SSHRC’s peer review process (as either committee members or external reviewers). Membership should be composed of individuals nominated from the institutions or academic associations.
- Committee management (roles of the program officer and committee chair) remains crucial to ensure that the peer review process is carried out properly.
- There are a lot of rumours and myths circulating on campus about SSHRC’s peer review processes, committee cultures, etc. It is therefore imperative that SSHRC continue to visit university campuses and provide accurate information about what its peer review practices actually are.
- Concerns were expressed regarding the reduction of the current weighting on record of research achievement (track record) versus proposed program of research.
- Interdisciplinary adjudication:
  - At present, it appears as though all peer review is discipline-based. Interdisciplinary studies are not valued to the same extent across the different disciplines/faculties.
  - There needs to be more focus on recruiting true “interdisciplinary” to adjudicate interdisciplinary files.
  - Although university campuses are evolving by adding new interdisciplinary programs, tenure and promotion processes need to be modified to understand and value interdisciplinary studies.
  - At present, faculties compete for internal funds, which discourages interdisciplinarity (sharing students, research funds, etc.). There is perhaps a role for SSHRC to provide incentives (more interdisciplinary committees or programs) to encourage greater cooperation between faculties/disciplines.
  - Focus should be placed on the next generation of scholars—students should be encouraged at the institutional level to explore other disciplines, and more opportunities should be available to them for interdisciplinary research.

#### 4.4 Health-Related Research: Choosing the Right Funding Agency and SSHRC-CIHR Collaboration

On September 3, 2010, a draft of the meeting agenda was sent to SSHRC Leaders for their feedback and suggestions for additional sessions or topics of conversation to be discussed at the annual meeting. Based on the replies received, it was decided to include a session on health-related research in an effort to help Leaders assist their

faculties and colleagues in better understanding the guidelines surrounding the eligibility of health-related research and alleviate apprehensions about applying to the Canadian Institutes of Health Research (CIHR).

Dr. Brent Herbert-Copley opened the session with a summary of the changes made to eligibility regarding health-related research proposals at SSHRC.

- In Budget 2009, in the context of the Strategic Review of federal activities, SSHRC funding of health-related research eligible under the mandate of CIHR was reduced.
- Since the announcement, SSHRC and CIHR have been working closely together to make the transition as simple as possible and to ensure that a consistent message was sent to the research community. This has included a series of joint presentations, webinars, presentations at Congress and discussions of the subject during university visits.
- 2009-10 was a transition year for the councils, but it was recognized that it was a significant shift for researchers and students. Nonetheless, the number of proposals deemed ineligible at SSHRC due to health subject matter eligibility was less than one per cent across all programs.
- In order to address some of the community's concerns and improve consistency with decisions regarding eligibility of health-related research files, a committee of senior SSHRC staff has been created to look at all health-related applications that fall in the "grey zone". The committee is composed of program officers from all four programs divisions, and in order to maintain consistency, the same members meet on an as-needed basis and have developed a database of decisions to which they can refer when necessary. The committee is also in regular contact with CIHR as needed.
- The number of applications deemed ineligible at SSHRC has decreased this year. In addition, a survey of researchers deemed ineligible at SSHRC found that 40 per cent had applied to CIHR while another 30-40 per cent were re-orientating their original application in order to apply to either SSHRC or CIHR.

Dr. Pierre Chartrand (Chief Scientific Officer and Vice-President, Research, CIHR) was invited to speak at the SSHRC Leaders meeting in order to provide more information about CIHR, its programs, and most importantly, the steps being undertaken to better serve the social sciences and humanities community and the existing programs and policies.

- A brief summary of CIHR, its mandate, institutions and programs was presented by Dr. Chartrand to SSHRC Leaders.
- He assured Leaders that CIHR, like SSHRC, employs a peer review process which ensures that social sciences and humanities research projects are adjudicated by social sciences and humanities committees/committee members.
- The allocation of grants in the Open Grants Program of CIHR is based on application pressure from the various areas of health research. As the number of social sciences and humanities applications increases, so too will the number of successful applications.

- CIHR has seen a significant increase in social sciences and humanities proposals and related committees. A summary of applications to committees that broadly cover social sciences and humanities aspects found that there was a substantial increase in the number of social sciences and humanities applications between the September 2008-March 2009 and September 2009-March 2010 competitions.

During the question-and-answer session, SSHRC Leaders were given the opportunity to seek clarification and ask questions of both SSHRC and CIHR.

- One Leader expressed concern regarding the process of determining the eligibility of health-related files and recommended that eligibility be determined by peer review and not by SSHRC staff. In response, it was pointed out that even prior to 2009, SSHRC staff determined the eligibility of health-related subject matter and that staff regularly determine the eligibility of files in relation to the mandates of the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Canada Council for the Arts.
- Some concern was expressed regarding the recruitment of committee members and external reviewers from the social sciences and humanities. CIHR is setting up a college of reviewers while at the same time recognizing that it has proven difficult to recruit members of the social sciences and humanities community to serve on their committees. It was stressed that CIHR needs the help and support of universities in order to recruit peer reviewers from the social sciences and humanities community. CIHR is only able to recruit members of the SSH community who are willing to serve; there needs to be increased cooperation with the institutions in order for CIHR to improve the quality of its social sciences and humanities reviewers.
- It was recommended that CIHR create more social sciences and humanities committees to encourage greater participation by the social sciences and humanities community. Committees are created based on demand; if the demand from the social sciences and humanities community increases, CIHR will respond with more committees.

#### 4.5 Facilitating, Capturing and Promoting Results and Impacts (I)

Fundamental to SSHRC's mandate, as well as those of post-secondary institutions, is a responsibility to demonstrate the value or relevance of research and training in the social sciences and humanities. SSHRC and its partners have pursued this objective through improved program delivery, innovative program evaluation, knowledge mobilization and a range of communications activities. SSHRC is now focused on an integrated framework to facilitate, capture and promote the results and impact of SSHRC-funded research and talent.

With the goal of gathering ideas to begin developing an action plan on facilitating, capturing and promoting results and impacts, two sessions were held during the course of the two-day SSHRC Leaders meeting. Both sessions followed the same structure: panel presentations by an invited guest and a SSHRC Leader followed by a brief question-and-answer session before breaking into working groups to discuss the animating questions. The first session focused on "*Planning, designing and facilitating*

*for results and impacts*”, with presentations from Dr. Robert Gibbs (SSHRC Leader, University of Toronto) and Ms. Janet Halliwell (J. E. Halliwell Associates Inc.).

Dr. Gibbs spoke to the “payback model” that was developed for the social science and humanities by Claire Donovan (Australia) and adopted by the British government (Economic and Social Research Council, Arts and Humanities Research Council).

- Under this model, the different kinds of impacts can be broken down into five spheres:
  1. knowledge production;
  2. engagement—informing policy/decision making;
  3. research training and capacity building;
  4. quality of life—environment, social and cultural; and
  5. economic.
- There needs to be a greater focus on knowledge exchange, remembering that it is a two-way process. Knowledge is not just generated within the academic community; it is important for academics to reach outside of the academic community. The knowledge exchange between academia and the greater community can be extremely valuable.
- It is important to also look backwards rather than focus on moving forwards. By looking back we can trace the expanding ripple of how knowledge was generated.

Ms. Halliwell spoke as a “practitioner” in measuring outcomes and impacts (in particular with the Canada Foundation for Innovation) and as a stakeholder in developing semantic standards for outcomes and impacts that are meaningful for the social sciences and humanities (through the Consortia Advancing Standards in Research Administration Information—CASRAI). Some of the key points:

- While articulating and measuring the outcomes and impacts of social sciences and humanities research is more challenging than in health and natural sciences and engineering, nonetheless, it is both important and feasible for funders, institutions and researchers.
- A clear conceptual framework that links the production and use of knowledge, as well as the longer term impacts, is an important tool in exploring linkages, causality (where possible), attribution and gaps in measurement. The framework used by the CFI for its Outcomes Measurement Studies works well, as does the closely aligned “payback model.” The CFI is interested in five clusters of outcomes:
  1. strategic thinking and action;
  2. capacity;
  3. HQP;
  4. research quality, productivity and influence; and
  5. socio-economic and cultural benefits.

- Both quantitative and qualitative measures are required. Narrative is important, especially in the many cases where quantification is not feasible and attribution is difficult.
- While the focus on gathering more information about the impacts and outcomes of social sciences and humanities research is important, researchers are already overwhelmed with requests for information, and research remains their primary focus. A balance needs to be struck.
- Institutions have to do better in developing improved databases of such things as the career trajectories of their graduates, interdisciplinary interactions on campus, the downstream pick-up of research insights, and the socio-economic value of the research that has emanated from their institution.
- CASRAI is spearheading an initiative to bring institutions and funders together to publish a data standard, but it is a large task that will require significant time and the commitments of all parties.

Following a brief question-and-answer session moderated by Carmen Charette (Executive Vice-President, SSHRC), the meeting participants were asked to break off into smaller table groups to discuss the following set of animating questions or statements to help guide the conversation.

1. How can we best conceptualize, articulate and focus research, research training and knowledge mobilization initiatives on results and impacts?
2. Are there better ways of adjudicating and assessing actual and potential research, research training and knowledge mobilization work from a results and impacts perspective (e.g., by adjusting criteria for competitions and for tenure and promotion)?
3. Most effective ways of capturing key results information from researchers and their institutions?
4. Best methods for assessing results (qualitative and quantitative) and evaluating impact (e.g., key indicators)?
5. How can we best leverage promotional resources and activities on campus and at SSHRC that focus on demonstrating results and impacts?

The following are some highlights from the breakout sessions.

- Developing a results/impacts plan should be a primary focus for the social sciences and humanities community; it is better that it is done by the social sciences and humanities community before it is developed elsewhere and forced on the community.
- Some form of incentive needs to be developed in order for the community to participate. If it is built into the evaluation of grant proposals, the community will take it more seriously.
- However, there are some difficulties.
  - Results are not necessarily evaluated within the time-frame of a grant; this makes adjudication difficult.

- Sometimes there are unintended outcomes but there is as yet no means to capture these.
- Capturing results and impacts requires a large financial investment but where would these funds come from? We need an integrated approach (e.g., Common CV, CASRAI, SSHRC-funded centre).
- Not all types of impacts and outcomes are taken into account for tenure and promotion which makes it a difficult sale to non-tenured faculty.
- Overall, there needs to be a cultural shift in order for change to occur. Need to change what is valued (e.g., for tenure and promotion), and change the reward and incentive structure, and the changes need to be made from top down. This requires acceptance from the university as well as a push from SSHRC and CFHSS.

#### 4.6 Facilitating, Capturing and Promoting Results and Impacts (II)

The second session on “Facilitating, Capturing and Promoting Results and Impacts” was broken into two areas of focus:

1. capturing, monitoring and reporting results and impacts; and
2. promoting results and impacts.

The second session focused on actions: how should we move forward? Dr. George Pavlich (SSHRC Leader, University of Alberta) and Dr. Graham Carr (President-Elect, CFHSS) were invited to share their thoughts and experiences.

Dr. Pavlich’s presentation focused on how to conceptualize the communication of results in SSHRC areas. His contribution complemented previous discussions on how to frame impacts, recognizing the internal and external challenges that we face as a community.

- When communicating social sciences and humanities results, there is sometimes a tension between two opposing tendencies: researchers appropriately demand that a fidelity to the original research be present in any attempts to communicate their results, and the various public audiences to which these results are communicated need to be engaged and inspired. The difficulty lies in communicating the complexities of the research to audiences without oversimplifying it.
- Should efforts to communicate the benefits to society be framed in light of current society? If we communicate results exclusively through existing lexicons and meaning frames, do we thereby lose sight of our basic responsibilities to future societies and generations? Political work is likely required to preserve an opening for communicating iconoclastic research.
- The communication of social sciences and humanities results reflects a peculiar sort of dialogue or engagement with imagined interlocutors. There are many publics, and engagement implies a dynamic process that is as much a creator as a creature of a given communicative environment. It is important to identify an audience and the reasons for seeking to engage it in context, never forgetting the prospect of transforming it on the basis of inspiring research results.

- We need to think of ways to communicate social sciences and humanities results that inspire in diverse ways and without allowing one approach or discursive genre to silence talk of the broad and multifaceted consequences of our work.

Dr. Carr, the President-Elect of CFHSS was invited to speak on the role of CFHSS in promoting social sciences and humanities research.

- The value of social sciences and humanities research and training cannot be understated both in terms of their influence in the political, social and economic realms and their contributions to the development of knowledgeable citizens.
- In partnership with universities, scholarly associations and SSHRC, CFHSS has a leading role to play in raising public consciousness, awareness and interest in social sciences and humanities research and the value of social sciences and humanities training.
- Not all social sciences and humanities disciplines lend themselves to public discussions on topics of social relevance, and there is some skepticism in the social sciences and humanities community that attempts to bring scholarship into the public realms may compromise research fidelity.
- As the largest multidisciplinary gathering of academics in Canada, Congress is increasingly successful in showcasing social sciences and humanities research to the media and the public.
- More needs to be done to sustain the visibility and impact of social sciences and humanities research and training beyond Congress, including exploring effective ways to coordinate messaging between CFHSS, SSHRC and the universities.
- The challenge of how best to communicate the importance of social sciences and humanities research and training requires careful thought about the stories we wish to tell, the potential audiences we aim to reach and the most effective modes of intervention in a highly competitive, rapidly changing world of communication and technology.

Following a brief question-and-answer session moderated by Wayne MacDonald (Director, Corporate Performance and Evaluation, SSHRC), the meeting participants were asked to break off into smaller table groups to discuss the following set of animating questions or statements to help guide the conversation.

1. What specific challenge to facilitate, capture and promote impacts needs to be addressed?
2. What feasible/realistic action(s) can be undertaken in response?
3. Who would implement? (SSHRC Leaders' Institutions, SSHRC, others)
4. Within what time frame? (short term—within the next 6 months; medium term—within the next 6-18 months; longer term—beyond 18 months)

The following are some highlights from the breakout sessions.

- The language used is extremely important: certain words can conjure up negative connotations within the community. For example, SSHRC should consider using “communication” over “promotion” since the latter may be misunderstood as a commercial venture. Similarly, the research community appeared to respond more positively to “outcomes” as oppose to “impacts”.
- We need to find a way to encourage researchers to come to share the outcomes and impacts of their research (e.g., through the media). At present, researchers are not that interested in the impact of their research (they have other priorities such as continuing research, getting the next grant, career advancement, etc.).
- Should there be a requirement, or should incentives be offered (e.g., credit for community outreach for tenure and promotion)?
- There are difficulties with the media—sometimes the sound bites that are captured minimize or misinterpret/misrepresent the research or the message.
- The administration should provide a channel through which university research can be popularized. Communications and marketing departments should be utilized where available. Community liaison officers should also be consulted from the beginning to establish partnerships as well as broadcast results.
- Although broadcasting is important, narrowcasting can be equally important. Smaller-scale or targeted channels should also be considered, such as Philosopher Cafés, theme-based workshops or lunches. Audiences also need to be considered—various options include targeted events such as University 101 or Humanities 101 for high school students and others in the community to encourage them to pursue a degree in social sciences and humanities, workshops for community leaders, or smaller-scale media events such as department profiles through local media.
- More efforts should be made to work with CFHSS to mobilize the research and get the message out to the public, government, society, public sector, etc.

#### 4.7 The Changing Landscape of Talent Support

During the meeting of SSHRC Leaders at Congress in June 2010, the suggestion was made to hold a session on issues related to student research training. SSHRC was encouraged to invite a representative from the Canadian Association of Graduate Studies (CAGS) to participate in any discussion related to student training. It was suggested that the session focus on several aspects related to “Talent Support” including: the impact of the current economic climate (including the affects on funding and post-doctorates), the pressures to produce highly trained workforce, and career development.

Dr. Carolyn Watters (former President of CAGS) and Dr. François Bowen (Vice-Dean, Research and Graduate Studies) were asked to speak to the plenary in order to provide information about the changing landscape of talent support through their respective experiences.

Dr. Watters gave a presentation based on her experiences as the President of CAGS, as well as on a survey of grad. students that was conducted at Dalhousie University. The study looked at the career path of graduate students at the university.

- The current PhD structure has changed little in the last 60 years and does not reflect the reality for many of today's PhDs. Less than 50 per cent of PhDs go into academia, yet training is still focused on creating academics.
- It is important to look at the career ambitions of doctorate students. More and more are going into policy, and career ambitions are directed more toward government and private sector employment.
- There are three key areas in which we should focus: professional development, internationalization, and program reform. Workforce demands for training are not being met by the traditional PhD training.
- The key take-home message was that a PhD is not just about creating professors. The career plan and personal plan, as well as the training, should reflect the needs of the student. We **share** the responsibility for the evolution of education for the next generation of leaders.

Dr. Bowen was asked to speak to his experiences both as a professor and as Dean of Graduate Studies at the Université de Montréal.

- More efforts need to be made earlier on to attract the top students to pursue further studies, such as offering funding to honours BA students in their final year of studies. It is important to integrate them into the research community earlier on.
- There is a funding problem—too many deserving students do not receive funding or are underfunded. The question should be asked whether receiving one scholarship should automatically lead to another and whether students who have never received funding should receive different consideration (similar to new scholars in grants competitions).
- While it is true that a number of changes need to be made with regard to student training and funding for students in Canada, it is important that we not “throw the baby out with the bath water”—we are at a crossroads and will have to make some difficult choices (especially as SSHRC moves forward with its program architecture renewal). It is important to recognize and maintain the initiatives that are working well, while at the same time developing and adopting new strategies rather than starting over from scratch.

Following the presentations, the floor was opened for questions and comments.

- When looking at the number of students who carry on from one degree to the next, it is important to look at the current socio-economic conditions: when the economy is bad, students tend to stay in school longer. It is also important to look closely at those returning to do a second or third degree after an absence. It is common to find that people get a degree and go into the workforce only to return when they realize that more education is necessary in order to move up (credential-creep). It is more common to find students returning for professional rather than research degrees.

- It is also important to look at those returning for professional degrees. It is common for students in the natural sciences and engineering to go to university for training in social sciences and humanities fields. Management training is imperative for their career advancement.

#### 4.8 Open Plenary

This year, there was a suggestion to hold an open session to give individual SSHRC Leaders an opportunity to propose and lead a discussion on a topic of interest to them or their institution. The open plenary session was also designed to give the plenary an opportunity to return to topics previously discussed. Two topics were suggested from the floor:

1. issues around access to copyright materials (including new legislation being proposed); and
2. roll-out of the new Partnership Development Grants.

The following is a short summary of the main points raised during the open plenary session.

- A discussion was led by Dr. Rory McGreal (Associate Vice-President, Research, Athabasca University) regarding current issues of importance to the academic community regarding access to copyright materials.
  - Bill C-32, a bill to modernize Canada's Copyright Act, is currently before Parliament. Leaders were provided with what was, in the opinion of the presenter, the important elements of the proposed Bill and both its positive and negative aspects to the scholarly community and to academic work in Canada.
  - Of additional importance to the academic community with regard to copyrighted materials are recent changes and new regulations introduced by Access Copyright. Some of the changes Access Copyright is proposing include an increase in access fees for students, new regulations with regards to the Liability Clause, changes to the payment structure, etc.
  - The presenter urged the SSHRC Leaders to familiarize themselves with both Bill C-32 and the proposed changes by Access Copyright and stressed that the two issues are very closely related. Leaders were encouraged to discuss these matters with the librarians on their campus who would most likely be their best resource.
  - Leaders were also encouraged to consult with both AUCC and CFHSS, both of whom have been in discussion with Access Copyright. In addition, CFHSS has submitted a response to the proposed Bill C-32 which can be found on their [website](#).
- SSHRC Leaders then commented on the recent submission of proposals for the Partnership Development Grants based on the feedback they had received from their faculty and research offices.

- Of particular concern were questions related to the changes made to the requirements for evidence of partnerships instead of a focus on the development of partnerships. Under the current guidelines, it appears as though a formal partnership must be established in order to apply, whereas applicants and the research offices were under the impression that the Partnership Development Grants were designed to develop partnerships.
- SSHRC Leaders acknowledged that there will be some growing pains associated with the roll-out of the new program architecture, but urged SSHRC to provide accurate and timely information and updates to the research offices. In addition, when new information is provided or changes are made, SSHRC should work with the community and work within the limits of the research community to secure the information in time to submit proposals.
- The SSHRC CV is still a source of frustration for partnership grants, in particular when international partners are involved. It was recognized that SSHRC attempted to lessen the burden on international and non-academic partners by decreasing the number of mandatory fields and leaving it to the applicant's discretion. Nonetheless, the SSHRC CV is still problematic with regard to issues such as different paper sizes in different countries—small things that could signify larger issues to potential international partners.
- Conditions and requirements can also be detrimental to international partnerships, making it harder to secure the required information in a timely manner and weakening the resolve of international partners to work with Canadian granting standards.

#### 4.9 Summary

At the end of the second day, Dr. Harley Dickinson (SSHRC Leader, University of Saskatchewan) was asked to provide a summary of the key points that were raised over the course of the two-day meeting. In his summary, Dr. Dickinson referred to three main themes raised by Dr. Gaffield in his opening remarks and the three main themes of *Framing Our Direction*: Quality, Connection and Impact.

##### Quality:

- The core element of SSHRC's culture is to be a smart organization by using the evidence and research that's produced by other agencies both in Canada and abroad.
- However, SSHRC could be more explicitly knowledge-based.

##### Connection:

- It is very clear that everyone involved realizes that we need to work together. This includes research, but also identifying products and influences.
- Although SSHRC Leaders are not an entirely united community, we are all still part of the greater social sciences and humanities community. There is a

strange dichotomy: in our role as SSHRC Leaders, we represent all of social sciences and humanities, but on our campuses we assume more structured roles (Deans of Humanities or Social Sciences, Vice-Presidents of Research). The SSHRC Leaders is an important initiative and creative means to bring the community together.

- It is really important for the research mission of the social sciences and humanities and the mandate of SSHRC to find ways to connect to the student training pieces and what we do as researchers. There is a clear connection between what we do as researchers and what we do as educators, and we need to link those things together in a more compelling and meaningful way.

#### Connection/Impact:

- There is an increasingly core problem with open access and data archiving. Who should be involved? Who should help pay for it? Although SSHRC has a great policy statement on open access, implementation seems detached. This is perhaps another area in which SSHRC Leaders could play a championing role.
- SSHRC is adventurous and like a 'venture-capitalist' in terms of its investment. Partnership programs are an excellent step in that direction, but there is even more that could be done (e.g. the NSF models).

#### Impact:

- Words matter. We need to give careful attention to what concepts we want to use to capture who we are, what we do, what we achieve, etc.
- There was a lot of talk about changing the culture and practices at the universities.
- There was a lot of talk about the structure and membership in peer/merit review committees but no consensus—should end users be involved in this?

#### 5. Some next steps:

- Circulate the full meeting report to all Leaders and SSHRC participants for their feedback. Revise both documents.
- Circulate a draft of the SSHRC Leaders Action Plan, 2011-2013, and discuss revisions at Congress 2011.
- Informal meeting of SSHRC Leaders at Congress 2011 at the University of New Brunswick / St. Thomas University in Fredericton on May 31, 2011.
- Continue to circulate important updates to SSHRC Leaders through the SSHRC Leaders mailbox and organize telebriefings/webinars/consultations on topics of interest as they arise.
- Form a working group of SSHRC Leaders on Impacts and Outcomes.
- Next annual SSHRC Leaders meeting in 2011: **December 1-2, 2011** (exact dates to be confirmed).

## Appendixes

- A. Meeting agenda
- B. List of documents for Leaders meeting
- C. List of participants (SSHRC Leaders)
- D. List of SSHRC participants
- E. List of participants and invited guests
- F. Evaluation form
- G. Summary of evaluation responses

## SSHRC Leaders Meeting

## Réunion des leaders pour le CRSH

### Agenda

### Ordre du jour

Thursday, December 2, 2010

Seasons Salons  
Albert at Bay Hotel  
435 Albert Street, Ottawa

Jeudi 2 décembre 2010

Les Salons Seasons  
Hôtel Albert at Bay  
435, rue Albert, Ottawa

#### Meeting objectives

#### Objectifs de la réunion

1. To present SSHRC's Framing our Direction 2010-2012 and to explore its stated priorities in relation to developments on Canadian campuses as well as emerging federal government priorities.
2. To update and seek the feedback of SSHRC Leaders on the implementation of SSHRC's program architecture renewal, in particular guidance on committee structures and expert review processes as well as a discussion of the future directions of research training and the development of talent.
3. To engage in a discussion on how to work with researchers, research institutions and partners to better conceptualize, capture and communicate the results and impacts of SSH research and research training.

1. Présenter *Définir nos orientations : 2010-2012* et examiner les priorités qui y sont définies par rapport aux nouvelles priorités du gouvernement fédéral et aux changements qui surviennent dans les établissements d'enseignement postsecondaire canadiens.
2. Informer les leaders pour le CRSH de la mise en place de la nouvelle architecture des programmes du CRSH, en particulier en ce qui a trait à la structure des comités et aux processus d'évaluation par des experts, et solliciter leurs commentaires. Discuter de l'orientation future de la formation en recherche et de la culture du talent.
3. Discuter de la façon de travailler avec les chercheurs, les établissements de recherche et les partenaires afin de mieux conceptualiser, saisir et diffuser les résultats et les impacts de la recherche et de la formation en recherche dans le domaine des sciences humaines.

8:30 am Breakfast

8 h 30 : petit-déjeuner

### BEST PRACTICES FOR SSHRC LEADERS ON CAMPUS

### LES MEILLEURES PRATIQUES POUR LES LEADERS POUR LE CRSH SUR LE CAMPUS

9:00 am

9 h

Recap and overview of the SSHRC Leaders initiative and activities to date, welcoming of new Leaders and open forum for Leaders to share experiences and best practices

Tab/Onglet  
1  
Documents

Aperçu et récapitulation des initiatives et des activités menées par les leaders pour le CRSH jusqu'à ce jour. Accueil des nouveaux leaders pour le CRSH. Discussion visant à partager les expériences et les meilleures pratiques des leaders pour le CRSH

**UPDATES FROM SSHRC AND SSHRC LEADERS**
**MISES À JOUR FAITES PAR LES REPRÉSENTANTS DU CRSH ET LES LEADERS POUR LE CRSH**

9:30 am

9 h 30

A conversation with the President  
*Chad Gaffield*

Tab/Onglet  
2  
Document

Conversation avec le président  
*Chad Gaffield*

10:00 am

10 h

Perspectives from the campus and SSHRC

Tab/Onglet  
2

Perspectives des établissements  
d'enseignement postsecondaire et du CRSH

*Steven Wheatley (American Council of  
Learned Societies)*  
*Ranjana Bird (University of Windsor)*

Documents

*Steven Wheatley (American Council of Learned  
Societies)*  
*Ranjana Bird (University of Windsor)*

Moderated by *Christine Trauttmansdorff*  
(SSHRC)

Animée par *Christine Trauttmansdorff* (CRSH)

10:45 am

10 h 45

**BREAK**  
*15 minutes*

**PAUSE**  
*15 minutes*

**TALENT, INSIGHT AND CONNECTION:  
MODELS OF PEER, MERIT AND EXPERT  
REVIEW**
**TALENT, SAVOIR ET CONNEXION :  
MODÈLES D'ÉVALUATION PAR LES PAIRS  
OU PAR DES EXPERTS ET MODÈLES  
D'ÉVALUATION DU MÉRITE**

11:00 am

11 h

- Short panel discussion:
  - *Mark Weiss (National Science Foundation)*
  - *Carole Brabant (Concordia University)*

Tab/Onglet  
3  
Documents

- Courte présentation en groupe :
  - *Mark Weiss (Fondation nationale des sciences)*
  - *Carole Brabant (Concordia University)*

Moderated by *Brent Herbert-Copley* (SSHRC)

Animée par *Brent Herbert-Copley* (CRSH)

Question and Answer Period

Période de questions

- Breakout table discussions on peer review at SSHRC led by SSHRC program directors:
  - *Jean-Francois Fortin (SSHRC)*
  - *Murielle Gagnon (SSHRC)*
  - *Gordana Krcevinac (SSHRC)*
  - *Craig McNaughton (SSHRC)*
  - *Michèle Boutin (Canada Research Chairs)*

- Discussions en groupe sur le processus d'évaluation par les pairs employé par le CRSH mené par les directeurs des programmes du CRSH:
  - *Jean-Francois Fortin (CRSH)*
  - *Murielle Gagnon (CRSH)*
  - *Gordana Krcevinac (CRSH)*
  - *Craig McNaughton (CRSH)*
  - *Michèle Boutin (Chaires de recherche du Canada)*

12:30 pm		12 h 30
LUNCH <i>1 Hour</i>		DÎNER <i>1 heure</i>
1:30 pm		13 h 30
Reports-back from breakout tables (plenary)		Comptes-rendus des groupes (séance plénière)
<b>HEALTH-RELATED RESEARCH: CHOOSING THE RIGHT FUNDING AGENCY AND SSHRC-CIHR COLLABORATION</b>		<b>RECHERCHE EN SANTÉ : CHOISIR LE BON ORGANISME DE FINANCEMENT ET LE BON TYPE DE COLLABORATION ENTRE LE CRSH ET LES IRSC</b>
2:00 PM		14 h 00
<ul style="list-style-type: none"> <li>Joint presentation by SSHRC and CIHR on health-related research, choosing the right funding agency and cooperation between SSHRC and CIHR</li> <li>Q&amp;A with SSHRC Leaders</li> </ul> <p style="text-align: center;"><i>Pierre Chartrand (CIHR)</i> <i>Brent Herbert-Copley (SSHRC)</i></p>	Tab/Onglet 4 Documents	<ul style="list-style-type: none"> <li>Présentation du CRSH et des IRSC sur la recherche en santé ainsi que la manière de choisir le bon organisme de financement et le bon type de collaboration entre le CRSH et les IRSC</li> <li>Période de questions avec les leaders pour le CRSH</li> </ul> <p style="text-align: center;"><i>Pierre Chartrand (IRSC)</i> <i>Brent Herbert-Copley (CRSH)</i></p>
2:45 pm		14 h 45
BREAK <i>15 minutes</i>		PAUSE <i>15 minutes</i>
<b>FACILITATING, CAPTURING AND PROMOTING RESULTS AND IMPACTS</b>		<b>FAVORISER, CAPTURER ET PROMOUVOIR LES RÉSULTATS ET LES IMPACTS</b>
3:00 pm		15 h
<ul style="list-style-type: none"> <li>Short panel discussion: <ul style="list-style-type: none"> <li>➤ <i>Robert Gibbs (University of Toronto)</i></li> <li>➤ <i>Janet Halliwell (J.E. Halliwell Associates Inc.)</i></li> </ul> </li> </ul> <p>Moderated by <i>Carmen Charette (SSHRC)</i></p> <p>Question and Answer Period</p> <ul style="list-style-type: none"> <li>Breakout tables to discuss: <ul style="list-style-type: none"> <li>➤ Engaging communities of practice on sharing and promoting impact knowledge</li> <li>➤ Tools and best practices for capturing and promoting results and impacts</li> </ul> </li> </ul>	Tab/Onglet 5 Documents	<ul style="list-style-type: none"> <li>Courte discussion en groupe : <ul style="list-style-type: none"> <li>➤ <i>Robert Gibbs (University of Toronto)</i></li> <li>➤ <i>Janet Halliwell (J.E. Halliwell Associates Inc.)</i></li> </ul> </li> </ul> <p>Animée par <i>Carmen Charette (CRSH)</i></p> <p>Période de questions</p> <ul style="list-style-type: none"> <li>Réunions en petit groupe : <ul style="list-style-type: none"> <li>➤ Inciter les communautés de praticiens à promouvoir et à partager leurs connaissances en matière d'impact.</li> <li>➤ Outils et meilleures pratiques visant à saisir et à promouvoir les résultats et l'impact de la recherche.</li> </ul> </li> </ul>

4:30 pm	16 h 30
Reports-back from breakout tables (plenary)	Comptes-rendus des groupes (séance plénière)
<b>ADJOURNMENT</b>	<b>LEVÉE DE SÉANCE</b>
5:00 pm	17 h 00
<b>RECEPTION</b>	<b>RECEPTION</b>
5:00 pm	17 h
Keynote address by Dr. Roseann O'Reilly Runte, President and Vice-Chancellor, Carleton University	Discours par Mme Roseann O'Reilly Runte, rectrice et vice-chancelière, Carleton University

<b>Friday, December 3, 2010</b> Seasons Salons Albert at Bay Hotel 435 Albert Street, Ottawa		<b>Vendredi 3 décembre 2010</b> Les Salons Seasons Hôtel Albert at Bay 435, rue Albert, Ottawa
<b>8:30 am Breakfast</b>		<b>8 h 30 : petit-déjeuner</b>
<b>CHECK-IN AND REVIEW OF AGENDA</b>		<b>APERÇU DE L'ORDRE DU JOUR</b>
<b>9:00 am</b>		<b>9 h</b>
<b>FACILITATING, CAPTURING AND PROMOTING RESULTS AND IMPACTS</b>		<b>FAVORISER, CAPTURER ET PROMOUVOIR LES RÉSULTATS ET LES IMPACTS</b>
<b>9:15 am</b>		<b>9 h 15</b>
<ul style="list-style-type: none"> <li>• <b>Short panel discussion:</b> <ul style="list-style-type: none"> <li>➢ <i>George Pavlich (University of Alberta)</i></li> <li>➢ <i>Graham Carr (CFHSS)</i></li> </ul> </li> </ul> <p>Moderated by <i>Wayne MacDonald (SSHRC)</i></p> <p>Question and Answer Period</p> <ul style="list-style-type: none"> <li>• <b>Breakout tables to discuss:</b> <ul style="list-style-type: none"> <li>➢ Developing a shared action plan to facilitate, capture, report and communicate both qualitative and quantitative results and impacts</li> </ul> </li> </ul>	Tab/Onglet 5 Documents	<ul style="list-style-type: none"> <li>• <b>Courte discussion en groupe :</b> <ul style="list-style-type: none"> <li>➢ <i>George Pavlich (University of Alberta)</i></li> <li>➢ <i>Graham Carr (FCSS)</i></li> </ul> </li> </ul> <p>Animée par <i>Wayne MacDonald (CRSH)</i></p> <p>Période de questions</p> <ul style="list-style-type: none"> <li>• <b>Réunions en petits groupes :</b> <ul style="list-style-type: none"> <li>➢ Mettre au point un plan d'action commun pour contribuer à favoriser, à capturer, à rapporter et à communiquer les résultats et les impacts qualitatifs et quantitatifs.</li> </ul> </li> </ul>
<b>10:30 am</b>		<b>10 h 30</b>
<b>BREAK</b> 15 minutes		<b>PAUSE</b> 15 minutes
<b>10:45 am</b>		<b>10 h 45</b>
<b>Reports-back from breakout tables (plenary)</b>		<b>Comptes-rendus des groupes (séance plénière)</b>
<b>THE CHANGING LANDSCAPE OF TALENT SUPPORT (PLENARY)</b>		<b>LE PAYSAGE CHANGEANT DU SOUTIEN OFFERT AU TALENT (SÉANCE PLÉNIÈRE)</b>
<b>11:15 am</b>		<b>11 h 15</b>
<ul style="list-style-type: none"> <li>• <b>Panel discussion on the current pressing issues related to the development of talent</b> <ul style="list-style-type: none"> <li>➢ <i>Carolyn Watters (Dalhousie University)</i></li> <li>➢ <i>François Bowen (Université de Montréal)</i></li> </ul> </li> </ul> <p>Moderated by <i>Gordana Krcevinac (SSHRC)</i></p> <p>Question and Answer Period</p>	Tab/Onglet 6 Documents	<ul style="list-style-type: none"> <li>• <b>Discussion en groupe sur les questions d'actualité concernant la culture du talent</b> <ul style="list-style-type: none"> <li>➢ <i>Carolyn Watters (Dalhousie University)</i></li> <li>➢ <i>François Bowen (Université de Montréal)</i></li> </ul> </li> </ul> <p>Animée par <i>Gordana Krcevinac (CRSH)</i></p> <p>Période de questions</p>

12:30 pm		12 h 30
<b>LUNCH</b> <i>1 Hour</i>		<b>DÎNER</b> <i>1 heure</i>
<b>OPEN PLENARY</b>		<b>SÉANCE PLÉNIÈRE OUVERTE</b>
1:30 pm		13 h 30
An opportunity to return to previously discussed topics of interest		Possibilité de discuter de sujets déjà traités
<b>OTHER</b>		<b>AUTRE</b>
2:15 pm		14 h 15
Discussion of next steps <i>Harley Dickinson (University of Saskatchewan)</i> <i>Craig McNaughton (SSHRC)</i>	Tab/Onglet 1 Documents	Discussion concernant les prochaines étapes à suivre <i>Harley Dickinson (University of Saskatchewan)</i> <i>Craig McNaughton (CRSH)</i>
2:45 pm		14 h 45
<b>Wrap-up</b> <i>Gisèle Yasmeen (SSHRC)</i>		<b>Récapitulation</b> <i>Gisèle Yasmeen (CRSH)</i>
3:00 pm		15 h
Adjournment		Levée de la séance

## **List of Documents for Leaders Meeting / Liste des documents pour la réunion des Leaders**

### **Front of binder / Pages d'introduction**

- Agenda / Ordre du jour
- List of documents / Liste des documents

### **Tab / Onglet 1:**

#### **Best practices for SSHRC Leaders on campus /**

#### **Les meilleures pratiques pour les Leaders pour le CRSH sur le campus**

- 1.1 List of participants/Liste de participants
- 1.2 History of the SSHRC Leaders initiative / Historique de l'initiative des leaders pour le CRSH
- 1.3 SSHRC Leaders Action Plan, 2009-2011 / Plan d'action des leaders pour le CRSH, 2009-2011
- 1.4 General Assembly Representatives by Electoral College / Représentant(e)s à l'Assemblée générale par collège électoral

### **Tab / Onglet 2:**

#### **Updates from SSHRC and SSHRC Leaders /**

#### **Mises à jour faites par les représentants du CRSH e les Leaders pour le CRSH**

- 2.1 Framing Our Direction 2010-2012 / Définir nos orientations 2010-2012
- 2.2 Environmental Scan (memo) / Analyse de l'environnement (mémo)
- 2.3 Environmental Scan 2010 (PowerPoint) / Analyse de l'environnement 2010 (PowerPoint)

### **Tab / Onglet 3:**

#### **Talent, Insight and Connection : models of peer, merit and expert review /**

#### **Talent, Savoir et Connexion: modèles d'évaluation par les pairs ou par des experts et modèles d'évaluation du mérite**

- 3.1 SSHRC's Program Architecture Renewal and Peer Review / Renouvellement de l'architecture des programmes du CRSH et évaluation par les pairs

### **Tab / Onglet 4:**

#### **Health-related research: choosing the right funding agency and SSHRC-CIHR collaboration /**

#### **Recherche en santé: choisir le bon organisme de financement et le bon type de collaboration entre le CRSH et les IRSC**

- 4.1 Social sciences and humanities researchers : making the transition to CIHR (PowerPoint) / Chercheurs dans le domaine des sciences humaines : faire la transition vers les IRSC
- 4.2 Subject Matter Eligibility / Admissibilité des sujets de recherche

### **Tab / Onglet 5:**

#### **Facilitating, promoting and capturing results and impacts /**

#### **Favoriser, promouvoir et capturer les résultats et les impacts**

- 5.1 Facilitating, capturing and promoting research and impacts (memorandum) / Favoriser, capturer et promouvoir les résultats et les impacts (mémoire)
- 5.2 Framework for increasing and capturing results and impacts of SSHRC investments / Cadre visant à augmenter et à mieux saisir les résultats
- 5.3 SSHRC's Knowledge Mobilization Strategy : 2009-2011 / Stratégie de mobilisation des connaissances du CRSH de 2009-2011
- 5.4 What have we learned about 'capturing impacts' in the social sciences and humanities? / Qu'avons-nous appris quant au fait de « saisir les impacts » en sciences humaines?
- 5.5 Did you know? A week of SSHRC-Funded Research Results, July 12-16, 2010 / Le saviez-vous? Une semaine de résultats de travaux de recherche financés par le CRSH du 12 au 16 juillet 2010

**Tab / Onglet 6:**

**The changing landscape of talent support /**

**Le paysage changeant du soutien offert au talent**

- 6.1 A Research and Innovation Plan : Pre-Budget Submission to the House of Commons Standing Committee on Finance Regarding the 2011 Federal Budget (CAGS document) / Un plan de recherche et d'innovation : Proposition prébudgétaire au Comité permanent des finances de la Chambre des communes concernant le budget fédéral de 2011 (document de ACES)
- 6.2 Tri-Council Programs : How to Move Forward (PowerPoint) / Programme troisi-conseils : le futur en perspective

**Tab / Onglet 7:**

**Resources /**

**Ressources**

- 7.1 Promoting Excellence in Research: An International Blue Ribbon Panel assessment of peer review practices at the Social Sciences and Humanities Research Council of Canada / Promouvoir l'excellence en recherche – Examen mené par un groupe d'experts international à l'égard des pratiques d'évaluation par les pairs du Conseil de recherches en sciences humaines du Canada
- 7.2 Social Sciences and Humanities Research Council: Departmental Performance Report, 2009-2010 / Conseil de recherches en sciences humaines : Rapport sur le rendement, 2009-2010
- 7.3 Report of the President of the Treasury Board of Canada: Canada's Performance: The Government of Canada's Contribution, Annual Report to Parliament, 2009-2010 / Rapport du président du Conseil du Trésor du Canada : Le rendement du Canada, la contribution du gouvernement du Canada, Rapport Annuel au parlement, 2009-2010

**Tab / Onglet 8:**

**Guests' biographies /**

**Biographies des invitées**

- Steven Wheatley
- Mark Weiss
- Janet Halliwell
- Roseann O'Reilly Runte
- Graham Carr
- Carolyn Watters

## SSHRC Leaders / Leaders pour le CRSH

## Participants

	<b>University / Université</b>	<b>Representative / Représentant(e)</b>
1	Athabasca University	Rory McGreal Associate Vice-President, Research
2	Acadia University	Robert Perrins Dean of the Faculty of Arts
3	Bishop's University	Trygve Ugland Professor, Department of Political Studies
4	Brandon University	Scott Grills Vice President, Academic and Research
5	Carleton University	John Osborne Dean, Faculty of Arts and Social Sciences
6	Concordia University	Carole Brabant Director of Research and Innovation
7	Dalhousie University	Peter Duinker Associate Dean Research
8	École Polytechnique de Montréal	Alain Aubertin Conseiller au directeur (Campagne de financement) Direction de la recherche et de l'innovation Chef des missions Poly-Monde
9	HEC Montréal	Jean-Claude Cosset Directeur de la recherche
10	Institut national de la recherche scientifique	Claire Poitras Directrice, Centre Urbanisation Culture Société
11	Lakehead University	Gillian Siddall Acting Dean, Faculty of Social Sciences and Humanities
12	Laurentian University	Elizabeth Dawes Dean, Social Sciences and Humanities
13	McGill University	Juliet Johnson Associate Dean, Research and Graduate Studies
14	McMaster University	Fiona McNeil Associate Vice President (Research)
15	Memorial University of Newfoundland	Carrie Dyck Associate Dean of Arts (Research and Graduate Studies)
16	Mount Royal University	Trevor Davis Associate Vice-President, Research
17	Ontario College of Art and Design	Helmut Reichenbacher Associate Vice-President, Research and Associate Dean, Graduate Studies
18	Queen's University	Susan Marlin Associate Vice-Principal, Research
19	Ryerson University	Jean-Paul Boudreau Chair, Department of Psychology

## SSHRC Leaders / Leaders pour le CRSH

## Participants

	<b>University / Université</b>	<b>Representative / Représentant(e)</b>
20	Simon Fraser University	Paul McFetridge Associate Dean of Arts and Social Sciences
21	St. Francis Xavier University	Keith De'Bell Associate Vice-President, Research
22	St. Mary's University	Terry Murphy Professor of Religious Studies Chair, Atlantic Metropolis Centre
23	St. Thomas University	Gayle MacDonald Dean of Research
24	Thompson Rivers University	Nancy Van Wagner Associate Vice President, Research and Graduate Studies
25	Trinity Western University	Elsie Froment Dean of Research
26	Université de Moncton	Lise Dubois Doyenne, Faculté des études supérieures et de la recherche Vice-rectrice adjointe à la recherche
27	Université de Montréal	François Bowen Vice-doyen aux études supérieures et à la recherche
28	Université du Québec à Montréal	Danielle Julien Vice-doyenne à la recherche
29	Université du Québec en Outaouais	Paul Leduc Browne Professeur, Département de travail social et des sciences sociales
30	Université Laval	Denis Mayrand Adjoint au vice-recteur à la recherche et à la création Directeur du Bureau de la recherche et de la création
31	University of Alberta	George Pavlich Associate Vice-President, Research
32	University of British Columbia	Ralph Matthews Professor of Sociology and Social Sciences and Humanities Research Coordinator, Office of the Vice-President Research and International
33	University of Calgary	Gary Libben Associate Vice-President, Research
34	University of Guelph	Kris Inwood Professor of Economics and History
35	University of Lethbridge	Abdie Kazemipur Professor, Department of Sociology

## SSHRC Leaders / Leaders pour le CRSH

## Participants

	<b>University / Université</b>	<b>Representative / Représentant(e)</b>
36	University of Manitoba	Janice Ristock Associate Vice-President, Research
37	University of New Brunswick	Robert MacKinnon Vice-President
38	University of Northern British Columbia	Gail Fondahl Vice-President, Research
39	University of Ontario Institute of Technology	Michael Owen Associate Provost, Research
40	University of Ottawa	Ruby Heap Associate Vice-President, Research
41	University of Prince Edward Island	Katherine Schultz Vice President Research & Development
42	University of Regina	David Malloy Associate Vice President (Research) & Director of Office of Research Services
43	University of Saskatchewan	Harley Dickinson Vice-Dean, Social Sciences
44	University of the Fraser Valley	Fiona McQuarrie Associate Dean, Faculty of Professional Studies
45	University of Toronto	Robert Gibbs Director, Jackman Humanities Institute and Professor of Philosophy
46	University of Victoria	Sikata Banerjee Associate Dean, Humanities
47	University of Waterloo	Bruce Muirhead Professor of History and Associate Dean of Arts, Graduate Studies and Research
48	University of Western Ontario	Dan Sinai Acting Associate Vice-President (Research)
49	University of Windsor	Ranjana Bird Vice-President, Research
50	University of Winnipeg	Catherine Taylor Associate Professor, Department of Rhetoric, Writing & Communications and Faculty of Education
51	Vancouver Island University	Steven Lane Dean, Faculty of Arts and Humanities
52	Wilfrid Laurier University	Susan Cadell Acting Dean of the Faculty of Social Work
53	York University	David Dewitt Associate Vice-President, Research (Social Sciences and Humanities)

**SSHRC participants / Participants du CRSH**  
**SSHRC Leaders Meeting, Dec 2-3 / Réunion des Leaders pour le CRSH, 2-3 décembre**

Name/ Nom	Title/ Titre
KIERANS, Tom	President, SSHRC Council Président, Conseil du CRSH
GAFFIELD, Chad	President Président
CHARETTE, Carmen	Executive Vice-President Vice-présidente exécutive
HERBERT-COPLEY, Brent	Vice-President, Grants and Fellowships Vice-président, Subventions et bourses
PITFIELD, Jaime	Vice-President, Common Administration Services Directorate Vice-président, Services administratifs communs
YASMEEN, Gisèle	Vice-President, Partnerships Vice-présidente, Partenariats
BENGIO, Oro	Director, Human Resources Directrice, Ressources humaines
BOUTIN, Michèle	Executive Director, Canada Research Chairs Directrice exécutive, Chaires de recherches du Canada
FORTIN, Jean-François	Director, Research and Dissemination Grants Directeur, Subventions de recherche et de diffusion de la recherche
GAGNON, Murielle	Director, Strategic Programs and Joint Initiatives Directrice, Programmes stratégiques et des initiatives conjointes
KRCEVINAC, Gordana	Director, Fellowships and Institutional Grants Directrice, Bourses et subventions institutionnelles
MACDONALD, Wayne	Director, Corporate Performance and Evaluation Directeur, Rendement organisationnel et évaluation
McNAUGHTON, Craig	Director, Knowledge Mobilization and Program Integration Directeur, Mobilisation des connaissances et intégration des programmes
OBERLE, Peter	Executive Director, Information Management and Technology Services, SSHRC & NSERC Directeur exécutif, gestion de l'information et services de technologie, CRSH et CRSNG
TRAUTTMANSDORFF, Christine	Director, Policy, Planning, Governance and International Directrice, Politiques, planification, gouvernance et international
ASHERMAN, Rena	Program Officer, Canada Research Chairs Agente de programme, Chaires de recherche du Canada
BRIAND, Daniel	Administrative Assistant, Knowledge Mobilization and Program Integration Adjoint administratif, Mobilisation des connaissances et intégration des programmes

**SSHRC participants / Participants du CRSH**  
**SSHRC Leaders Meeting, Dec 2-3 / Réunion des Leaders pour le CRSH, 2-3 décembre**

BRUNEAU, Suzanne	Program Officer, Research and Dissemination Grants Agente de programme, Subventions de recherche et de diffusion de la recherche
CLARK-LARKIN, Shannon	Manager, Performance and Evaluation Gestionnaire, rendement et évaluation
CRITCHLEY, Jacques	Senior Program Officer, Strategic Programs and Joint Initiatives Agent principale de programmes, Programmes stratégiques et initiatives conjointes
DeGROOTE, Thérèse	Senior Policy Advisor, Office of the Vice-President, Partnerships Conseillère principale en politiques, Bureau du vice-présidente, Partenariats
DROUIN-DION, Mélanie	Program Officer, Fellowships and Institutional Grants Agente de programme, Bourses et subventions institutionnelles
DUPOUIS, Michèle	Acting Senior Program Integration Officer, Knowledge Mobilization and Program Integration Agente principale d'intégration des programmes intérimaire, Mobilisation des connaissances et intégration des programmes
KELLY, Bryde	Program Officer, Knowledge Mobilization and Program Integration Agente de programme, Mobilisation des connaissances et intégration des programmes
GAUTHIER, Hélène	Manager, Performance and Evaluation Gestionnaire, rendement et évaluation
LYNN, Trevor	Manager, Communications Gestionnaire, Communications
PEEL, Holly	Program Officer, Fellowships and Institutional Grants Agente de programme, Bourses et subventions institutionnelles
ROSSI, Gianni	Program Officer, Strategic Programs and Joint Initiatives Agent de programmes, Programmes stratégiques et initiatives conjointes
ROZITIS, Emily-Brynn	Program Officer, Research and Dissemination Grants Agente de programme, Subventions de recherche et de diffusion de la recherche
RUSSWURM, Tim	Chief of Staff Chef du personnel
SAVOIE, Adèle	Senior Policy Advisor, Office of the Vice-President, Grants and Fellowships Conseillère principale en politiques, Bureau du vice-président de subventions et bourses
STIPERNITZ, Boris	Assistant Director, Fellowships and Institutional Grants Directeur adjoint, Bourses et subventions institutionnelles
WAKEFIELD, Andrew	Program Officer, Knowledge Mobilization and Program Integration Agent de programme, Mobilisation des connaissances et intégration des programmes
YAKE, Adam	Program Officer, Strategic Programs and Joint Initiatives Agent de programmes, Programmes stratégiques et initiatives conjointes

**Invited Guests and Observers / Invitées et Observateurs**  
**SSHRC Leaders Meeting, Dec 2-3 / Réunion des Leaders pour le CRSH, 2-3 décembre**

<b>Name/ Nom</b>	<b>Title/ Titre</b>
<b>CARR, Graham</b>	Professor of History, Dean of Graduate Studies at Concordia University, and President-Elect of the Canadian Federation for the Humanities and social Sciences Professeur d'Histoire, Doyen des études supérieures à l'Université Concordia, et Président-élu
<b>HALLIWELL, Janet</b>	President, J.E. Halliwell Associates Inc. Présidente, J.E. Halliwell Associates Inc.
<b>O'REILLY RUNTE, Roseann</b>	President and Vice-Chancellor, Carleton University Rectrice et vice-chancelière, Carleton University
<b>WATTERS, Carolyn</b>	Dean of the Faculty of Graduate Studies, Dalhousie University and former president of Canadian Association of Graduate Studies Doyenne des études supérieures de la Dalhousie University et ancienne présidente de l'Association canadienne pour les études supérieures
<b>WEISS, Mark</b>	Director, Division of Behavioral and Cognitive Sciences, National Science Foundation and former member of SSHRC's Blue Ribbon Panel on peer review Directeur, Division of Behavioral and Cognitive Sciences de la National Science Foundation et ancien membre du groupe d'experts du CRSH sur l'évaluation par les pairs
<b>WHEATLEY, Steven</b>	Vice-President, American Council of Learned Societies Vice-président de l'American Council of Learned Societies

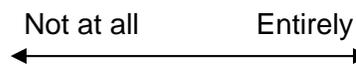
<b>BAKER, David</b>	Executive Director , CASRAI Directeur , CASRAI
<b>CHARTRAND, Pierre</b>	Chief Scientific Officer and Vice-President, Research, Canadian Institutes of Health Research Chef, Affaires scientifiques et Vice-Président, Instituts de recherche en santé du Canada
<b>DAVIES, Mitch</b>	Associate Assistant Deputy Minister, Science and Innovation Sector, Industry Canada Industrie Canada
<b>DeBRUIJN, Deb</b>	Executive Director, Canadian Research Knowledge Network Directrice executive,
<b>DONOGHUE, Christine</b>	Executive Head, Policy Research Initiative Projet de recherche sur les politiques
<b>GRAHAM, Ian</b>	Vice-President, Knowledge Translation, Canadian Institutes of Health Research Vice-président, l'Application des connaissances, Instituts de recherche en santé du Canada
<b>HAWES, Michael</b>	CEO, Foundation for Educational Exchange between Canada and the U.S.A & Executive Director, Canada - U.S. Fulbright Program Président-directeur générale, Fondation pour les échanges éducatifs & Directeur-générale, Le programme Fulbright Canada-États-Unis

Invited Guests and Observers / Invitées et Observateurs  
SSHRC Leaders Meeting, Dec 2-3 / Réunion des Leaders pour le CRSH, 2-3 décembre

<b>MANGIN</b> , Jean-Marc	Executive Director, Canadian Federation of Social Sciences and Humanities Fédération canadienne des sciences humaines
<b>NORMAND</b> , Pierre	Director of Communications, Canadian Federation of Social Sciences and Humanities Directeur des communications, Fédération canadienne des sciences humaines



In order to evaluate the success of SSHRC Leaders' events and to improve the design of similar events in the future, we ask that you please complete the following evaluation form. For each statement, **circle** the number that best corresponds to your point of view. If an item does not apply, **circle** N/A (not applicable).



**Objectives**

- 1. The first meeting objective (as described in the agenda) was met.      1    2    3    4    5    N/A
- 2. The second meeting objective (as described in the agenda) was met.    1    2    3    4    5    N/A

**Content**

- 3. The overall content of the event was relevant to my information needs as the SSHRC Leader for my institution.    1    2    3    4    5    N/A

**Format**

- 4. The event format was appropriate given the objectives of the event.    1    2    3    4    5    N/A
- 5. The event allowed adequate participation by all Leaders.                    1    2    3    4    5    N/A

**Duration**

- 6. The duration of the event was adequate.    1    2    3    4    5    N/A
- 7. The time allocated to presentations and general discussion was sufficient.    1    2    3    4    5    N/A

**Location**

- 8. The location was appropriate given the objectives of the event.                1    2    3    4    5    N/A

**Overall**

9. In general, are you satisfied with this event? What could be done to improve it?

---

---

---

---

---

10. Do you have any suggestions on potential topics or themes for future events?

---

---

---

---

---

11. Any additional comments?

---

---

---

---

---

**Thank you for your feedback!**

## Summary of Evaluation responses

Evaluation Forms Received: 11

QUESTIONS	AVERAGE RESULT
1) The meeting objectives (as described in the agenda) were met: (1 = Not at all, 5 = Entirely)	4.50
2) The meeting objectives (as described in the agenda) were appropriate: (1 = Not at all, 5 = Entirely)	4.30
3) The overall content of the event was relevant to my information needs as the SSHRC Leader for my institution (1 = Not at all, 5 = Entirely)	4.10
4) The event format was appropriate given the objectives of the event (1 = Not at all, 5 = Entirely)	4.30
5) The event allowed adequate participation by all Leaders (1 = Not at all, 5 = Entirely)	4.30
6) The duration of the event was adequate (1 = Not at all, 5 = Entirely)	4.40
7) The time allocated to presentations and general discussion was sufficient (1 = Not at all, 5 = Entirely)	4.10
8) The location was appropriate given the objectives of the event (1 = Not at all, 5 = Entirely)	4.20

9) In general, are you satisfied with this event? What could be done to improve it? (open-ended comments)

- Yes, in general I was extremely satisfied. For me, the most important aspect of the meeting was having the opportunity to talk directly with SSHRC staff members and leaders in both semi-structured and unstructured ways. In terms of improvement, I would suggest perhaps shorter presentations and a greater emphasis on presenting material we are likely not to have heard in other venues. In particular, the CIHR presentation (which I realize you didn't have any control over) in essence repeated similar general presentations that their representatives have given around the country. It would also have been useful to have a session specifically to invite leader commentary/discussion on the implementation of the new program architecture.
- I was very satisfied with the content, design and organization of the event and loved my suite-apartment! However, the Summer Salon was inappropriately named, as was the Winter Salon, the names should have been reversed, if temperatures of the rooms were any indication! The internet was painfully slow, as well.
- Yes, it was a wonderful networking and learning opportunity. However, I felt (and sensed from others) fatigue after the coffee break on the second day due to the intensive nature of the first day. I don't want to see fewer topics, and I don't see how the time could be shortened; perhaps even just finishing up at 3:00 or 3:30 on the first day would be useful - we could at least catch up on emails before the evening.
- Yes, although I would have preferred more information from SSHRC re: topics like the review process.
- The event was fine, but the lack of robust wireless connectivity was a major problem. This is not acceptable and if the hotel cannot guarantee continuous robust service, you should consider holding the event elsewhere. It seems clear that their network was not able to support the usage of the participants.
- The room was a bit airless and a greater opportunity to change locations would have been nice. But all-in-all the venue was good.
- Although many people contributed, a number never really spoke up. It would be useful to have facilitators trained in enabling full participation on site to ensure you are hearing from everyone.
- Overall, great event, good discussions, good people! But:
  - Hotel was a C-
  - AV was bad! - Table mics with wires is outdated and was very awkward.
  - Have Leaders come to the meeting with some specific "homework" - pre-meeting efforts
  - We pay our own way here (unlike CIHR, NSERC, FRSC) - please offer 1 glass of wine at least
  - The "Oprah-style" was a great idea, but it was not actually executed - we fell to the "tradition"
  - All said, it was a great meeting, thank you for your leadership
- On practical matters, the emphasis on use of the microphone was very helpful. Also, it was wonderful to have an extension cord at every table! The interaction between Leaders was helpful.

- Yes, very much so! The PowerPoint presentations should be operated by the speakers themselves to avoid confusion and/or mismatch between slides and the talk.
- It was extremely well organized. I really appreciated having the advance materials on the flash drive (less luggage to carry). The discussions were excellent and the presenters all had very useful information.
- The meeting seemed a bit long relative to the portions with really helpful and insightful discussion. Perhaps that is inevitable, i.e. there will always be a sense that some discussion was more useful and some less useful. Still, I wonder a little about the length of the meeting.

**10) Do you have any suggestions on potential topics or themes for future events?  
(open-ended comments)**

- Small schools and SSHRC grants. How small schools that lack experienced grant-holders or research administration staff can develop or find that expertise and increase their chances of receiving money
- 2 things:
  - At the beginning of each annual meeting, give a feedback on the recommendations and suggestions made last year: which ones were ir/relevant? Were they implemented, or will they? Why?
  - Bring in more key speakers from other countries (e.g. Europeans)
- Creating a real and true Tri-Council with SSHRC taking a lead role in this
- International Outreach/Best Practices
- Life beyond the Congress (too much focus on just one event)
- Valuing undergraduate research
- Report back on roll-out of new programs - problems, failures, successes, etc.
- Report back on competitions with only internal review - problems, failures, successes, etc.
- Successes in knowledge exchange for the humanities
- Discuss (and demystify) SSHRC's peer review process
- How we do more with less. Funding is drying up. On that same note, how WE can effectively lobby for funds (help the Federation, etc.) on SSHRC's behalf
- New program architecture implementation; comparative views on how universities design/provide research support services (both pre- and post-grant)
- We know that the discussion of impact left a lot of unanswered questions, some of them around (a) institutional culture and (b) systems of acquiring and recording information. These are tough questions. On the one hand another discussion that does not take us toward real change would leave us with an unfortunate sense of spinning our wheels. If the issue comes back, it would be good to have a sense of direction and a potential for making significant change.

**11) Any additional comments? (open-ended comments)**

- I was only able to meet about 25% of the Leaders at the meeting - it might be useful to have an informal get-together on Wednesday night after dinner for

those who might be interested and/or to distribute short bios and contact information for the leaders before the meeting.

- This was one of the most productive and creative meetings I've had this year...reminded me why I love academe.
- As a new member, and someone quite new to administration, I found this to be an excellent opportunity to learn more about the challenges and solutions concerning university research culture, graduate training and research dissemination.
- The SSHRC Leaders meetings are valuable; they reflect well SSHRC's commitment to communicating and exchanging knowledge. Over the past years SSHRC has improved their connection with the university community substantially. The new architecture is generally viewed as a positive change - the logistical issues will be solved with SSHRC's continued connection to the research community which permeates the whole organization, ranging from senior leadership to those at SSHRC who assist with applications Good work and thank you!
- Do we have a Leaders page on the web? A Leaders Wiki for docs/ideas etc.
- The schedule was quite intense. I don't know that I would change that, however.
- Add a 2-3 hour session for new Leaders to brief them on the history of the initiative and expectations from them.
- The hotel was an excellent choice - great meeting facilities, great food, great location, and very responsible and professional staff. Please consider using them again.
- A very useful aspect of the meeting is being able to interact with SSHRC staff who have experience and responsibility with particular areas. Of course it is important, useful and always enjoyable to chat with Carmen, Gisèle and Brent. Also valuable, though, is informal discussion with a number of others, and learn to see things from their perspective. To the extent that you can release more staff from other activities in order to participate in the meeting, this would be welcome.
- Was it intended to leave CFI entirely out of the discussion after considerable focus on it the year before? I know that the CFI file is not bringing a lot of good news, and perhaps there is nothing useful to be said at the moment. And yet the lack of follow-up from last year was striking.