



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Implementation of Section 41 of the *Official Languages Act*

Status Report 2005-06

Social Sciences and Humanities Research Council of Canada

350 Albert Street, P.O. Box 1610
Ottawa, Ontario, K1P 6G4
<http://www.sshrc.ca>

June 2006

Canada

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1 General Information

Social Sciences and Humanities Research Council of Canada (SSHRC)	
Address	350 Albert Street P.O. Box 1610 Ottawa, Ontario K1P 6G4
Website	http://www.sshrc.ca
Minister Responsible	Minister of Industry
Senior Official Responsible for Implementation of Section 41 of the <i>Official Languages Act</i> (OLA)	Interim SSHRC President Stan Shapson
Mandate	<ul style="list-style-type: none"> • Promote and assist research and scholarship in the social sciences and humanities. • Advise the Minister on related matters
National Coordinator Responsible for the Implementation of Section 41 of the OLA	Suzanne Board
Title	Policy Analyst Policy, Planning and International Affairs Division Directorate of the Executive Vice-President
Address	350 Albert Street P.O. Box 1610 Ottawa, Ontario K1P 6G4
Email	suzanne.board@sshrc.ca
Regional Coordinators	n/a

2 Summary of Main Results Achieved

2.1 Awareness

In 2005-06, SSHRC's national coordinator responsible for the implementation of section 41 of the *Official Languages Act* (OLA) continued to collaborate with staff in Strategic Programs and Joint Initiatives and other divisions to promote SSHRC programs that either specifically target, or are open to, research on bilingualism and official language minority questions. As required, and as appropriate, given the Council's mandate, staff continued to brief and advise SSHRC's management and Board on research issues related to bilingualism and official language minority questions. Finally, the national coordinator continued to act as a liaison between SSHRC and the interdepartmental network of national coordinators and to participate in relevant discussions.

2.2 Consultation

SSHRC regularly consults with its many stakeholders, both on an ad hoc basis and formally. These consultations help ensure that SSHRC's programs and processes best serve the needs of its client communities—including researchers who work on official language minority issues. The consultations also help the Council determine its strategic priorities, both at the corporate level and in terms of program offerings.

2.3 Communications

Continuing its standard practice, during 2005-06 SSHRC informed its community about its programs and related topics, both through the corporate website and e-mail, and through regular mail-outs. Specifically in the field of bilingualism and official language minority research, SSHRC distributed program and other information to individual researchers, to universities in official language minority regions, and to associations such as the *Association des universités de la francophonie canadienne* (AUFC).

SSHRC also reaches its primary client communities (researchers) through periodic university visits. Council representatives visit each university in Canada at least once every three years. In 2005-06, SSHRC conducted 21 visits, including visits to Université Laurentienne, Université d'Ottawa, and Bishop's University.

2.4 Coordination and Liaison

In 2005-06, SSHRC continued to work with several governmental bodies on initiatives concerned with research on bilingualism and official language minority communities. These included:

- the interdepartmental Coordinating Committee on Official Languages Research;
- the Canadian Institutes of Health Research (CIHR) Consultative Committee on Official Languages Research;
- a discussion forum on the vitality of official language minority communities hosted by the Office of the Commissioner of Official Languages;
- another initiative of the Office of the Commissioner of Official Languages aimed at identifying best practices of federal granting agencies that effectively promote linguistic duality and the vitality of official language minority communities;
- the national network of coordinators responsible for implementing section 41 of the OLA;
- the partnership with the Department of Canadian Heritage that developed the strategic joint initiative program, "Official Languages Research and Dissemination."

2.5 Funding and Program Delivery

In 2005-06, the Council awarded approximately \$2.4 million for research and related activities in the areas of bilingualism and official language minority issues. This funding was awarded across the spectrum of SSHRC's programs:

- \$520,000 Research training programs (at the master's, doctoral and postdoctoral levels)
- \$856,368 Standard Research Grants program
- \$721,014 Official Languages Research and Dissemination program
- \$124,591 Programs supporting research communication
- \$219,494 Programs supporting strategic research development

In addition, there were several Canada Research Chairs that focused on (or examined among other topics) questions related to bilingualism and official language minority issues. SSHRC administers the Canada Research Chairs program on behalf of Canada's three research funding agencies.¹

2.6 Accountability

In 2005-06, SSHRC's national coordinator responsible for the implementation of section 41 of the OLA continued to:

- monitor and coordinate the implementation of section 41 of the OLA at the Council, and brief and advise management and program officers on related issues;
- draft the annual *Status Report on the Implementation of Section 41 of the OLA* in line with the *Multi-Year Action Plan on the Implementation of Section 41 of the OLA*; and
- liaise with the interdepartmental network of national coordinators.

¹ SSHRC, the Natural Sciences and Engineering Research Council (NSERC) and the Canadian Institutes of Health Research (CIHR).

3 Background

3.1 About Section 41 of the *Official Languages Act*

The *Official Languages Act* (OLA) was first passed in 1969 and revised in 1988 in the context of the new constitutional order resulting from the *Constitution Act, 1982*. Since 1988, federal institutions have been subject to responsibilities contained in Part VII of the OLA, which states the federal government's commitment to enhance the vitality of the English and French language minority communities in Canada, support and assist their development, and foster the full recognition and use of both English and French in Canadian society.

On November 24, 2005, Part VII of the OLA was amended to enhance the accountability of federal institutions with respect to promoting the vitality of English and French language minority communities. Section 41 (and 77) of the OLA now read:

41. (1) The Government of Canada is committed to

(a) enhancing the vitality of the English and French linguistic minority communities in Canada and supporting and assisting their development; and

(b) fostering the full recognition and use of both English and French in Canadian society.

(2) Every federal institution has the duty to ensure that positive measures are taken for the implementation for the commitments under subsection (1). For greater certainty, this implementation shall be carried out while respecting the jurisdiction and powers of the provinces.

(3) The Governor in Council may make regulations in respect of federal institutions, other than the Senate, House of Commons, Library of Parliament, office of the Senate Ethics officer or office of the Ethics Commissioner, prescribing the manner in which any duties of those institutions under this Part are to be carried out.

77. (1) Any person who has made a complaint to the Commissioner in respect of a right or duty under sections 4 to 7, sections 10 to 13, or Part IV, V or VII, or in respect of section 91, may apply to the Court for a remedy under this Part.

In 1994, the government designated 27 federal institutions that are required to develop an annual action plan and report on the actions taken to implement section 41 of the OLA. SSHRC was one of the original 27 designated federal institutions, a group that has now grown to 31.

3.2 About SSHRC

3.2.1 Mandate and Governance

The Social Sciences and Humanities Research Council (SSHRC) is one of three federal granting agencies in Canada that support academic research. The Council's mandate is to promote and assist research and scholarship in the social sciences and humanities, and to advise the Minister in respect of such matters relating to such research as the Minister may refer to the Council for its consideration.² SSHRC reports to Parliament through the Minister of Industry, who has certain statutory responsibilities regarding, and

² See the *SSHRC Act* (1977) at <http://laws.justice.gc.ca/en/S-12/index.html>.

general oversight of, the Council. SSHRC is governed by an independent 22-member Board, which the Governor-in-Council appoints to represent the interests of the academic, public and private sectors in all regions of Canada and its two official languages.

3.2.2 Funding Research Excellence Through National, Peer-Reviewed Competitions

SSHRC fulfills its mandate by providing research funds through open, transparent, national competitions, involving a rigorous peer-review process—internationally recognized as the fairest and most-effective method to assess the scientific merit of research proposals. In accordance with its mandate and its strict peer-review selection criteria (the track record and competence of the applicant; the quality of the research proposal; etc.), SSHRC programs are accessible to all humanities and social sciences researchers.

3.2.3 How SSHRC Can Support Implementation of OLA Section 41

SSHRC's *raison d'être* is to support excellence in Canadian research. SSHRC programs therefore can neither have quotas based on language (or gender) nor can they privilege researchers from particular groups such as official language minority communities. Furthermore, Council programs must be national in scope and cannot be restricted to certain geographic regions. Given the nature of its programs, SSHRC can implement OLA section 41 by (a) ensuring that researchers who are members of official language minority communities are aware of SSHRC funding opportunities; (b) ensuring that SSHRC's peer review and adjudication processes offer equal opportunity to official language minority applicants; and, importantly, (c) supporting, through its programs, research and research-related activities that address the objectives of the *Act*.

3.2.4 SSHRC and Research on Bilingualism and Official Language Minority Questions

With respect to this last area, SSHRC is unique among designated federal institutions in its ability to support research and research training that contribute to a better understanding of bilingualism and official language minority issues and to innovation in approaches to address these.

The Council has two types of programs to support research and research training:

- “investigator-framed” programs, for which the researcher defines the thematic area and the subject of the proposed research; and
- targeted or strategic programs, for which SSHRC (and funding partners) define the thematic area of research, while the researcher proposes the subject.

With investigator-framed programs such as Standard Research Grants (SRG), Major Collaborative Research Initiatives (MCRI) and research training programs, SSHRC does not play a role in identifying particular areas of interest that it wants to fund. However, through its strategic programs, the Council can target research on social, economic and cultural issues of key importance to Canadians. SSHRC targets specific thematic areas through:

- strategic programs, designed in accordance with Council's strategic priorities; and
- joint initiative programs designed with partners from the government, not-for-profit, and private sectors.

SSHRC's strategic priority areas are usually set for a period of three to five years, and currently do include “official languages research.” In line with this priority, SSHRC currently has a joint SSHRC-Canadian Heritage program, “Official Languages Research and Dissemination.”

Section 4.5 of this report, “Funding and Program Delivery,” provides more detail on the programs—both

investigator-framed and strategic—through which SSHRC has funded research on bilingualism and official language minorities. A compendium listing the research projects funded in 2005-06 is provided in section 7.

4 Detailed Status Report

4.1 Awareness

4.1.1 Main Expected Results

SSHRC's 2005-2008 *Multi-Year Action Plan*³ lists its main expected results from promoting awareness of its responsibilities regarding section 41 of the *Official Languages Act* as:

- awareness among SSHRC staff of bilingualism and official language minority questions as well as of related policy and program issues
- awareness among SSHRC management and governing Board of bilingualism and official language minority questions as well as of related policy and program issues
- awareness at SSHRC of interdepartmental discussions and initiatives with a potential impact on research on bilingualism and official languages minority questions as well as on related policies and programs.

4.1.2 Main Activities Carried out in 2005-06

SSHRC's national coordinator responsible for the implementation of section 41 of the OLA continued to collaborate with staff in the Strategic Programs and Joint Initiatives Division and others to promote SSHRC programs that either specifically target or are open to research on bilingualism and official language minority questions. As required, and as appropriate, given the Council's mandate, staff continued to brief and advise SSHRC's management and Board on research issues related to bilingualism and official language minority questions. Finally, the national coordinator continued to act as a liaison between SSHRC and the interdepartmental network of national coordinators, and participated in related discussions.

4.2 Consultation

4.2.1 Main Expected Results

In SSHRC's 2005-2008 *Multi-Year Action Plan*, the main expected results for consultation with its stakeholders (including official language minority communities) are stated as:

- SSHRC programs, priorities and policies are well-attuned to, and take into account, the opportunities and challenges of research on bilingualism and official languages minority questions and related issues.

4.2.2 Main Activities Carried out in 2005-06

SSHRC regularly consults with its many stakeholders both on an ad hoc basis and formally. These consultations help ensure that SSHRC's programs and processes are serving the needs of its client communities (including official language minority researchers), and help the Council determine its strategic priorities, both at the corporate level and in relation to its strategic programs.

SSHRC seeks advice and input from such stakeholders as: individual researchers, learned and

³ See http://www.sshrc.ca/web/about/publications/ola_e.pdf.

professional associations, universities and research institutions, government departments and agencies at all levels, and organizations in the not-for-profit, public and private sectors. As a matter of course, these include universities that serve official language minority communities, such as: Bishop's University, Collège Universitaire de Saint-Boniface, Concordia University, McGill University, Université de Moncton, Université de Sudbury, Université Laurentienne, Université Sainte-Anne, and Université d'Ottawa. Among the associations and other organizations that SSHRC regularly consults are those serving official language minority communities, such as the *Association des universités de la francophonie canadienne* (AUFC),⁴ the *Association francophone pour le savoir* (Acfas),⁵ the *Fonds québécois de la recherche sur la société et la culture* (FQRSC),⁶ and the *Institut canadien de recherche sur les minorités linguistiques*, Université de Moncton.⁷

4.3 Communications

4.3.1 Main Expected Results

SSHRC's 2005-2008 *Multi-Year Action Plan* lists the main expected results for communicating with client communities on issues of research on bilingualism and official language minorities, and for communicating with official language minority communities on SSHRC activities and programs that could be of interest to them, as:

- Stakeholder and research communities are well-informed and aware of SSHRC programs and other initiatives related to research on bilingualism and official language minority issues and related questions.
- Stakeholder and research communities and the general public are well-informed and aware of SSHRC-funded research on bilingualism and official language minority issues.

4.3.2 Main Activities Carried Out in 2005-06

During 2005-06, SSHRC continued to inform its client communities about its programs and related topics, both electronically and through regular mail-outs. The Council communicated with its clients through postsecondary institutions (universities, colleges, research institutes, and other organizations with a research mandate) and associations. Among SSHRC's key contacts were individual researchers, leading representatives of associations and learned societies, presidents, vice-presidents, research administrators, associate and vice-deans, department heads, directors of centres, schools and institutes, financial officers, etc. Specifically in the field of bilingualism and official language minority research, SSHRC distributed program and other information to individual researchers, to universities in official language minority regions, and to associations such as the AUFC.

SSHRC also reaches its primary client communities (researchers) via periodic university visits. SSHRC has a three-year plan for these visits, which ensures that every university in Canada is visited within a three-year period. These visits provide information about SSHRC's programs and policies, and on the application and adjudication processes. Researchers are able to meet a SSHRC representative and obtain immediate answers to questions they may have. The presentations are conducted in the language of the

⁴ See <http://www.aufc.ca>

⁵ See <http://www.acfas.ca/>

⁶ See <http://www.fqrsq.gouv.qc.ca/>

⁷ See <http://www.umoncton.ca/icrml>

university (or bilingually, in the case of bilingual universities), and all take-away materials are provided in both official languages. Questions may be asked in either official language, and the SSHRC representative is able to answer the question in the language in which it was asked. In 2005-06, SSHRC conducted 21 visits, including visits to Université Laurentienne, Université d'Ottawa, and Bishop's University.

In terms of communicating information about Council-funded research on bilingualism and official language minority questions, this information is available to any interested person via SSHRC's online Awards Search Engine,⁸ which in 2005-06 continued to offer searches by project title, project keyword, area of research, discipline, researcher, year, program, affiliated institution, province, etc. In addition, SSHRC maintained its compendium of funded research on bilingualism and official language minority questions, which is attached as an annex to the present report (see section 7).

4.4 Coordination and Liaison

4.4.1 Main Expected Results

In SSHRC's 2005-2008 *Multi-Year Action Plan*, the main expected results for coordinating and liaising within SSHRC and between SSHRC and other government institutions are stated as:

- awareness at SSHRC and at interested government departments and agencies of research-related federal programs and initiatives dealing with bilingualism and official language minority issues.

4.4.2 Main Activities Carried Out in 2005-06

SSHRC continued to participate in the work of the interdepartmental Coordinating Committee on Official Languages Research, chaired by the Official Languages Directorate, Privy Council Office (PCO). At the meetings of this committee, SSHRC shared information about its funding program, Official Languages Research and Dissemination, and in turn was made aware of other federally funded research in this area, such as that conducted by Statistics Canada on the vitality of official language minority communities in the Maritimes.

During 2005-06, a SSHRC representative served on the Canadian Institutes of Health Research (CIHR) Consultative Committee on Official Languages, offering advice on the development of CIHR's Research Initiative on Official Language Minority Communities. Once the program was launched, the SSHRC representative served on a review panel for it.

In September 2005, SSHRC participated in a discussion forum hosted by the Commissioner of Official Languages on the vitality of official language minority communities. The forum focused on a paper that presented key issues for discussion and validation. This event was part of a process that culminated with the Commissioner's published study, *A Sharper View: Evaluating the Vitality of Official Language Minority Communities*.⁹

In early 2006, SSHRC became engaged in another initiative of the Office of the Commissioner of Official Languages, this one aimed at identifying best practices of federal granting agencies that effectively

⁸ See <http://www.ost.uqam.ca/CRSH/RechProj.aspx?vLangue=Anglais>.

⁹ Marc L. Johnson and Paule Doucet, *A Sharper View: Evaluating the Vitality of Official Language Minority Communities* (Ottawa: Office of the Commissioner of Official Languages, 2006). See http://www.ocolclo.gc.ca/archives/sst_es/2006/vitality_vitalite/vitality_vitalite_e.htm.

promote linguistic duality and the vitality of official language minority communities. SSHRC will continue to participate in this initiative through 2006-07.

Finally, SSHRC continued to participate in meetings of the national network of coordinators responsible for implementing section 41 of the OLA, which is facilitated by Canadian Heritage. SSHRC also continued its partnership with Canadian Heritage to deliver the targeted research program, Official Languages Research and Dissemination (see section 4.5.6).

4.5 Funding and Program Delivery

SSHRC's main activity—funding peer-reviewed scholarly research—can contribute to enhancing the vitality of the English and French linguistic minority communities in Canada primarily by supporting research that addresses questions of bilingualism and linguistic minorities. SSHRC's activities also contribute to the vitality of official language minority communities by ensuring that researchers who belong to such communities, and the universities that serve such communities, are fully aware of SSHRC's programs and have full opportunity to access them.

4.5.1 Main Expected Results

SSHRC's 2005-2008 *Multi-Year Action Plan* lists the main expected results for funding and program delivery as:

- SSHRC's support for research on bilingualism and official language minority questions;
- SSHRC's client community is served in the language of its choice, English or French.

4.5.2 Main Activities Carried Out in 2005-06

Following well-established practice, SSHRC continued to offer all its services in both official languages to ensure fair and equitable linguistic treatment. This included:

- ensuring bilingualism of SSHRC staff and materials at university visits;
- providing and promoting the option of submitting proposals in either official language;
- providing and promoting the additional choice of either official language for correspondence; with SSHRC (i.e., the language of proposal and language of correspondence need not be the same);
- ensuring the bilingualism of the peer-review process (ensuring that adjudication committees have competence in both official languages);
- ensuring that the composition of SSHRC's governing Board achieves geographic and linguistic balance.

In 2005-06, SSHRC awarded funding for research and research-related activities addressing questions of bilingualism and official language minorities amounting to approximately \$2.4 million. The funding was disbursed through the range of SSHRC's programs, a number of which are described below.

4.5.3 CGS Master's and Doctoral Scholarships, Doctoral and Postdoctoral Fellowships

SSHRC's research training awards (Canada Graduate Scholarship (CGS) Master's Scholarships¹⁰, CGS Doctoral Scholarships¹¹, Doctoral Fellowships¹², and Postdoctoral Fellowships¹³) aim to develop key

¹⁰ See http://www.sshrc.ca/web/apply/program_descriptions/fellowships/cgs_masters_e.asp.

¹¹ See http://www.sshrc.ca/web/apply/program_descriptions/fellowships/doctoral_e.asp.

research skills, and assist in the training of highly qualified academic personnel. These objectives are achieved by supporting students who demonstrate a high standard of scholarly achievement in undergraduate and graduate studies in the social sciences and humanities. At the postdoctoral level, the Council supports the most promising new scholars in the social sciences and humanities, and assists them in establishing a research base at an important time in their careers.

Research training awards made in 2005-06 for research on subjects related to bilingualism and official languages minority questions are listed in section 7, according to the research training programs listed above. Table 1 summarizes SSHRC's support of for research training projects related to bilingualism and official language minority questions, totalling \$520,000 in 2005-06.

Table 1: SSHRC Support of Research Training Projects Related to Bilingualism and Official Language Minority Questions, 2005-06	
Program	Amount
CGS – Master's Scholarships	\$105,000
SSHRC Doctoral Fellowships	\$100,000
CGS Doctoral Scholarships	\$315,000
Total	\$520,000

4.5.4 Standard Research Grants (SRG)

SSHRC's Standard Research Grants (SRG) program¹⁴ supports independent, high-quality research projects by one or more researchers for a period of up to three years. A number of projects successful in the 2005-06 SRG competition are investigating the vitality and development of official language minority communities and examining important facets of Canada's linguistic duality. A list of 2005-06 SRG awards related to bilingualism and official languages minority questions is provided in section 7. SSHRC's support for investigator-framed research related to bilingualism and official language minority questions totalled \$856,368 in 2005-06.

4.5.5 Strategic and Joint Initiatives Programs

SSHRC develops and funds programs to support strategic research programs, both on its own and in partnership with other funding bodies, including government, private and community organizations. These programs generate new knowledge on pressing social, economic and cultural issues of particular importance to Canadians.¹⁵

¹² See http://www.sshrc.ca/web/apply/program_descriptions/fellowships/doctoral_e.asp.

¹³ See http://www.sshrc.ca/web/apply/program_descriptions/fellowships/postdoctoral_e.asp

¹⁴ See http://www.sshrc.ca/web/apply/program_descriptions/standard_e.asp.

¹⁵ SSHRC's current strategic programs are posted at http://www.sshrc.ca/web/apply/program_index_e.asp#2.

The Council selects priority areas to guide the direction and development of its strategic programs and joint initiatives over the medium-term. These are established after consultations with SSHRC's client communities and stakeholders in the public, private, and non-profit sectors. SSHRC selected its current strategic priority areas in 2002-03:

- Aboriginal Research
- Environment and Sustainability
- Culture, Citizenship and Identities (including Official Languages)
- Image, Text, Sound and Technology
- Northern Research

4.5.6 Official Languages Research and Dissemination Program

In 2004, SSHRC and the Official Languages Branch of Canadian Heritage signed a Memorandum of Understanding to establish the Official Languages Research and Dissemination program, which SSHRC launched as a joint initiative on November 25, 2004.¹⁶ In April 2005, the Council announced the results of the first program competition: \$1.7 million awarded for targeted research on bilingualism and official language minority questions. A second competition, held in 2005-06, awarded \$721,000 (see the list of awards in section 7.4).

4.5.7 Community-University Research Alliances (CURA)

SSHRC encourages researchers in an official language minority environment to take full advantage of the opportunities provided by its programs, among them the Community-University Research Alliances (CURA) program.¹⁷ SSHRC established the CURA program to encourage community organizations and universities to combine their forces to tackle issues of common concern. The program fosters the creation of dynamic, on-going partnerships between university and community groups and provides community groups with research results and knowledge. More specifically, the program creates student-faculty teams to address community research needs and provide training and employment opportunities for youth. SSHRC is convinced that establishing partnerships between community organizations and Canadian universities contributes to the social, cultural and economic development of those communities through a variety of innovative joint training and communications activities.

4.5.8 Aid to Research Workshops and Conferences in Canada

In 2005-06, SSHRC awarded funding to three research workshops and conferences that addressed questions related to bilingualism and official language minorities. This represented an investment of \$74,630.

4.5.9 Aid to Small Universities

This program helps small Canadian universities to develop and strengthen focused research capacity in the social sciences and humanities. It is open to postsecondary institutions that, among other criteria, have fewer than 250 full-time faculty in SSHRC fields. Many of the postsecondary institutions that serve official language minority communities meet this criterion, and so this program may be seen as having

¹⁶ See http://www.sshrc.ca/web/apply/program_descriptions/official_languages_e.asp.

¹⁷ See http://www.sshrc.ca/web/apply/program_descriptions/cura_e.asp.

potential to enhance the vitality of official language minority communities: that is, by developing the social institutions that can nurture and reinforce the social, cultural and economic life of such communities. In 2005-06, SSHRC awarded two new three-year grants under this program to institutions serving official language minority communities: one to Université de Moncton (for “Recherche en sciences humaines et sociales dans un milieu minoritaire”) and one to Bishop’s University (for an “Eastern Townships Research Centre / Centre de recherche des Cantons de l’Est). This funding, over three years, will total \$179,500.

4.5.10 Canada Research Chairs Related to Bilingualism and Official Language Minority Questions

In 2000, the Government of Canada allocated \$900 million to establish 2,000 research professorships—Canada Research Chairs—in universities across the country. In the natural sciences and engineering, in the social sciences and humanities, and in health sciences, Canada Research Chairholders advance the frontiers of knowledge in their fields, not only through their own work, but also by teaching and supervising students and by coordinating the work of other researchers.

On behalf of Canada’s three research granting agencies, SSHRC hosts the Canada Research Chairs secretariat, which administers the Canada Research Chairs program and the Indirect Costs of Research program. The following gives a sample of current Chairholders¹⁸ in the social sciences and humanities who focus on, or examine among other topics, questions related to bilingualism and official language minorities:

- **Prof. Susanne E. Carroll** (Canada Research Chair in Second Language Studies, University of Calgary) researches questions of second language input (i.e., what learners see and hear in the process of learning a second language) and how different types of input affect the learning process.
- **Prof. James P. Cummins** (Canada Research Chair in Language Learning and Literacy Development in Multilingual Contexts, University of Toronto) identifies factors that inhibit literacy among four groups: ESL learners, students with hearing impairments, First Nations students and French immersion students.
- **Prof. Denis Gagnon** (Canada Research Chair in Métis Identity, Collège universitaire de Saint-Boniface) is conducting an ethnohistorical study of the culture of Manitoba’s Métis, with a focus on the issue of identity.
- **Prof. Will Kymlicka** (Canada Research Chair in Political Philosophy, Queen’s University), investigates the prospects for an international consensus on the protection of ethno-cultural minorities.
- **Prof. Judy L. Lupart** (Canada Research Chair in Special Education, University of Alberta) is conducting a field-based, longitudinal study of the learning progress of children from diverse economic, language and educational levels, on their home and school learning environments, and on teachers’ and parents’ impact on student learning progress. She is also working on the implementation of a theory- and research-based model of inclusion to achieve customized, student-centred learning.
- **Prof. Richard MacKinnon** (Canada Research Chair in Intangible Cultural Heritage, Cape Breton University) studies, records and interprets the globally significant, endangered, traditional cultural expressions of Cape Breton Island.

¹⁸ As of April 2006, there were 1641 Canada Research Chairs at Canadian universities. See their profiles at: <http://www.chairs.gc.ca/web/chairholders>.

- **Prof. John F. McGarry** (Canada Research Chair in Nationalism and Democracy, Queen's University) studies the relationship between globalization and minority nationalism, and the democratic management of minority nationalism in an era of globalization.
- **Prof. Jean Morency** (Canada Research Chair in Intercultural Literary Analysis, Université de Moncton) studies Acadian and Quebecois literature and selected texts from Ontario and the West to gain a better understanding of the multicultural bases of French-language literature in Canada.
- **Prof. Jean-Pierre Pichette** (Canada Research Chair on Orality and Popular Traditions of French Minority Communities, Université Sainte-Anne – Collège de l'Acadie) is establishing an oral literature laboratory for conserving and analyzing the oral heritage of Francophone and Acadian minority communities in Canada (and North America).
- **Prof. Shana Poplack** (Canada Research Chair in Linguistics, University of Ottawa) studies bilingual speech in immigrant communities, African-American English in Nova Scotia and how spoken French has evolved over the centuries.
- **Prof. Laurier Turgeon** (Canada Research Chair in Heritage, Université Laval) is developing the concept of "intermingling of cultures" in order to gain a better understanding of the intermixing of the cultural heritage of Québec and the diverse cultures of French-speaking America.
- **Prof. Gerard Van Herk** (Canada Research Chair in Regional Language and Oral Text, Memorial University of Newfoundland) studies the processes of language retention and change, enriching dialect- and language-change research worldwide.
- **Prof. Janet F. Werker** (Canada Research Chair in Psychology, University of British Columbia) is working on identifying the steps in normal language learning by infants, including bi- and multilingual children.
- **Prof. Stephen C. Wright** (Canada Research Chair in Social Psychology, Simon Fraser University) examines the psychological mechanisms that underpin prejudice and inter-group discrimination and that guide the responses of people in societally disadvantaged groups, affecting, for example, the lives of minority-language children.

4.6 Accountability

In SSHRC's 2005-2008 *Multi-Year Action Plan*, the main expected results for accountability are stated as:

- distribution and yearly updates of SSHRC's *Annual Status Report* and its *Multi-Year Action Plan* on the implementation of section 41 of the OLA.¹⁹

In 2005-06, SSHRC's national coordinator responsible for the implementation of section 41 of the OLA continued to:

- monitor and coordinate implementation at the Council, and brief and advise management on related issues;
- draft the annual *Status Report on the Implementation of Section 41 of the OLA* in line with the *Multi-Year Action Plan on the Implementation of Section 41 of the OLA*;
- liaise and interact with the interdepartmental network of national coordinators.

¹⁹ See the SSHRC publications web page: http://www.sshrc.ca/web/about/publications/publications_e.asp.

5 Communication Plan

5.1 Distribution List

In addition to being posted on the SSHRC website (see below), this report is distributed to the Commissioner of Official Languages, the Deputy Minister of Canadian Heritage, the members of the House of Commons Standing Committee on Official Languages, and the members of the Senate Standing Committee on Official Languages.

5.2 Web Address of Federal Institution's Status Report

SSHRC's 2005-08 *Multi-Year Action Plan for the Implementation of Section 41 of the OLA* and the *Status Report on the Implementation of Section 41 of the OLA, 2005-06* are posted at the Council's website at: http://www.sshrc.ca/web/about/publications/publications_e.asp.

6 Signature of National Coordinator

Suzanne Board, National Coordinator

Date

7 Annex: SSHRC Programs Supporting Research on Official Language Minority Questions, 2005-06

7.1 Canada Graduate Scholarships (CGS) – Master’s Scholarships

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
Matthew Schmidt, McMaster University	The University of British Columbia	Discursive treatment of linguistic minorities within the court system of English-speaking Canada	17,500	1
Vincent Roy, Université de Moncton	Université d'Ottawa	Rôle des institutions françaises dans la vitalité communautaire francophone de la région urbaine de Moncton au cours des vingt dernières années	17,500	1
Suzanne Gagné, Collège universitaire de Saint-Boniface	York University	Description linguistique du français Métis (Manitoba, Canada)	17,500	1
Suzanne Desrochers, University of Toronto	York University	Franco-Ontarian women: stories of migration	17,500	1
Laura Ambrosio, Université d'Ottawa	Université d'Ottawa	Littérature et compétence en langue seconde	17,500	1
Marie Lefebvre, Université d'Ottawa	Université d'Ottawa	Le rôle de l'identité dans le développement de la vitalité des communautés francophones au Canada : l'exemple acadien	17,500	1
total			105,000	

7.2 Doctoral Fellowships, CGS Doctoral Scholarships, and Postdoctoral Fellowships

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
M. Jesús Izquierdo, McGill University	McGill University	An experimental study on the acquisition of the passé composé and imparfait using e-resources in the second language classroom	40,000	2
Wim Remyssen, Université de Sherbrooke	Université Laval	L'évaluation des particularismes du français en usage au Canada dans les chroniques de langage depuis la fin du 19e siècle	20,000	1
Jennifer Mah, McGill University	McGill University	Phonological representations in second language acquisition	40,000	2
Ying Zheng, Queen's University	Queen's University	Investigating the impact of Ontario secondary school literacy test on english as second language students	105,000	3
Stephanie Kelly, The University of Western Ontario	The University of Western Ontario	La variation des glides en français canadien et d'autres variétés du français	105,000	3
Emir Delic, University of Waterloo	Université d'Ottawa	La littérature franco-ontarienne : le parcours d'une thématique	105,000	3
total			415,000	

7.3 Standard Research Grants (SRG)

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
Liyang Cheng / Janna Fox (Carleton University), Don Klinger (Queen's University)	Queen's University	Impact of the Ontario secondary school literacy test on second language students	130,627	3
Claire Lapointe / Carolyn Shields (University of British Columbia), Lyse Langlois (Université Laval)	Université Laval	Le leadership éducationnel en milieu linguistique minoritaire	83,396	3
Fred H. Genesee / Martha B. Crago (Université de Montréal), Yuriko Oshima-Takane (McGill)	McGill University	The effects of input on early language learning in simultaneous bilingual and cross-language adopted	179,726	3
Marie-Josée Hamel / Jasmina Milicevic (Dalhousie University), Alain Polguère (Université de Montréal), Blaise Nkwenti-Azeh	Dalhousie University	Dire autrement : vers un dictionnaire électronique de reformulation pour apprenants du français langue seconde	98,243	3
Shana Poplack / Johanne Bourdages (University of Ottawa)	University of Ottawa	Norms and variation in French: the competing roles of school,	121,634	3
Diane Gérin-Lajoie	University of Toronto	Le rapport à l'identité chez les jeunes des écoles anglophones au Québec	112,115	3
Liyang Cheng / Janna Fox (Carleton University), Don Klinger (Queen's University)	Queen's University	Impact of the Ontario secondary school literacy test on second language students	130,627	3
total			856,368	

7.4 Official Languages Research and Dissemination

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
McGill University / Roy Lyster	McGill University	Spotlighting Canadian research on language learning: a joint Canada-US applied linguistics conference in Montreal	30,024	1
Elizabeth Murphy	Memorial University of Newfoundland	Strengthening the speaking skills of core French students	50,000	1
Marie-Josée Vignola / Johanne Bourdages (Université d'Ottawa)	Université d'Ottawa	Accelerative integrated method (AIM): panacée des programmes de français de base	49,909	1
Miles Turnbull	University of Prince Edward Island	The socio-cultural and socio-political realities of French second language education in Canada	50,000	1
Gestny Ewart	Collège universitaire de Saint-Boniface	L'insertion des nouveaux enseignants en milieu minoritaire et en immersion françaises	22,600	1
Marianne Cormier / Miles Turnbull (University of Prince Edward Island)	Université de Moncton	Une approche littéraire pour apprendre les sciences et la langue en immersion française	34,212	1
Gladys Jean / Daphnée Simard (Université du Québec à Montréal)	Université du Québec à Montréal	Approche inductive de la grammaire en langues secondes : processus, produit et perceptions	49,800	1
Martine Peters / Nandini Sarma (Carleton University), Alysse Weinberg (Université d'Ottawa)	Université du Québec à Montréal	Activités technologiques et perceptions d'étudiants universitaires de français langue seconde : projet Technitude	43,903	1

Official Languages Research and Dissemination, continued

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
Maryse Paquin / Marion Barfurth (Université d'Ottawa)	Université d'Ottawa	L'internet et les musées virtuels du Canada: objets d'apprentissage et enseignants francophones canadiens en contexte	49,430	1
Université d'Ottawa / Diana Masny	Université d'Ottawa	Les littératures multiples et la croissance des communautés francophones en situation minoritaire : bilan et perspectives	43,150	1
Rodrigue Landry, Institut canadien de recherche sur les minorités linguistiques / Réal Allard, Marianne Cormier (Université de Moncton), Kenneth Deveau (Université Sainte-Anne)	Université de Moncton	La pédagogie en milieu francophone minoritaire : un profil national	49,556	1
Université d'Ottawa / Anne Gilbert	Université d'Ottawa	Lieux de mémoire, commémoration et identité dans la francophonie canadienne	30,419	1
Agnes Whitfield	York University	The contribution of literary translation to an appreciation of linguistic duality	50,000	1
Olivier Dezutter / Suzanne Richard, Lynn Thomas (Université de Sherbrooke), Lizanne Lafontaine (Université du Québec en Outaouais)	Université de Sherbrooke	L'appropriation d'un nouveau curriculum par les enseignants, étude d'un cas de formation continue pour les enseignants de français en milieu minoritaire au Nouveau-Brunswick	50,000	1
Robert Stebbins / Sénamin Amedegnato, Eileen Lohka, Alexie Tcheuyap (University of Calgary)	University of Calgary	Choix éducationnel chez les immigrants francophones africains récents	35,300	1

Official Languages Research and Dissemination, continued

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
Collège universitaire de Saint-Boniface / Léonard Rivard	Collège universitaire de Saint-Boniface	Apprendre en français langue première dans l'ouest et le nord canadiens : état des lieux, défis en enjeux	50,000	1
Lynne Bowker / Nicolle Sauvage (Saskatchewan Learning)	University of Ottawa	Can machine translation be useful for meeting the translation needs of Canada's linguistic minority communities: a case study of the Fransaskois community	32,711	1

total 721,014

7.5 Programs supporting research communication

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
INE Outreach Grants / Subventions de diffusion de l'INÉ				
Marielle Simon / Kadiye Ercikan (The University of British Columbia), Renée Forgette-Giroux (Université d'Ottawa)	Université d'Ottawa	Vers une utilisation judicieuse des enquêtes sur le rendement scolaire en milieu minoritaire	49,961	1
Aid to Research Workshops and Conferences in Canada / Aide aux ateliers et aux colloques de recherche au Canada				
Oliver Schmidtke	University of Victoria	What kind of Europe: Multiculturalism, Migration, Political Community and Lessons from Canada	35,000	1
Peter Dorrington	University of Regina	Résistances et convergences : stratégies identitaires des francophones et des Métis de l'Ouest canadien	20,000	1
Mireille Tremblay	Queen's University	Colloque international sur les variétés de français du Canada	19,630	1
total			124,591	

7.6 Programs supporting strategic research development

Scholars / Chercheurs	Administering Org. / Établissement	Title of project / Titre du projet	Awarded \$ / \$ accordé	Duration / Durée
Aid to Small Universities / Aide aux petites universités				
Bishop's University / Jonathan C Rittenhouse	Bishop's University	Eastern Townships research centre / Centre de recherche des Cantons de l'Est	90,000	3
Université de Moncton / Andrew Boghen	Université de Moncton	Recherche en sciences humaines et sociales dans un milieu minoritaire	89,500	3
Research Development Initiatives / Initiatives de développement de la recherche				
Roy Lyster / Laura Collins (Concordia University)	McGill University	Learning each other's language: the missing link in second language research	39,994	2

total 219,494