

Final Report

OFFICIAL LANGUAGES MANAGEMENT REVIEW

Prepared for
Social Sciences and Humanities Research Council of Canada (SSHRC)

Prepared by
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PREFACE & ACKNOWLEDGEMENTS

MANAGEMENT REVIEW of OFFICIAL LANGUAGES

SSHRC is proud to present this first management review of its activities and results in support of official languages. Under section 41 of the Official Languages Act, the federal government is committed to enhancing the vitality of the English and French language minority communities in Canada, to supporting and assisting their development and to fostering the full recognition and use of both English and French in Canadian society. As a federal research granting agency, SSHRC supports research on official languages issues and researchers from official languages minority community institutions.

The goal of the current management review was to explore the longer term results of SSHRC's multi-year action plan associated with the implementation of section 41. The review focuses on the period 2004 to 2010. It addresses performance and delivery aspects related to capacity development of researchers from official languages minority community institutions and support for research on official languages issues.

Research on official languages issues has been supported through SSHRC's regular funding programs and by the Official Languages Research and Dissemination Program active between 2004 and 2007. Overall, the review demonstrated that researchers from official languages minority community institutions were both participating in competitions and benefiting from the support provided by SSHRC. Analysis of corporate data demonstrated approximately similar levels of participation and success rates for researchers from official languages minority compared to the official language majority.

This review was a joint collaborative effort involving review team members from R.A. Malatest & Associates Ltd and SSHRC's Corporate Performance and Evaluation Division (CPE). We wish to thank Debbie McLeod, Research Manager, and her team at R.A. Malatest & Associates Ltd. for their outstanding work. As well, the close collaboration with SSHRC's review team, represented by H el ene Gauthier, manager and project authority, and Abdel El Moulat, senior evaluation officer responsible for the conduct of the project at SSHRC, was crucial in producing a high-quality review for management's consideration. In particular, the conclusions were strengthened by CPE's detailed analysis of corporate data, which is annexed as a technical report to this review.

Special thanks is extended to members of the advisory committee, Carmen Charette, Executive Vice-President and SSHRC's Official Languages Champion, Christine Trauttmansdorff, Director Policy, Planning, Governance, and International, and Sylvie Paquette, Manager, Policy and International Affairs. Their comments and suggestions greatly enhanced the accuracy and quality of the review. Finally, we extend sincere appreciation to Ronald Bisson, an Ottawa-based consultant who provided expert advice and independent reflection on the review's findings and recommendations.

The opinions expressed and recommendations proposed are those of management review team, and do not necessarily reflect the views of SSHRC. If you have any questions on this evaluation, please contact Wayne MacDonald, Director, Corporate Performance and Evaluation at (613) 992-1525 or wayne.macdonald@sshrc-crsh.gc.ca.

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EXECUTIVE SUMMARY

Background

Canada's two official languages are part of the country's national identity and cultural history. In 1969, the Official Languages Act was implemented to give equal status to both languages in Parliament, the Courts and throughout the federal administration.

Under Section 41 of the Official Languages Act, the federal government is committed to enhancing the vitality of the English and French language minority communities in Canada, to supporting and assisting their development and to fostering the full recognition and use of both English and French in Canadian society. In Canada, Official Language Minority Communities (OLMC) are Francophone communities in provinces other than Québec or Anglophone communities in Québec. OLMC institutions are those that operate in the language that is not the majority for that province.

As a federal research granting agency, SSHRC supports research on official languages issues and researchers from OLMC institutions by:

- Ensuring that researchers who are members of OLMC institutions are aware of SSHRC funding opportunities and can access all resources in the official language of their choice;
- Ensuring that SSHRC's peer review and adjudication processes offer substantive equality of opportunity to official language minority applicants; and
- Supporting research and research-related activities that address the objectives of the Act through its programs, both targeted initiatives and regular programs.

The goal of the current management review was to explore the longer term results of SSHRC's multi-year action plans on their implementation of Section 41. The review focuses on the time period corresponding with the last two action plans, from 2004 to 2010 and addresses SSHRC's performance and delivery with respect to:

- Capacity development of researchers from OLMC institutions; and
- Research on official languages issues.

The evidence used to inform the review includes a review of documents, an analysis of corporate data and final reports for funded research on official languages issues, key informant interviews, an online survey and three case studies of OLMC institutions.

Capacity Development of Researchers from OLMC Institutions

What have been the outcomes of SSHRC's funding in place on the capacity development of researchers from OLMC institutions?

SSHRC supports the capacity development of researchers through the provision of different grants, designed to support both individuals and institutions. Overall, the review found that researchers from OLMC institutions were both participating in competitions and benefiting from the support provided by SSHRC. The review of SSHRC corporate data demonstrated comparable levels of participation and success rates from researchers from OLMC and non-OLMC institutions between 2004 and 2010.



Recommendation

- *Continue to monitor the participation and success rates of researchers from OLMC institutions whose preferred languages for correspondence are French and English*

SSHRC grants are awarded following national competitions which include an adjudication process. The adjudication processes SSHRC has in place aim to provide equal opportunity to researchers from OLMC institutions. In 2008, SSHRC's peer review practices were assessed by the International Blue Ribbon Panel. The assessment found that the processes in place were consistent with best practices and international standards.

Despite this assessment the current review found that higher proportions of francophone researchers identified the need for increased capacity to have their applications reviewed in their preferred official language. Issues identified by researchers included both a lack of language proficiency and perceptions that the research topics they proposed were not necessarily seen as relevant by peer reviewers from majority communities. As French is the minority-language across Canada, the availability of a sufficient number of francophone or proficiently bilingual reviewers will remain an issue but those who are available should be proficient and able to identify the relevance and context of proposed research.

Recommendation

- *Further explore through consultations with researchers and reviewers the issues raised by researchers about their perceptions of reviewers' French language proficiencies and attitudes to research on official languages topics being undertaken outside of Québec.*

Participants in the management review identified external barriers to participation which hindered their ability to undertake research. Some barriers affected all OLMC institutions included in the review (and were likely to be also common to researchers from majority-language institutions). For example 85% of respondents to the online survey felt they needed more dedicated time for research.

However, some barriers to participation, such as the support available from their institution, were identified by more researchers from small OLMC institutions. When all participants in the online survey were considered, 69% were satisfied or very satisfied with the overall institutional support they received. Fewer researchers from small OLMC institutions were satisfied or very satisfied (44%) than those from large institutions (75%). Higher proportions of researchers from small OLMC institutions identified the need for support to prepare funding applications. The more limited institutional support provided to researchers from small OLMC institutions made the process of preparing funding applications more challenging for them than for their colleagues in large institutions where the research infrastructure was more established.

Researchers whose preferred language for communication was French, from both small and large institutions, identified an increased need for the capacity to have their applications reviewed at their institution in their preferred language and for greater access to qualified students to assist with their research. In small institutions, more researchers whose preferred language was French needed administrative assistance to navigate funding regulations and improved access to networks of researchers or a research centre.

The concept of substantive equality requires differences in the characteristics and circumstances of minority communities to be taken into account when providing services to ensure that the minority receives services of the same quality as the majority. SSHRC's commitment to ensuring substantive equality and to Section 41 is evident through the development of two multi-year action plans, (2005-2008 and 2009-2012) and a policy statement on Section 41. The action plans outline positive measures



to be taken to ensure obligations under the Act are met and incorporates activities to implement Section 41 through regular SSHRC procedures.

Comparable participation and success rates suggest the needs of OLMC institutions have been taken into account. However, external factors identified through this management review do make participation more challenging for researchers at small OLMC institutions. For this reason, a more targeted approach may be necessary to ensure substantive equality for these researchers.

Recommendation

- *Work with small institutions to establish 'best practices' for OLMC institutions to support their researchers in applying to SSHRC competitions.*

To what extent is there a need for targeted measures to support the capacity development of researchers from OLMC institutions?

SSHRC consults with institutions and researchers on both an as-needed and formal basis to discuss how best to address the priorities and needs of institutions, including OLMCs. SSHRC also consults with professional associations, government departments and agencies and other stakeholders through various forums and events. While there was evidence that SSHRC was considering OLMC needs through these consultations the way in which information from consultations had been incorporated into planning and policy development was not clear.

Recommendation

- *Continue to consult with OLMC institutions about how to incorporate capacity building into SSHRC planning and policy.*

As part of the communication strategy under SSHRC's multi-year action plans (2005-2008 and 2009-2012) for the implementation of Section 41, SSHRC informs OLMC institutions through their standard practice of communication through its website, electronic newsletters, emails and regular mail outs.

Overall, SSHRC's communication is effective and its research stakeholders are well informed. Most respondents to the online survey, from both small and large institutions, reported having the same (37%) or a greater level of awareness (50%) of SSHRC funding than of other funding opportunities. Survey respondents from small institutions (17%) were slightly more aware of funding opportunities from sources other than SSHRC when compared to large institutions (12%). However, while there was a good overall level of awareness reported, awareness of the more popular funding programs such as Standard Research Grants (SRG) and fellowships was higher than awareness of grants such as partnership grants, strategic grants and grants to institutions. There was a consistently lower level of awareness of most grant types by survey respondents from small institutions. The lack of awareness of certain funding programs indicates that further promotion is required to fully reach the program's potential in facilitating OLMC research capacity development.

The main gap in communication identified through key informant interviews was the lack of outreach/information activities targeted to OLMC institutions that were faculties or campuses and part of large majority-language institutions, such as Campus Saint-Jean (University of Alberta) and Glendon Campus (of York University). Some of the study participants from these institutions said they had had no direct contact with SSHRC and depended on the large institution's research office to disseminate information to them. Reviewed documents confirmed one-half of all OLMC institutions had not been visited by SSHRC over the past five years.



Increasing the visibility of OLMC institutions and researchers through the publication of articles and other materials is also incorporated in the SSHRC communications plan. When implemented, these approaches have the potential to increase the engagement and motivation of researchers in OLMC institutions as well as increase their level of satisfaction regarding the information provided to them about SSHRC funding opportunities.

Recommendation

- *Increase the promotion of SSHRC funding opportunities that may be of particular benefit to OLMC institutions.*

Research on Official Languages Issues

What has been the outcome of SSHRC's funding opportunities in place to support research on official languages issues?

Research projects on official languages topics are supported through SSHRC's regular funding programs as well as by the Official Languages Research and Dissemination Program (OLRDP) active between 2004 and 2007.

The dollar value of SSHRC funding for research on official languages issues, and its total funding allocation have increased since 2000.

The OLRDP had little measurable influence in increasing the quantity of research on official language issues. However, OLRDP funded research is expected to result in impacts on policy and practice. As a result of the time required to disseminate research findings and for these findings to influence policy and practice, the impacts of the OLRDP have not yet been fully realized.

To what extent is there a need to have official languages as a SSHRC priority area for research support?

Research on official languages issues is important to maintaining and enhancing the vitality of OLMCs across Canada by impacting the policies and practices supporting these communities.

Researchers and stakeholders identified research on official languages as a priority area that should be fully supported. They felt that SSHRC has a role in facilitating the capacity development of research on official languages. Review of SSHRC corporate data found that the number of grants focusing on official languages issues has increased between 2001 and 2011 but the proportion of total allocated funds to this area has not increased. In addition, nearly 61% of research projects on official languages issues were conducted by researchers from majority institutions who were not surveyed or interviewed for this study.

Data to fully explore this issue were not available as corporate data that would provide some insight into the level of demand (number of applications submitted) were not analysed.

The OLRDP had little impact on the number of funded projects on official languages issues. However, awareness of the OLRDP was low amongst surveyed researchers working in the field (28% were aware of the OLRDP) and its potential impact was limited by the funding dollars available for distribution. Almost all of the researchers who received funding under the OLRDP continued to work on official languages topics after OLRDP funding ended.

Approximately one-quarter of the researchers at OLMC institutions who responded to the online survey reported they undertook research on official languages topics. Full implementation of Section 41 and



any development in the capacity of OLMC researchers has the potential to result in an increase in the number of applications submitted on official languages topics.

Recommendation

- *Continued monitoring of the numbers of applications on official languages issues as current data do not allow an accurate assessment of whether additional targeted funding is required. Additional data would need to take into account the relative priority and/or need for research funding on OL issues compared to other research areas.*

Background and Objectives

Recognizing the importance of fostering English and French in Canada, the Official Languages Act was implemented in 1969 to give equal status to both languages in Parliament, the Courts and throughout the federal administration. Over the years the Act has been amended to further protect and foster the rights of Canadians to be served in the official language of their choice. Under Section 41 of the Official Languages Act, the federal government is committed to enhancing the vitality of the English and French language minority communities in Canada, supporting and assisting their development and to fostering the full recognition and use of both English and French in Canadian society. The frequent debate around Section 41 and the continuous disappointment expressed by the Office of the Commissioner of Official Languages regarding the level of its implementation led to amendments, accepted in 2005, obliging federal institutions to take positive measures to implement Section 41.¹

Although both English and French are official languages, French and English speakers are not evenly distributed geographically. Québec boasts the largest proportion of native French speakers and other provinces and territories are primarily populated by native English speakers. The term "Official Language Minority Communities" (OLMC) is generally understood to designate "a population group, sometimes very large, sometimes not so large, who live and express themselves everyday in an official language other than that which is of primary use in the province."² In Canada, OLMCs are Francophone communities in provinces other than Québec or Anglophone communities in Québec. OLMC institutions are those that operate in the language that is not the majority for that province.

Currently, there are 17 OLMC institutions in Canada that hold institutional eligibility with SSHRC.³ These are itemized in Table 1.1.⁴ These institutions include bilingual institutions (University of Ottawa, Laurentian University), stand-alone OLMC institutions (Université de Moncton) and campuses which are part of larger unilingual institutions (Campus Saint-Jean, Institute Francais, University of Regina).

Table 1.1 - OLMCs Eligible for SSHRC Funding

Province	Institution	Province	Institution
QC	Concordia University	ON	Saint Paul University
QC	McGill University	ON	Université de Hearst
QC	Bishop's University	ON	Collège universitaire Glendon - York University
QC	Dawson College	NB	Université de Moncton
ON	University of Ottawa	NS	Université Sainte-Anne
ON	University of Sudbury	MB	Collège universitaire de Saint-Boniface
ON	Dominican University College	SK	Institut Français/University of Regina
ON	Laurentian University	AB	Campus Saint-Jean/University of Alberta
ON	Royal Military College of Canada		

Source: List of OLMC Institutions - SSHRC

¹ Library of Parliament - Background Paper "Official Languages in Canada: Federal Policy" Publication Number 08-44-E. Revised 8 March 2010.

² Industry Canada "Definitions": <http://www.ic.gc.ca/eic/site/com-com.nsf/eng/00029.html>

³ In order to administer SSHRC funding, an institution must apply for and be granted institutional eligibility to administer SSHRC funds.

⁴ Only 15 of these institutions were included in this review.



As a federal agency supporting research and training in the social sciences and humanities through grants and scholarships, SSHRC is in a unique position to enhance the vitality of OLMCs by supporting research on bilingualism and official minority languages issues as well as supporting researchers and students from OLMCs. SSHRC provides this support through the following:

- Ensuring that researchers who are members of OLMC institutions are aware of SSHRC funding opportunities and can access all resources in the official language of their choice;
- Ensuring that SSHRC's peer review and adjudication processes offer equality of opportunity to all applicants and substantive equality⁵ of opportunity to official language minority applicants; and
- Supporting research and research-related activities that address the objectives of the Act through its programs:
 - Previously, from 2004-07, a joint SSHRC-Canadian Heritage initiative (the Official Languages Research and Dissemination Program) promoted research and mobilized activities in areas of critical importance to official languages policy and practices (along with regular SSHRC funding programs); and
 - Currently, in funding social science and humanities research, SSHRC supports research on topics relating to official languages including bilingualism, biculturalism and other official language minority questions through its regular, open research initiatives and programs.

SSHRC implements Section 41 through a multi-year action plan⁶ based on a guide developed by Canadian Heritage that focuses on six main areas; awareness, consultation, communications, coordination and liaison, funding and program delivery and accountability.⁷ While annual status reports are submitted to Canadian Heritage to ensure accountability on the activities and immediate results of implementation, the implementation of Section 41 is not subject to program evaluation under Treasury Board policies and directives.

The goal of the current Management Review was to explore the longer term results of SSHRC's multi-year action plans rather than to fulfill a prescribed obligation. The review focused on the time period between 2004 and 2010 and specifically explored the following questions⁸:

⁵ Substantive equality is achieved when one takes into account, where necessary, the differences in the characteristics and circumstances of minority communities and provides services with distinct content or using a different method of delivery to ensure that the minority receives services of the same quality as the majority.

⁶ The first multi-year action plan was for years 2005-2008 and the current action plan is for years 2009-2012

⁷ Official Languages Act - Guide for implementation and performance measurement tool Section 41 of the Official Languages Act (OLA)

⁸ Questions for the current Management Review were identified through consultations with various stakeholders.

Table 1.2 - Official Languages Management Review Questions

Review Issues	Review Questions
Capacity development of researchers from OLMC institutions	<p><i>Performance</i></p> <ul style="list-style-type: none"> • What have been the outcomes of SSHRC's funding in place on the capacity development of researchers from OLMC institutions? <ul style="list-style-type: none"> ○ To what extent have researchers from official language minority institutions had substantive equality of opportunity to participate in SSHRC funding competitions and obtain funding? ○ What external factors, other than language (e.g. institutional and environmental factors), influence the participation and success rates of researchers from official language minority institutions? <p><i>Delivery</i></p> <ul style="list-style-type: none"> • To what extent is there a need for targeted measures to support the capacity development of researchers from OLMCs institutions? <ul style="list-style-type: none"> ○ To what extent does SSHRC consider capacity development of researchers from OLMC institutions during strategic planning, policy development, program designing, and program delivery? ○ To what extent are researchers from official language minority community institutions aware of SSHRC's research funding opportunities?
Research on Official Languages Issues	<p><i>Performance</i></p> <ul style="list-style-type: none"> • What have been the outcomes of SSHRC's funding in place to support research on official languages issues? <ul style="list-style-type: none"> ○ What have been the outcomes of the Official Languages Research and Dissemination Program regarding the development of research on official languages issues? ○ To what extent do SSHRC's regular funding programs support research on official languages issues? <p><i>Delivery</i></p> <ul style="list-style-type: none"> • To what extent is there a need to have official languages as a SSHRC priority area for research support? <ul style="list-style-type: none"> ○ Is there a need for targeted funding to support research on official languages issues? ○ To what extent does SSHRC consider research on official languages issues during strategic planning, policy development, and program identification?

The complete management review matrix, including indicators and measures is appended (Appendix A).



Management Review Methodology

A mixed method approach was used to provide evidence for the management review. Evidence was sourced from the following:

- Corporate data on application and success rates and the value of funding;
- Review of final research reports from OLRDP funded projects;
- Review of key documents;
- Key informant interviews;
- An online survey of researchers; and
- Case studies with three OLMC institutions.

Corporate Data and Review of OLRDP Final Research Reports

SSHRC completed two activities as part of this Management Review: an analysis of corporate data and a review of final research reports from OLRDP funded projects. The corporate data analysis explored OLMC institutions participation and success rates as well as funding received in comparison to majority-language institutions of the same size classifications throughout the review period (2004-2010). This analysis aimed to provide evidence on the extent to which researchers from OLMC institutions have substantive equality of opportunity to participate and be successful in SSHRC competitions. The corporate data analysis also assessed SSHRC's support for research on official languages issues during three time periods, 2004-2007 during which the OLRDP was active, 2000-2003, before the OLRDP and 2007-2011, after the OLRDP. This data explored the variability of SSHRC support in this area as well as insight into the program's impact on capacity in this research area. The Technical report on corporate data is appended to the present report (Appendix F).

The review of OLRDP Final Research Reports also explored outcomes of the program. Researchers funded under the OLRDP were required to submit a Final Research Report in which they discussed the focus of their research, the dissemination of research findings, its outcomes and its impact.

Key findings from both above mentioned lines of evidence were incorporated into the overall analysis included in this report, providing additional insight into the outcomes of the OLRDP and to identify issues and trends in funding for research on official languages issues and funding to OLMC institutions and researchers.

It should be noted that a meeting with SSHRC senior management was conducted to discuss the key findings of the current study. This meeting resulted in a rich discussion of current issues and trends and also resulted in the decision to conduct a revised corporate data analysis in which results informing questions around OLMC institutional research capacity and performance were analysed by Strategic Outcome (People, Research and Knowledge Mobilization,). This allowed for a more detailed look at the variances in participation and performance in the different strategic areas.

Review of Key Documents

The document review provided important contextual and background information on Federal and SSHRC policies and practices concerning the Official Languages Act and Section 41. Documents in the review included documents provided by SSHRC and documents identified by the Consultant through online searching.



Key Informant Interviews

A total of 19 key informant interviews were conducted with various SSHRC stakeholders including five interviews completed as part of the case studies (see section 2.5). Key informant interviews allowed the collection of rich information about the realities and issues around research on official languages issues and OLMC research capacity, providing evidence for all main aspects of the management review. A semi-structured guide was developed for use in the key informant interviews (Appendix B). The guide included questions about the following topics:

- Institutional Support;
- Support from SSHRC;
- Promotion of SSHRC funding opportunities;
- Issues around research on official languages issues; and
- Impact of the OLRDP program.

A list of potential key informants was provided by SSHRC. Institutional representatives mainly consisted of high level individuals from each OLMC institution's research office such as the Vice President Research. Potential key informants were emailed a letter by SSHRC, introducing the review and explaining the importance of the research. The letter was signed by the Director of SSHRC's Corporate Performance and Evaluation. The Consultant then made telephone contact to schedule a convenient time for the interview. Table 2.1 below provides a detailed breakdown of interview completions.

Table 2.1 - Key Informant Interviews Completed

Key Informant Interviews	Completed
SSHRC program managers	2
Subject matter experts	3
Federal stakeholders	1
Institutional representatives	8
Case Studies	
Université de Moncton	2
University of Ottawa	1
University of Alberta /Campus Saint-Jean	2
Total	19

Key informant interviews were conducted in the official language of each respondent. Detailed notes were taken during interviews and key themes identified.

In addition, a meeting with SSHRC senior management was conducted in which the key findings of the Management Review were presented. This meeting served to obtain initial responses of management, discuss the results of the study and resulted in a revised Corporate Data Analysis to be developed (see section 2.1).

Online Survey of Researchers

An online survey was developed to collect information from researchers from OLMC institutions who had applied for funding between 2004 and 2010. The survey included those whose applications had been successful as well as those who had not been successful. The survey sample was provided by SSHRC. The numbers of researchers in the sample per institution are detailed in Table 2.2.



Table 2.2 - Sample for Online Survey of Researchers by Institution

Province	Institutions	Total Sample
QC	Concordia University	386
QC	McGill University	525
QC	Bishop's University	24
ON	University of Ottawa	537
ON	University of Sudbury	1
ON	Dominican University College	4
ON	Laurentian University	62
ON	Royal Military College of Canada	33
ON	Saint Paul University	26
ON	Université de Hearst	1
NB	Université de Moncton	81
NS	Université Sainte-Anne	8
MB	Collège universitaire de Saint-Boniface	8
SK	University of Regina	3
AB	University of Alberta/ Campus Saint-Jean	23
	Total	1,722

A total of 1,722 researchers from 15 of the 17 OLMC institutions across Canada were included in the survey sample. The Consultant developed a questionnaire suitable for online survey administration. The questionnaire took between 10 and 15 minutes to complete and consisted of a mixture of closed-ended (scale and yes/no) questions, and open-ended questions. The online survey questionnaire is appended (Appendix C). The survey gathered information about the impacts of strategies to support official languages research issues and support for capacity development at OLMC institutions. Prior to survey administration, a notice was sent out by SSHRC, signed by the Director of Corporate Performance and Evaluation, advising the sample of the upcoming survey.

Full survey administration began on May 2, 2011 and closed on May 27, 2011. Researchers in the survey sample were sent an invitation letter explaining the purpose of the research and containing the link to the online survey. The letter sent to the survey sample is appended (Appendix D).

As a strategy to increase the survey response rate, reminder emails were sent to those in the sample who had not completed the survey. Three reminders were sent over the course of the survey administration. The response rate was also increased by making reminder telephone calls to researchers. Two surveyors called researchers to encourage them to complete the survey over the telephone or to remind them to complete it online. The reminder calls were conducted during the last two weeks of survey administration.

The survey sample provided by the client contained 1,722 contacts; however 58 email addresses were incorrect and therefore the total valid sample was 1,664. Overall, the survey obtained 516 completions, a response rate of 30%⁹ and a margin of error of +/- 3.61%. Table 2.3 provides a breakdown of survey completions by institutions and size. OLMC institutions were classified as "small" by SSHRC if they had 249 and less faculty, "large" institutions if they had 500+ full time faculty and "medium" if they had 250-499 full time faculty. There were no medium sized institutions included in the review. The response rate was affected by two main barriers: a launch date after the end of the academic year when many researchers were either away on vacation or conducting field work; and the survey was sent shortly after another SSHRC survey which included some of the same people.

⁹ Response rate was calculated by dividing the number of completions (516) by sample (1722). If using only valid sample, response rate is 31% (516/1664).



Table 2.3 – Survey Completions by Institution and Size

Prov	Institutions	Total Sample	Completions	Completion by size	Response rate by size
ON	University of Ottawa	537	143	410 (Large Universities)	28%
QC	Concordia University	386	115		
QC	McGill University	525	152		
	Sub Total	1,448	410		
QC	Bishop's University	24	4	106 (Small Universities)	39%
ON	Dominican University College	4	2		
ON	Laurentian University	62	27		
ON	Royal Military College of Canada	33	9		
ON	Saint Paul University	26	11		
ON	University of Sudbury	1	1		
ON	Université de Hearst	1	0		
NB	Université de Moncton	81	34		
NS	Université Sainte-Anne	8	5		
MB	Collège universitaire de Saint-Boniface	8	5		
SK	Institut Français/University of Regina	3	1		
AB	University of Alberta/ Campus Saint-Jean	23	7		
	Sub Total	274	106		
	Total	1,722	516		

Survey data were transferred to SPSS for analysis. Responses were compared between respondents from large and from small institutions and between respondents who were recorded on the SSHRC database as having French or English as their preferred languages for correspondence. The preferred language of respondents correlated closely with whether they worked at a large or small institution (Table 2.4). Therefore institution size has been used in many cases as the unit for comparison. Respondents who responded ‘don’t know’ were included in the analysis of the distribution of responses to rating scale questions as the proportion who did not know about various processes and activities was relevant to answering the research questions.



Table 2.4 - Survey Completions and Response Rates by Analysis Variables

		Large Institution	Small Institution	Total
Sample ¹	English: Preferred Language of Correspondence	1121 (65%)	122 (7%)	1,243 (72%)
	French: Preferred Language of Correspondence	327 (19%)	152 (8%)	479 (28%)
	Total Sample	1,448 (84%)	274 (16%)	1,722
Survey Completions ²	English: Preferred Language of Correspondence	311 (60%)	41 (8%)	352
	French: Preferred Language of Correspondence	99 (19%)	65 (13%)	164
	Total Completions	410 (79%)	106 (21%)	516
Response Rates	English: Preferred Language of Correspondence	27%	33%	28%
	French: Preferred Language of Correspondence	30%	42%	34%
	Total Response Rate	28%	39%	30%

¹ Percentages provided are of the total sample

² Percentages provided are of the total survey completions

Case Studies

The purpose of the case studies was to provide SSHRC with a better understanding of the realities of researchers from OLMC institutions, with the aim to derive policies for best practices. Specifically, the case studies focused on external factors, other than language, with the potential to influence the competitiveness of researchers from OLMC institutions.

The three institutions selected for the case studies were Campus Saint-Jean (University of Alberta), Université de Moncton and the University of Ottawa. These case study institutions were selected to include institutions of different sizes and where researchers had achieved different levels of success in winning grants. French OLMCs were selected as it was felt that these institutions would provide the richest source of information about potential challenges facing OLMC researchers and strategies to mitigate these challenges.

Each case study included key informant interviews and one focus group. Interview participants were representatives of the institution's research office. Participants in the focus group were researchers in the social sciences and humanities field who had applied to SSHRC for funding between 2004 and 2010 (the same sample used for survey). For Campus Saint-Jean and Université de Moncton (Moncton Campus) where the sample of potential focus group participants was relatively small, all were invited to participate. In the case of the University of Ottawa where the number of researchers included in the provided sample was larger, some method of selection was required. Because the focus of the review was on OLMC researchers, and there was also interest to hear about any challenges facing francophone researchers working in a bilingual institution, only those who had indicated that French was their preferred language of correspondence (in the sample database provided by SSHRC) were



selected. About 60 individuals were randomly selected from this list to be part of the focus group sample. All potential case study focus group participants were sent an invitation email and then were contacted by telephone to invite them to the focus group.

Online survey responses from researchers at each case study institution were also used to further inform the case studies, particularly in the area of institutional support. Individual case study summaries were developed as separate documents and are provided in a separate technical report. Evidence from surveys, focus groups and key informant interviews were triangulated to identify key themes.

Table 2.5 - Case Study Field Work

	Interviews	Survey Completions (Workshop Participants)	Total number of researchers (from sample)	Number of Focus Group
Université de Moncton	2	34	81	1
University of Ottawa	1	143	537	1
Campus Saint-Jean	2	7	23	1
Total	5	184	641	3

Limitations of the Review

As outlined in the sections above, the management review utilized information from a number of evidence streams. However, there are some limitations to the approach taken which need to be considered when reading the findings. These include:

- The response rate to the online survey was 30% and there was a higher response rate achieved from researchers whose preferred language for correspondence was French. We do not have any information about those who did not respond to the survey. It may be that the attitudes and opinions of non-respondents differed from those of respondents.
- The review included all OLMC institutions in Canada who had applied for SSHRC funding in the review period. It is important to note that there are substantial differences between the institutions included in the review. Analysis of data for the review took into account both institution size and preferred language of correspondence influenced responses to the survey questions. However, there are other institutional-specific factors which had the potential to influence the findings of the review. For example, most of those who preferred English worked in large institutions.
- When planning the methodology the Consultant and the Client discussed a number of potential approaches to identifying the language used by OLM researchers included in the study. It was agreed to use the preferred language of correspondence that was listed in the SSHRC data base. However, this may not be the same as a respondent's first language or preferred language for conducting research as well as for other aspects of their life.
- Key informants whose preferred language for correspondence was English noted that although they were OLMC researchers the fact that their preferred language was English (Canada's majority language) meant that they did not face the same challenges as OLM researchers whose preferred language for correspondence was French. The study sample provided to the Consultant did not, due to the scope of the study, include francophone institutions in Québec or English institutions outside Québec. Comparing the responses from researchers working in francophone institutions in Québec and English institutions outside Québec would have added



another dimension to the review and enabled the Consultant to identify issues common to all researchers from francophone institutions as well as unique issues facing those from OLMC institutions.



Capacity Development of Researchers from OLMC Institutions

Canada's federal research funding agencies, including SSHRC, were created to support excellent research with the potential to positively impact Canadians, irrespective of the size or location of the institutions where the research is carried out. Specifically, SSHRC's mandate is to support university-based research and training from all eligible institutions and enable the highest levels of research excellence in Canada.¹⁰ The implementation of Section 41 by SSHRC and other federal research funding agencies further facilitates the creation of an environment that fosters excellence in research and training from all institutions in Canada, including OLMC institutions.

This following section explores the impact of SSHRC funding on the capacity development of researchers from OLMC institutions and discusses the need for a priority area to support this development.

Impact of SSHRC Funding

This sub-section focuses on the Management Review Question: *What have been the outcomes of SSHRC's funding in place on the capacity development of researchers from OLMC institutions?*

This topic was examined through the following sub-questions and indicators:

- To what extent have researchers from official language minority institutions had substantive equality of opportunity to participate in SSHRC funding competitions and obtain funding?
 - Participation and success rate in SSHRC competitions;
 - Number of projects and value of funding to official language minority institutions and researchers relative to all funding; and
 - Evidence that SSHRC's adjudication processes is providing equivalent opportunity to researchers from official language minority institutions.
- What external factors, other than language influence the participation and success rates of researchers from official language minority institutions in SSHRC competitions?
 - Availability of institutional support to researchers for submitting applications, and assisting in the submission of quality applications;
 - Access to qualified students to hire for research projects; and
 - Number of applications for scholarships and grants from official language minority communities, institutions and researchers relative to all applications by institution and by institution size.

Equivalent Opportunity to Obtain SSHRC Funding

SSHRC aims to ensure that researchers from all eligible institutions have equal opportunity to participate in its competitions as well as equal opportunity to be successful in those competitions and obtain funding. To explore SSHRC's efficacy in this respect, both the participation and success rates of OLMC institutions must be considered:

- To facilitate participation, SSHRC aims to keep researchers from OLMCs aware of their funding opportunities and ensure that they can access all resources in the official language of their choice.

¹⁰ Social Sciences and Humanities Research Council, OLA Policy Statement and Definitions (Draft) February 21, 2011



- To ensure equal opportunity to obtain funding, SSHRC seeks peer review and adjudication processes that provide substantive equality of opportunity to all applicants, including official language minority applicants.

While participation and a fair adjudication process are both important outcomes for SSHRC, it should be noted that participation and success are both influenced by factors outside of SSHRC's control and mandate. These are explored in section 3.1.2 of this report.

Participation and Success Rates, Value of Funding

SSHRC corporate data were analysed to compare participation, success rates and value of funding for different SSHRC Strategic Outcomes (People, Research, Knowledge Mobilization between OLMC and majority-language institutions.¹¹

Participation

OLMC institutions are submitting a large number of funding applications, in some cases comparable or superior to majority-language institutions of comparable category (Table 3.1). In the area of research, the only case where fewer applications are being submitted is small OLMC institutions in Québec (Bishop's University).

Table 3.1- Yearly Average Number of Applications Submitted between 2004 and 2010 by Strategic Outcome

Region	Large Institutions				Small Institutions			
Research (average applications by full-time faculty member)*								
	OLMCs		Majorities		OLMCs		Majorities	
Québec	0.22	n=2	0.22	n=3	0.09	n=1	0.15	n=10
Ontario	0.22	n=1	0.16	n=3	0.07	n=7	0.03	n=17
Western Provinces	-	-	-	-	0.08	n=3	0.06	n=10
Maritime Provinces	-	-	-	-	0.13	n=2	0.09	n=11
Region	Large Institutions				Small Institutions			
People (average number of total applications)*								
	OLMCs		Majorities		OLMCs		Majorities	
Québec	391	n=2	341	n=3	6	n=1	19	n=10
Ontario	368	n=1	621	n=3	7	n=7	4	n=17
Western Provinces	-	-	-	-	0.6	n=3	5.9	n=10
Maritime Provinces	-	-	-	-	10	n=2	10	n=11
Region	Large Institutions				Small Institutions			
Knowledge Mobilization (average number of total applications)*								
	OLMCs		Majorities		OLMCs		Majorities	
Québec	19	n=2	27	n=3	0.7	n=1	2.2	n=10
Ontario	24	n=1	22	n=3	1.2	n=7	0.4	n=17
Western Provinces	-	-	-	-	0.7	n=3	0.8	n=10
Maritime Provinces	-	-	-	-	2.5	n=2	1.8	n=11

Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011

*It is not possible to distinguish between applications from Francophone and Anglophone researchers

¹¹ Note: This report aimed to present a broader story on success rates for the overall review period and the Corporate Data Analysis Technical Report developed as part of this review provides a more detailed description of the results.



Success Rates

Based on SSHRC corporate data, OLMC institutions also have an overall similar success rate in obtaining funding as majority-language institutions.

Data on the number of successful applications from OLMC institutions between 2004 and 2010 were analysed and compared to data from majority-language institutions of same category (Table 3.2).

Table 3.2 - Total Average Success Rates between 2004 and 2010

Region	Large Institutions				Small Institutions			
	OLMCs		Majorities		OLMCs		Majorities	
Québec	37%	n=2	40%	n=3	44%	n=1	38%	n=10
Ontario	27%	n=1	38%	n=3	30%	n=7	32%	n=17
Western Provinces	-	-	-	-	37%	n=3	40%	n=10
Maritime Provinces	-	-	-	-	39%	n=2	35%	n=11

Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 1) June 2011

It should be noted that regional success rates are often influenced by the performance of certain institutions overall or in particular funding programs. Success rates are not equal across all OLMC institutions in each region. For example, the only small OLMC institution in Québec: Bishop's University, is also a primarily teaching institution, and has an average success rate that is higher than the small majority-language institutions in this province due to its performance in the SSHRC CGS Master's Program over the review period. There are also variances when exploring success rates by Strategic Outcome (Table 3.3). For example, while large OLMC institutions in Québec had the same average success rate in the "Research" areas as majority-language institutions in the province, Bishop University (the only small OLMC in Québec) had lower participation and success rates than majority language institutions of the same size.

Table 3.3 - Average Success Rates by Strategic Outcome between 2004 and 2010

Region	Large Institutions				Small Institutions			
	OLMCs		Majorities		OLMCs		Majorities	
Research								
Québec	41%	n=2	41%	n=3	25%	n=1	34%	n=10
Ontario	38%	n=1	44%	n=3	18%	n=7	30%	n=17
Western Provinces	-	-	-	-	19%	n=3	28%	n=10
Maritime Provinces	-	-	-	-	33%	n=2	28%	n=11
Region	Large Institutions				Small Institutions			
	OLMCs		Majorities		OLMCs		Majorities	
People								
Québec	37%	n=2	44%	n=3	56%	n=1	43%	n=10
Ontario	46%	n=1	32%	n=3	36%	n=7	35%	n=17
Western Provinces	-	-	-	-	39%	n=3	43%	n=10
Maritime Provinces	-	-	-	-	59%	n=2	44%	n=11
Region	Large Institutions				Small Institutions			
	OLMCs		Majorities		OLMCs		Majorities	
Knowledge Mobilization								
Québec	58%	n=2	62%	n=3	83%	n=1	55%	n=10
Ontario	46%	n=1	66%	n=3	63%	n=7	54%	n=17
Western Provinces	-	-	-	-	39%	n=3	45%	n=10
Maritime Provinces	-	-	-	-	47%	n=2	47%	n=11

Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011



Value of Funding

The average value of funding awarded to OLMC institutions in Québec and Ontario during the management review period is lower than to majority institutions (Table 3.4) but higher to those in the western and maritime provinces. This table is included to give a general idea on the comparative received funding. The table includes funding from all strategic outcomes (Research, People, Knowledge Mobilization) but excludes indirect costs. More analysis is needed but is out of the scope of the present report.

Table 3.4 - Average Annual Funding Received by Institutions between 2004 and 2010 (in \$' 000)

Region	Large Institutions				Small Institutions			
	OLMCs		Majorities		OLMCs		Majorities	
Québec	10,889	n=2	13,992	n=3	71	n=1	847	n=10
Ontario	12,618	n=1	14,559	n=3	164	n=7	227	n=17
Western Provinces	-	-	-	-	221	n=3	127	n=10
Maritime Provinces	-	-	-	-	665	n=2	544	n=11

Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011

The extent to which the data on the value of funding provide evidence to inform the level of equality of opportunity in obtaining SSHRC funding is limited by the lack of relevant information about average funding dollars per application. Funding received does, however, provide further context to confirm OLMC competitiveness.

SSHRC's Adjudication Processes

Each year, approximately 5,000 Canadian and international experts review grant applications and provide written assessments to SSHRC's adjudication committees. These committees are served by up to 400 individuals every year.

In 2008, SSHRC's peer review practices were assessed by the International Blue Ribbon Panel¹². This assessment found that, overall, the processes in place were consistent with best practices and international standards. The issue of bilingualism among adjudication committee members did not seem a significant issue. The language skills of the external peer reviewers were not addressed in the report, however it was mentioned that the comparable success rates of proposals written in French and English suggested that there was no critical issue.

However, data from stakeholder interviews and the online survey carried out as part of this management review demonstrated that while there were generally high levels of satisfaction with access to information and advice, and with SSHRC outreach activities, there was less satisfaction with other elements of the adjudication process (Table 3.5). At the institutional level, respondents whose preferred language was French, especially those working at small institutions, were less satisfied with the availability of reviewers to review their applications in their official language. Participants in the case studies also highlighted the lack of availability of reviewers at their institution as a barrier to submitting high quality applications. Whether the challenges in the availability of reviewers was a result of the researchers themselves having difficulty in identifying reviewers or a comment about reviewers selected by SSHRC was not explored.

¹² Promoting Excellence in Research: An International Blue Ribbon Panel Assessment of Peer Review Practices as the Social Sciences and Humanities Research Council of Canada. December 2008. http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/peer-pairs_e.pdf



Table 3.5 - Level of Satisfaction regarding the SSHRC Funding Process (Percentage Satisfied or Very Satisfied)

Funding Process Element	Total	Large Institution		Small Institution	
		English Cases N=311	French Cases N=99	English Cases N=41	French Cases N=65
Access to information and advice from SSHRC while preparing applications	74%	74%	83%	61%	68%
Access to SSHRC outreach activities	72%	74%	73%	56%	69%
Availability of reviewers to review applications in your official language	72%	84%	59%	76%	32%
The SSHRC peer review process for applications	56%	60%	57%	46%	46%
The quality of the feedback you receive about the application decision	54%	59%	53%	41%	42%

Q7: How satisfied are you with the following elements around the funding process? Please indicate your level of satisfaction using a scale in which 1 equals very dissatisfied and 4 equals very satisfied. Percentage satisfied or very satisfied are those who scored 3 or 4 on the 4 point scale.

Shaded areas represent a significant difference at $P < 0,05$ between preferred languages within small and large institutions. N=516

Among all respondents, levels of satisfaction were lowest with the quality of feedback provided by SSHRC and with the SSHRC peer review process. These lower levels of satisfaction may reflect a generic problem rather than one associated with OLMC researchers.

Key informant interview participants also expressed concerns about the peer review process. Their main concern was that the language skills of many of the reviewers did not allow them a full understanding of the proposed research. Another problem mentioned was the small pool of francophone reviewers and the perception that most were from Québec. Many felt that these reviewers have a limited understanding of the issues of francophone communities outside of Québec and further, did not comprehend, or place the same importance on research topics explored by francophone researchers outside of their province. This was also identified as an issue by case study participants, especially those from the small francophone institutions.

"I've decided to prepare my applications for SSHRC in English-my handicap would have been much greater in Québec because, in Québec, the research question is not understood." - Case Study Participant

Issues around the peer review process and the competencies of bilingual reviewers were also identified in a previous study conducted for SSHRC. In their study on SSHRC's implementation of Section 41 conducted in 2009,¹³ Ronald Bisson and Associates Inc. highlighted that SSHRC peer reviewers self-evaluated their linguistic competencies and there was no mechanism in place to provide an objective assessment of their skills. A study conducted by the Office of the Commissioner of Official Languages in 2008¹⁴ regarding the role of federal research funding agencies and the promotion of official languages also addressed this issue. The study stated that half of the francophone researchers who participated in their study believed that the intent of their proposal had not been clearly understood. In the current review, some case study participants said they felt that researchers have a better chance of obtaining funding if they submit their application in English. However, in the survey only 5%

¹³ Ronald Bisson and Associates Inc. Conseil de Recherche en Sciences Humaines du Canada. Mise en Oeuvre de l'Article 41 de la Loi sur les Langues Officielles. Rapport d'Étape Un: Appréciation du Rendement, Constats et Suggestions de Pistes d'Actions. Mars 2009.

¹⁴ Office of the Commissioner of Official Languages. The Role of Canadian Federal Research Funding Agencies in the Promotion of Official Languages. January 2008.



of the total participants said they did not submit applications in their preferred language. The reasons provided by survey participants who did not submit in their preferred language did include perceptions that reviewers were not proficient in French, better chances of success in English, and that most research is undertaken in English.

Despite this survey result and that much of the corporate data on success rates included in this report suggests equality of opportunity, close monitoring of this issue is suggested. Only a proportion of researchers from OLMC institutions participated in the study and it should also be noted that the corporate data used for this review did not take into account the language of application, only the status of the institution as an OLMC.

Substantive Equality

Substantive equality is achieved when one takes into account, where necessary, the differences in the characteristics and circumstances of minority communities and provides services with distinct content or using a different method of delivery to ensure that the minority receives services of the same quality as the majority. This is the norm in Canadian law.¹⁵ This is different than formal equality where all are treated equally and no consideration is given to the distinct circumstances of a community.

As a result of a decision by the Supreme Court of Canada in 2009, all federal government services are bound to make services of equal quality available to the public in both official languages and the standard to be achieved is that of substantive equality. This decision confirms the relevance of SSHRC's objective of substantive equality with regards to opportunities to obtain funding.

Although equality has long been a key part of SSHRC policy, more recently the concept of substantive equality has been included in SSHRC policy, and management review participants were asked to provide their perspectives on this issue. Approximately one-half of all survey respondents from small institutions (53%) disagreed or strongly disagreed that SSHRC provided them with substantive equality compared with 21% from large institutions. Respondents whose preferred language of communication was French were more likely to disagree that SSHRC provided them with substantive equality than were respondents whose preferred language for correspondence was English from both large (31% and 18% respectively) and small institutions (60% and 41%). (Table 3.6) No comparative data are available about the opinions of researchers from non-OLMC institutions.

¹⁵ Analytical Grid (Substantive Equality) (Supreme Court Jurisprudence)



Table 3.6 - Level of Agreement Regarding Provision of Substantive Equality by SSHRC

Level of Agreement	Total	Large Institution		Small Institution	
		English Cases N=311	French Cases N=99	English Cases N=41	French Cases N=65
Strongly disagree	13%	8%	11%	24%	34%
Disagree	15%	10%	20%	17%	26%
Agree	33%	36%	35%	24%	25%
Strongly Agree	18%	22%	13%	10%	9%
Don't know	21%	24%	20%	24%	6%

Q8: Do you agree that SSHRC has provided you with substantive equality with regards to research funding? Please rate your level of agreement using a scale in which 1 equals strongly disagree and 4 equals strongly agree.

Shaded areas represent a significant difference at $P < 0,05$ between preferred languages within small and large institutions
N=516

Respondents who agreed they were provided with substantive equality mostly said they had never felt like they had been treated unfairly and had no issues with the application process. However, approximately 20% of survey respondents said they did not fully understand the question or the notion of substantive equality and comments from other survey participants, such as not prioritizing “business research”, also suggested a lack of comprehension of the concept.

Respondents who felt that SSHRC did not provide substantive equality provided the following reasons:

- Lack of proficient French peer reviewers;
- Perception of bias toward large, majority-language institutions;
- No consideration of institutional context;
 - Too much emphasis placed on training for institutions with a lack of graduate students; and
- Lack of interest/comprehension of the importance of proposed research.

Some interview participants did not have a strong opinion on whether OLMC institutions were provided with substantive equality in the adjudication process. Others felt that it was not provided and that more support was needed to ensure equal opportunity to research funding.

“I do believe that we are in such an inequality situation that we almost need to shift to the other extreme (give us more to maintain equality). I don't see how this is happening now.” - Institutional Representative

The implementation of the new SSHRC policy regarding Section 41 is expected to formalize measures to provide substantive equality. One expert suggested that to facilitate providing substantive equality, application review panels should include at least one representative that understands the issues of OLMC institutions to assess the application through a lenses that consider the barriers of these institutions in participating in funding competitions as well as their values and interests.

Survey participants were also asked whether the barriers they faced to be successful in SSHRC funding opportunities were different than for researchers from majority-language institutions. Almost one-half (48%) of participants from small OLMC institutions felt that they faced different or very different barriers compared with 20% of respondents from large institutions. Commonly mentioned reasons included:



- Issues around the peer review process (including the proficiency of some French reviewers and a lack of understanding of proposed research topics by Québec reviewers);
- Issues around institutional support (including relying on services from the large majority-language affiliate);
- Institution size; and
- Access to students.

New Policy on Section 41

Understanding that OLMC institutions may face different or additional barriers than majority-language institutions and accounting for their responsibility to provide substantive equality, SSHRC's new policy on Section 41 prescribes implementation of the following activities:¹⁶

- Holding information sessions and/or outreach visits targeted to OLMC institutions and researchers;
- Liaising with OLMC institutions, through SSHRC leaders and other networks, to identify particular concerns and areas of improvement;
- Developing a tool-kit for SSHRC staff to help better understand and promote equitable access; and
- Disseminating material on best practices targeted to OLMCs.

Similar activities have been conducted previously, through SSHRC's action plan. However nothing uniquely for OLMC institutions had been developed. The new policy will formalize strategies specifically targeting OLMC institutions including some outreach activities incorporated into the 2009-12 Action plan.¹⁷

Factors Impacting Participation and Success Rates

Aside from Canada's federal research funding agencies such as SSHRC, there are opportunities to gain funding through sources which include provincial programs and internal institutional grants. However, the ability to secure the larger grants available from federal funding agencies is important in building the research capacity of Canada's institutions, and developing its researchers.

An important element to consider when looking at institutional participation and success rates in grant competitions is the external factors or contextual circumstances faced by OLMC institutions that influence their level of participation and success.

In a 2008 study conducted by the Office of the Commissioner of Official Languages on the role of Canadian Federal Research Funding Agencies in the Promotion of Official Languages,¹⁸ several barriers faced by OLMC institutions were identified including:

- Lack of institutional support (including limited access to research assistants);
- Physical and intellectual isolation; and
- A bias toward large majority-language institutions.

These barriers stemmed from the tendency for OLMC institutions to be small, teaching oriented institutions. Of the 16 OLMC institutions included in this study, 13 were classified as "small" by SSHRC

¹⁶ Draft policy and definitions

¹⁷ OL Action Plan - List of Activities Leads and Timeframe - August 2009

¹⁸ Office of the Commissioner of Official Languages. The Role of Canadian Federal Research Funding Agencies in the Promotion of Official Languages. January 2008.



(249 and less faculty), only three were “large” institutions (500+ full time faculty) and none fell into the “medium” size category (250-499 full time faculty).

It should be noted that survey results suggest that researchers at the three large OLMC institutions included in the management review (McGill University, Concordia University and the University of Ottawa), do not face the same challenges as the other OLMC institutions as two of the three are leading research institutions in Canada.

Availability of Institutional Support

According to relevant literature, interviews with key stakeholders and survey data, the primary obstacle OLMC institutions must overcome to become more competitive in SSHRC funding opportunities is the lack of institutional infrastructure to facilitate the development of funding applications.

Only 44% of survey respondents from small institutions were satisfied or very satisfied with the overall support their institution provided for research related activities, compared to 75% of survey respondents from large institutions. When survey participants were asked about the support they currently needed, over three-quarters needed more time to dedicate to their research (Table 3.7). Improved access to qualified students and more support to navigate funding regulations and prepare research funding applications were identified as other areas of need or great need.

Table 3.7 - Current Level of Need for Support (% with a Need or Great Need)

Types of Support	Total	Large Institution		Small Institution	
		English Cases N=311	French Cases N=99	English Cases N=41	French Cases N=65
Dedicated time for your research	85%	85%	87%	78%	88%
Greater access to qualified students to assist in research	67%	60%	73%	73%	85%
Administrative support for the navigation of funding regulations	63%	62%	62%	61%	72%
Support to prepare research funding applications	62%	58%	59%	71%	79%
Access to a network of researchers or research centre	44%	41%	43%	46%	62%
Capacity to have applications reviewed at your institution in your preferred language	35%	26%	51%	37%	54%

Q2: What is your current level of need for the following types of support? Please indicate your level of need using a scale in which 1 equals no need and 4 equals a great need. (Please assess your need as additional support needed beyond what is currently available)

Shaded areas represent a significant difference at $P < 0,05$ between preferred languages within small and large institutions
N=516

Because securing research funding has become increasingly competitive over the last decade, many institutions have developed or increased the support they provide to their researchers to improve their researchers' chances of success. Examples of these supports included appointing (or increasing the number of) grants facilitators who assist researchers through the application process, internal peer review, mentoring programs, grant-writing workshops and seminars on the various research funding programs. These additional supports to researchers, particularly the appointments of grants



facilitators, have increased participation and success rates and have also helped younger researchers to launch their careers.¹⁹

Small institutions may not have the financial resources available to increase, or in some cases to even provide, such services to their researchers. This lack of support for the preparation of funding applications further creates barriers for researchers. Barriers identified by interview participants from small institutions to a greater extent than those at large institutions included support to understand grant regulations and requirements.

Further, small institutions tend to be teaching oriented, and course loads are bigger than at large institutions. This decreases the time available to prepare applications and also decreases the time allocated to research as opposed to teaching. Some interview participants did mention that despite the lack of extensive research supports, a decrease in course load was provided to researchers preparing a funding application as well as for those who were successful in obtaining the funding to allow them more time to conduct their research. Other small institutions had developed informal, cost-free mechanisms, such as the mentoring program at Acadia University,²⁰ to encourage researchers to participate in funding competitions. Survey responses identified that researchers from large institutions also said they needed more dedicated time for research.

Isolation, both physical and intellectual as described in the Office of the Commissioner of Official Languages report, was also mentioned by interview participants as a barrier to developing research capacity. In the survey, 62% of researchers from small institutions whose preferred language of correspondence was French highlighted a need for improved access to a network of researchers. Small OLMC institutions tended to be located in a more rural setting, creating a physical separation between researchers and their peers with the same research interests. Because researchers were often the only faculty members for certain subjects in small institutions, this also created isolation. In large institutions several researchers in the same discipline may be on faculty.

The final external factor described in the OCOL report as impacting OLMC institutional success in obtaining funding, was a lack of motivation due to the perception that competitions for grants favoured large majority-language institutions. This was also mentioned in the interviews with key stakeholders. Some cynicism seemed to exist among some researchers at small OLMC institutions fueled by the perception that success rates were unfair and that the effort required to prepare a funding application was not worth it because all the funds went to large institutions.

"The time it takes to write the proposal is an issue that de-motivates researchers. The success ratios are perceived as unfair by some researchers as they compare themselves to other universities and to the sciences." - Institutional Representative

Access to Qualified Students

The ability to recruit students to assist in research also effects a researcher's ability to secure funding and, in some cases, to conduct research. Interview participants were asked if they had adequate access to students. The presence or absence of graduate or doctoral programs offered at the institutions was a key factor in the availability of students to assist with research.²¹ Collaboration with other institutions was suggested as a solution to a lack of students, broadening the pool of available candidates. Ability to pay competitively was also mentioned as was access to students with an adequate level of French to work in the social sciences.

¹⁹ Tamburri, Rosanna. University Affairs. *Application Finesse Equals Grant Success*. June 4, 2007.

<http://www.universityaffairs.ca/application-finesse-equals-grant-success.aspx>

²⁰ <http://www.universityaffairs.ca/application-finesse-equals-grant-success.aspx>

²¹ Presently, nine of the 17 OLMC institutions that currently hold institutional eligibility with SSHRC do not offer any doctoral programs.



Survey respondents were asked to rate the extent to which certain factors presented a barrier to recruiting qualified students (Table 3.8). Results largely mirrored discussions with key informants. As expected, small institutions identified more barriers to recruiting students than large institutions. Comparing overall results for survey participants from small and large institutions, significant differences were found in the extent to which the number of qualified students available (small, 72%, large, 39%) and existence of post-graduate programs within the institutions were large barriers or barriers (small, 63%, large, 24%).

Table 3.8 - Factors that Most Influence Ability to Recruit Qualified Students to Assist in Research (% Large Barrier or Barrier)

Factors	Total	Large Institution		Small Institution	
		English Cases N=311	French Cases N=99	English Cases N=41	French Cases N=65
Ability to offer competitive compensation to students	48%	48%	45%	44%	57%
Number of qualified students available	46%	33%	58%	51%	86%
Access to qualified students from other institutions	42%	30%	53%	56%	74%
Access to adequate facilities for the research assistants	35%	32%	46%	32%	38%
Existence of post-graduate programs within the institution	32%	21%	36%	54%	69%

Q4: What factors most influence your ability to recruit qualified students to assist in your research? Please indicate how much of a barrier the following factors are using a scale in which 1 equals a large barrier and 4 equals not a barrier.

Shaded areas represent a significant difference at $P < 0,05$ between preferred languages within small and large institutions
N=516

Number of Applications

As described in more detail in section 3.1.1 of this report, despite the challenges described above, OLMC institutions are submitting to SSHRC a comparable number of applications to majority institutions of the same size (Table 3.9). The only region that is submitting a smaller average number of applications than majority-language institutions is the western provinces and Québec.

Table 3.9 - Total Average Number of Applications Submitted between 2004 and 2010*

Region	Large Institutions				Small Institutions			
	OLMCs		Majorities		OLMCs		Majorities	
Québec	641	n=2	520	n=3	16	n=1	36	n=10
Ontario	551	n=1	560	n=3	15	n=7	8	n=17
Western Provinces	-	-	-	-	4	n=3	12	n=10
Maritime Provinces	-	-	-	-	31	n=2	25	n=11

Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 1) June 2011

*Due to small numbers these results should be interpreted with caution

Support for Capacity Development

This section focuses on the Management Review Question: *To what extent is there a need for targeted measures to support the capacity development of researchers from OLMC institutions?*



This topic was examined through the following sub-questions and indicators:

- To what extent does SSHRC consider capacity development of researchers from OLMC institutions during strategic planning, policy development, program designing, and program delivery?
 - Evidence of enhancement of support for research capacity of researchers from OLMC institutions consideration during priority setting and program development; and
 - Evidence of baselines, targets and comparators against which to measure whether support for research capacity of researchers from OLMC institutions is taken into account.
- To what extent are researchers from official language minority community institutions aware of SSHRC's research funding opportunities?
 - Level of awareness of SSHRC research funding opportunities among official language minority communities and institutions;
 - Types and breadth of promotion actions undertaken by SSHRC in official language minority institutions and communities; and
 - Opinions on SSHRC's communication.

SSHRC's Role in Supporting Researchers from OLMC Institutions

OLMC institutions, apart from the three large institutions (Ottawa, McGill, Concordia) do have a smaller research capacity, but this is primarily due to their size and lack of internal infrastructure to support research. For this reason, SSHRC funding plays an important role in an OLMC institution's ability to develop their research capacity. Interview participants said that funds awarded to conduct research were crucial, but also of importance were the funds allocated for conferences, where research results would be disseminated, the research promoted and networks developed. For researchers from small, isolated institutions, this aspect was very important. Also, being awarded funding from SSHRC enhanced researchers' reputations and facilitated the successful development of their careers.

However, the SSHRC program, Aid to Small Universities (ASU) which was not specifically discussed during the key informant interviews also plays an important role in supporting research from small OLMC (as well as small majority-language) institutions. The grant enables the institution to develop and strengthen a focused research capacity and awards up to \$30,000 per year for three years. As indicated in table 3.10 below, the ASU represents a large proportion of the total funding OLMC institutions receive from SSHRC.

Table 3.10 - ASU Total Funding Received between 2004 and 2010 by OLMC Compared to all other SSHRC Funding

	ASU	All other programs
Québec	\$176,981.33	\$ 234,618.99
Western Provinces	\$141,349.38	\$173,316.29
Maritime Provinces	\$169,699.73	\$199,349.28

Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011

Consideration of OLMC Institutions in Planning and Policy

SSHRC consults with institutions and researchers on both an as-needed and formal basis to discuss how best to address the priorities and needs of institutions, including OLMCs. SSHRC also consults with professional associations, government departments and agencies and other stakeholders through various forums and events. These activities are regularly reported in SSHRC's Annual Reports and Status Reports as part of reporting the implementation of Section 41.



SSHRC has recently undergone a program architecture renewal where three overarching programs were created. During this time, many additional consultations were conducted through site visits and web-discussions. OLMCs were included in these activities.

While there is evidence that SSHRC is considering OLMC needs through these consultations, it was not clear from the information provided for this review how the consultations were used in planning and policy development. It should be noted however, that SSHRC's commitment to Section 41 is evident through the development of action plans and its new Policy Statement on Section 41. As part of the ongoing development and implementation of this policy, SSHRC plans to conduct a large consultation with OLMC institutions which will be informed partly by the findings of the current study.

Awareness of SSHRC Funding

As part of the communication strategy under SSHRC's multi-year action plans (2005-2008 and 2009-2012) for the implementation of Section 41, SSHRC informs OLMC institutions through their standard practice of communication through website, electronic newsletters, emails and regular mail outs. Individuals can also see funded projects with the Online Awards Search Engine by project title, keyword, area of research, discipline, researcher, year, program, affiliated institution and province. Communication activities specifically targeting OLMC institutions have yet to be implemented. An expert on official languages issues has been consulted by SSHRC to develop a targeted communication plan for OLMC institutions. These strategies are incorporated into SSHRC's latest action plan.

Increasing the visibility of OLMC institutions and researchers through the publication of articles and other materials is also incorporated in the SSHRC communications plan. In 2009, the president of SSHRC contributed to increasing OLMC visibility by delivering a speech at the 2009 symposium titled '40 Years of Official Languages: Our History and the Path Ahead'.

Another strategy through which SSHRC promotes its programs and engages with its research community is university visits. The goal of these visits is to provide information about programs and policies, the application process and the adjudication process. Researchers are encouraged to meet with SSHRC representatives to discuss their questions. The action plan indicates that SSHRC has a plan to ensure that every university in Canada is visited within a three-year period. However, information from status reports and annual reports suggest that some institutions may not receive these visits as often, if at all. Table 3.11 below lists the visits conducted between the years 2005, when the first multi-year action plan was implemented, to 2010.

During the five year period there is no record of visits by a SSHRC representative to eight of the 17 OLMC institutions. These are:

- Campus Saint-Jean, Université de l'Alberta;
- Collège militaire royal du Canada;
- Collège universitaire de Saint-Boniface;
- Collège universitaire dominicain;
- Collège universitaire Glendon, Université York;
- Institut français, Université de Regina;
- Université de Hearst; and
- Université Sainte-Anne.



Table 3.11 - Frequency of Site Visits to OLMC Institutions

Year	Number of visits Completed	Institutions Visited
2005-2006	21 (including non-OLMC institutions)	Université Laurentienne University of Ottawa Bishop University
2006-2007	20 (including non-OLMC institutions)	Université de Moncton Concordia University
2007-2008	40+ (including non-OLMC institutions)	Université Laurentienne McGill University Université de Sudbury University of Ottawa Université Saint-Paul Concordia University
2008-2009	40+ (including non-OLMC institutions)	Université Laurentienne McGill University Université Saint-Paul Université de Moncton Concordia University
2009-2010	None recorded	

Annual Report on Results for Implementation of Section 41 of the *Official Languages Act* 2008-09

Annual Report on Results for Implementation of Section 41 of the *Official Languages Act* 2009-10

Implementation of Section 41 of the Official Languages Act - Status Report 2007-08

Implementation of Section 41 of the Official Languages Act - Status Report 2005-06

Implementation of Section 41 of the Official Languages Act - Status Report 2006-07

Another channel for information is the SSHRC Leader. While not mentioned by interview participants, these individuals are senior administrators at the institutions appointed by the university president. SSHRC Leaders act as the communication liaison between their institution and SSHRC by relaying information to their colleagues and meeting with SSHRC managers.

Level of Awareness of SSHRC Funding Opportunities

Overall, SSHRC is informing its research community well through regular communication. Most respondents from small and large institutions reported having the same (37%) or a greater level of awareness (50%) of SSHRC funding than of other funding opportunities. Survey respondents from small institutions (17%) were slightly more aware of funding opportunities from sources other than SSHRC when compared to researchers from large institutions (12%).

While there was a good overall level of awareness being reported, the more "traditional" funding programs such as research grants and fellowships were better known. (Table 3.12) There was a consistently lower level of awareness of most grant types by survey respondents from small institutions. Overall awareness of different grants was slightly higher among respondents whose preferred language of communication was French than among those whose preferred language was English.



Table 3.12 - Respondent's Awareness of Different Types of Funding Opportunities from SSHRC (% Aware or Very Aware)

Grant Type	Total	Large Institution		Small Institution	
		English Cases N=311	French Cases N=99	English Cases N=41	French Cases N=65
Research Grants	92%	92%	97%	85%	86%
Doctoral Fellowships	78%	78%	88%	73%	69%
Master's Scholarships	72%	69%	86%	66%	71%
Postdoctoral Research Fellowships	69%	69%	84%	54%	54%
Strategic Research Grants	59%	62%	63%	46%	51%
Research Communication grants	40%	33%	63%	20%	54%
Grants for Partnerships	39%	37%	52%	24%	38%
Strategic Joint Initiatives	36%	36%	42%	27%	32%
Grants to Institutions	27%	24%	28%	24%	38%
Special Research Fellowships	26%	22%	37%	17%	35%

Q15: How would you rate your awareness of funding opportunities available from SSHRC within the following areas? Please rate your awareness using a scale in which 1 equals not at all aware and 4 equals very aware.

Shaded areas represent a significant difference at $P < 0,05$ between preferred languages within small and large institutions
N=516

The main gap in communication identified through key informant interviews was the lack of outreach/information activities targeted to OLMC institutions that are faculties or campuses and part of large majority-language institutions. Some of the study participants from these institutions said they had no direct contact with SSHRC and depended on the larger institution's research office to disseminate the information to them. One interview participant also mentioned that because the information was coming from the larger, affiliated university, it was only provided to them in English. One participant also mentioned that more information needed to be provided to students entering graduate or doctoral studies. One expert also mentioned that students wanting to compete in funding competitions are also affected by their institution's research capacity and face similar barriers to researchers when developing applications for grants and other funds if they have limited support from their institution.

Survey respondents were asked about the most common methods by which they were informed about SSHRC funding opportunities and which of these was their preferred method of communication. Most survey respondents said the most common method was through the research grants office and the SSHRC website. These were also their most preferred methods (Table 3.13).



Table 3.13 - Preferred Method of Communication

Method of Communication	Total	Large Institutions		Small Institutions	
		English Cases N=311	French Cases N=99	English Cases N=41	French Cases N=65
Research Grants Office at your institution	48%	52%	45%	39%	35%
SSHRC Website	26%	23%	28%	24%	35%
SSHRC Leader in your institution	8%	7%	9%	10%	8%
Someone else within your institution	5%	5%	5%	2%	3%
Conferences or events	3%	2%	3%	5%	3%
No preference	6%	6%	2%	10%	6%
Other, please specify	6%	5%	7%	10%	9%

Q13: Please select from the list, your preferred method for receiving information about funding opportunities from SSHRC. Shaded areas represent a significant difference at $P < 0,05$ between preferred languages within small and large institutions - No significant differences were found.
N=516

Survey participants who indicated their preferred method of receiving information about SSHRC funding opportunities was through their research grants office said the office was knowledgeable and able to answer questions, efficient and reliable and provided regular information and that it was accessible and convenient.

Survey participants who indicated their preferred method of receiving information about SSHRC funding opportunities was through the SSHRC website said it was easy and accessible, and that information on the website was reliable.

Despite the overall, good level of awareness, respondents from small institutions reported lower levels of satisfaction with the methods used to promote SSHRC funding opportunities (64%, 82% respectively) and the quality and completeness of information disseminated about funding (69%, 77% respectively) than respondents from large institutions.

The lack of awareness of some funding programs indicated that further promotion is required to fully reach the program's potential in facilitating OLMC research capacity development. Because SSHRC tends to be the primary source of funding in the social sciences and humanities, the high awareness of SSHRC was not surprising. However, a targeted approach to OLMC institutions, particularly the small institutions has the potential to increase the engagement and motivation of researchers in these institutions as well as increase their level of satisfaction with the information provided to them about SSHRC funding opportunities.



Research on Official Languages Issues

The recognition of two official languages in Canada is part of our national identity and cultural history. Research in the area of official languages is important to build and maintain an understanding of the issues and helps enhance the vitality of OLMCs across the country.²²

Negotiations around the possibility of an initiative related to official languages began between the Department of Canadian Heritage and SSHRC in 2003. This followed an earlier consultation on SSHRC's five-year strategic plan where priorities in the areas of culture, citizenship and identity emerged. As a result, the Official Languages Research and Dissemination Program (OLRDP) was launched as a joint initiative between Canadian Heritage and SSHRC in 2004.²³

The OLRDP was created to fund research and research-related activities on official languages issues and to achieve the following goals:²⁴

- Examine diverse aspects of language research, including the study of minority language education, second language acquisition, bilingualism, teaching immersion, social and cultural factors and determinants and factors influencing the vitality of linguistic minority communities;
- Maintain and build Canadian research capacity to ensure full analysis of current issues and emerging trends related to the official languages;
- Disseminate and foster the use of the research results among linguistic communities, government departments and agencies and other stakeholders; and
- Encourage networking and partnership with other government stakeholders and researchers around official language research priorities, opportunities and products.

Over its three year period, 52 grants were awarded out of a total 101 applications, representing total funding of \$3 million. The funded projects focused on various aspects of official languages such as community life (41%), promotion of linguistic duality (25%), learning the secondary language (25%) and education in the minority language (9%).²⁵

The following section explores the impact of the OLRDP and SSHRC's regular funding programs in supporting research on official languages as well as the need for programs at SSHRC to enhance support in this area.

²² Official Languages Fact Sheet - Social Sciences and Humanities Research Council of Canada.

²³ Office of the Commissioner of Official Languages. The Role of Canadian Federal Research Funding Agencies in the Promotion of Official Languages. January 2008.

²⁴ Memorandum of Understanding between the Department of Canadian Heritage and the Social Sciences and Humanities Research Council of Canada concerning Collaboration on the Promotion of Official Languages Research.

²⁵ As identified in Final Research Reports completed by funded researchers: Social Sciences and Humanities Research Council of Canada, Corporate Performance and Evaluation, Analysis of Official Languages Research and Dissemination Program Final Research Reports - Technical Report May, 2011.



Outcomes of SSHRC Funding on Official Languages Issues

This sub-section focuses on the Management Review Question: *What have been the outcomes of SSHRC's funding in place to support research on official languages issues?*

This topic was examined through the following sub-questions and indicators:

- What have been the outcomes of the Official Languages Research and Dissemination Program regarding the development of research on official languages issues?
 - Number of projects and value of funding to Official Languages Research and Dissemination Program relative to all projects and funding;
 - Evidence that the OLRDP supported researchers continue to research these issues;
 - Evidence that the OLRDP has impacted policy and practice; and
 - Opinion of SSHRC-funded researchers on the impacts of the OLRDP.
- To what extent do SSHRC's regular funding programs support research on official languages issues?
 - Number of projects and value of funding to official language minority community issues relative to all projects and funding; and
 - Evidence that SSHRC regular funding programs are perceived to be supporting official language minority community issues.

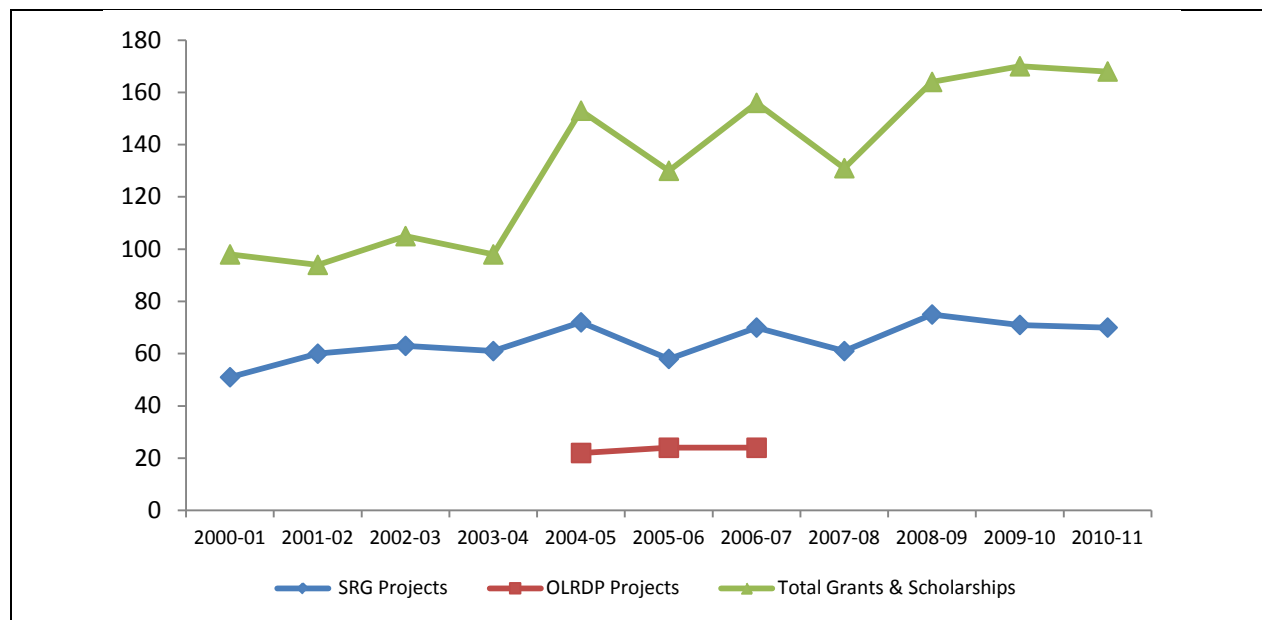
Research on OL Issues

While the OLRDP funded 52 research projects between 2004 and 2007, this represents a relatively small proportion of total projects on similar topics funded by SSHRC during the period²⁶. Chart 4.1 illustrates the number of projects funded through the OLRDP and through SSHRC' Standard Research Grants between 2000 and 2011.

²⁶ Given that one of the objectives of the OLRDP was to increase Canadian research capacity with regards to official languages issues, all research projects on official languages supported by SSHRC were extracted using key-words, including scholarships and fellowships awards.



Chart 4.1 - Number of Projects on Official Languages Issues Supported by SSHRC



Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011

- The total number of SSHRC funded projects (including scholarships) focusing on official languages issues has been increasing since 2000. A total of 98 projects were funded in 2000 and 168 in 2011 for a total of 1467 funded projects between 2000 and 2011. Projects funded through the OLRDP represent a relatively small proportion of the total funded projects between 2004 and 2007 suggesting the program had little influence on increasing interest or capacity in this area.
- However, the program did contribute to a more rapid increase in funded projects between 2004 and 2005 and subsequently, a decrease in 2007, when the program ended.²⁷ Overall, the end of the program did not affect the number of funded projects on official languages issues in the longer term as the average supported projects per year after the OLRDP ceased was 158.25 compared to 146.3 during the program's administration (2004-2007).
- When considering only the Standard Research Grants Program (SRG, SSHRC's former main research funding opportunity), both the adoption of the OLRDP and its non-renewal had an impact on the average number of supported research projects on official languages issues. The average number of supported research projects in official languages issues indeed jumped from 60 research projects prior to the implementation of the program (2000-03) to 91 projects during its existence (2004-07), and then dropped to an average 70 research projects when the OLRDP ceased. The level of research projects on official languages supported through the SRG after the OLRDP is higher compared to the period prior to the OLRDP but no multiplier effect that could be attributed to the OLRDP can be observed.

A similar trend was observed for the level of funding allocated for research on official languages issues. The value of funding awarded between 2004 and 2007 corresponds to the moderate increase in the total number of projects funded during the OLRDP.

- Between 2000 and 2011, SSHRC distributed 46.5 M\$ in funds for research on official languages issues, increasing from 2.6 M\$ in 2000-2001 to 5.6 M\$ in 2010-2011. On average, SSHRC

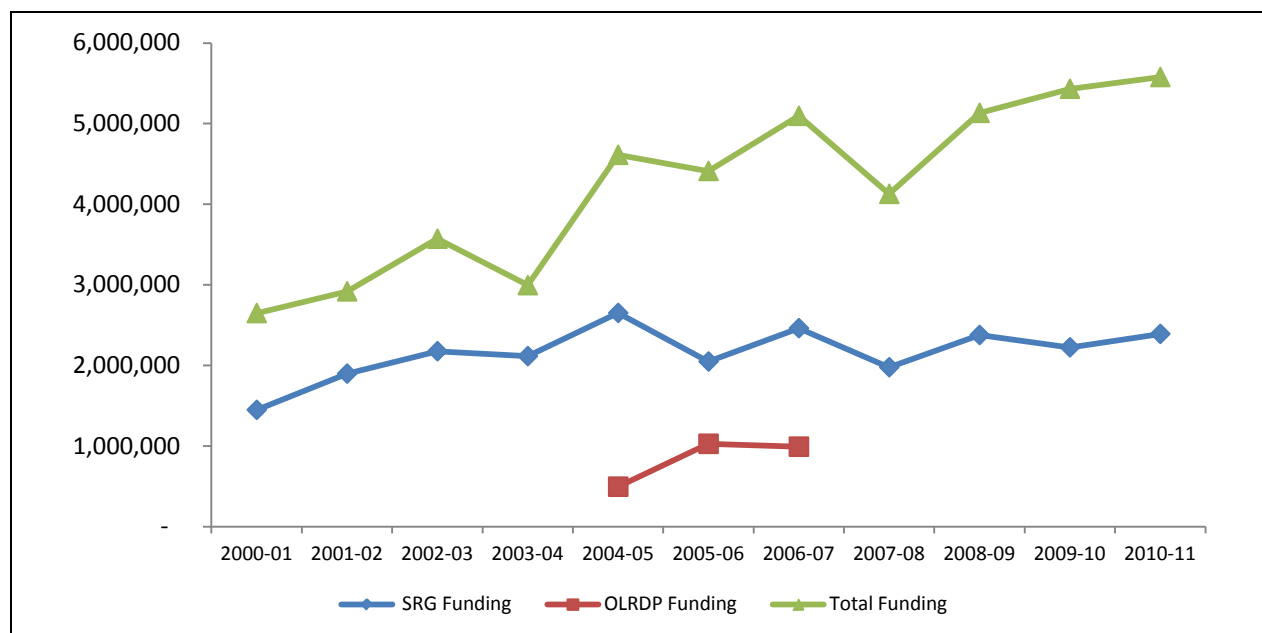
²⁷ A significant decrease in the number of projects funded in 2005-2006. This occurrence is difficult to explain and was not further explored through the Corporate Data Analysis completed for this review.



provided 3 M\$ per year between 2000 and 2004, prior to the OLRDP, 4.7 M\$ during the program (including 2.5 M\$ through the OLRDP) and 5 M\$ per year after the program. (Chart 4.2)

- When considering only the SRG grants, the average distributed funding slightly increased from a yearly 1.9 M\$ distributed prior to the OLRDP to 2.2 M\$ after the program. Again, the OLRDP did not have a multiplier effect on the funding received under the SSHRC standard research grants.

Chart 4.2 - SSHRC Funding Allocated to Research on Official Languages issues (K CAD\$)



Source: SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011

Continued Research on Official Languages Issues

The increase in the number of funded research projects on official languages issues following the end of the OLRDP suggest that researchers continue to focus on this topic area. Results from the online survey of researchers also supported this finding. (Table 4.1)

Survey participants were asked whether they had or were still conducting research on official languages issues. Those who indicated that they had (or were) were asked if they were aware of the OLRDP. Those who said they were aware of the OLRDP were asked if they had been funded through the initiative. In subsequent questions, researchers who had received OLRDP funding were asked if they had conducted research on official languages issues prior to the OLRDP and if they continued research in this topic area after the end of the initiative.



Table 4.1 - Impact of OLRDP on Official Language Research Conducted

Survey Question	Yes		No	
	%	N*	%	N*
Do you, or did you conduct research on Official Languages or official language minority community issues?	27%	138	73%	378
Are you aware of the OLRDP?	28%	39	72%	99
Did you receive funding through the Official Languages Research and Dissemination Program	31%	12	64%	25
Were you conducting research on official language issues prior to receiving funding from the Official Languages Research and Dissemination Program	100%	12	0%	0
Did you continue to conduct research on official language issues after the completion of the Official Languages Research and Dissemination Program	92%	11	8%	1

*Number of online participant responses to the question

While the proportion who indicated "Don't know" is included in results, they are not included in the table

Survey participants funded through the OLRDP continued to research issues around official languages after the end of the initiative (92% of OLRDP funded survey participants) and had conducted research on the topic area prior to the OLRDP (100% of OLRDP funded survey participants). Most survey participants who continued to conduct research on official languages issues following the OLRDP were from large institutions (7 of 11) and most were francophone researchers (8 of 11). Researchers who continued to conduct research on official languages issues said they were primarily funded through regular SSHRC programs.

Respondents who indicated they conducted research on official languages or official language minority community issues but had either not heard of the OLRDP, or had not been funded through the program also said they were primarily funded through regular SSHRC programs as well as from internal institutional funds.

The proportion of survey participants who said they conducted research on official languages issues (27% of all survey participants) but were not aware of the OLRDP (28% of survey participants who conducted research on official languages issues) is also noteworthy. Considering that analysis of both survey data and SSHRC corporate data indicating that the OLRDP resulted in only a moderate increase in the total number of funded research projects on official languages issues. The impact of the program could have been a result of the lack of awareness of the initiative may have impacted the level of enhanced support it provided or the fixed budget of the project. A lack of targeted promotion to OLMC institutions was discussed in section 3.2 along with a lower awareness of some of SSHRC's funding opportunities. A lack of promotion of the OLRDP may also explain the levels of awareness. However, it should be noted that 101 research applications were received under the OLRDP and the total program budget of M\$3 for all three years was allocated across 52 projects. As the initiative was never evaluated, there was little evidence to determine whether lack of promotion was an issue.

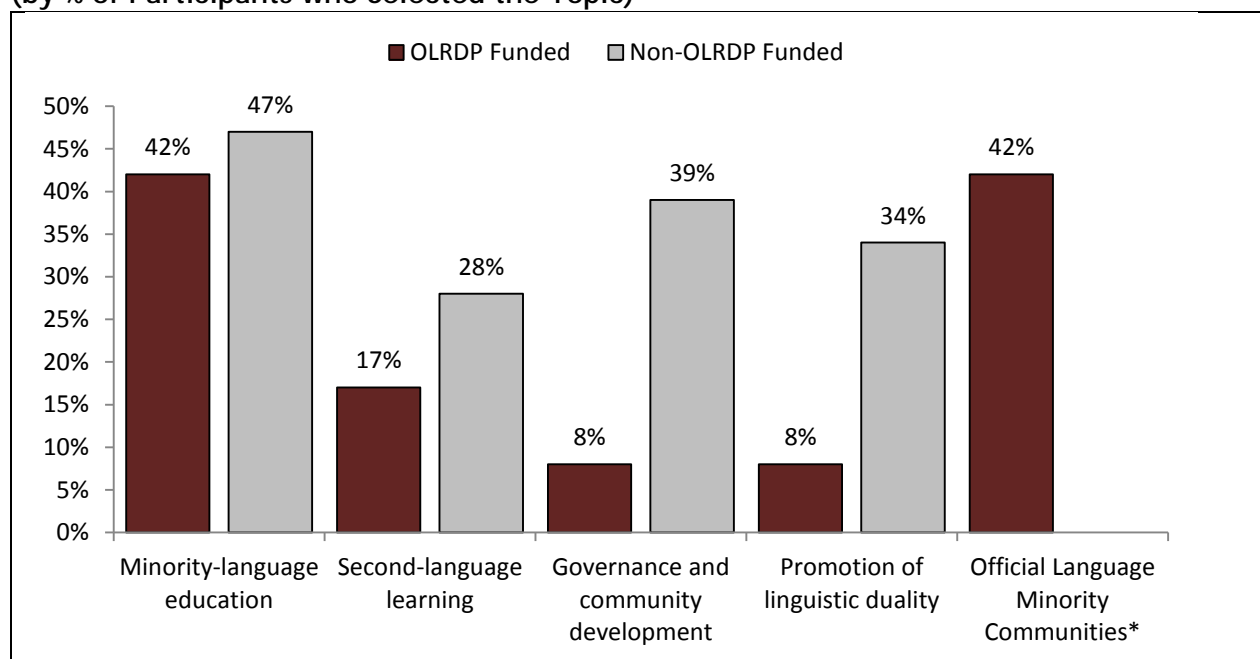
Impact of Research on Policy and Practice

Projects funded under the OLRDP focused on priority issues. Analysis of online survey data and a review of Final Research Reports suggested that OLRDP funded projects had impacts on policy and practice. Survey participants funded under the OLRDP indicated that the focus of their research was mostly around minority-language education (42%) and official language minority communities (42%).

Survey participants who indicated they conducted research on official languages issues but were funded through other means also primarily focused on minority-language education (47%), followed by governance and community development (39%), promotion of linguistic duality (34%) and second-language learning (28%). (Chart 4.3)



**Chart 4.3 - Research on Official Languages Issues - Topic Areas
(by % of Participants who Selected the Topic)**



Q21: Which of the following areas did your research funded under the Official Languages Research and Dissemination Program (OLRDP) primarily address? N=12

Q31: Did the research you conducted, or conducted on Official Languages or official language minority community issues relate to any of the following four areas? N=124

*Non-OLRDP Funded researchers on OL issues were not provided with this option

For both questions, respondents were asked to check all that applied (multiple responses)

Many of the impacts of the OLRDP will not be visible for some time as it is understood that ultimate impacts in the social sciences and humanities start to materialize only five or six years after the end of the research and the dissemination of results.²⁸ Impact can also be a difficult attribute to measure, particularly in the social sciences.²⁹ However, it is expected that some impact in the areas of research mentioned above will influence, at some level, policy and practice as was part of the OLRDP's objective.

The analysis of OLRDP Final Research Reports conducted by SSHRC aimed to explore in more detail the types of projects funded under the program and their results and impacts. Of the 52 projects funded under the program, SSHRC received 32 Final Research Reports which were reviewed in detail.

As the objective of the OLRDP was also to promote exchange between researchers and facilitate a broader communication of results, researchers were asked to identify in the Final Research Reports, the communication outputs they had achieved. (Table 4.2)

²⁸ Social Sciences and Humanities Research Council of Canada, Corporate Performance and Evaluation, Analysis of Official Languages Research and Dissemination Program Final Research Reports – Technical Report May, 2011

²⁹ Droits linguistiques et milieu universitaire. Impacts de la recherche sur les enjeux juridiques et démographiques de la francophonie minoritaire et la contribution du CRSH. (Août 2010)



Table 4.2 - Outputs Resulting From the OLRDP

Research Output		
	Number	% of total
Conference paper	86	36%
Article in popular media, trade journal, research journal or web	46	19%
Book Chapter	24	10%
Other academic output	21	9%
Media, radio, television, public lecture	17	7%
Book or textbook	11	5%
Conference proceedings	7	3%
Audio, film, video, CD, multimedia, website	14	6%
Thesis	7	3%
Development of policies and programs, advisory, consulting	6	3%

Source: Social Sciences and Humanities Research Council of Canada, Corporate Performance and Evaluation, Analysis of Official Languages Research and Dissemination Program Final Research Reports - Technical Report May, 2011

The audience for these outputs were also identified in the Final Research Reports. While the audience types and size can evolve during the course of a research project, as well as following the initial dissemination of results, at the time the Final Research Reports were being written, the primary audiences were academic (Table 4.3).

Table 4.3 - Audience of OLRDP Identified in FRRs

Audience	Yes	Expected	Possibly	Unlikely	Not applicable
Academia	75%	0%	16%	6%	3%
Decision makers (public, private and non-profit)	66%	3%	19%	6%	6%
General public	41%	3%	31%	16%	9%

Source: Social Sciences and Humanities Research Council of Canada, Corporate Performance and Evaluation, Analysis of Official Languages Research and Dissemination Program Final Research Reports - Technical Report May, 2011

While researchers who completed a Final Research Report could not have confirmed the impact of their research at the time, they were asked to assess its current and/or potential impact in four pre-identified categories (Table 4.4). These researchers anticipated their research would have impacts on policy and programs (50%) and some felt their research would have cultural (10%) and social benefits (16%).



Table 4.4 - Areas of Research Impact

In which of the following areas will your research have the most impact?	%
Development of policies and programs	50%
Cultural	19%
Social	16%
Contribution to public debate	9%
Not applicable	6%

Source: Social Sciences and Humanities Research Council of Canada, Corporate Performance and Evaluation, Analysis of Official Languages Research and Dissemination Program Final Research Reports - Technical Report May, 2011

While the OLRDP only moderately increased the quantity of research being conducted around official languages issues between 2004 and 2007, evidence informing this review suggested that OLRDP funded projects had impacts on academia, policy and socio-economic areas. It is not clear how these impacts will enhance the vitality and sustainability of OLMCs, but research did contribute to an understanding of the issues of official languages in Canada.³⁰

Extent of Support for Research on Official Languages Issues

Despite the absence of a targeted program to fund research on official languages issues, SSHRC is providing support to this area of research through their regular programs. The number of SSHRC supported projects focusing on official languages issues has been steadily increasing since 2000,³¹ going from an average of 98.75 projects per year to 158.25 projects in 2011. Accordingly, funds allocated to research on official languages issues have also increased during this time period. SSHRC's overall funding allocation has also increased during this time however it should be noted that the proportion allocated to research on official languages issues has not increased. Funds for research on official languages issues have represented 2% of SSHRC's total funding allocation since 2000. In 2000-2001, SSHRC awarded approximately 129.3 M\$ overall including 2.6 M\$ (2%) for projects focusing on official languages issues. In 2009-2010, SSHRC awarded approximately 335 M\$ in total with 5.4 M\$ (2%) allocated to research on official languages issues.³² The proportion of funding also did not increase during the period of the OLRDP where a total of 848 M\$ was allocated with 14.1 M\$ (2%) for research on official languages issues including the OLRDP.

These figures suggest that although SSHRC supports research on OL issues through their regular funding programs, the level of support has remained consistent even during the period when the OLRDP was active.

The availability of data on the number of applications submitted for research on official languages issues would provide a better understanding of the demand and whether SSHRC's support in the area is adequate.³³

Perceptions of SSHRC's Support for OLMC issues

The quantitative data informing this review did not provide a clear understanding of the adequacy of SSHRC support for research on OL issues as compared to SSHRC's support for research on other topics. However, interview participants did express opinions regarding the importance of the support provided

³⁰ Social Sciences and Humanities Research Council of Canada, Corporate Performance and Evaluation, Analysis of Official Languages Research and Dissemination Program Final Research Reports - Technical Report May, 2011

³¹ SSHRC Corporate Performance and Evaluation. SSHRC Support to OLMC Institutions - Corporate Data Analysis: Technical Report (Draft 2) July 2011

³² Data on total allocated funds by SSHRC for years 2010-2011 is not yet available.

³³ Due to technical difficulties, such data was not extracted or included in the Corporate Data Analysis.



by SSHRC. Recognizing that other funding agencies and government departments also fund research on official languages issues, interview participants remarked that support from SSHRC was of particular importance because of the excellence required from its funded projects.

“The research completed by other organizations on official languages has a certain value, but empirical research funded by SSHRC yields evidence-based policy and it has credibility.” - Federal Stakeholder

Interview participants also felt that SSHRC’s objective to enhance understanding of social and cultural issues meant it has a unique role to play.

“SSHRC has an important role relative to other funding agencies. It plays a role in our understanding of this field.” - Institutional Representative

Some review participants commented that they felt that research on official languages issues was not perceived as important, or as a priority research area. One participant also suggested this was the perception of SSHRC and its adjudication committees.

“OL issues are at the heart of what Canada is about, written in history and charters, but still it is not recognized as a viable research area.” - Subject Matter Expert

While the corporate data analyzed for this review demonstrates SSHRC’s support through their regular programs, the consensus among interview participants was that targeted funded was required. However, it is likely that researchers working on any topic would express similar views. In addition, it should be noted that nearly 61% of research projects on OLMC issues supported by SSHRC were conducted by researchers in non-OLMC institutions, a category that was not surveyed or interviewed as part of the present study.

Need for Support for Official Language Research

This sub-section focuses on the Management Review Question: *Is there a need for programs at SSHRC to enhance support for research on official language minority community issues?*

This topic was examined through the following sub-questions and indicators:

- Is there a need for targeted funding to support research on official languages minority community issues?
 - Trend in support given to research on the development of official language minority communities; and
 - Evidence that there is a perceived need for other forms of support to official language minority communities and institutions.
- To what extent does SSHRC consider support for research on OLMC issues during strategic planning, policy development and program identification?
 - Evidence of enhancement of support for research on official language minority community issues consideration during priority setting and program development; and
 - Evidence of baselines, targets and comparators against which to measure whether support for research on OLMC issues are taken into account.

Need for targeted funding

As described in section 4.1.1 and section 4.1.2 of this report, the OLRDP resulted in only a moderate increase in the quantity of research being conducted around official languages issues during 2004-2007 but no increase in the proportion of SSHRC funds for research on official languages issues. The overall number of funded projects focusing on official languages research has been steadily increasing since



the year 2000 and the proportion of SSHRC funding allocated to this research area has remained constant.

Perceived Need for Other Forms of Support

Researchers, institutional representatives, subject matter experts and federal stakeholders included in the management review strongly suggested that there was a need for targeted funding for research on official languages issues. Overall, participants felt that enhanced support was required to increase capacity in this important topic area. It was mentioned that some capacity had been lost in that last few years and a specific program was needed to stimulate an interest. However, one expert warned against targeted funding initiatives as they may have the potential encourage and fund poorer quality research.

Another prominent theme emerging from the interviews was the scope of research on official languages. Many felt that SSHRC needed to broaden what they defined as official language research. Because official languages and bilingualism are social phenomenon, most research would be linked to other disciplines, including health. Some participants mentioned that because their research also incorporated health components, they were not eligible for funding from SSHRC and instead had to apply to CIHR.

“Having “health” in the title of research should not limit them to health funding. OL is a social phenomenon and therefore will always be related to multiple disciplines (except for linguistics etc.)”
- Institutional Representative

It was mentioned that expertise in the topic area was being developed and young researchers were interested in pursuing research on official languages, but a lack of funding was limiting capacity development.

Consideration in Planning and Policy

As indicated in section 3.2.1, SSHRC consults with stakeholders on both an as-needed and formal basis to discuss how best to address the priorities and needs of institutions, including OLMCs. SSHRC consults with SSHRC Leaders, individual researchers, professional associations, government departments and agencies and other stakeholders through various forums and events.

While there was evidence that SSHRC was considering OLMC needs through these consultations, evidence provided for this review did not provide details of how information gained through consultations was used in planning and policy development. It should be noted however, that SSHRC's commitment to Section 41 is evident through the development of action plans and a policy on Section 41.



Conclusion and recommendations

Summary of Findings and Recommendations

The objective of SSHRC's Official Languages Management Review was to explore the longer term results of SSHRC's multi-year action plans on the implementation of Section 41. The review approached this topic by assessing the outcomes of SSHRC's funding in place to support research on official languages issues and its impacts on the capacity development of researchers from OLMC institutions and assessed whether enhanced support was required in these areas. The review also examined what external factors impacted the success rates and participation rates of researchers working in OLMC institutions.

Capacity Development of Researchers from OLMC Institutions

What have been the outcomes of SSHRC's funding in place on the capacity development of researchers from OLMC institutions?

SSHRC supports the capacity development of researchers from OLMC institutions through its regular funding programs. Overall, the review found that researchers from OLMC institutions were participating in competitions and benefiting from the support provided by SSHRC. Corporate data on success rates and value of funding suggested that researchers from OLMC institutions were as competitive in obtaining research funding from SSHRC as those from majority-language institutions of similar sizes.

While SSHRC's peer review process has previously been assessed by the International Blue Ribbon Panel and deemed to be consistent with international standards and best practices, issues around the peer review process emerged as one of the main findings of this review. Reviewed literature and feedback collected from the online survey and key informant interviews suggested that there were perceived issues around the peer review process including the language proficiencies of bilingual reviewers as well as perceptions that the research topics proposed by francophone researchers outside of Québec were not seen as relevant by bilingual peer reviewers from majority-language institutions.

Although equality of opportunity is an integral part of SSHRC policy, the concept of substantive equality which was explored in this review, has been more recently incorporated into SSHRC policy and measures to facilitate this equality have yet to be implemented. A more useful approach may have been to discuss with key informants what measures SSHRC could implement to provide them with substantive equality. This discussion would have also facilitated more familiarization with the concept among minority-language researchers: as evident through survey responses, many participants did not fully grasp the concept of substantive equality, despite being provided with its definition.

Regardless of their understanding of substantive equality, many management review participants felt that the adjudication process did not take their institutional context into consideration and there was a perception that large majority-language institutions were favoured in funding competitions. Working with small institutions to help them enhance their research capacity and increasing communications about roles and responsibilities and the inherent limitations of small institutions has the potential to dispel this perception, help establish substantive equality and also facilitate innovation from all Canadian institutions.

According to corporate data, OLMC institutions have comparable participation and success rates to majority-language institutions of the same size, however management review participants did report external factors that made their participation more challenging. The factors reported most often as impacting researcher's capacity to participate in SSHRC funding opportunities were related to small OLMC institutions and their lack of institutional support. Because these issues were not unique to small OLMC institutions, measures taken to help them build research capacity may also be of benefit to all small institutions in Canada. As part of the management review, and particularly the case studies,



best practices that SSHRC, institutions and researchers could consider to improve the quality of applications of OLMC institutions were developed (Appendix E).

Recommendations:

- *Continue to monitor the participation rates of applications from researchers at OLMC institutions whose preferred languages for correspondence are French and English;*
- *Further explore through consultations with researchers and reviewers the issues raised by researchers about their perceptions of reviewers' French language proficiencies and attitudes to research on official languages topics being undertaken outside of Québec; and*
- *Work with small institutions to establish 'best practices' for OLMC institutions to support their researchers in applying to SSHRC competitions.*

To what extent is there a need for targeted measures to support the capacity development of researchers from OLMC institutions?

Evidence from the document review indicated that OLMC institutions were consulted along with majority-language institutions about priorities and other relevant issues. More information on how feedback from these consultations is used to inform planning and policy development would help determine the level of engagement with these institutions.

The review also found that many OLMC institutions and their researchers may lack direct engagement and communication from SSHRC. SSHRC conducts site visits with OLMC institutions and also with other majority-language institutions to provide information and allow researchers to ask questions and discuss issues. However, over the course of the management review period, almost half of OLMC institutions were not visited while others had been visited on numerous occasions.

Currently, no targeted outreach activities specific to OLMC institutions are being conducted. Communication and information is disseminated through regular SSHRC mechanisms as it is to all eligible institutions in Canada. While there was a good level of awareness of SSHRC, researchers from small OLMC institutions were less satisfied with the information they received. Some SSHRC funding opportunities were less well known indicating the need for some targeted promotion of certain programs. Also, a more visible communication plan targeted to OLMC institutions may facilitate a shift in perception regarding being provided with substantive equality and increase participation from researchers at these institutions.

Recommendations:

- *Continue to consult with OLMC institutions about how to incorporate capacity building into SSHRC planning and policy; and*
- *Increase the promotion of SSHRC funding opportunities that may be of particular benefit to OLMC institutions.*

Research on Official Languages Issues

What have been the outcomes of SSHRC's funding opportunities in place to support research on official languages issues?

Researchers and stakeholders included in this management review identified the importance of research on official languages issues for the future of Canada and in particular, for the future of official language minority communities. They felt that SSHRC has a primary role in facilitating capacity



development of research in this area. However, the scope of the management review along with the data available made it challenging to fully assess SSHRC's support for research on official languages.

Data available to inform this review also limited the extent to which the impact of the Official Languages Research and Dissemination Program (OLRDP) could be assessed. While some initial impacts were discussed and many longer term impacts were assumed, the full potential of these impacts and any results visible in policy and practice may not fully emerge for some time.

Corporate data available did suggest that the OLRDP had a minimal influence in increasing the quantity of research on official languages issues. As much of the research in this topic area tends to multidisciplinary, not all research addressing issues around official languages may have been included in the corporate data analysis.

To what extent is there a need to have official languages as a priority area for research support?

As the number of research projects exploring issues around official languages is unclear, and there is no information about the need for research on official languages relative to research on other topics within a finite funding pool, assessing the need for targeted funding is challenging. While key informants expressed the need for enhanced funding, quantitative data to support this level of need is not currently available.

Recommendations:

- *Continued monitoring of the numbers of applications on official languages issues as current data do not allow an accurate assessment of whether additional targeted funding is required.*

Conclusion

Bilingualism and official languages, as well as the understanding and perception of these concepts are influenced by geographical, cultural and even institutional context. Therefore setting out to understand the issues and challenges faced by researchers in OLMC institutions is not an easy task as many factors can influence the types of challenges faced by researchers in different contexts as well as the resources they have available to respond to these challenges.

Researchers from large OLMC institutions will not face the same issues as researchers from small OLMC institutions (as would researchers from large and small majority-language institutions). Accordingly, institution size influenced survey participants' responses to the survey questions. Two of the large OLMC institutions included in this management review were part of Canada's top research-intensive universities. Researchers from these institutions will not face the same challenges as the remainder of the OLMC institutions, however the challenges they do face should not be underestimated. For example, French researchers working in a large bilingual institution may face institutional or external barriers limiting their abilities to apply for funding in their preferred language.

Culture also impacts perceptions around official languages and bilingualism. A researcher from a bilingual background and who is equally comfortable working in both official languages will not face the same barriers as a francophone researcher with limited English language skills. In addition, a fully bilingual researcher may not feel as strongly about receiving services in their preferred official language. Some may not have a preferred language. Survey responses were however influenced by the language preference of the respondent. It was decided that the preferred language of correspondence that was listed in the SSHRC sample database would be used in the study. This categorization does not necessarily determine the researcher's actual language preference in their daily life and their work life, again highlighting the complexity of bilingualism and the perceptions around language use and preference.



Lastly, geography also influences perceptions. The population of francophone and bilingual Canadians tends to be concentrated in Ontario, Québec and the Maritimes. While the survey did not analyze responses by region, discussion with key informants and exploration through the case studies found that distance from the larger francophone populations has shaped the perceptions of researchers from the Western provinces. The isolation of these francophone researchers may have also shaped notions around what is important and relevant research. For research in general and research on OL topics, peer reviewers from the Eastern provinces may not understand the context and priority of research proposed by researchers from the Western provinces.

While the management review was able to provide some insight and explore SSHRC's support for researchers from OLMC institutions and for research on official languages issues, further research and monitoring is required to ensure continued understanding.



APPENDIX A: OFFICIAL LANGUAGE MANAGEMENT REVIEW MATRIX

Revised Matrix for Management Review

An asterisk (*) indicates that the measure could be compared to data from researchers of non-OLM institutions as a counterfactual if data is weighted.

Questions	Sub-questions	Indicators	Proposed Measures	Data Sources
1. What have been the outcomes of SSHRC's funding in place to support research on official languages issues?	1.1) What have been the outcomes of the Official Languages Research and Dissemination Program regarding the development of research on official languages issues?	1.1.1) # of projects and value of funding to Official Languages Research and Dissemination Program relative to all projects and funding (2004-07)	<ul style="list-style-type: none"> [Indicator is also the measure]* 	Corporate Data (Analysis)
		1.1.2) Evidence that the Official Languages Research and Dissemination Program supported researchers continue to research official language minority community issues	<ul style="list-style-type: none"> Proportion who submitted subsequent applications to SSHRC; Proportion of those for which the research was on OLM issues; Proportion who did received subsequent SSHRC funding on OLM issues Self-reported effects of the program lapsing 	Document Review (FRR), Corporate Data (Analysis), Interviews (Researchers), Survey
		1.1.3) Evidence that research conducted through the Official Languages Research and Dissemination Program has impacted policy and practice	<ul style="list-style-type: none"> # of publications, dissemination activities and audience* Self-reported 	Document Review (Docs, FRR), Corporate Data, Interviews (Experts, Researchers), Survey
		1.1.4) Opinion of SSHRC-funded researchers on the impacts of the OLRDP	<ul style="list-style-type: none"> Perception about the project taking place in absence of funding Opinions about OLRDP's impact on OLRDP objectives and progress made on clusters of issues 	Interviews (Experts, Researchers), Survey
	1.2) To what extent do SSHRC's regular funding programs support research on official languages issues?	1.2.1) # of projects and value of funding to official language minority community issues relative to all projects and funding	<ul style="list-style-type: none"> [Indicator is also the measure]* Percentage of OLM projects coded 4A compared to other projects* Reason for not funding some of the OLM applications* 	Corporate Data (Analysis)

Questions	Sub-questions	Indicators	Proposed Measures	Data Sources
		1.2.2) Evidence that SSHRC regular funding programs are perceived to be supporting official language minority community issues	<ul style="list-style-type: none"> Opinions about SSHRC's promotion and dissemination about funding opportunities; perception that SSHRC's integrates and includes OLMC / linguistic duality research in its planning; appropriate programs are in place 	Interviews (Program, Experts, Researchers), Survey
2. Is there a need for programs at SSHRC to enhance support for research on official language minority community (OLMC) issues [OVERLAP WITH Q4]	2.1) Is there a need for targeted funding to support research on official languages minority community issues?	2.1.1) Trend in support given to research on the development of official language minority communities prior to, during and after the Official Languages Research and Dissemination Program	<ul style="list-style-type: none"> [1.1.1 and 1.2.1 over time] Subject matter of OLM applications over time 	Corporate Data (Analysis)
		2.1.2) Evidence that there is a perceived need for other forms of support to official language minority communities and institutions	<ul style="list-style-type: none"> Federal government commitment to OLM research Gaps/differences in funding for OLM institutions / OLM research compared to other institutions Opinions about need for dedicated funding for research on OL issues, need for federal interdepartmental coordination for research on official languages, support for the dissemination of research results, priority to OLMC researchers [also see 3.2.1 for forms of supports] 	Document Review, Interviews (Program, Experts, OGDs, Researchers)
	2.2) To what extent does SSHRC consider support for research on official language minority community (OLMC) issues, during strategic planning,	2.2.1) Evidence of enhancement of support for research on official language minority community (OLMC) issues, consideration during priority setting and program development [OVERLAP WITH Q4.1.1]	<ul style="list-style-type: none"> Number of related activities held and attendees / audience (information sessions, presentations, etc.) Number of reports, briefings produced and distributed Anecdotal evidence from interviews 	Document Review, Interviews (Program, OGDs)

Questions	Sub-questions	Indicators	Proposed Measures	Data Sources
	policy development, and program identification? [OVERLAP WITH Q4.1]	2.2.2) Evidence of baselines, targets and comparators against which to measure whether support for research on official language minority community (OLMC) issues, are taken into account. [OVERLAP WITH Q4.1.2]		Document Review, Interviews (Program, OGDs)
3. What have been the outcomes of SSHRC's funding in place on the capacity development of researchers from OLMC institutions?)	3.1) To what extents have researchers from official language minority institutions had equivalent opportunity to obtain SSHRC's research funding?	3.1.1) Participation and success rate to SSHRC competitions (relative to peers - submitted, recommended, supported)	<ul style="list-style-type: none"> [Indicator is also the measure]* Reason for not funding OLM applications* 	Corporate Data (Analysis)
		3.1.2) # of projects and value of funding to official language minority institutions and researchers relative to all funding	<ul style="list-style-type: none"> [Indicator is also the measure]* Proportion of OLRDP projects that were at OLM institutions; proportion of OL issues projects that are at OLM institutions [SPEAKS TO NEED AS WELL] 	Corporate Data (Analysis)
		3.1.3) Evidence that SSHRC's adjudication processes is providing equivalent opportunity to official language minority institutions - participation in peer review - proportion of bilingual peer reviewers	<ul style="list-style-type: none"> Percentage of projects evaluated in language of application / In language of correspondence of applicant Percentage of OLM researchers who apply in majority language / Reason for doing so Proportion of peer-reviewers who are bilingual Perception of chance of funding for OLM institution / perception of chance of funding for majority institution 	Document Review, Corporate Data, Interviews (, Program, Experts, Researchers), Survey

Questions	Sub-questions	Indicators	Proposed Measures	Data Sources
	3.2) What external factors, other than language (e.g. institutional and environmental factors), influence the participation and success rates of researchers from official language minority institutions?	3.2.1) Availability of institutional support to researchers for submitting applications, and assisting in the submission of quality applications	<ul style="list-style-type: none"> Description of support: researchers' time / teaching load (number of courses), expertise of secretarial and administrative support, number of programs from which to get research assistants; access to network of researchers or research centre Description of realities: Number of researchers in same area of expertise at same institutions, language of affiliation with larger university (if affiliated), distance to nearest OLM colleagues 	Document Review, Interviews (Researchers), Survey, Case Study
		3.2.2) Access to qualified students to hire for research projects	<ul style="list-style-type: none"> Estimated qualified student pool size Perceived access to HQPs [see Q3.2.1] 	Interviews (Researchers), Survey, Case Study
		3.2.3) Number of applications for scholarships and grants from official language minority communities, institutions and researchers relative to all applications by institution and by institution size	<ul style="list-style-type: none"> [Indicator is also the measure]* 	Corporate Data (Analysis)
4. To what extent is there a need for targeted measures to support the	4.1) To what extent does SSHRC consider capacity development of researchers from OLMC institutions	4.1.1) Evidence of enhancement of support for research capacity of researchers from OLMC institutions consideration during priority setting and program development [OVERLAP WITH Q2.2.1]	<ul style="list-style-type: none"> [See Q2.2.1] 	Document Review, Interviews (Program, OGDs)

Questions	Sub-questions	Indicators	Proposed Measures	Data Sources
capacity development of researchers from OLMCs institutions?) [OVERLAP WITH Q2]	during strategic planning, policy development, program designing, and program delivery? [OVERLAP WITH Q2.2]	4.1.2) Evidence of baselines, targets and comparators against which to measure whether support for research capacity of researchers from OLMC institutions is taken into account. [OVERLAP WITH Q2.2.2]	<ul style="list-style-type: none"> [see Q2.2.2] 	Document Review, Interviews (Program, OGDs)
	4.2) To what extent are researchers from official language minority community institutions aware of SSHRC's research funding opportunities?	4.2.1) Level of awareness of SSHRC research funding opportunities among official language minority communities and institutions	<ul style="list-style-type: none"> Proportion of survey respondents who are aware of SSHRC funding; proportion who are aware of other funding 	Document Review, Interviews (Researchers), Survey
		4.2.2) Types and breadth of promotion actions undertaken by SSHRC in official language minority institutions and communities	<ul style="list-style-type: none"> Number of consultations held Number and type of communication activities and site visits Presence of regional offices (if any) 	Document Review
		4.2.3) Opinion on SSHRC's communication	<ul style="list-style-type: none"> Awareness of and satisfaction with promotion activities 	Interviews (Researchers), Survey



APPENDIX B: KEY INFORMANT GUIDE

Social Sciences and Humanities Research Council of Canada
Official Languages Management Review
Key Informant Interview Guide for [ENTER GROUP CATEGORY]**

Date:	Time:
Name	Title:
Relationship to SSHRC:	Telephone #:

Introduction:

My name is *[name]* and I am calling from R. A. Malatest & Associates Ltd., on behalf of the Social Sciences and Humanities Research Council of Canada (SSHRC). As outlined in the letter that was sent to you, this interview is being conducted as part of the Official Languages Management Review. This review will examine SSHRC's support for research on official language minority issues and for capacity development of researchers from Official Language Minority Communities (OLMC). The review will also examine factors that influence the participation of researchers from Official Language Minority Institutions in SSHRC funding opportunities.

The interview should take about 45 to 60 minutes. Your participation is voluntary and the answers you give will be kept confidential and you will not be identified in any reporting resulting from the study.

Interview Questions	Interview Group			
	SSHRC Program Managers/Officers	Experts	Federal Stakeholders (OGD)	Senior Institutional (Research) Representatives
1. Please describe your role and involvement regarding SSHRC/research etc.	✓	✓	✓	✓
OLMC INSTITUTION RESEARCH CAPACITY				
INSTITUTIONAL SUPPORT				
2. How would you compare OLMC/your institution('s) research capacity with other universities? Please explain.	✓	✓		✓
3. What external factors (other than language) influence OLMC/your institution('s) research capacity and their/your researcher's competitiveness in obtaining research funding?	✓	✓		✓

4. What are the main barriers to submitting funding applications? In your opinion, is there adequate institutional support to facilitate the preparation of funding applications? (ex. <i>Feasible research time / teaching load ratio, appropriate administrative support, adequate pool of research assistants, access to network of researchers or research centre</i>)		✓		✓
5. Generally, what issues are you aware of with respect to funding applications from OLMC institutions compared to other institutions? (Are there emerging issues associated with applications from researchers from OLMC institutions?)	✓			
6. How do the following issues impact the submission of applications for funding: Number of researchers in the same area of expertise at your institution, language of affiliation with larger university etc.		✓		✓
7. In your opinion, is there adequate access to qualified students to hire for research projects? What are the barriers to hiring students?		✓		✓
SUPPORT FROM SSHRC				
8. What role does SSHRC have in supporting researchers from OLMC/your institution(s)? (<i>How does SSHRC provide support?</i>)	✓	✓	✓	✓
9. How important is SSHRC's role in supporting researchers from OLMC/your institution(s)?	✓	✓	✓	✓
10. What has been the impact of SSHRC funding on researchers from OLMC/your institution(s)?		✓	✓	✓
11. Is there a need for specific support to develop research capacity at OLMC/your institution(s)? Are current forms of support adequate? Why? Why not?	✓	✓	✓	✓
12. Substantive equality is concerned with the impact of a policy on different groups of individuals and requires that measures be taken to ensure an equal impact on all groups of individuals. This differs from formal equality which does not consider personal or contextual differences. In your opinion, are researchers from OLMC/your institution(s) provided with substantive equality of opportunity to obtain SSHRC funding? Why? Why not?	✓	✓	✓	✓
13. Do you feel that SSHRC's adjudication process is successful in providing substantive equality to researchers from OLMC/your institution(s)? Why? Why not?	✓	✓	✓	✓
14. How are the needs of OLMC researchers considered when planning and developing SSHRC policies and programs? Are more measures required?	✓			

PROMOTION OF SSHRC FUNDING OPPORTUNITIES				
15. How effective and efficient is promotion and dissemination about SSHRC funding opportunities to OLMC/your institution(s)? What works well and what are some of the barriers to obtaining satisfactory information?	✓	✓	✓	✓
16. In general, what are some of the ways that SSHRC promotes and disseminates information about their funding opportunities? Is anything done differently to promote to OLMC institutions.	✓	✓	✓	
17. Do you feel you have a good awareness of the funding opportunities provided by SSHRC?			✓	✓
SSHRC OFFICIAL LANGUAGE FUNDING OUTCOMES				
18. Do you know of any research on official languages that has taken place within your institution? Please describe.				✓
19. What are the main barriers to undertaking research on official languages?				✓
20. What role does SSHRC have in supporting research on official languages? (<i>How does SSHRC provide support?</i>)	✓	✓	✓	✓*
21. How important is SSHRC's role in supporting research on official languages?	✓	✓	✓	✓*
22. What has been the impact of SSHRC funding on research about official languages?		✓	✓	✓*
23. Is there a need for support, specifically for research on official language issues? Are current forms of support adequate? Why? Why not?	✓	✓	✓	✓*
OUTCOMES OF THE OLRDP (if applicable)				
24. The OLRDP's objectives were: to promote research in critical areas relevant to official language policy and practice; and to provide support to ensure utilization and dissemination of research results. In your opinion, to what extent did the program reach these objectives? Please explain. What have been some achievements and challenges in achieving the objectives?		✓*	✓*	
25. What impact did the OLRDP have on policy and practice as well as on issues around minority-language education, second-language learning, governance and community development and promotion of linguistic duality?		✓*	✓*	

*Only asked if applicable

**Questionnaires sent out to key informants will contain only relevant questions for that group and tailored wording (ex. OLMC/your institution)

Conseil de recherches en sciences humaines du Canada
Examen de la gestion en matière de langues officielles
Guide pour les entrevues avec les informateurs-clés : [INDIQUER LA CATÉGORIE]**

Date : _____ Heure : _____

Nom : _____ Titre : _____

Lien avec le CRSH : _____ Téléphone : _____

Introduction :

Je suis *[nom]*, de R. A. Malatest & Associates Ltd., et je vous appelle au nom du Conseil de recherches en sciences humaines du Canada (CRSH). Comme l'expliquait la lettre d'invitation qui vous a été envoyée le 15 avril 2011, cette entrevue est réalisée dans le cadre de l'Examen de la gestion en matière de langues officielles. Cet examen se penchera sur le soutien accordé par le CRSH à la recherche sur les enjeux des communautés minoritaires de langue officielle et sa contribution au développement de la capacité des chercheurs des institutions de langues officielles en situation minoritaire (CLOSM). L'étude examinera aussi les facteurs qui influencent la présentation de demandes de financement des chercheurs des établissements des CLOSM au CRSH.

Cette entrevue durera environ 45 à 60 minutes. Vous êtes libre de participer ou non à cette entrevue. Vos réponses seront traitées en toute confidentialité et vous ne serez identifié(e) d'aucune façon dans les rapports issus de cette étude.

Questions d'entrevue	Groupes d'informateurs-clés			
	Agents ou gestionnaires de programmes du CRSH	Experts	Représentants du fédéral (autres ministères)	Hauts représentants des établissements (en recherche)
1. Veuillez décrire votre rôle et votre implication avec le CRSH ou la recherche, etc.	✓	✓	✓	✓
CAPACITÉ DE RECHERCHE DES ÉTABLISSEMENTS DES CLOSM				
SOUTIEN ACCORDÉ PAR LES ÉTABLISSEMENTS				
2. Comment compareriez-vous la capacité de recherche des établissements des CLOSM, ou de votre établissement, avec celle des autres universités de langue officielle en situation majoritaire? Veuillez expliquer.	✓	✓		✓

3. Quels facteurs externes (autres que la langue) influencent la capacité de recherche des établissements des CLOSM, ou de votre établissement, ainsi que la compétitivité de leurs chercheurs (ou la vôtre) dans l'obtention de financement pour la recherche ?	✓	✓		✓
4. À votre avis, quels sont les principaux obstacles qui nuisent à la présentation de demandes de financement au CRSH? Selon vous, les établissements offrent-ils un soutien adéquat pour faciliter la préparation des demandes de financement ? (<i>p. ex., un partage adéquat entre le temps alloué à la recherche et celui à l'enseignement, un soutien administratif adéquat, un bassin adéquat d'assistants de recherche, l'accès à un réseau de chercheurs ou à un centre de recherche</i>)		✓		✓
5. De façon générale, à quelles difficultés les établissements des CLOSM sont-ils confrontés, comparativement aux autres établissements, dans la présentation d'une demande de financement ? (Les chercheurs des établissements des CLOSM éprouvent-ils de nouvelles difficultés à ce chapitre ?)	✓			
6. Dans quelle mesure les facteurs suivants influencent-ils la présentation de demandes de financement au CRSH: le nombre de chercheurs dans le même domaine d'expertise au sein de votre établissement, la langue de travail avec l'université, etc. ?		✓		✓
7. Y a-t-il un accès adéquat à des étudiants qualifiés pouvant être embauchés dans le cadre d'un projet de recherche ? Quels sont les obstacles à l'embauche d'étudiants ?		✓		✓
SOUTIEN DU CRSH				
8. Quel rôle le CRSH joue-t-il dans le soutien aux chercheurs des institutions des CLOSM ou de votre établissement ? (<i>Comment le CRSH soutient-il ces chercheurs ?</i>)	✓	✓	✓	✓
9. Quelle est l'importance du soutien accordé par le CRSH aux chercheurs des institutions des CLOSM ou de votre établissement ?	✓	✓	✓	✓
10. Quelles répercussions le financement accordé par le CRSH a-t-il eu sur les chercheurs des CLOSM ou de votre établissement ?		✓	✓	✓
11. Croyez-vous qu'un soutien ciblé est-il nécessaire pour développer la capacité de recherche dans les institutions CLOSM ou votre établissement ? Les types de soutien offerts actuellement sont-ils adéquats ? Pourquoi ? Pourquoi pas ?	✓	✓	✓	✓

12. L'égalité réelle concerne l'impact d'une politique sur différents groupes de personnes et requiert que des mesures soient prises de manière à ce que l'impact soit égal d'un groupe à l'autre. Elle diffère de l'égalité formelle qui ne tient pas compte des différences personnelles ou contextuelles. Selon vous, existe-t-il une égalité réelle des chances d'obtention de financement du CRSH pour les chercheurs des institutions des CLOSM ou de votre établissement ? Pourquoi ? Pourquoi pas ?	✓	✓	✓	✓
13. Selon vous, les chercheurs des institutions CLOSM ou de votre établissement bénéficient-ils d'une égalité réelle dans le cadre du processus de sélection du CRSH ? Pourquoi ? Pourquoi pas ?	✓	✓	✓	✓
14. Selon vous, comment tient-on compte des besoins des chercheurs des CLOSM dans la planification et l'élaboration des politiques et des programmes du CRSH ? D'autres mesures seraient-elles nécessaires ?	✓			
PROMOTION DU FINANCEMENT OFFERT PAR LE CRSH				
15. Dans quelle mesure trouvez-vous efficace la communication de renseignements aux institutions CLOSM ou à votre établissement concernant le financement offert par le CRSH ou la promotion à ce sujet ? Qu'est-ce qui fonctionne bien et quels sont les obstacles qui nuisent à une communication adéquate des renseignements ?	✓	✓	✓	✓
16. En général, quels sont, selon vous, les moyens que prend le CRSH pour faire connaître le financement qu'il offre ? Fait-il les choses différemment en s'adressant aux établissements des CLOSM ?	✓	✓	✓	
17. Estimez-vous bien connaître les opportunités de financement offertes par le CRSH ?			✓	✓
RÉSULTATS DU FINANCEMENT ACCORDÉ PAR LE CRSH EN MATIÈRE DE LANGUES OFFICIELLES				
18. Êtes-vous au courant si des études sur des sujets liés aux langues officielles ont été réalisées au sein de votre établissement ? Si oui, veuillez décrire celles-ci.				✓
19. Quels sont, selon vous, les principaux obstacles à la réalisation d'études sur les langues officielles ?				✓
20. Quel rôle le CRSH joue-t-il dans le soutien accordé à la recherche sur les langues officielles ? (Comment le CRSH soutient-il la recherche sur les langues officielles?)	✓	✓	✓	✓*
21. Quelle est l'importance du soutien accordé par le CRSH à la recherche sur les langues officielles ?	✓	✓	✓	✓*

22. Quelles répercussions le financement accordé par le CRSH a-t-il eu sur la recherche sur les langues officielles ?		✓	✓	✓*
23. Un soutien est-il nécessaire pour la recherche sur les enjeux entourant les langues officielles ? Les types de soutien offerts actuellement sont-ils adéquats ? Pourquoi ? Pourquoi pas ?	✓	✓	✓	✓*
RÉSULTATS DU Pogramme de Recherche et de Dissémination lié aux Langues Officielles (s'il y a lieu)				
24. Les objectifs du PRDLO étaient les suivants : promouvoir la recherche dans les domaines clés se rapportant aux politiques et aux pratiques en matière de langues officielles et offrir un soutien visant à assurer l'utilisation et la dissémination des résultats de recherche. Selon vous, dans quelle mesure le programme a-t-il atteint ces objectifs ? Veuillez expliquer. Quelles ont été les réussites et les difficultés rencontrées dans le cadre des efforts réalisés pour atteindre ces objectifs ?		✓*	✓*	
25. Comment le PRDLO a-t-il influencé les politiques et les pratiques ainsi que les enjeux entourant l'éducation dans la langue de la minorité, l'apprentissage d'une langue seconde, le développement de la gouvernance et des collectivités et la promotion de la dualité linguistique ?		✓*	✓*	

*Poser la question uniquement s'il est pertinent de le faire.

**Les questionnaires envoyés aux informateurs-clés ne comporteront que les questions pertinentes au groupe visé et les questions seront formulées en conséquence (p. ex., CLOSM ou votre établissement)

APPENDIX C: ONLINE SURVEY QUESTIONNAIRE

INTRODUCTION

Thank you for your participation in this online survey for SSHRC's Official Language Management Review. As outlined in the invitation email sent to you, this survey is being conducted as part of SSHRC's Management Review of its implementation of section 41 of the Official Languages Act. The review will examine SSHRC's support for research on official language minority issues and capacity development of researchers from Official Language Minority Communities (OLMC) and will also explore factors that influence the participation of researchers from OLMC institutions in SSHRC funding opportunities. The survey is hosted on R. A. Malatest's secure server, which is not accessible by other parties. The answers you provide are confidential. The survey will take about 10 minutes to complete.

INSTITUTIONAL SUPPORT FOR RESEARCH AT OFFICIAL LANGUAGE MINORITY COMMUNITY (OLMC) INSTITUTIONS

The first series of questions explores issues around the support you receive from your institution to prepare and submit applications for research funding.

1. How satisfied are you with the overall institutional support for research related activities available within your institution? Please indicate your level of satisfaction using a scale in which 1 equals very dissatisfied and 4 equals very satisfied.

1 - Very dissatisfied

2 - Dissatisfied

3 - Satisfied

4 - Very satisfied

88 - Don't know

2. What is your current level of need for the following types of support? Please indicate your level of need using a scale in which 1 equals no need and 4 equals a great need. (Please assess your need as additional support needed beyond what is currently available)

a) Dedicated time for your research

b) Administrative support for the navigation of funding regulations

c) Support to prepare research funding applications

d) Greater access to qualified students to assist in research

e) Access to a network of researchers or research centre

f) Capacity to have applications reviewed at your institution in your preferred language

1 - No need

2 - Somewhat of a need

3 - Need

4 - Great need

88 Don't know

3. Thinking about your institution and the current support it provides, please indicate the three most limiting factors impacting your capacity to submit applications for SSHRC funding opportunities.

1) _____

2) _____

3) _____

99) Not applicable/no limiting factors

4. What factors most influence your ability to recruit qualified students to assist in your research? Please indicate how much of a barrier the following factors are using a scale in which 1 equals a large barrier and 4 equals not a barrier.

a) Number of qualified students available within the institution

b) Access to qualified students from other institutions

c) Existence of post-graduate programs within my institution from which to recruit students

d) Ability to offer competitive compensation to students

e) Access to adequate facilities for the research assistants to work (offices, archives, libraries etc.)

f) Other, please specify: _____

1 - Large barrier

2 - Barrier

3 - Somewhat of a barrier

4 - Not a barrier

88 - Don't know

OFFICIAL LANGUAGE MINORITY COMMUNITY (OLMC) INSTITUTION RESEARCH CAPACITY DEVELOPMENT

The next series of questions pertain to SSHRC's support to researchers from Official Language Minority Community institutions and the development of your research capacity.

5. Do you typically submit funding applications to SSHRC in your preferred language?

1) Yes

2) No

6. [If Q5 = No] Can you describe why you do not submit funding applications to SSHRC in your preferred language? _____

7. How satisfied are you with the following elements around the funding process? Please indicate your level of satisfaction using a scale in which 1 equals very dissatisfied and 4 equals very satisfied.

- a) Access to information and advice from SSHRC while preparing applications
- b) Access to SSHRC outreach activities (information sessions, events, etc.)
- c) The SSHRC peer review process for applications
- d) Availability of reviewers to review applications in your official language
- e) The quality of the feedback you receive about the application decision
- f) Institutional support for application

1 - Very dissatisfied

2 - Dissatisfied

3 - Satisfied

4 - Very satisfied

88 Don't know

8. Substantive equality is concerned with the impact of a policy on different groups of individuals and requires that measures be taken to ensure an equal impact on all groups of individuals. This differs from formal equality which does not consider personal or contextual differences. With this in mind, do you agree that SSHRC has provided you with substantive equality with regards to research funding? Please rate your level of agreement using a scale in which 1 equals strongly disagree and 4 equals strongly agree.

1 - Strongly disagree

2 - Disagree

3 - Agree

4 - Strongly agree

88 - Don't know

9. Please explain your response:

10. To what extent do you think the barriers you face to be successful in SSHRC competitions as a researcher from an official language minority institution are the same or different for researchers in official language majority institutions? Please indicate your opinion using a scale in which 1 equals same barriers and 4 equals very different barriers.

- 1 - Same barriers
- 2 - Somewhat the same barriers
- 3 - Different barriers
- 4 - Very different barriers
- 88 Don't know

11. Please explain your response:

We are interested in learning about how well information about SSHRC funding opportunities is disseminated to researchers at your institution.

12. Please select the most common method(s) in which you are informed about funding opportunities from SSHRC. (SELECT UP TO THREE)

- 1) Research Grants Office at your institution
- 2) SSHRC Leader in your institution
- 3) Someone else within your institution, Please specify: _____
- 4) SSHRC Website
- 5) Conferences or events (organized by SSHRC or other stakeholders)
- 6) Other, please specify: _____

13. Please select from the list, your preferred method for receiving information about funding opportunities from SSHRC. (SELECT ONE)

- 1) Research Grants Office at your institution
- 2) SSHRC Leader in your institution
- 3) Someone else within your institution, Please specify: _____
- 4) SSHRC Website
- 5) Conferences or events (organized by SSHRC or stakeholders)
- 6) Other, please specify: _____
- 88) No preference (Skip to Q15)

14. Please explain why is this your preferred method: _____

15. How would you rate your awareness of funding opportunities available from SSHRC within the following areas? Please rate your awareness using a scale in which 1 equals not at all aware and 4 equals very aware.

- a) Special Research Fellowships
- b) Research Communication Grants
- c) Grants to Institutions
- d) Grants for Partnerships
- e) Strategic Joint Initiatives
- f) Research Grants
- g) Strategic Research Grants
- h) Master's Scholarships
- i) Doctoral Fellowships
- j) Postdoctoral Research Fellowships

-
- 1 - Not at all aware
 - 2 - Somewhat aware
 - 3 - Aware
 - 4 - Very aware
 - 88 - Don't know

16. How would you rate your awareness of research funding opportunities from other sources compared to funding opportunities from SSHRC?

- 1) Lower level of awareness of SSHRC funding than of other funding opportunities
- 2) The same level of awareness of SSHRC funding than of other funding opportunities
- 3) Greater level of awareness of SSHRC funding than of other funding opportunities

17. How satisfied are you regarding the following issues around SSHRC funding opportunities? Please indicate your level of satisfaction using a scale in which 1 equals very dissatisfied and 4 equals very satisfied.

- a) Methods used to promote SSHRC funding opportunities overall
- b) Quality and completeness of information disseminated regarding SSHRC funding opportunities

-
- 1 - Very dissatisfied
 - 2 - Dissatisfied
 - 3 - Satisfied
 - 4 - Very satisfied
 - 88 - Don't know

SSHRC SUPPORT TO RESEARCH ON OFFICIAL LANGUAGES ISSUES

18. Do you, or did you conduct research on Official Languages or official language minority community issues?

- 1) Yes
- 2) No (Skip to Q33)

The last series of questions relates to the Official Languages Research and Dissemination Program (OLRDP). This program was a joint initiative of the Department of Canadian Heritage and SSHRC in place between 2004 and 2007 to promote research around official language policy and practice and to support the dissemination of research results.

19. Are you aware of the OLRDP?

- 1) Yes
- 2) No (Skip to Q31)

20. Did you receive funding through the Official Languages Research and Dissemination Program (OLRDP)?

- 1) Yes
- 2) No (Skip to Q31)
- 88 Don't Know (Skip to Q33)

21. Which of the following areas did your research funded under the Official Languages Research and Dissemination Program (OLRDP) primarily address? [SELECT ALL THAT APPLY]

- 1) Minority-language education
- 2) Second-language learning
- 3) Governance and community development
- 4) Promotion of linguistic duality
- 5) Official Language Minority Communities
- 6) Other, please specify: _____

22. Did your project involve partnerships with other institutions or organizations?

- 1) Yes
- 2) No

23. [If Q22 = Yes] Have these partnerships been maintained after the grant funding ended?

- 1) Yes
- 2) No

24. To what extent did your research result in policy outcomes? Please indicate the extent of results using a scale in which 1 equals no result and 4 equals a great result.

- _____
- 1 - No result
 - 2 - Somewhat of a result
 - 3 - Result
 - 4 - Great result
 - 88 - Don't know

25. To what extent did your research result in practical outcomes? Please indicate the extent of results using a scale in which 1 equals no result and 4 equals a great result.

- _____
- 1 - No result
 - 2 - Somewhat of a result
 - 3 - Result
 - 4 - Great result
 - 88 - Don't know

26. To what extent did your research result in a benefit for society? Please indicate the extent of results using a scale in which 1 equals no result and 4 equals a great result.

- _____
- 1 - No result
 - 2 - Somewhat of a result
 - 3 - Result
 - 4 - Great result
 - 88 - Don't know

27. Were you conducting research on official language issues prior to receiving funding from the Official Languages Research and Dissemination Program (OLRDP)?

- 1) Yes
- 2) No

28. Did you continue to conduct research on official language issues after the completion of the Official Languages Research and Dissemination Program (OLRDP) funding?

- 1) Yes
- 2) No

29. [If Q28 = No] Why did you not continue research on official language issues after funding from the Official Languages Research and Dissemination Program (OLRDP) ended?

30. [If Q28 = Yes] What was the main funding source for research you conducted on official language issues after the Official Languages Research and Dissemination Program (OLRDP)?

- 1) Regular SSHRC funding programs
- 2) Other, please specify: _____

31. [If Q19 = No] [If Q20 = No] Did the research you conduct, or conducted on Official Languages or official language minority community issues relate to any of the following four areas?

- a) Minority-language education
- b) Second-language learning
- c) Governance and community development
- d) Promotion of linguistic duality

1 - Yes

2 - No

32. [If Q19 = No] [If Q20 = No] Where did you obtain the funding to conduct this research on Official Languages or official language minority community issues?

33. How long have you been in a paid-researcher position at your current institution? (This includes faculty appointments.)

- 1) Less than three years
- 2) 3 to 6 years
- 3) 7 to 10 years
- 4) More than 11 years

34. Do you have any other comments you would like to share regarding the subject of this survey?

Thank you for completing this survey!

INTRODUCTION

Merci d'avoir accepté de participer à ce sondage en ligne réalisé par le CRSH dans le cadre de son Examen de la gestion en matière de langues officielles. Comme l'expliquait le courriel d'invitation qui vous a été envoyé, ce sondage est réalisé par le CRSH dans le cadre de son examen de la gestion de la mise en œuvre de l'article 41 de la *Loi sur les langues officielles*. Cet examen se penchera sur la contribution du CRSH à la recherche sur les enjeux des communautés minoritaires de langue officielle ainsi qu'au développement de la capacité des chercheurs des institutions de langues officielles en situation minoritaire (CLOSM). L'étude examinera aussi les facteurs qui influencent la présentation de demandes de financement des chercheurs des établissements des CLOSM au CRSH. Le questionnaire se trouve sur un serveur sécurisé de R. A. Malatest auquel aucun tiers ne peut accéder. Vos réponses seront traitées en toute confidentialité. Il faut environ 10 minutes pour remplir le questionnaire.

SOUTIEN ACCORDÉ À LA RECHERCHE PAR LES ÉTABLISSEMENTS DES COMMUNAUTÉS DE LANGUES OFFICIELLES EN SITUATION MINORITAIRE (CLOSM)

La première série de questions porte sur le soutien que vous recevez de votre établissement dans la préparation et la présentation de demandes de financement pour la recherche.

1. Dans quelle mesure êtes-vous satisfait(e) du soutien offert par votre établissement en matière de recherche? Veuillez indiquer votre degré de satisfaction sur une échelle de 1 à 4, où 1 signifie que vous êtes très insatisfait(e) et 4, que vous êtes très satisfait(e).

- 1 - Très insatisfait(e)
- 2 - Insatisfait(e)
- 3 - Satisfait(e)
- 4 - Très satisfait(e)
- 88 - Je ne sais pas

2. Dans quelle mesure avez-vous présentement besoin des types de soutiens qui suivent? Veuillez indiquer votre degré de besoin sur une échelle de 1 à 4, où 1 signifie que vous n'éprouvez aucun besoin et 4 que vous éprouvez un grand besoin. (Estimez votre niveau de besoin en déterminant le soutien additionnel que vous croyez nécessaire, au delà de ce qui vous est déjà offert.)

- a) Temps alloué à votre recherche
- b) Soutien administratif pour interpréter les règlements en matière de financement
- c) Soutien pour préparer les demandes de financement pour la recherche
- d) Meilleur accès à des étudiants qualifiés pouvant participer à la recherche
- e) Accès à un réseau de chercheurs ou à un centre de recherche
- f) Possibilité de faire réviser vos demandes au sein de votre établissement dans la langue de votre choix

- 1 - Aucun besoin
- 2 - Un certain besoin

3 - Un besoin

4 - Un grand besoin

88 Je ne sais pas

3. En pensant à votre établissement et au soutien qu'il offre présentement, veuillez indiquer les trois facteurs qui entravent le plus votre capacité à présenter des demandes de financement au CRSH.

1) _____

2) _____

3) _____

99) Sans objet / Aucun facteur

4. Quels sont les facteurs qui vous nuisent à votre capacité à recruter des étudiants qualifiés pour vous aider dans votre recherche? Veuillez indiquer à quel degré les facteurs qui suivent sont des obstacles sur une échelle de 1 à 4, où 1 signifie que le facteur en question ne constitue pas un obstacle et 4 qu'il constitue un obstacle majeur.

a) Nombre d'étudiants qualifiés dont dispose mon établissement

b) Accès aux étudiants qualifiés d'autres établissements ou capacité à attirer ces étudiants

c) Existence de programmes d'études supérieures dans mon établissement où recruter des étudiants

d) Capacité à offrir une compensation intéressante aux étudiants

e) Accès à des installations adéquates permettant aux assistants de recherche de faire leur travail (bureaux, archives, bibliothèques, etc.)

f) Autre. Veuillez préciser : _____

1 - Obstacle majeur

2 - Obstacle

3 - Obstacle mineur

4 - Aucunement un obstacle

88 - Je ne sais pas

DÉVELOPPEMENT DE LA CAPACITÉ DE RECHERCHE DES ÉTABLISSEMENTS DES COMMUNAUTÉS DE LANGUES OFFICIELLES EN SITUATION MINORITAIRE (CLOSM)

La prochaine série de questions porte sur le soutien offert par le CRSH aux chercheurs des établissements des communautés de langues officielles en situation minoritaire et au développement de votre capacité de recherche.

5. Généralement, présentez-vous vos demandes de financement au CRSH dans la langue de votre choix ?

1) Oui

2) Non

6. [Si Q5 = Non] Veuillez expliquer pourquoi vous ne présentez pas vos demandes de financement au CRSH dans la langue de votre choix.

7. Dans quelle mesure êtes-vous satisfait(e) des éléments suivants concernant le processus de financement du CRSH? Veuillez indiquer votre degré de satisfaction sur une échelle de 1 à 4, où 1 signifie que vous êtes très insatisfait(e) et 4, que vous êtes très satisfait(e).

- a) Accès à des renseignements et des conseils du CRSH pendant la préparation d'une demande
- b) Accès aux activités d'information et de promotion du CRSH (par ex. séances d'information, événements, etc.)
- c) Processus d'examen par les pairs des demandes de financement présentées au CRSH
- d) Présence de réviseurs au sein de votre établissement pouvant réviser votre demande dans votre langue officielle
- e) Qualité des commentaires reçus concernant la décision prise à l'égard de votre demande
- f) Soutien reçu de l'établissement par rapport à la demande de financement

1 – Très insatisfait(e)

2 – Insatisfait(e)

3 – Satisfait(e)

4 – Très satisfait(e)

88 Je ne sais pas

8. L'égalité réelle concerne l'impact d'une politique sur différents groupes de personnes et requiert que des mesures soient prises de manière à ce que l'impact soit égal d'un groupe à l'autre. Elle diffère de l'égalité formelle qui ne tient pas compte des différences personnelles ou contextuelles. Dans cette optique, croyez-vous avoir bénéficié d'une égalité réelle en matière de financement de la recherche par le CRSH ? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie que vous êtes entièrement en désaccord et 4, entièrement d'accord.

1 – Entièrement en désaccord

2 – En désaccord

3 – D'accord

4 – Entièrement d'accord

88 – Je ne sais pas

9. Veuillez expliquer votre réponse :

10. Selon vous, dans quelle mesure les obstacles que vous rencontrez dans vos efforts pour obtenir du financement de la part du CRSH lors d'un concours en tant que chercheur d'un établissement d'une communauté de langue officielle en situation minoritaire, sont-ils différents de ceux d'un chercheur d'un établissement d'une communauté de langue officielle en situation majoritaire ? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie que vous rencontrez les mêmes obstacles et 4, des obstacles très différents.

1 – Mêmes obstacles

2 – Obstacles plutôt semblables

3 – Obstacles différents

4 – Obstacles très différents

88 Je ne sais pas

11. Veuillez expliquer votre réponse :

Nous aimerions maintenant connaître votre opinion sur les renseignements communiqués aux chercheurs de votre établissement concernant le financement offert par CRSH.

12. Veuillez indiquer comment, généralement, vous êtes informés des possibilités de financement offertes par le CRSH. (RETENIR JUSQU'À 3 RÉPONSES)

1) Bureau des subventions de recherche de votre établissement

2) Leader de votre établissement pour le CRSH

3) Une autre personne de votre établissement. Veuillez préciser : _____

4) Site Web du CRSH

5) Conférences ou événements (organisés par le CRSH ou d'autres organisations)

6) Autre. Veuillez préciser : _____

13. Veuillez choisir, parmi ce qui suit, votre moyen préféré pour recevoir des renseignements sur les possibilités de financement offertes par le CRSH. (RETENIR UNE SEULE RÉPONSE)

1) Bureau des subventions de recherche de votre établissement

2) Leader de votre établissement pour le CRSH

3) Une autre personne de votre établissement. Veuillez préciser : _____

4) Site Web du CRSH

5) Conférences ou événements (organisés par le CRSH ou d'autres organisations)

6) Autre. Veuillez préciser : _____

88) Aucune préférence (Aller à la Q15)

14. Veuillez expliquer pourquoi vous préférez ce moyen : _____

15. Dans quelle mesure vous êtes au courant des possibilités de financement offertes par le CRSH énumérées ci-dessous? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie que vous n'êtes pas du tout au courant et 4, que vous êtes tout à fait au courant.

- a) Bourses spéciales de recherche
- b) Subventions de diffusion de la recherche
- c) Subventions aux établissements
- d) Subventions aux partenariats
- e) Initiatives conjointes
- f) Subventions de recherche
- g) Subventions de recherche stratégique
- h) Bourses de maîtrise
- i) Bourses de doctorat
- j) Bourses postdoctorales de recherche

1 – Pas du tout au courant

2 – Un peu au courant

3 – Au courant

4 – Tout à fait au courant

88 – Je ne sais pas

16. Comment qualifieriez-vous votre niveau de connaissance des possibilités d'autres sources de financement comparativement à celles offertes par le CRSH ?

- 1) Je connais moins bien les sources de financement offertes par le CRSH comparé aux autres possibilités de financement
- 2) Je connais aussi bien les sources de financement offertes par le CRSH comparé aux autres possibilités de financement
- 3) Je connais mieux les sources de financement offertes par le CRSH comparé aux autres possibilités de financement

17. Dans quelle mesure êtes-vous satisfait(e) de ce qui suit? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie que vous êtes très insatisfait(e) et 4, très satisfait(e).

- a) Moyens utilisés pour faire connaître les possibilités de financement du CRSH en général.
- b) Qualité et pertinence des renseignements communiqués sur le financement offert par le CRSH.

1 – Très insatisfait(e)

2 – Insatisfait(e)

3 – Satisfait(e)

4 – Très satisfait(e)

88 – Je ne sais pas

SOUTIEN ACCORDÉ PAR LE CRSH À LA RECHERCHE SUR LES ENJEUX ENTOURANT LES LANGUES OFFICIELLES

18. Faites-vous présentement de la recherche, ou en avez-vous déjà réalisé, sur les enjeux entourant les langues officielles ou ceux touchant les communautés de langues officielles en situation minoritaire ?

- 1) Oui
- 2) Non (Aller à la Q33)

Cette dernière série de questions porte sur le Programme de recherche et de diffusion lié aux langues officielles (PRDLO). Il s'agit d'une initiative conjointe de Patrimoine canadien et du CRSH, réalisée entre 2004 et 2007, visant à promouvoir la recherche sur les politiques et les pratiques en matière de langues officielles et à appuyer la diffusion des résultats de recherche.

19. Connaissez-vous le Programme de recherche et de diffusion lié aux langues officielles ?

- 1) Oui
- 2) Non (Aller à la Q31)

20. Avez-vous reçu du financement dans le cadre du Programme de recherche et de diffusion lié aux langues officielles (PRDLO) ?

- 1) Oui
- 2) Non (Aller à la Q31)
- 88 Je ne sais pas (Aller à la Q33)

21. Auxquels des domaines suivants votre recherche financée dans le cadre du Programme de recherche et de diffusion lié aux langues officielles (PRDLO) s'intéressait-elle principalement ? [RETENIR TOUS LES DOMAINES EN QUESTION]

- 1) Éducation dans la langue de la minorité
- 2) Apprentissage d'une langue seconde
- 3) Développement de la gouvernance et des collectivités
- 4) Promotion de la dualité linguistique
- 5) Communautés de langues officielles en situation minoritaire
- 6) Autre. Veuillez préciser : _____

22. Votre projet comportait-il un partenariat avec d'autres établissements ou d'autres organisations ?

- 1) Oui
- 2) Non

23. [Si Q22 = Oui] Ces partenariats se sont-ils poursuivis après la fin de la subvention ?

- 1) Oui
- 2) Non

24. Dans quelle mesure votre recherche a-t-elle eu un résultat sur le plan des politiques publiques? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie aucun résultat et 4 un grand résultat.

- _____
- 1 - Aucun résultat
 - 2 - Un certain résultat
 - 3 - Un résultat
 - 4 - Un grand résultat
 - 88 - Je ne sais pas

25. Dans quelle mesure votre recherche a-t-elle eu un résultat sur le plan des pratiques dans le domaine? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie aucun résultat et 4 un grand résultat.

- _____
- 1 - Aucun résultat
 - 2 - Un certain résultat
 - 3 - Un résultat
 - 4 - Un grand résultat
 - 88 - Je ne sais pas

26. Dans quelle mesure votre recherche a eu un résultat sur le plan social, c'est-à-dire qu'elle a bénéficié à la société? Veuillez répondre sur une échelle de 1 à 4, où 1 signifie aucun résultat et 4 un grand résultat.

- _____
- 1 - Aucun résultat
 - 2 - Un certain résultat
 - 3 - Un résultat
 - 4 - Un grand résultat
 - 88 - Je ne sais pas

27. Faisiez-vous de la recherche sur les enjeux entourant les langues officielles avant de recevoir un financement du Programme de recherche et de diffusion lié aux langues officielles (PRDLO) ?

- 3) Oui
- 4) Non

28. Avez-vous continué à faire de la recherche sur les enjeux entourant les langues officielles après la fin du financement accordé par Programme de recherche et de diffusion lié aux langues officielles (PRDLO) ?

- 1) Oui
- 2) Non

29. [Si Q28 = Non] Pourquoi n'avez-vous pas continué à faire de la recherche sur les enjeux entourant les langues officielles après la fin du financement accordé par Programme de recherche et de diffusion lié aux langues officielles (PRDLO) ?

30. [Si Q28 = Oui] Quelle était la principale source de financement pour cette recherche sur les enjeux entourant les langues officielles que vous avez faite suite à la fin de la période de financement par le Programme de recherche et de diffusion lié aux langues officielles (PRDLO) ?

- 1) Programmes de financement ordinaires du CRSH
- 2) Autre. Veuillez préciser : _____

31. [Si Q19 = Non] [Si Q20 = Non] Votre recherche, actuelle ou passée, sur les enjeux entourant les langues officielles ou ceux touchant les communautés de langues officielles en situation minoritaire s'intéresse-t-elle ou s'intéressait-elle à l'un des quatre domaines suivants ?

- a) Éducation dans la langue de la minorité
- b) Apprentissage d'une langue seconde
- c) Développement de la gouvernance et des collectivités
- d) Promotion de la dualité linguistique

- 1 - Oui
- 2 - Non

32. [Si Q19 = Non] [Si Q20 = Non] Où avez-vous obtenu le financement nécessaire pour réaliser cette recherche sur les enjeux entourant les langues officielles ou ceux touchant les communautés de langues officielles en situation minoritaire?

33. Depuis combien d'année êtes-vous chercheur dans votre établissement? (Veuillez inclure les nominations au sein du corps professoral.)

- 1) Moins que 3 ans
- 2) 3 à 6 ans
- 3) 7 à 10 ans
- 4) Plus que 11 ans

34. Est-ce que vous avez autres commentaries que vous voulez partager, relies au sujet de ce sondage?

Merci d'avoir participé à ce sondage !

APPENDIX D: EMAIL INVITATION TO SURVEY SAMPLE

Official Languages Management Review - Survey of Researchers in Official-Language Minority Institutions

Greetings,

Under Section 41 of the Official Languages Act, the federal government is committed to enhancing the vitality of English and French language minority communities in Canada, supporting and assisting their development and to fostering the full recognition and use of both official languages in Canadian society.

It is in this context that the Social Sciences and Humanities Research Council (SSHRC) has commissioned R.A. Malatest & Associates Ltd., an independent research firm, to conduct a Management Review on its implementation of section 41 of the Official Languages Act. Specifically, the review will examine SSHRC's support for research on official language minority issues and for capacity development of researchers from Official Language Minority Communities (OLMC) institutions. The review will also examine factors that influence the participation of researchers from OLMC institutions in SSHRC funding opportunities.

As a researcher from an OLMC institution, you are encouraged to complete an online survey to provide your feedback regarding the support currently provided by SSHRC. The survey is hosted on R.A. Malatest's secure server, which is not accessible by other parties. The answers you provide are confidential. The survey will take about 10 minutes to complete.

Please access your secure questionnaire via the following hyperlink/URL address and access code:

Hyperlink/URL: [LINK]

Access code: [CODE]

You can complete the survey in either English or French. If you prefer to complete the survey over the telephone, please call Carole Chartrand at R.A. Malatest & Associates Ltd at 1-888-689-1847 extension 103.

Please complete the survey before May 6, 2011.

We thank you in advance for your participation. If you have any questions please call Carole Chartrand at R.A. Malatest & Associates Ltd. at 1-888-689-1847 extension 103 or H el ene Gauthier at SSHRC, Manager, Performance and Evaluation, Telephone: 613.992.5911, E-mail: Helene.Gauthier@sshrc-crsh.qc.ca.

Examen de la gestion sur les langues officielles - Sondage auprès des chercheurs travaillant dans des établissements des communautés linguistiques en situation

Bonjour,

Dans l'article 41 de la *Loi sur les langues officielles*, le gouvernement fédéral s'engage à favoriser l'épanouissement des minorités francophones et anglophones du Canada, à appuyer leur développement, ainsi qu'à promouvoir la pleine reconnaissance du français et de l'anglais dans la société canadienne.

C'est dans ce contexte que le Conseil de recherches en sciences humaines (CRSH) a retenu les services de R. A. Malatest & Associates Ltd., une maison de recherche indépendante, pour réaliser un examen de la gestion de la mise en œuvre de l'article 41 de la *Loi sur les langues officielles*. Cet examen se penchera plus particulièrement sur la contribution du CRSH à la recherche sur les enjeux des communautés minoritaires de langue officielle et au développement de la capacité des chercheurs des institutions des communautés de langues officielles en situation minoritaire (CLOSM). L'étude examinera aussi les facteurs qui influencent la participation des chercheurs des établissements des CLOSM aux opportunités de financement offertes par le CRSH.

En tant que chercheur(e) affilié à une institution CLOSM, nous vous invitons à remplir un questionnaire en ligne afin de connaître votre opinion sur le soutien accordé par le CRSH. Le questionnaire se trouve sur un serveur sécurisé de R. A. Malatest auquel aucun tiers ne peut accéder. Vos réponses seront traitées en toute confidentialité. Il faut environ 10 minutes pour remplir le questionnaire.

Vous pouvez participer à ce sondage en cliquant sur l'adresse suivante menant au site protégé où se trouve le questionnaire et entrer le code d'accès ci-dessous :

Hyperlien / adresse URL : [LIEN]
Code d'accès : [CODE]

Vous pourrez remplir le questionnaire en français ou en anglais. Si vous le préférez, il est aussi possible de participer au sondage par téléphone en communiquant avec Mme Carole Chartrand, de R.A. Malatest & Associates Ltd., au 1-888-689-1847, poste 103.

Veuillez remplir le questionnaire au plus tard le 6 mai, 2011.

Nous vous remercions à l'avance de votre participation. Pour toute question, n'hésitez pas à communiquer avec Mme Carole Chartrand, de R. A. Malatest & Associates Ltd., au 1-888-689-1847, poste 103, ou avec Mme Hélène Gauthier, gestionnaire, Rendement organisationnel et évaluation du CRSH, par téléphone (613-992-5911) ou par courriel (Helene.Gauthier@sshrc-crsh.gc.ca).

APPENDIX E: BEST PRACTICES TO IMPROVE QUALITY OF APPLICATION

Best Practices to Improve the Quality of Applications

Best practices are approaches that can be used to successfully achieve a task or an objective. One of the objectives of the management review was to identify best practices for supporting researchers to submit quality applications. Generally speaking, to submit quality applications, researchers must be aware of funding opportunities, have a sufficient understanding of funding opportunities, have sufficient support within their institution to prepare an application, and have sufficient resources to carry-out the proposed project. For their part, reviewers must have sufficient competencies and knowledge to assess the quality of the applications (including competency to review French or English applications, ability to assess OLMC research issues, understanding of OLMC institutions' realities). These principles apply to all researchers, whether from OLMC institutions or majority-language institutions. Based on these principles and observations from the case studies (and other sources of information), it is possible to derive³⁴ best practices that can be implemented within institutions and/or SSHRC or that can be considered by researchers. These best practices are presented below.

Best Practices for SSHRC, Institutions and Researchers

Best Practice #1: Develop and disseminate information about funding opportunities, especially for the less well known opportunities and those that support capacity building.

SSHRC's multi-year action plans include the Council's communication strategy for informing OLMC institutions of funding opportunities. SSHRC also undertakes university visits to provide information about programs and policies, and the application and adjudication processes. While researchers are generally well aware and informed of funding opportunities, there is evidence that faculties or campuses that are part of large majority-language institutions have less direct contact with SSHRC than majority institutions. Further, researchers often rely on their institution as their first point of contact for information about funding opportunities. It is therefore important that SSHRC and institutions actively disseminate information about funding opportunities to researchers.

SSHRC	Institutions	Researchers
<ul style="list-style-type: none"> • Keep institutions and researchers informed of funding opportunities and of any changes to existing opportunities • Continue regular visits to institutions • Ensure sufficient resources (time, personnel) to visit OLMC faculties or campuses of majority-language institutions • Promote less known opportunities 	<ul style="list-style-type: none"> • Prepare and disseminate communication, newsletters, e-mail, etc. about funding opportunities and eligibility information to researchers • Organizing workshops or training sessions for researchers 	<ul style="list-style-type: none"> • Keep abreast of funding opportunities and any changes to existing opportunities either via the institution or SSHRC • Attend workshops or training sessions organized by institution

³⁴ Case study participants did not comment or report on what they perceived to be best practices within their institution. Rather, they presented the existing practices and commented on barriers and challenges to participate in funding opportunities.

Best Practice #2: Provide support for preparing and submitting quality applications.

The level and type of support that is available to researchers is a key factor in researchers' decision to apply for funding and also affects their capacity to prepare quality applications. Case studies and other lines of evidence have revealed that the level and type of support available to researchers varies from one institution to the next. By increasing the support that is available to researchers, the quality of applications should also increase.

SSHRC	Institutions	Researchers
<ul style="list-style-type: none"> • Promote the benefits of institutional support • Continue to consult with OLMC institutions and researchers on how to best address their priorities and needs 	<ul style="list-style-type: none"> • Aid in the navigation of the funding criteria and requirements • Assist with the preparation of the application • Discuss the content of the application with researchers and ensure that it meets the application criteria • Identify other researcher(s) in the same field to review applications prior to submission 	<ul style="list-style-type: none"> • Interact with colleagues and others to develop research ideas develop projects • Participate in peer-review process to learn more about the process and successful applications

Best Practice #3: Continue to ensure a substantially equitable opportunity to receive funding

SSHRC corporate data indicate that OLMC institutions have similar success rates to majority institutions. Further, the adjudication process is reflective of best practices and international standards. However, stakeholder interviewees and researchers who took part in the online survey and case studies expressed some dissatisfaction with the peer-review process as it relates to French applications. Case study researchers questioned the neutrality (e.g., effect of lack of HQP, cost of travel, influence of journal publications), peer-reviewers' language skills and/or expertise in the research topic area, and peer-reviewers' perceptions of OLMC topics and researchers. Institutions and researchers can benefit from a greater understanding of and involvement in the peer-review process.

SSHRC	Institutions	Researchers
<ul style="list-style-type: none"> • Monitor peer-reviewers for: <ul style="list-style-type: none"> ○ Language skills to review French language applications ○ Knowledge or expertise to assess OLMC research and quality/expertise of OLMC researchers ○ Understanding of the realities of OLMC institutions 	<ul style="list-style-type: none"> • Recruit and encourage the participation of French OLMC researchers in the peer-review process 	<ul style="list-style-type: none"> • Participate in peer-review to ensure representation of French OLMC communities in the process

Best Practice #4: Support initiatives and approaches that contribute to the development of research capacity

Researchers' capacity to conduct research is affected by the level of support they receive from the institution (e.g., dedicated time for research) and the access they have to students who can be hired to work on the research projects. Case studies and survey findings have shown that small institutions were more likely to report barriers to undertaking research and recruiting students than large institutions due in part to the greater teaching load and limited number of graduate programs, limited number of students enrolled in graduate programs and, for isolated institutions, limited access to students from other institutions. These challenges can be alleviated through a committed approach to research and the development of partnerships and collaborations.

SSHRC	Institutions	Researchers
<ul style="list-style-type: none"> • Promote the benefits of a research culture • Promote and support the development of partnerships and collaborations • Promote and support networking activities among researchers 	<ul style="list-style-type: none"> • Provide researchers with dedicated time for research • Develop policies that support research • Provide space and tools for students and researchers • Provide services for translation or editing of publications from French to English • Encourage the development of partnerships and collaborations 	<ul style="list-style-type: none"> • Explore innovative approaches to access students and researchers/collaborators: <ul style="list-style-type: none"> ○ Involve undergraduate students (to the extent possible) ○ Involve students in related areas ○ Consider colleagues or other researchers in related areas ○ Consider community organizations

**APPENDIX F: SSHRC SUPPORT TO OLMC INSTITUTIONS –
CORPORATE DATA ANALYSIS**

1. Introduction

Under Section 41 of the Official Languages Act (*OLA*), the federal government is committed to enhancing the vitality of the English and French language minority communities in Canada, to support and assist in their development, and to foster the full recognition and use of both English and French in Canadian society. The Official Languages Act applies to all federal institutions, including SSHRC.

The Management Review was commissioned to assess how SSHRC contributes to the enhancement of the vitality of OLMC institutions and assist in their development. The Management Review covers the period from 2004-2010 and has two main objectives:

- Examine SSHRC's support for research on official language minority issues³⁵;
- Examine SSHRC's support for capacity development of researchers from Official Languages Minority Communities (OLMC) institutions.

The Management Review is informed by multiple lines of evidence including document review, key informant interviews, online survey of researchers and case studies. SSHRC is responsible for the completion of the corporate data analysis and a review of final research reports of OLRDP projects.

1.1 Purpose of the Report

The present analysis will serve as evidence and as a source of information for the questions posed in the Management review (Appendix 1).

The objective of this report is to assess:

- 1) Whether SSHRC continues to support research on official languages and Official Languages Minority Communities (OLMC) issues; and
- 2) To what extent researchers and students from OLMC institutions have a substantive equality³⁶ to participate to SSHRC competitions.

2. Method

The present report has two components. The first one is an assessment of SSHRC continued support to research on official languages and OLMC issues and it consists of an analysis of SSHRC corresponding funding for three time periods, the first 2004-07 - when the Official Language Research and Dissemination Program was administered- and before the program was implemented (2000-03) and after the program ceased to operate (2007-11); this comparative analysis will provide some evidence on the level of the variability of SSHRC support to research on official languages issues and if there is a particular need for a SSHRC research priority area on official languages issues.

For the second component of the analysis investigating the support of SSHRC to capacity development in OLMC institutions, the report presents a comparison of the performance of OLMC institutions to the one of majority institutions in SSHRC competitions; this analysis provides evidence on the extent to which researchers and students from OLMC institutions have a substantive equality to participate and succeed in SSHRC competitions.

³⁵ This research area comprises research on linguistic duality, on OLM community life, on learning of second language, etc. In the following, for simplicity, we will refer to it as Official Languages (OL) research issues.

³⁶ A substantive equality approach recognizes that patterns of disadvantage [...] exist in society and requires that law makers and government officials take this into account in their actions. For a detailed definition, see: <http://www.ccpccj.ca/e/rights/rights-charter.shtml#substantive>

2.1 Data Sample

Data used to conduct the analysis were extracted from SSHRC corporate database (AMIS) as follows:

- **Support to research on official languages:** Data related to all the 52 projects funded under the OLRDP (2004-07) were extracted along with data on all research projects on official languages and OLMC issues funded under regular SSHRC funding opportunities (SRG, MCRI, etc.) during the period 2004-11. The later data were extracted using key-words related to official languages, bilingualism, OLMCs, etc. (for the list of key-words used to extract data related to projects on OL issues, see Annex 2).
- **Capacity development of OLMC institutions:** Data related to the 16 OLMC institutions (i.e. Francophone institutions outside Quebec and Anglophone institutions in Quebec. For a complete list, see Annex 3) were extracted as well as those related to comparable majority institutions of the same size and in the same region (for a list of majority comparable institutions included in the analysis by size, see Annex 4). Data related to all SSHRC programs were extracted including institutional grants and scholarships/fellowships.

For both components of the analysis, the following variables were extracted from AMIS:

- University;
- Program;
- Competition Year;
- Decision;
- Total Amount.

2.2 Data Limitations

It is worth noting that due to technical difficulties, data on applications to SSHRC competitions on official languages topics were not extracted. Therefore, the trend of applications for SSHRC funding on official languages subjects, which can be considered a proxy of the demand by the community was not assessed.

2.3 Statistical Analysis

The present analysis is mainly comparative and as such investigates two sets of data for any significant differences:

- On the support to research on Official Languages issue, the analysis compares data from the 2000-03 period (when the Official Languages Program was not yet implemented) to data from the 2004-07 period (when the OLRDP was operating) and those from 2007-11 period (when the Program was not renewed) in terms of (1) the number of supported research projects on OL issues; and (2) the level of SSHRC funding supporting research on OL issues. A statistical test is performed, when appropriate, for any significant differences. The analysis also looks at the trends of SSHRC support to research on official languages during the overall period.
- With regards to support to capacity development in OLMC institutions, the analysis compares the performance in SSHRC competitions by Strategic Outcome with the performance of majority institutions of the same size in terms of (1) the number of applications to SSHRC funding opportunities; (2) the level of SSHRC funding; and (3) the success rate in SSHRC

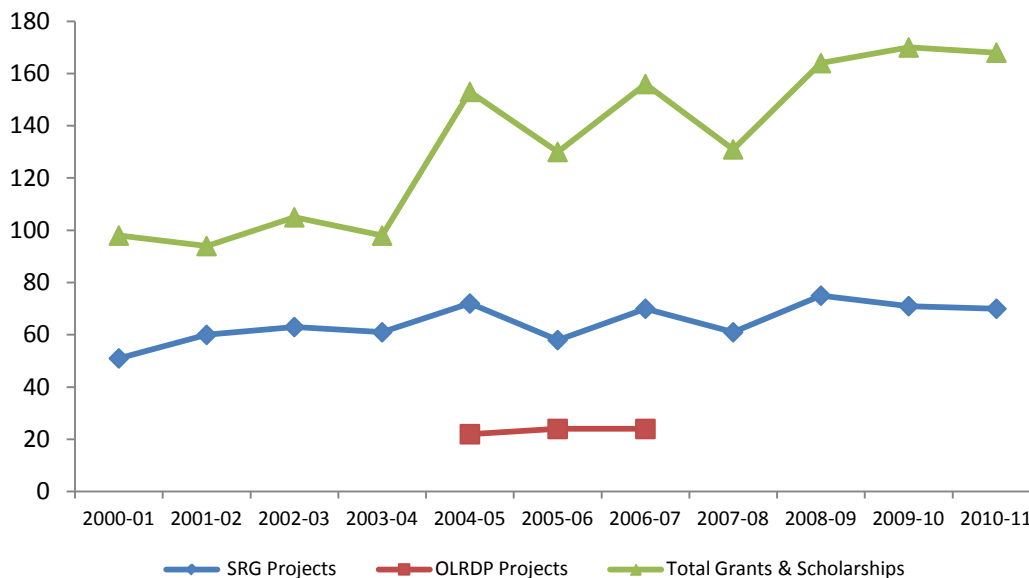
competitions. In order to account for any regional differences, the comparison is also restricted, when appropriate, to the institutions of the same size for each main region (Quebec, West Canada, Ontario, Maritimes).

3. SSHRC Support to Research on Official Languages Issues

3.1 Number of SSHRC supported projects on OL issues

As shown on figure 1, the trend of SSHRC-funded research projects on OL issues, including and excluding the OLRDP, is almost similar. This indicates that while the program had some effect, slightly increasing the number of supported projects, this effect is nothing drastic or significant.

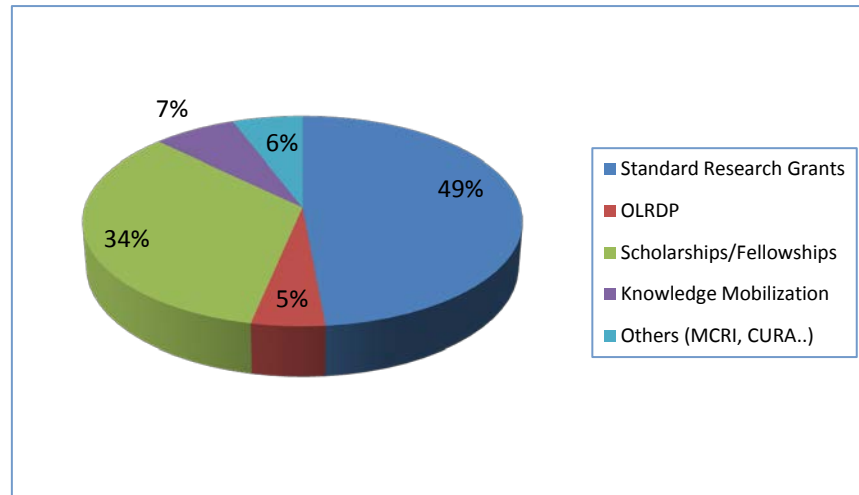
Figure 1. Number of projects on OL issues supported by SSHRC on OL issues



- Overall, the number of supported projects on OLA issues increased during the period 2000-2011 from 98 supported projects in 2000 to 168 supported projects in 2011. During this period, SSHRC supported an overall 1467 projects on OL issues both through its regular mechanisms (Standard Research Grants, Fellowships, CURA, MCRI, etc.) and the Official Languages Program;
- The Standard Research Grants (SRG) program accounted for nearly half of the total supported projects on OLA issues during this period (see Figure 2);
- By comparison, during the period 2000-2003 (before the OLRDP was implemented), the average supported projects per year was 98.75, where the average supported projects during the period 2004-2006 (when the OLRDP was operating) was 146.3 and the average supported projects after the OLRDP ceased to operate (2007-11) was 158.25;
- It is worth noting that for the fiscal years 2005-06 and 2007-08, a significant decrease in the total number of supported projects on OLA issues is to be observed. While the decrease in 2007 could be normally explained by the non-renewal of the Official Languages Program (the number of supported projects excluding the OLRDP is indeed stable compared to the previous year), the decrease in 2005 is more difficult to explain as this can be observed both accounting and excluding the projects supported under the OLRDP. It is necessary to look at data on applications to assess whether this significant decrease reflects a decline in the demand from the research community;

- In contrast to the important variance for the dataset from the 2004-07 period, the number of projects funded during the 2007-11 period is constantly increasing over the years;

Figure 2. Proportion of supported projects on OLA issues by main funding opportunity (2000-11)

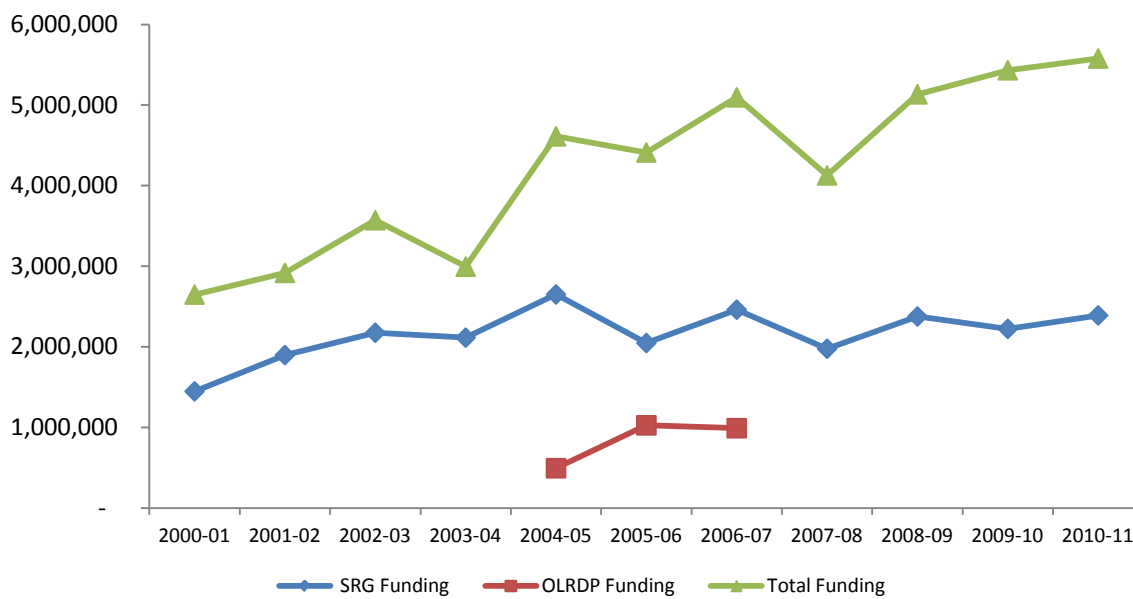


- When considering only the Standard Research Grants Program (SRG, SSHRC's former main research funding opportunity), both the adoption of the OLRDP and its non-renewal had an impact on the average number of supported research projects on official languages issues. The average number of supported research projects in official languages issues indeed jumped from 60 research projects prior to the implementation of the program (2000-03) to 91 projects during its existence (2004-07), and then dropped to an average 70 research projects when the OLRDP ceased. The level of research projects on official languages supported through the SRG after the OLRDP is higher compared to the period prior to the OLRDP but no multiplier effect that could be attributed to the OLRDP can be observed;
- After the OLRDP, a significant increase in the number of scholarships and fellowships to projects on OL issues is to be observed. Indeed, while SSHRC distributed only an average 22 scholarship/fellowship awards before the OLRDP, the number of this kind of awards increased to a yearly average of 43 when the OLRDP was operating and jumped to a significant yearly average of 70 after the OLRDP (2007-10).

3.2 Level of SSHRC funding of research on Official Languages

A similar trend can be observed, as shown on figure 3, for SSHRC level of funding of research on OL issues:

Figure 3. SSHRC funding allocated to research on OL issues (CAD\$)



- During the 2000-11 periode, SSHRC provided a total 46.5 million dollars for research on official languages issues through its different funding opportunities. The level of the funding increased, somewhat inconstantly, from 2.6 M\$ in 2000/01 to nearly 5.6 M\$ in 2010/11;
- On average, SSHRC provided a yearly financial support of 3 M\$ during the period 2000-04 when the OLRDP was not yet implemented. During the period when the OLRDP was operating (2004-07), SSHRC provided an average of 4.7 M\$ per year (including a total 2.5 M\$ provided under the OLRDP) while an average 5 M\$ was distributed in support to research on OL issues after the OLRDP ceased to operate.
- One year after the OLRDP ceased to exist (2007/08), a substantial decrease in the funding provided for research on OL issues is to be observed (the level of fuding excluding the OLRDP remained, however, stable) before a significant increase during the subsequent years ;
- When considering only the SRG grants, the average distributed funding slightly increased from a yearly 1.9 M\$ distributed prior to the OLRDP to 2.2 M\$ after the program. Again, the OLRDP did not have a multiplier effect on the funding received under the SSHRC standard research grants.

Key Finding - SSHRC Support to Research on Official Languages Issues

- The number of supported projects on OL issues increased constantly during the period 2000-10 from an average 98 supported projects per year before the implementation of the Official Languages Research Program, to an average 146 while the OLRDP was operating and an average 158 after the program ceased to be operational;
- The level of funding provided by SSHRC in support to research on OL issues also increased from a yearly average of 3 M\$ during the period 2000-04 when the OLRDP was not yet implemented to an average of 4.7 M\$ per year during the period when the OLRDP was operating (2004-07), and an average 5 M\$ after the OLRDP ceased to operate.

4. SSHRC Support to Research Capacity Development in OLMC Institutions

4.1 Number of Applications

4.1.1 Anglophone OLMCs in Quebec

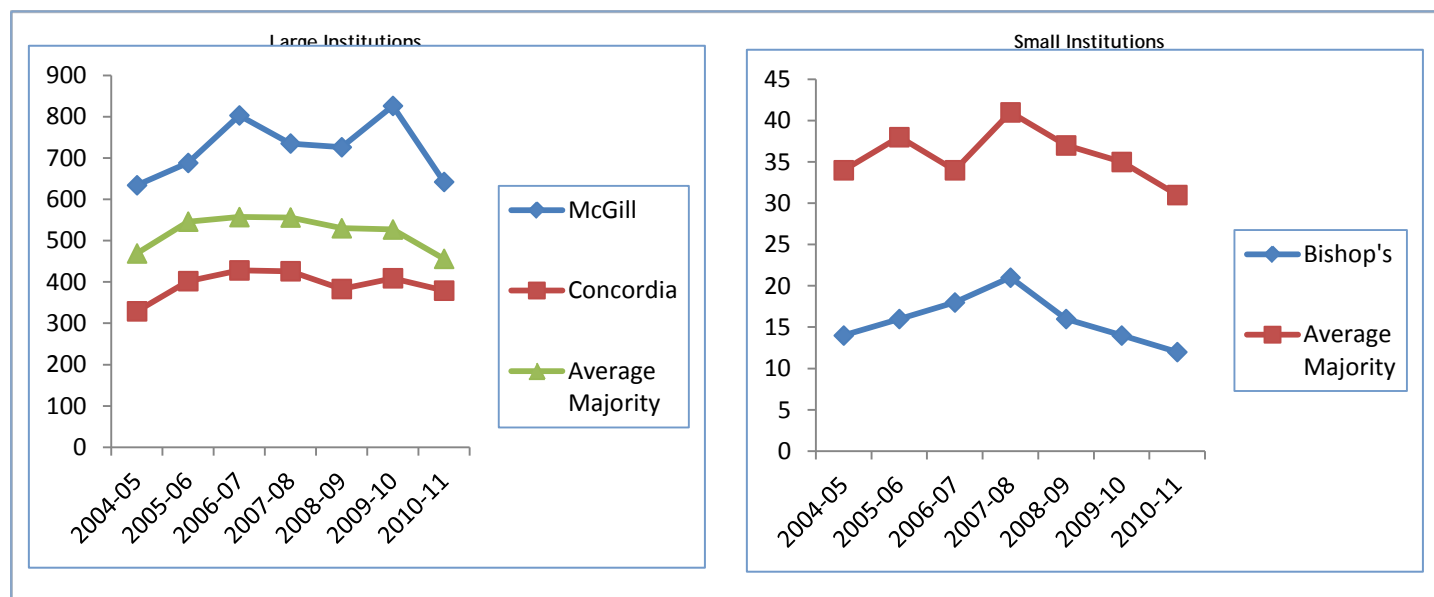
Table 1 below compares the average applications to all SSHRC funding opportunities (including research grants, scholarships and Fellowships and knowledge mobilization grants) of OLMC and majority institutions in Quebec by year and by size:

Table 1. Average Applications by faculty in Quebec

Year	Large Institutions		Small Institutions	
	OLMCs (n=2)	Majorities (n=3)	OLMCs (n=1)	Majorities (n=10)
2004-05	461	448	11	32
2005-06	530	531	15	36
2006-07	601	543	17	33
2007-08	567	534	21	39
2008-09	547	518	15	37
2009-10	609	513	11	35
Average	552	515	15	35

- During the period 2004-09, Anglophone large institutions in Quebec (McGill and Concordia Universities) submitted on average 552 applications to all SSHRC funding opportunities every year compared to 515 by majority Francophone institutions of the same size. The difference is however not statistically significant ($p > .05$). This difference could be explained by the fact that the OLMC large institutions in Quebec (especially McGill University which is driving the average application) have an international status with strong research capacity;
- During the same period, researchers and students from Bishop's university (the only small Anglophone University in Quebec) submitted on average 15 applications per year to all SSHRC funding competitions compared to an average 35 applications by small Francophone universities. The difference is statistically significant ($p < .01$). This difference could be explained by the fact that Bishop's university is not a research focused institution compared to some small majority institutions in Quebec;
- If we look at the trend of applications during the 2004-09 period, no particular difference with the average majority institutions is observed (figure 3). It is however noteworthy, that Concordia University was performing, in terms of applications to SSHRC funding, less than the average majority institutions, and that the yearly average for large minority institutions was driven mainly by McGill University performance.

Figure 3. Applications to SSHRC funding - Institutions in Quebec



▪ Applications by SSHRC Strategic Outcome

Given that the level of application differs with regards to SSHRC different funding opportunities, the analysis was conducted for each SSHRC strategic outcomes: Research (including Standard Research Grants), People (Scholarships and Fellowships) and Knowledge Mobilizations (Aids to Workshops, Public Outreach Grants, etc.)

Research

Table 2 represents a comparison of the average applications to SSHRC research grants by full-time faculty members in the SSH for OLMC and majority institutions in Quebec:

Table 2. Average Applications by faculty in Quebec - Research

Year	Large Institutions		Small Institutions	
	OLMCs (n=2)	Majorities (n=3)	OLMCs (n=1)	Majorities (n=10)
2004-05	0.18	0.18	0.09	0.13
2005-06	0.23	0.21	0.11	0.13
2006-07	0.26	0.20	0.08	0.13
2007-08	0.24	0.23	0.12	0.18
2008-09	0.20	0.24	0.08	0.17
2009-10	0.23	0.23	0.07	0.14
Average	0.22	0.22	0.09	0.15

- Bishop's University (the only small Anglophone university in Quebec) submitted less applications to research grants compared to Francophone institutions in Quebec of the same size (0.09 vs. 0.15 applications per faculty member on average between 2004 and 2009). This significant difference could be explained by the fact that Bishop's University is mainly a teaching focused institution compared to other research-intensive small majority institutions in Quebec;

- Conversely, large minority Anglophone institutions in Quebec submitted on average an identical number of applications per faculty member compared to large Francophone institutions in Quebec;

People (Scholarships/Fellowships)³⁷

- The average level of applications to SSHRC scholarships and fellowships awards was slightly for minority large institutions compared to majority institutions of the same size in Quebec;
- Bishop’s University, however, submitted significantly less applications on average compared to majority institutions of the same size in Quebec.

Table 3. Average Applications in Quebec - People

Year	Large Institutions		Small Institutions	
	OLMCs (n=2)	Majorities (n=3)	OLMCs (n=1)	Majorities (n=10)
2004-05	331	288	3	17
2005-06	362	361	5	22
2006-07	416	378	7	18
2007-08	396	351	10	20
2008-09	396	332	7	18
2009-10	446	339	5	21
Average	391	341	6	19

Knowledge Mobilization

- Contrary to research and people grants, large size minority institutions in Quebec (Concordia and McGill Universities) applied less to knowledge mobilization grants when compared to Francophone universities of the same size in Quebec (19 Vs. 27 applications on average per year);
- Bishop’s University also submitted significantly less applications on average compared to small majority institutions in Quebec (see table 4).

Table 4. Average Applications in Quebec - Knowledge Mobilization

Year	Large Institutions		Small Institutions	
	OLMCs (n=2)	Majorities (n=3)	OLMCs (n=1)	Majorities (n=10)
2004-05	18	35	0	3
2005-06	19	26	0	2
2006-07	21	27	3	3
2007-08	18	28	0	2
2008-09	21	27	1	3
2009-10	15	19	0	1
Average	19	27	0.7	2.2

4.1.2 Francophone OLMC institutions outside Quebec

The same analysis was conducted for OLMC Francophone institutions outside Quebec by SSHRC Strategic Outcome and by region.

³⁷ It was not possible to conduct the analysis of applications reported to enrolment due to the lack of data.

Ontario

Research

- If we control for regional differences, University of Ottawa, the only large OLMC institution outside Quebec³⁸, submitted to SSHRC an average of 0.22 application per year and per faculty member, compared to an average of 0.16 by majority Anglophone institutions in Ontario. The difference is not statistically significant at 5%;
- Small OLMC institutions in Ontario (as shown in table 5), applied on average for 0.07 projects per year and per faculty member compared to 0.03 by small Anglophone institutions in Ontario of the same size. The difference is statistically significant ($p < .05$) in favor of minority institutions.

Table 5. Average applications by faculty in Ontario - Research

Year	Large Institutions		Small Institutions	
	OLMCs (n=1)	Majorities (n=4)	OLMCs (n=7)	Majorities (n=15)
2004-05	0.19	0.13	0.06	0.02
2005-06	0.19	0.15	0.06	0.03
2006-07	0.23	0.15	0.07	0.03
2007-08	0.24	0.18	0.09	0.03
2008-09	0.23	0.19	0.08	0.03
2009-10	0.26	0.17	0.09	0.04
Average	0.22	0.16	0.07	0.03

People

- Ottawa University submitted sensibly less applications on average to SSHRC scholarships and fellowships grants compared to large Anglophone institutions in Ontario. The difference is statistically significant;
- Small Francophone institutions in Ontario submitted, however, more applications to SSHRC scholarships programs compared to majority small institutions in Ontario.

Table 6. Average applications in Ontario - People

Year	Large Institutions		Small Institutions	
	OLMCs (n=1)	Majorities (n=4)	OLMCs (n=7)	Majorities (n=15)
2004-05	242	479	6	3
2005-06	316	555	6	4
2006-07	359	590	6	4
2007-08	391	651	8	5
2008-09	434	724	9	6
2009-10	467	730	10	4
Average	368	621	7	4

Knowledge Mobilization

- As shown in table 7, both Ottawa University, the large minority institution in Ontario, and the small minority institutions applied on average more to SSHRC knowledge mobilization grants

³⁸ University of Ottawa is in fact a bilingual institution located in the National Capital, making it a special case. It was not possible, for a more thorough analysis, to separate applications submitted by Francophone researchers.

than their counterpart majority institutions of the same size and in the same region. The difference is statistically significant for the the minority Francophone institutions in Ontario when compared to majority institutions of the same size.

Table 7. Average applications in Ontario - Knowledge Mobilization

Year	Large Institutions		Small Institutions	
	OLMCs (n=1)	Majorities (n=4)	OLMCs (n=7)	Majorities (n=15)
2004-05	24	20	0.9	0.5
2005-06	26	22	1.0	0.4
2006-07	12	20	1.0	0.2
2007-08	27	23	1.0	0.3
2008-09	33	24	2.1	0.5
2009-10	22	22	1.0	0.6
Average	24	22	1.2	0.4

Western Provinces

Research

- As shown on table 8, researchers from OLMC institutions in the Western provinces submitted on average 0.08 applications per year and per faculty member, compared to 0.06 by researchers from small majority institutions in the same provinces. The difference is not statistically significant. It is noteworthy that small institutions from British Columbia were not included in the analysis given that the province does not have any minority institution;

People

- Small minority institutions in the Western provinces, however, applied on average significantly less than majority small institutions to SSHRC scholarships and fellowships programs (table 8).

Knowledge Mobilization

- The level of application to SSHRC knowledge mobilization grants is sensibly the same for majority and minority small institutions in the Western provinces.

Table 8. Average applications in the Western Provinces

Year	Research (by faculty)		People		Knowledge Mobilization	
	OLMCs	Majorities	OLMCs	Majorities	OLMCs	Majorities
2004-05	0.10	0.05	0.3	3.9	0	0.7
2005-06	0.07	0.06	1.0	5.2	0.7	0.7
2006-07	0.06	0.06	0.0	6.5	0.7	0.8
2007-08	0.07	0.06	1.0	5.0	1.0	1.0
2008-09	0.12	0.07	0.7	7.2	0.3	0.7
2009-10	0.10	0.08	0.3	7.9	1.0	1.0
Average	0.08	0.06	0.6	5.9	0.7	0.8

Maritimes Provinces

Research

- OLMC small institutions from the Maritimes provinces submitted on average 0.13 applications per year and per faculty member to SSHRC research grants during the period 2004-10, slightly higher than the average 0.09 per year and per faculty member for majority Anglophone institutions of the same size (table 9).

People

- OLMC institutions in the Maritimes Provinces applied on average exactly at the same level to SSHRC scholarships programs compared to the majority institutions of the same size and in the same region.

Knowledge mobilization

- OLMC small institutions in the Maritimes Provinces submitted on average more applications to SSHRC knowledge mobilization grants than majority small institutions in the region.

Table 9. Average applications in the Maritimes Provinces

Year	Research (by faculty)		People		Knowledge Mobilization	
	OLMCs	Majorities	OLMCs	Majorities	OLMCs	Majorities
2004-05	0.11	0.09	10	8	3.0	1.8
2005-06	0.13	0.09	9	11	2.0	2.4
2006-07	0.13	0.09	9	8	3.0	1.5
2007-08	0.12	0.09	9	9	2.5	1.5
2008-09	0.15	0.09	13	10	3.0	2.1
2009-10	0.12	0.09	10	12	1.5	1.4
Average	0.13	0.09	10	10	2.5	1.8

Key Findings - Application to SSHRC Funding Opportunities

- Large OLMC institutions in Quebec submitted on average the same number of applications to SSHRC research grants programs compared to large majority Francophone institutions in Quebec, but less to SSHRC Scholarships and knowledge mobilization programs;
- Bishop's University applied less to SSHRC different funding opportunities when compared to the average of small majority institutions in Quebec;
- Ottawa University submitted more applications than large majority institutions in Ontario to SSHRC research and knowledge mobilization grants, but less to Scholarships/Fellowships programs;
- Small minority institutions in Ontario applied more than small majority institutions for all SSHRC strategic outcomes;
- Small minority institutions in the Western and Maritimes provinces applied, on average, more than the majority small institutions in their respective region.

4.2 Success Rate in SSHRC Competitions

This section outlines the success rate of OLMC institutions in SSHRC competitions by strategic outcome (research grants, scholarships/fellowships and knowledge mobilization), with comparison to the average performance of the majority institutions of the same size and in the same region.

4.2.1 Anglophone OLMCs in Quebec

Research

Table 10 summarizes the success rates in SSHRC research grants competitions for OLMC and majority institutions in Quebec:

Table 10 . Success Rate in Quebec - Research

Year	Large Institutions		Small Institutions	
	OLMCs	Majorities	OLMCs	Majorities
2004-05	48%	47%	50%	36%
2005-06	37%	47%	20%	36%
2006-07	45%	45%	14%	44%
2007-08	39%	39%	18%	29%
2008-09	39%	35%	14%	36%
2009-10	40%	35%	33%	25%
Average	41%	41%	25%	34%

- While OLMC and majority large institutions in Quebec had an identical average success rate in SSHRC research grants competitions, Bishop's University had a significantly lower success rate in research grants competitions compared to Francophone small institutions in Quebec.

People

- If we look at the success rates in the Scholarships/Fellowships grants, the difference is significant in favor of large majority institutions in Quebec (44% vs. 37%) and for Bishop's University when compared to the average success rate of majority small institutions.

Table 11 . Success Rate in Quebec - People

Year	Large Institutions		Small Institutions	
	OLMCs	Majorities	OLMCs	Majorities
2004-05	36%	46%	67%	38%
2005-06	36%	39%	60%	34%
2006-07	34%	39%	43%	38%
2007-08	36%	45%	60%	41%
2008-09	40%	48%	29%	51%
2009-10	40%	50%	80%	55%
Average	37%	44%	56%	43%

Knowledge Mobilization

- Large majority institutions in Quebec had on average a more important success rate in SSHRC knowledge mobilization grant competitions than large OLMC institutions (62% vs. 58%);
- While Bishop's University had an significantly important success rate in SSHRC knowledge mobilization competitions (83%), this number should be interpreted with caution given that the

level of applications of the institution to this kind of grants is very low, with many years without any application (cf. section 4.1.1).

Table 12 . Success Rate in Quebec - Knowledge Mobilization

Year	Large Institutions		Small Institutions	
	OLMCs	Majorities	OLMCs	Majorities
2004-05	34%	55%	N/A	52%
2005-06	66%	51%	N/A	44%
2006-07	57%	53%	67%	43%
2007-08	61%	66%	N/A	35%
2008-09	66%	83%	100%	79%
2009-10	63%	63%	N/A	79%
Average	58%	62%	83%	55%

4.2.2 Francophone OLMCs outside Quebec

Small institutions outside Quebec

Overall, and while small Francophone institutions outside Quebec had a lower success rate in SSHRC research grants programs compared to small majority institutions outside Quebec (the difference is, however, not statistically significant), they are performing better in SSHRC scholarships/fellowships and knowledge mobilization programs (see table 13). The following sections present a comparative analysis of success rates of majority and minority institutions in different regions outside Quebec by SSHRC Strategic Outcome.

Table 13 . Average Success Rate for Small Institutions Outside Quebec

Year	Research		People		Knowledge Mobilization	
	OLMCs	Majorities	OLMCs	Majorities	OLMCs	Majorities
2004-05	32%	33%	50%	52%	75%	64%
2005-06	25%	36%	56%	36%	46%	6%
2006-07	27%	27%	44%	36%	20%	30%
2007-08	25%	23%	53%	51%	47%	49%
2008-09	20%	33%	45%	38%	45%	60%
2009-10	15%	19%	51%	45%	62%	52%
Average	24%	29%	50%	43%	49%	43%

Ontario

Research

- Ottawa University, which is a bilingual institution and the only large OLMC institution in Ontario and outside Quebec, has an average success rate of 38% in SSHRC research grants competitions, inferior to the average success rate of Anglophone large institutions in Ontario (table 14). This difference is significant at 5%;
- The average success rate for small Francophone minority institutions in Ontario in SSHRC research competitions is also significantly inferior to the average success rate for Anglophone institutions of the same size during the same period (18% Vs. 30%. See table 14).

Table 14. Success Rate in Research Grants - Ontario

Year	Large Institutions		Small Institutions	
	OLMCs (n=1)	Majorities (n=4)	OLMCs (n=7)	Majorities (n=15)
2004-05	51%	51%	29%	42%
2005-06	36%	48%	16%	35%
2006-07	45%	42%	18%	23%
2007-08	34%	42%	17%	34%
2008-09	34%	41%	11%	24%
2009-10	27%	38%	14%	24%
Average	38%	44%	18%	30%

People

- While its success rate in SSHRC research grants competitions was significantly lower, Ottawa university had on average a significantly higher success rate in SSHRC Scholarships/Fellowships competitions compared to large majority institutions in Ontario (46% vs. 32%, see table 15);
- Minority small institutions in Ontario had an almost identical success rate in SSHRC scholarships programs when compared to majority small institutions in Ontario.

Table 15. Success Rate in Scholarships/Fellowships - Ontario

Year	Large Institutions		Small Institutions	
	OLMCs (n=1)	Majorities (n=4)	OLMCs (n=7)	Majorities (n=15)
2004-05	40%	41%	42%	38%
2005-06	50%	26%	34%	37%
2006-07	40%	31%	35%	34%
2007-08	51%	38%	36%	35%
2008-09	42%	29%	33%	32%
2009-10	51%	29%	38%	35%
Average	46%	32%	36%	35%

Knowledge Mobilization

- Ottawa University had a significantly lower success rate in SSHRC knowledge mobilization grants when compared to majority large institutions in Ontario, while minority small institutions in Ontario have a significantly greater success rate when compared to small majority institutions in the province (table 16);

Table 16. Success Rate in Knowledge Mobilization Grants - Ontario

Year	Large Institutions		Small Institutions	
	OLMCs (n=1)	Majorities (n=4)	OLMCs (n=7)	Majorities (n=15)
2004-05	67%	89%	63%	54%
2005-06	43%	57%	50%	47%
2006-07	29%	25%	58%	44%
2007-08	14%	80%	70%	59%
2008-09	53%	75%	70%	58%
2009-10	71%	70%	68%	63%
Average	46%	66%	63%	54%

Western Provinces

- The average success rate of OLMC institutions in West Canada (all small institutions) in SSHRC research grants competitions, as shown in table below, is inferior to the average success rate of majority Anglophone institutions (19% vs. 28%). The difference is statistically significant.
- OLMC small institutions had also a lower success rate in SSHRC scholarships and knowledge mobilization competitions compared to majority small institutions, but the difference is however not statistically significant.

Table 17. Success rate in SSHRC competitions by SO - Western Provinces

Year	Research		People		Knowledge Mobilization	
	OLMCs	Majorities	OLMCs	Majorities	OLMCs	Majorities
2004-05	30%	35%	100%	46%	0%	47%
2005-06	29%	33%	67%	42%	50%	33%
2006-07	33%	27%	0%	32%	50%	19%
2007-08	0%	20%	67%	56%	67%	55%
2008-09	25%	38%	0%	36%	0%	67%
2009-10	0%	18%	0%	48%	67%	50%
Average	19%	28%	39%	43%	39%	45%

Maritimes Provinces

- On average, OLMC institutions in the Maritimes provinces have a better success rate than majority institutions of the same size in SSHRC research grants and scgolarships/fellowships competitions. The difference is statistically significant with regard to SSHRC scholarships. The success rates in SSHRC knowledge mobilization grants are identical.

Table 18. Success rate in SSHRC competitions by SO - Maritimes Provinces

Year	Research		People		Knowledge Mobilization	
	OLMCs	Majorities	OLMCs	Majorities	OLMCs	Majorities
2004-05	36%	30%	68%	33%	83%	65%
2005-06	32%	38%	67%	36%	50%	45%
2006-07	36%	29%	53%	43%	0%	40%
2007-08	43%	22%	56%	55%	80%	35%
2008-09	29%	32%	58%	48%	33%	52%
2009-10	23%	17%	53%	49%	33%	44%
Average	33%	28%	59%	44%	47%	47%

Key Findings - Success Rate in SSHRC Competitions

- While large OLMC institutions in Quebec had a comparable success rate to large majority institutions in SSHRC research grants competitions, Bishop's University had a sensibly lower success rate in the same competitions when compared to the average small majority institutions in Quebec;
- Bishop's University had, however, a higher success rate in SSHRC Scholarships/Fellowships competitions compared to small institutions of the same size. Large minority institutions had, on average, a lower success rate in people competitions when compared to the average of the large majority institutions;
- Outside Quebec, while small institutions had, on average, slightly a lower success rate in SSHRC research grants competitions compared to the average small majority institutions, they are performing better in SSHRC Scholarships/Fellowships and knowledge mobilization competitions.

4.3 SSHRC Financial Support to OLMC Institutions

This section outlines the level of financial support that SSHRC provided to official languages minority institutions through its various funding opportunities³⁹.

4.3.1 Anglophone OLMCs in Quebec

Table 19 summarizes the average level of SSHRC funding received by OLMC Anglophone institutions, compared to the average level of funding received by francophone institutions in Quebec.

Table 19. SSHRC Funding received by institutions in Quebec (in \$' 000)

Year	Large Institutions		Small Institutions	
	OLMCs	Majorities	OLMCs*	Majorities
2004-05	8,766	11,955	82	601
2005-06	10,679	13,375	78	788
2006-07	11,693	14,748	117	848
2007-08	11,338	14,830	69	901
2008-09	11,480	14,625	38	1,006
2009-10	11,377	14,417	42	937
Average	10,889	13,992	71	847

Source: SSHRC Years in Numbers 2009-10

*Bishop's University

- Anglophone universities in Quebec received on average less funding from SSHRC compared to Francophone universities during the period 2004-09 (table 19). The difference is significant at 5% but not at 1%. We should note that McGill received a much superior average SSHRC funding (nearly 15 million dollars per year; largely superior to funding received by majority institutions in Quebec) while Concordia university only received an average 6.6 million dollars per year;
- Bishop's University received a significantly less funding from SSHRC compared to Francophone universities in Quebec of the same size. This correlates with previous findings related to Bishop's application to SSHRC funding opportunities and the fact that it is primarily a teaching focused institution.

4.3.2 Francophone small OLMCS outside Quebec

- Minority small size institutions outside Quebec received on average a nearly equivalent amount of SSHRC funding compared to the average funding received by majority small institutions outside Quebec during the 2004-09 period. The median average of the level of SSHRC funding received by OLMC small institutions outside Quebec is however superior to the median average received by majority institutions outside Quebec (214 K\$ vs. 120 K\$), indicating a greater variance of the level of funding received by majority institutions, and that the top performing OLMC institutions outside Quebec received on average a superior level of SSHRC funding;

³⁹ This includes all kind of programs (Research grants, Scholarships, Institutional Grants, Knowledge Mobilization, ASU, etc.) excluding the Indirect Costs Program.

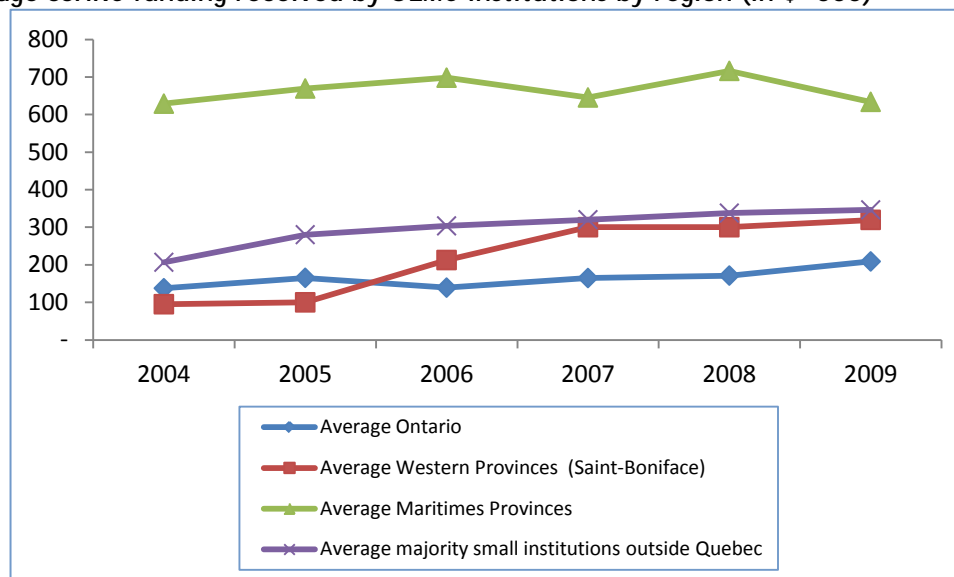
Table 20. SSHRC Funding - OLMC small institutions West Canada (in \$' 000)

Year	Small Institutions	
	OLMCs	Majorities
2004-05	255	207
2005-06	283	280
2006-07	288	304
2007-08	302	320
2008-09	324	338
2009-10	329	346
Average	297	299

Source: SSHRC Years in Numbers-2009-10

- There are, as shown in figure 4, important variations of the level of SSHRC funding by regions. Indeed, as it will be detailed below when accounting for the regional differences, the overall performance of OLMC institutions in terms of SSHRC received funding is driven by the performance of OLMC small institutions in the Maritimes Provinces (and mainly by the level of funding received by the Université of Moncton) which received an average funding widely superior to the average funding received by majority institutions outside Quebec, while the OLMC small institutions in Ontario and in the Western Provinces (namely Collège Universitaire Saint-Boniface for which data on SSHRC funding are available) received an average funding inferior to the average funding received by majority institutions outside Quebec during the period 2004-10.

Figure 4. Average SSHRC funding received by OLMC institutions by region (in \$' 000)



Ontario

- Ottawa University (a bilingual institution) received, on average, less SSHRC funding than the yearly average funding received by majority Anglophone institutions in Ontario (see table 21). While the difference is significant, it is noteworthy that the average funding received by Ottawa University is superior to the median average of the funding received by the majority institutions during the same period (11,994 thousand \$). The average funding received by the

majority institutions being driven by the important level of funding received by University of Toronto;

- OLMC Francophone small institutions in Ontario also received on average less funding than majority institutions in the same province (table 21). The median average of the funding received by OLMCs is however significantly superior to the median average of majority institutions (155 K\$ vs. 77 K\$).

Table 21. SSHRC Funding received by institutions in Ontario (in \$' 000)

Year	Large Institutions		Small Institutions	
	OLMCs*	Majorities	OLMCs	Majorities
2004-05	10,380	12,165	138	165
2005-06	11,953	14,408	165	210
2006-07	13,198	14,525	139	219
2007-08	13,096	14,850	165	211
2008-09	12,907	15,440	171	275
2009-10	14,175	15,966	209	282
Average	12,618	14,559	164	227

Source: SSHRC Years in Numbers-2009-10

*Ottawa University

Western Provinces

- Collège Universitaire de Saint-Boniface (the only OLMC small institution in Western provinces for which data on SSHRC received funding are available) received on average more SSHRC funding than the average received by small majority institutions in the same region during the period 2004-10 (table 22). The difference is even more significant when compared to the median average funding received by majority institutions (27 K\$) in West Canada during the same period.

Table 22. SSHRC Funding - OLMC small institutions West Canada (in \$' 000)

Year	Small Institutions	
	OLMCs*	Majorities
2004-05	95	110
2005-06	100	136
2006-07	213	123
2007-08	300	140
2008-09	300	129
2009-10	320	120
Average	221	127

Source: SSHRC Years in Numbers-2009-10

*Includes only Collège Universitaire Saint-Boniface. Data related to Campus Saint-Jean/University of Alberta and Institut Français/University of Regina were not available.

Maritimes Provinces

- On average, OLMC Francophone small institutions in the Maritimes Provinces received more SSHRC funding than the majority small Anglophone institutions in the region during the 2004-09 period (see table 23). The difference is even more significant than the median average SSHRC funding received by majority institutions (397 K\$);
- It should be noted that the OLMC average funding in the Maritimes was driven by Université de Moncton performance (a yearly average of 1,107 K\$ received during the 2004-10 period), while Université Sainte-Anne received an average funding (224 K\$ per year) lower than the average

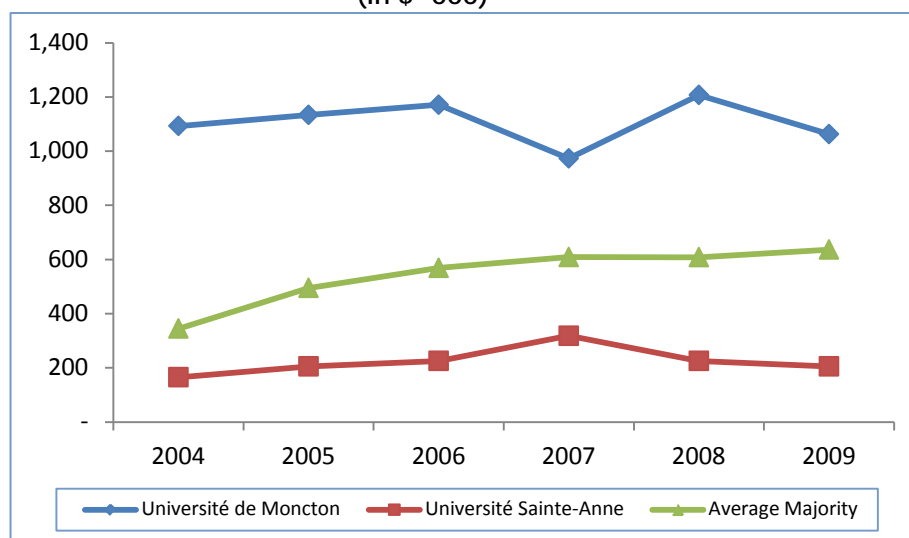
and the median average funding received by majority institutions of the same size (see figure 5).

Table 23. SSHRC Funding - OLMC small institutions Maritimes Provinces (in \$' 000)

Year	Small Institutions	
	OLMCs	Majorities
2004-05	629	345
2005-06	669	495
2006-07	698	569
2007-08	645	609
2008-09	716	608
2009-10	634	636
Average	665	544

Source: SSHRC Years in Numbers-2009-10

Figure 5. Average SSHRC funding received by OLMC institutions in the Maritimes Provinces (in \$' 000)



Aid to Small Universities

The objective of the Aid to Small Universities (ASU) Program is to enable small universities to develop and strengthen focused research capacity. SSHRC awards ASU Program grants to institutions with less than 250 full-time faculty members in the social sciences and humanities for a three-year period. The maximum value of a grant is \$30,000 per year for three years. Each university must justify its grant request, and the request is subject to review by SSHRC. SSHRC awards all available funds through a review committee of scholars that evaluates each institution's application. Grants are awarded based on an assessment of the institution's research development plan, including its ability to concentrate research in specific areas at the university (such as through research centres). The success rate for institutions applying for ASU Program funding was 69% when averaging across the 1999, 2002 and 2005 competition years.

For the period 2004-10, table 24 compares the average contribution of the ASU Program to the development of OLMC small institutions to the contribution of other SSHRC programs:

Table 24. ASU total funding received between 2004 and 2010 by OLMC institutions VS. Other SSHRC funding* (in \$' 000)

	ASU	All other programs
West	\$ 141,349.38	\$ 173,316.29
Maritimes	\$ 169,699.73	\$ 199,349.28
Quebec	\$ 176,981.33	\$ 234,618.99

* Does not include Ontario given that only one OLMC institution in Ontario received ASU funding

- While the ASU program contributed in total less in funding research capacity in the Official Languages Minority institutions compared to other SSHRC grants and Scholarships/Fellowships Programs, the difference is not statistically significant ($p > .05$) except for Bishop's University in Quebec.

Key Findings - SSHRC Financial Support

- Minority large institutions in Quebec received less SSHRC average funding compared majority large institutions in Quebec (~ 11 M\$ vs. 14 M\$). The difference is statistically significant;
- Bishop's University received a significantly less funding from SSHRC compared to Francophone universities in Quebec of the same size;
- Minority small size institutions outside Quebec received on average a nearly equivalent amount of SSHRC funding compared to the average funding received by majority small institutions outside Quebec;
- Ottawa University received, on average, less SSHRC funding than the yearly average funding received by majority Anglophone institutions in Ontario (~ 13 M\$ Vs. 15 M\$);
- The median average of the funding received by small minority institutions in Ontario is significantly superior to the median average received by majority institutions in Ontario (155 K\$ vs. 77 K\$);
- Minority institutions in the Western provinces received on average more SSHRC funding than the average received by small majority institutions in the same region during the period 2004-10 (221 K\$ Vs. 127 K\$);
- On average, OLMC Francophone small institutions in the Maritimes Provinces received more SSHRC funding than the majority small Anglophone institutions in the region (~665 K\$ Vs. 544 K\$).