URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Working Group 2 Summary Report and Attachments
P a g e | 1

Appendix 2

URB Social Sciences, Arts, and Humanities Task Force
Working Group 2 Summary Report and Attachments

May 14, 2016

Contents:

1. Overview of Working Group 2's activities – Prepared by Jacquie Burkell

Attachments:
2. URB SSAH Task Force Working Group 2 Report on Faculty Perspectives - Prepared By: Crystal Gaudet and Jaclyn Nardone in consultation with Jacquelyn Burkell and Jessica Polzer
3. Submission of the SSHRC Associate Dean's Research regarding research indicators - Prepared by Cathy Benedict, ADR, Music, Helene Berman, ADR, Health Sciences, Nandi Bhatia, ADR, Arts, and Humanities, Stephen Bird, ADR, Education, Jacquelyn Burkell, ADR, FIMS, Robert Klassen, ADR, Business, Ken McRae, ADR, Social Sciences, Valerie Oosterveld, ADR, Law
4. URB SSAH Task Force: Graduate Student Consultation Recommendations - Prepared by Joshua Lambier and Diana Moreiras

Working group's initial remit:

1. What are the strengths, weaknesses, opportunities for and threats to social sciences, arts, and humanities research at Western?
    a. How do units at Western define leading edge scholarly activity?
    b. How is research in the social sciences, arts, and humanities valued and measured at Western?
    c. How is research in the social sciences, arts, and humanities valued and measured outside of Western?
    d. In what ways are these values and measurements aligned with the external context?

1. Overview of Working Group 2's Activities

The priorities of the Western University Strategic Plan are built upon a "shared ambition" that "seek(s) always the betterment of the human condition" (Achieving Excellence, 2014, p. 4). We believe that this choice of words both apt and profound. The human condition may be productively viewed as space of freedom co-created by the actions of words and deeds. Indeed, the human condition is both acted upon and improved by "academic freedom, autonomy,

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Working Group 2 Summary Report and Attachments
P a g e | 2

accountability, diversity, integrity, openness…and social responsibility" (Achieving Excellence, 2014, pp. 19-20). For Western University this means "creating a culture that places a higher value on scholarship and innovation, one that strives more intently to increase the impact and productivity of our research and scholarly activities across and between the disciplines" (Achieving Excellence, 2014, p. 7). For this kind of culture to thrive there must be an infrastructure supporting this organization and the Strategic Plan recognizes this need.

> "…. Western will focus more attention and resources promoting and rewarding (1) excellence in scholarship and innovation; (2) knowledge creation; and (3) the translation and mobilization of that knowledge into languages and applications useful in the public realm." (Achieving Excellence, 2014, p. 7)

The social sciences, arts, and humanities are central to Western University's vision and mission. Indeed, world-class researchers in these disciplines are found across the university in eight of Western's Faculties and Schools. However, changes in both the internal and external contexts make it timely to examine how social science, arts, and humanities research is valued and funded. Thus, while the mission and vision of Western University's Strategic Plan is the foundation upon which this report is built, the goal of this report is to reclaim these ideas, and move from concept to action supported by infrastructure.

Social science, arts, and humanities research and outcomes

> "… research outcomes and their dissemination….mean different things to different people—from citations in the most prestigious disciplinary journals, to monographs and books published by leading presses; from keynote speaking engagements at national and international conference plenary sessions, to musical performances on the world's international stages; from scholarship that shapes public policy, to business cases that inform entrepreneurial decision-making; or from curiosity-driven enquiry, to scientific and technological innovations that can be commercialized for application in health care and by private industry." (Achieving Excellence, 2014, p. 8)

The breadth of social science, arts, and humanities research at Western includes projects that are single investigator-driven, as well as multi-site, collaborative and community-based projects on regional, national and international scales, and research that draws on an array of disciplinary-specific theoretical perspectives, research methodologies (e.g., ethnography, discourse analysis, surveys, experimental research) and methods (quantitative and qualitative). These diverse projects yield a wide variety of research outputs, including single- and multiple-authored publications, which encompass peer-reviewed journal articles and presentations, books, book chapters, reports, as well as other forms of research dissemination, including artistic creation and performance, contributions to policy consultation, dissemination through news and social media, and community-based presentations. This impressive array of social science, arts, and humanities research is at the heart of what makes Western University a global university achieving excellence on the world stage.

Infrastructure to support research

> Western recognizes that "research" and "scholarship" mean different things to different people across our campus. For example, funding requirements and sources vary considerably from one discipline to the next. Additionally, research and scholarship

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Working Group 2 Summary Report and Attachments
P a g e | 3

outcomes differ significantly in their production, validation, dissemination, and application—even in the ways we celebrate them. (Achieving Excellence, 2014, p. 7)

Social scientists, artists, and humanists must be encouraged and supported to apply for external funding wherever appropriate and available. Careful attention must be paid to return on investment for such applications. Large-budget projects, including unidisciplinary projects and those comprised of interdisciplinary teams, require considerable investment of time and resources in preparing the application, and are associated with a reasonable probability of a high return. But, in the current external funding environment, small-budget projects require a similar investment of time and resources for the preparation of an application, and are associated with a low probability of success and a small return. Accordingly, resources for small-budget projects might be better deployed in *conducting* research rather than seeking funding.

In order to maximize funding successes, the University should provide grants facilitation support to social scientists, artists, and humanists. While appropriate and indeed excellent support is available in some units across campus, the availability of these resources is inconsistent, and in general social science, arts, and humanities faculties have relatively little funding to devote to these initiatives. A strong and universally available program of grants facilitation would assist social scientists, artists, and humanists to apply for and secure external grant funding. Initiatives should include:

1) Grant writing support: Assistance with grant writing and an internal review process prior to submission would benefit social scientists, artists, and humanists applying for external funds. While this assistance is available to researchers in some units, access is not universal and this should be remedied. Moreover, some tasks related to grant applications may be better addressed centrally (e.g., preparation of in-kind contribution letters). Specific assistance that would benefit grant applicants includes:
    a. Assistance with preparation of ROLA forms;
    b. Assistance with preparation of budgets;
    c. Procurement and documentation of in-kind and matching contributions;
    d. Assistance with knowledge mobilization plans; and,
    e. Internal review of grants prior to submission.

2) Access to research tools: The University currently provides access to quantitative analysis software at no cost to graduate students and at a reduced cost to faculty members. Comparable tools that would be of use to social science, arts, and humanities researchers include qualitative analysis software and online survey software. The negotiation of free access or reasonably priced site licenses for these resources would be of benefit to social science, arts, and humanities research on campus.

3) Knowledge mobilization: social scientists, artists, and humanists would benefit from assistance in promoting their own work through mechanisms such as research narratives, media releases, and community outreach. In addition, knowledge mobilization plans will benefit from strong relationships with municipal, provincial and federal governments, policy makers, not-for-profit agencies, and other potential research users. Assistance with identifying, developing, and maintaining these relationships would help to strengthen

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Working Group 2 Summary Report and Attachments
P a g e | **4**

both the awareness and impact of social science, arts, and humanities research. In turn, this will enhance the competitiveness of our researchers in external grant applications.

Funding for research

As a research-intensive university, Western must ensure that it supports the full range of research activities that characterizes research at this institution. Some social science, arts, and humanities research requires large amounts of external grant funding, and researchers have been successful in securing these funds. At the same time, many social scientists, artists, and humanists work alone on projects that require only small amounts of funding. External granting agencies are not currently oriented toward funding low-budget research projects. Indeed there are few external granting programs that will provide these researchers with what they need the most: small amounts of funding, and time to conduct their research. To support the full range of social science, arts, and humanities research, the University should address this gap through a range of programs that should include:

1) Competitive course releases: Course releases awarded to researchers on a competitive basis for research purposes such as off-site data collection and manuscript preparation.

2) Small grants program: Competitive funding for low-budget research projects that do not require or lead to external funding applications. We envision this program to support research with budgets of $10,000 or less, explicitly targeted to projects that do not require or lead to external funding applications.

3) Mid-career research awards: One-time funding available to mid-career researchers who are changing research direction, or who are planning to seek external funding for a previously unfunded project.

Working Group 2 membership included:
Jacquelyn Burkell (Working Group 2 Chair, FIMS)*, Cathy Benedict (Faculty of Music)*, Alison Doherty (Faculty of Health Sciences)*, Charles Weijer (Faculties of Arts and Humanities and Medicine)*, Emily Ansari (Faculty of Music), June Cotte (Ivey Business School), Amanda Grzyb (FIMS), Valerie Oosterveld (Faculty of Law), Don Abelson (Faculty of Social Science), Chris Brown (Faculty of Arts and Humanities), Stephen Bird (Faculty of Education), Jessica Polzer (Health Sciences, Women's Studies), Diana Moreiras (SGPS)

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 1

Attachment 1 - URB SSAH Task Force Working Group 2 Report on Faculty Perspectives - Prepared By: Crystal Gaudet and Jaclyn Nardone, in consultation with Jacquelyn Burkell and Jessica Polzer.
- Thursday March 31, 2016

Table of Contents

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **2**

Executive Summary

This report summarizes the findings of Working Group 2 of the URB Task Force, which explored faculty member perspectives on the strengths, weaknesses, opportunities, and threats associated with current support mechanisms for research in the Social Sciences, Arts and Humanities (SSAH research) at Western. The themes and recommendations that emerged from 152 SSAH researchers in individual and group consultations coupled with online survey responses from 347 respondents (in total representing more than 60% of faculty members in the 8 SSAH faculties) are outlined below.

The consultations revealed an impressive array of SSAH research at Western, the vibrancy of which is overlooked by a model of research that is founded on assumptions about research practices and success that are incommensurate with the needs, traditions and goals of much SSAH research, and that is therefore unable to recognize and communicate the value and import of SSAH research at Western.

The SSAH researchers consulted for this report emphasized the need for the University to shift its focus from *high budget* to *high impact* research. The University should reconsider the values that are embedded within and expressed by internal research funding programs and faculty evaluation practices – values that include a focus on external (specifically tri-council) research funding, that equate research impact with the amount of funding received, and that generally favour *input* rather than *outcome* measures of research as reflections of quality. A revised focus on a broad range of research outcomes as appropriate indicators of research excellence will better reflect the range of high-quality research carried out by SSAH and other researchers within our institution.

Some SSAH researchers fit, and have been very successful within, the model of research currently endorsed at Western that defines success in terms of high grant values and a high rate of production of multi-authored journal publications. Even researchers successful within this model, however, note that the institutional value of their external grants pales in comparison to that awarded to the larger grants typically seen in disciplines with higher base costs for conducting research. It is critical that the University recognize the achievements of SSAH researchers who secure tri-council funding for their research in an intensely competitive funding environment. Western must also provide strong administrative and research services support to ensure their future success in securing external grants.

Other SSAH researchers work within scholarly traditions that embrace different models of success, and these different approaches must be acknowledged and supported within Western University. If Western University is truly to realize its aspirations to become a world-class, research-intensive institution, it is critical that we acknowledge, value, and support the full range of research and researchers working within this institution. Within SSAH disciplines, there is a strong tradition of research practices where researchers work alone produce sole-authored publications. These researchers typically require less funding and more time to do their research, and thus produce fewer publications than do their colleagues who work with teams or co-authors. Researchers who work within this model report feeling pressure to publish in order to satisfy

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 3

metrics-based evaluative processes, which are inappropriate to fully capture the value and impact of their academic work.

In order to support researchers working in a variety of disciplinary contexts, the university should consider alternative outcomes, including pedagogical impact, peer review, policy contributions, citation in legal decisions, performance, and research narratives. The modes of evaluation should be rooted in disciplinary norms, and they should not focus solely on the amount of research funding, the number of publications, and citation counts.

It is critical that Western celebrate the contributions of SSAH research. SSAH research makes important contributions to knowledge, often on very small budgets. Communicating the value - or "telling the story" - of SSAH research requires Western to acknowledge the diversity and excellence of SSAH research, and support SSAH researchers in communicating the value and impact of their research, both within the Western community and beyond the institutional walls. Some SSAH researchers will benefit from assistance to develop and maintain profiles on discipline-appropriate research repositories, as these are becoming increasingly important venues for research promotion and dissemination.

Although many SSAH researchers require relatively small sums of money to conduct and disseminate their work, it is difficult if not impossible to carry out high-quality and high-impact research without some financial or in-kind support. Researchers whose financial requirements are relatively small have found it increasingly difficult to secure financial support for their research. Although the minimum value for SSHRC Insight and Insight Development applications is $7,000, the average value of awards for the 2015/2016 Insight Development competition was $60,000, and the average value of Insight Grants in the same year was $174,000, suggesting that these agencies tend to support grants of much higher value. Moreover, the application process is onerous, regardless of budget, and success rate in the most recent competitions is approximately 20%. Thus, for SSAH researchers who do not require large budgets, it is not an efficient use of researcher time and energy to apply to external agencies for small amounts of funding, since the 'return on investment' for these applications is low, and the intensive effort required for the application process, with little chance of positive outcome, could have a negative impact on other spheres of their academic work.

The University should develop an internal funding model that is focused on supporting high-value and high-impact research, rather than specifically and solely targeted to improving tri-council grant success. This will involve continued support for SSAH researchers who are seeking external grants to support pilot research, to bridge between grants, or to launch new projects. At the same time, a program of smaller value grants for research, dissemination, and teaching release should be developed to support SSAH researchers whose work is not appropriate for external grant support (typically researchers working alone, producing sole-authored publications or other research products).

Recent changes to the internal funding model have been particularly damaging to mid-career researchers and their continued research productivity is at risk. These researchers experience difficulties getting research funding due to restrictive changes in requirements for internal funds. Although many of these researchers fall into the group that do not require high-

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **4**

value external grants, some would be interested in seeking external funding. They require, however, internal support in order to develop competitive external funding applications. One proposal to support mid-career researchers in getting new projects off the ground is to offer a one-time "Kick Starter Grant" that would be available to every researcher at a critical point in their careers, designed to help researchers build toward future success.

In addition to an inclusive internal funding model, consultations revealed the need to build a supportive institutional infrastructure that includes knowledgeable and adequately staffed administrative assistance, and access to necessary research tools. One of the most significant supports requested by SSAH researchers is more time to do their research, attend conferences, and travel for the purpose of gathering data. Thus, it is recommended that the University offer competitive grants for teaching release time.

Strong administrative supports at all levels—department/school, faculty, and central—are required for tri-council and non tri-council funding. Sufficient and knowledgeable administrative support at all three levels will enable sensitivity to disciplinary differences and help to strengthen and streamline supports throughout the University. Existing successful approaches to administrative support at the University, faculty, and departmental levels may serve as useful models for fortifying administrative support across campus.

Many faculty members feel isolated and excluded from the model of research currently endorsed by Western and express a desire to create a more collaborative intellectual community. Providing matching funds and in-kind supports for interdisciplinary seminars and providing physical spaces on campus specifically for interdisciplinary research would help to bring academics together across faculties and disciplines and foster a more vibrant research culture at Western.

Objectives and Mission

The social sciences, arts, and humanities are central to Western's profile as a research-intensive institution. Indeed, world-class researchers in these disciplines are found across the University in eight of Western's Faculties and Schools. Recent changes in the internal and external contexts make it timely to examine how social science, arts, and humanities (SSAH) research is valued and funded at Western. The URB Task Force Steering Committee was established and approved by Senate on Sept. 18th 2015 to recommend strategies and concrete action plans that will better support success, growth and leadership in research in these disciplines at Western.

The SSAH Task Force, in consultation with the URB and the Deans of Research from the SSAH faculties (ADRs), identified three main questions to examine:

1) How do external entities, including funding agencies and professional organizations, define leading edge scholarly activity in social sciences, arts, and humanities disciplines?

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **5**

2) What are the strengths, weaknesses, opportunities of and threats to social sciences, arts, and humanities research at Western?
3) How is research in the social sciences, arts, and humanities supported at Western and how can this be improved?

Working Group 2 was formed to focus on question 2 (above). In consultation with the ADRs, and recognizing that each unit deals with research issues differently, a Working Group was established that included members from each Faculty/School. The group members included:

Jacquelyn Burkell (Working Group 2 Chair, FIMS)*
Cathy Benedict (Faculty of Music)*
Alison Doherty (Faculty of Health Sciences)*
Charles Weijer (Faculties of Arts and Humanities and Medicine)*
Emily Ansari (Faculty of Music)
June Cotte (Ivey Business School)
Amanda Grzyb (FIMS)
Valerie Oosterveld (Faculty of Law)
Don Abelson (Faculty of Social Science)
Chris Brown (Faculty of Arts and Humanities)
Stephen Bird (Faculty of Education)
Jessica Polzer (Health Sciences, Women's Studies)
Diana Moreiras (SGPS)

* indicates a member of the SSAH Task Force

Qualitative (individual and group consultations, face to face and by email) and quantitative (survey) consultations were conducted from November 2015 to March 2016. Qualitative consultations were conducted with 152 faculty members across the eight SSAH faculties (Arts and Humanities, Business, Education, Information and Media Studies, Law, Music, and Social Science) and focused on the following questions:

a) How do units at Western define leading edge scholarly activity?
b) How is research in the social sciences, arts, and humanities valued and assessed at Western?
c) How is research in the social sciences, arts, and humanities valued and measured outside of Western?
d) In what ways are these values and measurements aligned with the external context?

An online survey covering the same issues was made available to all SSAH faculty members, and a total of 347 individuals completed the survey. This report incorporates the qualitative and survey results.

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 6

Themes

Seven overarching themes emerged from the individual and group consultations and the survey data. The themes are identified and explained in more detail below, followed by a list of recommendations.

In these themes, our intention is to highlight the particular difficulties and inequities that many SSAH researchers at Western experience. We recognize, however, that many of these concerns and issues are not specific to SSAH research, but instead are experienced by at least a subset of researchers working in all areas. In relaying these themes, therefore, we have chosen not to use divisive "us vs. them" (e.g., STEM vs. non-STEM) language, in the hope that our findings will lead to further dialogue with those in other disciplines who may experience similar challenges.

1. Acknowledging the Diversity of SSAH Research at Western

The consultations revealed the diverse range of SSAH research that is conducted by Western's faculty members across a number of its faculties and disciplines. In this regard, it important that SSAH research not be conflated with SSHRC research. Some of the researchers consulted did not see their research as fitting neatly within SSHRC's mandate, and consultees included faculty members who apply to SSHRC, CIHR and non-tri-council funding agencies.

The breadth of SSAH research at Western includes projects that are investigator-driven, as well as multi-site, collaborative and community-based projects on regional, national and international scales, and research that draws on an array of disciplinary-specific theoretical perspectives, research methodologies (e.g., ethnography, discourse analysis, surveys, experimental research) and methods (quantitative and qualitative). These diverse projects yield a wide variety of research outputs or "products", including single –and multiple-authored publications, which encompass peer-reviewed journal articles and presentations, books, book chapters, reports, as well as other forms of research dissemination, including artistic creation and performance, contributions to policy consultation, dissemination through news and social media, and community-based presentations. This impressive array of SSAH research is a testament to what makes Western a "comprehensive university" in terms of research and impact.

2. Demoralizing Institutional Climate

"The current research climate at Western is one that is inimical, not only to responsible and effective teaching in the Arts and Humanities, but to Humanities "research" itself."

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **7**

"The shifts in internal funding and the emphasis on large grants sends a message to faculty who are very productive researchers (and widely published) that their research is not valued. If having a large grant is the only criteria for getting another grant, it acts as a barrier and is completely demoralizing."

Within this broad scope of SSAH research, there is a select group of researchers who find Western's institutional climate supportive and who have been successful in securing internal and external funding. However, the consultations uncovered a general malaise and sense of discontent among the majority of consulted SSAH researchers who feel that their work is not valued within an institutional context that celebrates a corporate model of research, a model that neglects the unique needs of many SSAH researchers.

Within this context, the intrinsic motivations of many SSAH researchers are quelled, as their research outcomes often go unrecognized within Western and as the significant time and energy they invest in sustaining their research programs through the development of funding applications (internal and external) go unrewarded. This has resulted in a deep sense of demoralization for many SSAH researchers at Western, a sense that is shared by some consultees who are or have been tri-council grant holders.

Among the faculty members who were discouraged by Western's research climate, mid-career researchers are particularly disenfranchised as they find their programs of research difficult to sustain given current internal funding conditions. Coupled with the absence of sufficient and appropriate institutional supports (see theme 4), this demoralization stifles the research productivity and capacities of the SSAH research community and threatens the optimal use of Western's human capital and resources that are vital to making it a world-class, research-intensive institution.

Many SSAH faculty members expressed deep frustration that the University tends to celebrate the accomplishments and contributions of researchers according to a hierarchical system of values that recognizes and celebrates high budget research that is tied to technological "innovation" and industry interests, oriented towards transformative change, and yields high rate of research output (e.g., numerous and often multiple-authored publications). This implicit model of 'ideal' research is incommensurate with the nature and rhythm of much SSAH research, which does not typically require large sums of money and is often driven by one or a few investigator/s who require/s sustained blocks of time to implement their research methodologies in ways that meet professional and disciplinary standards (e.g., time to travel to research sites and to maintain research momentum). In contrast to the celebrated corporate model, the rate of research output for high quality SSAH research is comparatively low, as the mode of research requires more time-intensive analytic, writing, and publication processes that are often, though not exclusively, driven by a sole author. SSAH researchers working explicitly from critical, social justice perspectives and who work collaboratively with community, regional, national and/or international partners to effect long term social change through incremental impacts are particularly disadvantaged within this hierarchical model.

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **8**

3. Need for an Inclusive Internal Funding Model

"For a mid-career tenured faculty member, it is difficult to obtain the small grants necessary to launch a new research project."

A consistent theme that emerged from consultations with SSAH faculty was the failure of current internal funding mechanisms to recognize the research needs of the variety and breadth of researchers at Western. Although these mechanisms work for a small group of consulted SSAH faculty, they reinforce inequities between faculty members whose research aligns with the model outlined above and the many SSAH faculty members who are disadvantaged and "excluded" by the current system and who thus feel "unvalued". Current internal funding mechanisms are a main contributor to the discouraging institutional climate for many of the consulted SSAH faculty who described them as "counterintuitive", "demoralizing", and "punitive". This reinforces what many faculty described as a corporate model of research funding, which privileges a small group of SSAH researchers, contributes to the growing sense of disenfranchisement among SSAH researchers and is incommensurate with Western's stated identification as a "research intensive" university.

Consultees identified the previous funding mechanisms, including the Internal SSHRC, SSHRC Travel, Academic Development Fund, and International Research Awards (none of which are in existence currently), as extremely important in enabling them to conduct pilot research to make SSHRC and CIHR proposals competitive. These funding schemes were critical for early career researchers to launch their research programs, and also enabled mid- and late-career SSAH faculty to extend their research programs in meaningful and creative ways.

The consultations further revealed that there are a number of disincentives for SSAH researchers to apply for tri-council funding. Some feel that it is not worth their time to apply, while others feel that their research does not fit the requirements for a SSHRC grant. For example, research that is necessarily conducted by a principal investigator working alone or research that is highly technical and disciplinary-specific is not perceived to be consistent with SSHRC's requirements for highly qualified personnel (HQP) and a broad knowledge mobilization component.

Mid-career researchers commonly identified that they are particularly disadvantaged by the current internal funding mechanisms (e.g., seed, bridge, accelerator grants) that restrict eligibility to early career faculty or tie eligibility for funding to early career or recent previous success in securing tri-council funding. Within this context, mid-career researchers without previous SSHRC or CIHR funding are particularly at-risk of losing momentum for their programs of research. Moreover, mid-career researchers who wish to respond to the current restrictive internal funding environment by seeking external support are constrained by restrictive eligibility requirement in their efforts to seek support for preparatory/pilot research, and are thus unlikely to be successful in preparing competitive grant proposals and in procuring external funding. SSHRC researchers working at the intersection of health and social science are another specifically disadvantaged group, since they have been forced by changes in SSHRC eligibility to reorient their programs from SSHRC to CIHR, where they find little receptivity to their

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **9**

SSAH-oriented research. Rather than supporting researchers who find themselves caught in this situation, the current internal funding program further disadvantages them by mirroring tri-council eligibility requirements in the internal competitions.

4. Expanding Institutional Supports

Funding

"If I could change the internal funding program at Western, I would create a system that recognized that worthy, institution-building, reputation-enhancing research can be carried out with comparatively small amounts of funding ($5,000 - $10,000 per year), and that would ensure that active researchers would have access to such funding."
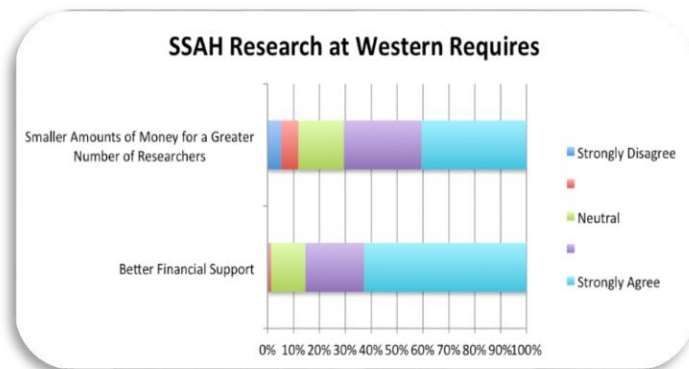
The costs associated with SSAH research typically include travel (e.g., to conferences, to archive sites, for collaboration with partners), dissemination costs (e.g., manuscript preparation, such as costs associated with indexing and editing) and costs associated with training graduate students (e.g., for research that requires research assistants). These costs are typically low, and SSAH researchers do not require large grants in order to be able to carry out excellent research with significant impact. This is something to be celebrated rather than discounted; moreover, Western should explore innovative research support programs that enhance the ability of SSAH researchers to access the small amounts of funding they require to support their work.

As the chart to the right indicates, an overwhelming majority of survey respondents agreed or strongly agreed that SSAH research requires better financial support (over 70%), including a greater number of smaller grants distributed among a greater number of researchers (over 80%). Additionally, a number of researchers suggested that Western consider implementing a base level of non-competitive funding (e.g., $2,500-$6,000 per researcher) to support research costs. Providing financial support at this level to SSAH researchers would have significant positive impact in terms of research productivity and output at a very low cost.

Time

"The biggest challenge for me is to balance the teaching and service commitments with research time."

Lack of time was identified as a major barrier to SSAH faculty members wanting to advance their research. While this concern is no doubt also familiar to researchers from other disciplines, the form and demands of much SSAH research exacerbates the issue. Specifically, many SSAH researchers work alone, within a research model that is characterized by prolonged and intensive

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **10**

engagement with research materials, often involving work off-site. Many of the consultees emphasized that they require sustained blocks of time so that they can conduct the activities associated with their research with the quality and at a level that is expected by their respective professional communities. These researchers consistently reported the need for time to think about their research inquiries, uninterrupted by the increasing demands imposed on them in the areas of service and teaching.

A number of SSAH researchers reported that the institutional pressure to apply for large external grants results in a major investment of time with little promise of return, particularly if the value of the grant sought is low (and this is the case for many SSAH researchers, who require relatively little in the way of funding for research). As such, the effort put into low-value competitive grant applications does not represent an efficient use of institutional resources, and the time and energy of these researchers would be better spent conducting their research and producing the high-quality research outcomes that can be achieved with little in the way of financial support. A number of mid-career researchers suggested that it was a much better use of their energies to self-fund their research, given the restrictions placed on internal funding opportunities and the time investment required to prepare external applications. Self-funding was viewed by some of these researchers as helping them overcome the demoralization and frustration associated with the amount of time spent on preparing external grant applications that are not successful. By placing SSAH researchers in positions where they feel compelled to finance their research out of their own personal resources in order to maintain their research productivity, the institutional pressure to apply for large external grants, and the celebrated model that informs this pressure, reinforce an institutional hierarchy of research that systematically rewards the careers of some faculty literally at the expense of other faculty. Note that several respondents reported the use of personal funds to fund research.

Faculty members also suggested providing relief time from teaching in order to make meaningful gains in their research. Competitive internal grants that allow for teaching release would help to facilitate research momentum and productivity, particularly since SSHRC no longer funds teaching release.

Administrative Research Infrastructure at Department/School, Faculty and University Levels

"The Office of Research Ethics has been understaffed for years. This means it is now taking months and months for a research ethics review application to be processed – often longer than it takes me to collect my data."

SSAH researchers would benefit from strong and coordinated administrative supports at all levels – department/school, faculty, and central - to help them understand and access tri-council and non tri-council funding. The level and quality of administrative support available to faculty members within their particular units and faculties varies considerably, and smaller SSAH faculties in particular have little in the way of research support. Faculty members in these smaller faculties, therefore, face additional challenges when seeking external funding for research, and they do not benefit from the significant assistance available to faculty members in larger units. Moreover, efficiencies would be gained if *some* supports were centralized, since this

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 11

would help to ensure coordination of activities, avoid duplicated effort across faculties, and ensure universal access to required supports.

Specifically, faculty members require assistance to:

1) identify funding opportunities;
2) review and provide feedback on grant applications;
3) navigate the university's software (that "the paperwork" associated with applying for funding – especially ethics and ROLA);
4) identify 'in-kind' contributions for granting opportunities requiring matching funds;
5) establish contacts with non-governmental agencies, governments, industry, policy-makers, educators, etc. for knowledge translation.

A number of SSAH researchers identified other models of administrative support at other institutions that they felt were more effective and that helped to relieve some of the time demands associated with applying for and administering research grants. For example, some universities have dedicated staff who develop budgets, along with computer software to help in this regard. Assistance with the budget development and justification and with constructing and updating common cvs would reduce the amount of time that faculty must spend on such administrative tasks. The institution should develop a University-wide framework for the identification and valuation of institutional in-kind contributions. Increasingly, these types of contributions are required (or requested) for external grant applications (e.g., SSHRC Connection and Partnership grants), and researchers need support to identify and document the in-kind contributions offered by the institution. Similarly, as the granting agency emphasis on knowledge mobilization increases, SSHRC researchers would benefit from institutional support to identify appropriate knowledge users in business, government, and not-profit sectors and to establish and maintain ongoing relationships with these knowledge users. In respect, Western should pursue membership in the *ResearchImpact* network

(www.researchimpact.ca). Participation in this network will assist researchers at Western to ensure the broadest possible impact of their work.
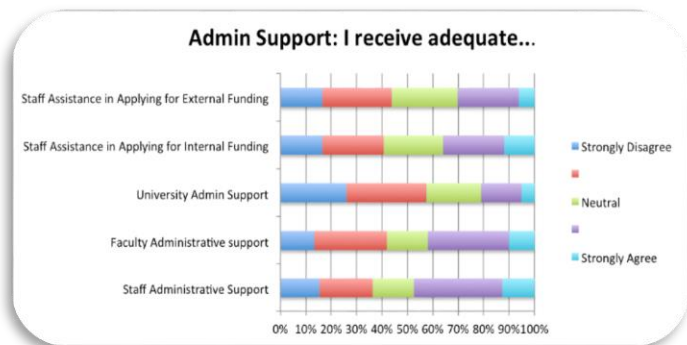
Many faculty expressed frustration with inadequate staff support for the Research Ethics Board, which led to long processing times for ethics reviews for research involving human subjects. SSAH researchers report experiencing inappropriate delays, which hold up research progress and impede productivity. It was also recommended that the ROMEO and ROLA systems be streamlined.

SSAH researchers also called for free or subsidized access to the research support tools/software that are required for their work. Western provides free access to quantitative

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **12**

analysis software for graduate students, and the University has negotiated a site license agreement so faculty members can purchase reasonably priced annual licences for SPSS. In contrast, Western currently does not provide central support for access to other basic research tools and software, including qualitative analysis software (e.g., HyperResearch, NVivo) and online survey software (e.g., Qualtrics). As a research-intensive university, Western should ensure that *all* faculty members and graduate students have access to the basic industry-standard quantitative and qualitative software needed to conduct their research at a reasonable cost.

5. Interdisciplinary & Collaborative Work

"Given the demands for interdisciplinarity at SSHRC, especially for those of us in the Arts and Humanities, this lack of university support is a significant barrier to including our research and recognizing its value to the development of larger interdisciplinary research projects. Interdisciplinary research takes resources and support. It might help if we had an office of interdisciplinary research whose objective is to aid in the creation of interdisciplinary projects across faculties, with special attention to ensuring that the Arts and Humanities are included and supported -- and in a meaningful way."

Strong support for interdisciplinary and collaborative research was identified by SSAH consultees who noted the disjuncture between the policies and commitments of the granting councils and the research activities and approaches that are supported by Western. In particular, granting agencies promote interdisciplinary projects that involve multiple researchers distributed across institutions, and participation in these large multisite grants is an important aspect of research practice. The University, however, does not place the same positive emphasis on these types of research activities; some SSAH researchers reported negative evaluative consequences as a result of their participation in large interdisciplinary research initiatives.

Consultees noted that multi-researcher initiatives, particularly those that cross institutional boundaries, include participants from multiple disciplines, and involve community as well as academic partners, can be slow to produce identifiable impact. The development of fruitful collaborative relationships requires time and careful consultation; moreover, the outcomes of these collaborations will take forms that include but are not restricted to traditional academic dissemination, such as community presentations, performances, or participation in policy and service planning initiatives. Collaborative research projects must be considered and valued in light of these realities.

In keeping with this, administrative support is needed where people are knowledgeable about community partnerships and international collaboration. Furthermore, the significant amount of time that goes into cultivating relationships in community based and interdisciplinary research – before grants can be applied for and research can be undertaken - should be rewarded not penalized.

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **13**

6. Reconceptualizing Value

"To say you're not doing it right if you're not getting a $500,000 grant is toxic, dangerous, and inimical to research that can stand on its own merits. If I can make contributions for $10,000 a year, the university administration should embrace me, not punish me."

"The modes of evaluation should be rooted in disciplinary norms and not based on the amount of research funding."

Many SSAH faculty conduct high quality research that does not conform to the model of research endorsed at Western, with the result that this research is less valued because it does not fit the traditional model. The University should broaden its definitions of "impact" and think *beyond* indicators like "impact factor" to consider how research shapes scholarship and academic debate. Western needs to recognize that "impact" can be incremental rather than transformative, local rather than on a broader geographic scale, and with effect that is realized only over the long term. One way to do this is by considering the local "impact" of research in and beyond the University, and by recognizing and understanding that work focused on social change has a slow pace. A number of SSAH researchers (as well as graduate students) point to the reciprocal relationship between teaching and research as integral to how they conceptualize value/impact.

Curiosity-driven research is critical, yet it is easily undervalued, especially when there is a focus on "excellence" and a disparagement of curiosity-driven research that is not partnered with industry. While much curiosity-driven research - indeed, perhaps *most* - will have little "impact," it is impossible to predict a priori which lines of inquiry will, in the end, be most productive and lead to the greatest innovation. Leading edge research can only be known in retrospect. Anyone can say they are doing leading-edge research, but only time, uptake by scholars, and public response will tell. Researchers need room to pursue their passions.

In many cases, high quality SSAH research does not require large amounts of money, and researchers carrying out this work therefore do not need or seek out large external grants. Indeed, many SSAH researchers make *significant* scholarly contributions on very small budgets, an achievement which should be celebrated by the administration. Often, though not exclusively, this research is conducted by one researcher and has demonstrated impact outside the traditional realm of academic publishing, including contribution to legal decisions, artistic creation, contribution to policy, or contribution to community well-being. Respondents noted that valuing research according to monetary inputs discourages collegiality and contributes to a demoralizing institutional climate. Researchers at Western experience a climate that values large grants over other measures of research impact or success, suggesting that research *inputs* (i.e., financial support for research activities) are conflated with research *outputs* (i.e., impact of research activities, which can take a variety of forms). This conflation sends a strong message to SSAH researchers that their work is not worthy of recognition unless it brings in a great deal of external funding.

A more appropriate reflection of research quality or value is research output, in the various forms this takes for SSAH research. High-quality SSAH research is marked by meaningful

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **14**

outputs with the potential for significant impact within academia and in the broader community. As discussed, much SSAH research requires little in the way of funding, and SSAH researchers can carry out and disseminate high-quality research if they have access to the small amounts required for their research and dissemination activities. Given this support, SSAH researchers will continue to make significant and meaningful research contributions, including contributions to Western's reputation for research excellence.

Many respondents noted that SSAH researchers often write sole-authored publications, and many SSAH researchers disseminate their work in the form of monographs. These forms of publishing are time-intensive, and as a result SSAH researchers tend to publish relatively infrequently.

SSAH researchers identify a number of inadequacies of existing assessment processes (in particular, APE) in capturing the value of SSAH research. Many felt that the time taken to apply for large grants should be recognized in the APE scores whether or not the application was successful. Additionally, some research that is attractive to other, non tri-council funding bodies is not valued in APE procedures or reflected in APE scores. Concerns were also raised that since APE scores are tied to a certain amount of merit pay, it may encourage "quantity over quality" This reinforces the idea that greater productivity is necessarily better, a sentiment with which many faculty disagree.

In this regard, traditional research metrics (e.g., citation counts) do not adequately reflect the impact and quality of much SSAH research. Metrics, when appropriate, must be applied *within* a disciplinary context, in order to account for different publishing and citation practices. The University must consider alternative methods of assessing outcomes, including pedagogical impact, peer review, policy contributions, legal decisions and research narratives. The modes of evaluation should be rooted in disciplinary norms and not based on standardized research metrics that privilege some modes of research production over others.

There is significant concern among some SSAH faculty members that particular metrics/indicators could become externally mandated standards for faculty assessments (e.g., Annual Performance Review, Promotion and Tenure). While some schools and departments will use metrics for evaluative purposes, SSAH researchers remain adamant that the evaluative use of metrics *must not* be imposed as the method of assessing faculty or individual researcher performance. In this respect, it is critical to remember that, although these tools may provide insight into the contributions and impact of an individual researcher or group of researchers, metrics/indicators are not easily comparable across disciplines or across researchers.

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **15**

7. Recognizing and Communicating the Impact of SSAH Research

Better Storytelling and Knowledge Translation

"I would love to have a dedicated external affairs group that would work to distil my research and make it public. I find it a very daunting and onerous to think that I need to do the research and also build my own brand and popular outlets for disseminating that work outside of academia. Someone (a graphic designer) to make infographics, executive summaries with nice graphics, make tweets or blog posts would be amazing. This is work that I feel is necessary [...] but I do not have these skills."
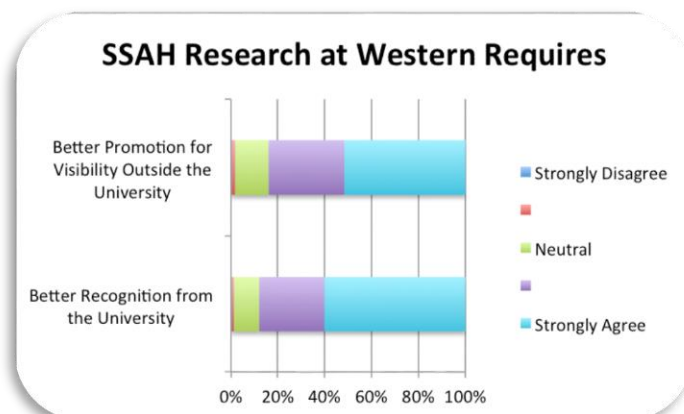
SSAH researchers, like other researchers across campus, would benefit from assistance to 'tell their own story' and promote their own research to the world at large (communities, policy, local and global contexts). Research dissemination begins with traditional publication and conference presentation, but now extends to open access publishing, and contributing to and maintaining a profile on research repositories. Increasingly, researchers are required to engage in knowledge translation beyond academia to professional audiences and to the general public, through means that include developing and maintaining an online and social media presence, reaching the public through traditional media, participation in professional conferences, and participation in public lecture series.

As illustrated in the chart above, over 80% of the survey respondents noted that SSAH research requires both better recognition by the University and better promotion to improve visibility outside of the University. The University must celebrate research contributions and not just research funding, and must recognize a broad range of impacts. For example, SSAH researchers make important contributions to policy and legal decisions, and engage in non-traditional forms of research dissemination, such as performance, which indeed serves as a great avenue for knowledge mobilization. These contributions should be promoted within the community, thereby promoting a strong relationship between the community and the institution.

Countering Exclusion by Cultivating a Vibrant Research Culture

"Every day, I look at those giant posters on the sides of our buildings and I feel that my students and I don't belong here. The university only celebrates tech research, medical research, and entrepreneurialism. In fact, the vast majority of the research on this campus is about the social, about the world and its problems, about helping others, about critical thinking."

Respondents' comments about their experiences of feeling excluded from the Western

SSAH Research at Western Requires

Better Promotion for Visibility Outside the University

Better Recognition from the University

- Strongly Disagree
- (red)
- Neutral
- Strongly Agree

0% 20% 40% 60% 80% 100%

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 16

culture of research reveals the gap between the research that is typically valued and celebrated and the diversity and scope of SSAH research that is being conducted at Western.

Several SSAH researchers report feeling isolated and expressed a desire to create a more collaborative intellectual community at Western. Researchers indicated that they would like more opportunities for collegial exchange, discussion, and collaboration on campus, as well as more venues for sharing between cognate disciplines. Several faculty said they felt that one of the reasons no one in the faculty knows what they do is because there is no place to meet and talk which signals the need to promote communication and camaraderie within Western. Communal spaces are important for faculty to share ideas as well as their accomplishments in the realm of research, which include receipt of major awards, keynote speeches, SSHRC grants, new books and journal article publications. Participation in interdisciplinary reading groups, the space to contemplate with others should be valued and supported. The University can help to cultivate a vibrant research culture at Western by providing support for some of these initiatives such as speaker series.

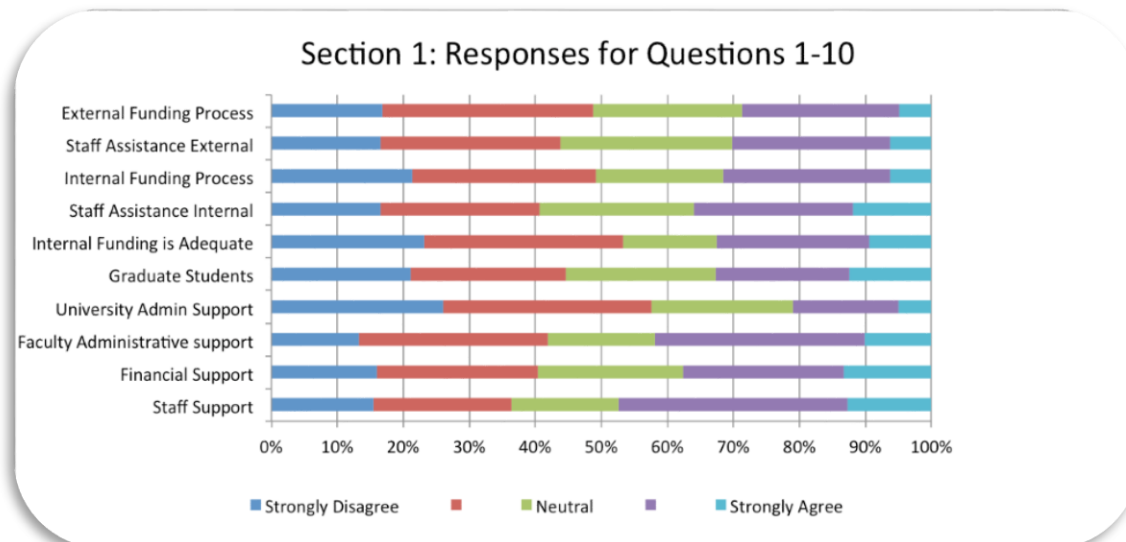## 8. Faculty Consultation Recommendations

Based on consultations it is recommended that the University should:

1) Find ways to support and value the activity of curiosity-driven research that makes *significant* contributions to scholarship, policy and to the community and world at large. The University needs to privilege high impact research, not only high budget research.

2) Explicitly promote and identify with values that reflect research in a diversity of disciplines, including SSAH, without privileging the values of some research over others (i.e. committing to social justice and other values is more important than "branding," which reflects business model and its associated values).

3) Support and value the contributions of all SSAH research, not just award-winning research. SSAH researchers request assistance in telling their stories, in a way that clearly communicates and promotes the value and impact of their research. See McMaster for good examples of how research is communicated across range of disciplines and in a way that makes all the featured research sound important and exciting.

4) Assist SSAH researchers to promote their own work by providing centralized resources and training for developing research narratives, identifying community outreach opportunities, reaching out to media, developing and maintaining a social media presence, and developing and maintaining profiles on relevant institutional and extra-institutional research repositories.
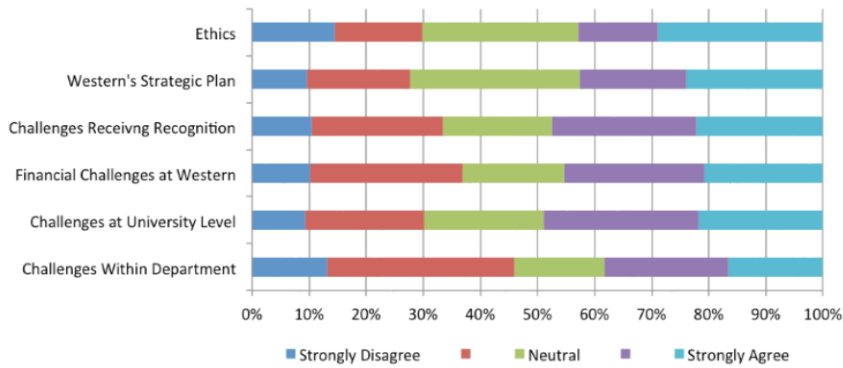
URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **17**

5) Identify and develop more nuanced forms of evaluation that recognize the work and accomplishments of diverse disciplines and scholarly fields. Change evaluation mechanisms to recognize the impact of SSAH Research and to reward community based and interdisciplinary research, some of which receives tri-council funding.

6) Recognize that people need money for research, but not everyone requires large sums. Smaller pots of money need to be made available to SSAH researchers in the form of standard research support, small competitive grants, and support for dissemination. One option supported by many SSAH researchers is for the University to introduce standard, non-competitive research support (between $2000 and $5000) that can be used for the purposes of research including data collection and dissemination. In addition to basic faculty level research support, it is recommended that the University implement a centrally administered competition for low budget projects (e.g., those requiring $20, 000 or less). Such research has the potential to offer significant value per research dollar spent.

7) Mid-career researchers are at particular risk for their continued research performance due to a lack of existing institutional support. One solution is to offer a "Kick Starter Grant" that would be available to every researcher at one point in their career. This could include a one time/per career place you can get a reasonable amount of money $10, 000 – to help researchers build toward future success – (potentially at the SSHRC level). It would have to be used toward a project that has scientific validity and that would also be evaluated. Mid-career researchers would also benefit from formal mentorship similar to that received by new faculty.

8) Strong administrative support is required at all levels – department, faculty and central - for researchers accessing both SSHRC and non-tri council funding. There are a number of SSAH researchers who need, go after and are successful at SSHRC/CIHR and they need be supported as much as possible in their efforts. One possibility is for Western to create a Research Support Centre (like the Teaching Support Centre) to foster research skills as well as grant application skills. This Centre could train faculty members on handling different workflows (ensuring that research does not become deprioritized), how to use bibliographic software, how best to undertake dissemination of research, how to measure our own impact, etc. Western should pursue membership in the ResearchImpact network to enhance support to researchers for knowledge mobilization activities.

9) Introduce competitive grants for teaching release, which would work to alleviate some of the time pressures experienced by SSAH researchers, particularly tenured faculty.

10) Devote resources to address unreasonably long processing times for ethics, which holds up research. Streamline the ROMEO and ROLA to make it easier for SSAH researchers interact with these systems.

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 18

11) Provide SSAH researchers with adequate research support tools, such as N-Vivo (qualitative analysis software) and Qualtrics. These are two examples of research tools that researchers are required to interact with and should therefore be available to all researchers at Western at a reasonable cost.

12) Cultivate a collaborative interactive and interdisciplinary research community by providing funding, opportunities and space for researchers to share ideas and talk. Supporting speaker series and reserving spaces on campus specifically for SSAH researchers across disciplines to gather would go a long way in producing a vibrant research culture at Western.
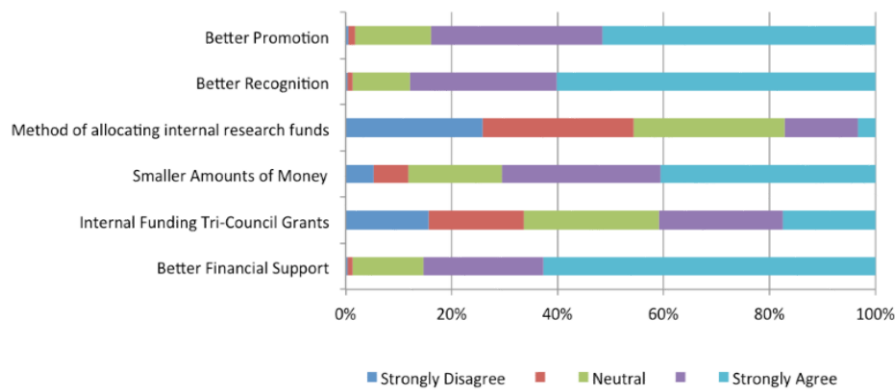
Appendix

Section 1: Responses for Questions 1-10

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **19**

Section 6: Responses for Questions 1-8

Section 8: Responses for Questions 1-6

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 1

Attachment 3 – Submission of the SSHRC Associate Dean's Research regarding research indicators

This report was developed in response to a request by the Assistant Vice-President of Research, Mark Daley, to provide input on the issue of metrics that could be used (where appropriate) to reflect research output and research quality in the social sciences, arts, and humanities. The response was prepared jointly by the deans of research in the faculties of Health Sciences, Information and Media Studies, Music, Business, Arts and Humanities, Law, and Social Science, who consulted in turn with members of their respective faculties. The response does not represent a wholehearted endorsement of the use of metrics, but is rather a joint attempt to document indicators of research impact and outcome appropriate for the range of research activities in the social sciences, arts, and humanities.

Thank you for the opportunity to provide input on the measurement of research impact/outcome. This is a complex issue in part because there is no single set of indicators that can capture the impact of all research. Moreover, some types of impact simply can't be captured through quantitative metrics. Some faculty members have expressed concern that the use of research metrics legitimizes a general trend toward the metrification of quality in academia – in fact, for some faculty this concern is so significant as to lead them to reject the very idea of research metrics. Our discussions also lead us to understand that researchers need assistance in documenting the impact of their own work. Therefore, what we're offering here is a summary of the kinds of metrics and other assistance that would help researchers from diverse disciplinary backgrounds to document research impact and excellence.

We understand that the goal of identifying research metrics/indicators is to provide *researchers* with the tools that they need to document the impact of their own work. To the extent that metrics are being used in this manner, they will be helpful for many (although not all) researchers across campus. To provide support to the broadest range of researchers at Western, it is critical that we support a wide range of approaches to identifying and documenting research impact, including traditional citation metrics, alternative metrics that capture a range of non-traditional sources where research and researchers could have an impact, and qualitative narrative approaches that support individual and individualized accounts of research impact using outcomes that are relevant to a specific researcher and/or a specific project. We also wish to stress that much of the support that would be helpful comes in the form of *people* rather than *tools*. If the goal is to enhance Western's reputation, the importance of personnel who are talented at story telling cannot be overemphasized. That is, regardless of the tools/packages that might be purchased to document research success, personnel will be needed to ensure that these packages will be deployed in an accurate and useful manner.

Finally, it is worth making some general points, arising from our discussions, about access to metric supports/systems. First, we believe it is critical to ensure university-wide access to whatever metrics we purchase/license. *All* faculty members must have the option to use the tools

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **2**

that we license or purchase for tracking research impact – i.e., access to these resources should *not* be determined on a faculty-by-faculty basis. Standard metrics, for example, may not be appropriate for all SSAH faculty; there are, however, some SSAH researchers whose work (or at least aspects thereof) is/are well represented by standard metrics, and we would not want to see their access to the appropriate tools restricted because there is not widespread applicability within their specific faculty. Second, faculty members who use any metrics system must have open access to their profiles, with the ability to monitor, revise, and correct errors or omissions. It would not be possible for one person to collate correctly data for any individual faculty member, let alone a large group of faculty members. There are too many issues with respect to, for example, properly counting citations from even something like SciVal, which, at least at first glance, seems like it should be straightforward. There are definite issues with regard to similarity among names, changing names across time or publications, and the changing name of our university. No central staff member will be able to hone in on the full correct set of citations in something like SciVal, let alone locating the correct white papers, policy briefs, and other important evidence of impact. This work can be done by staff, but we believe those staff will have to be situated within a given department, so that errors and confusions around the data can be resolved within the unit.

1. Expansion of existing metrics (citations of/citations in): SSAH and other researchers present their research in a variety of formats, including but not limited to peer-reviewed journal articles. When summarizing research citations, it is important that citations in and citations of the following types of outputs be included in a comprehensive citation tracking system:
   a. Monographs, edited collections, critical editions
   b. Chapters in monographs, edited collections, critical editions
   c. Refereed conference proceedings
   d. Theses
   e. Papers in research repositories (e.g., Social Sciences Research Network (http://www.ssrn.com/en/), ResearchGate (https://www.researchgate.net), Scholarship@Western, etc.)

2. Citations of and citations in 'grey literature': Beyond even the expanded list of 'traditional' academic outputs listed above, SSAH research is disseminated and cited in a variety of 'grey literature' forms. These are not captured in traditional citation tracking systems, but they represent important avenues for dissemination and areas for potential impact of SSAH research:
   a. Canadian and international court decisions (citation in, particularly for Law)
   b. Hansard citations
   c. Government reports
   d. Corporate reports
   e. White papers
   f. Policy briefs

3. Non-citation researcher and research impact indicators: Systems like *altmetrics* are beginning to track research impact reflected, not in formal citations, but in social media discussions, media presence, and other forms of discussion/presentation. Collectively,

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | **3**

these reflect an influence on the field, on Western, and/or on society more broadly. These include:

   a. Social media mentions (blogs, twitter, etc.)
   b. Press interviews
   c. Keynote lectures
   d. Exhibitions/exhibits
   e. Contribution to policy (e.g., invitation to participate on consultation panels)
   f. Contribution to course outlines, educational curricula and programs
   g. Student training and placement
   h. 'Collaboration' maps that show disciplinary and interdisciplinary research collaborations
   i. There are currently several projects underway that seek to measure the impact of artists' work on audiences (see Quality Metrics (http://www.artscouncil.org.uk/what-we-do/research-and-data/quality-work/quality-metrics/ , in the UK, and Culture Counts (https://culturecounts.cc/about/) in Australia.) We should seek to better understand these efforts to see if they are relevant to constituencies of the SSAH community.

4. Getting the message out: "getting the message out" about research can be a time-intensive and challenging exercise – and SSAH researchers, like all researchers across campus, would benefit from hands-on assistance in this area. Specifically, we have two suggestions:

   a. Western should focus on enhancing the presence of Western researchers in a select number of online research repositories (e.g., SSRN, ResearchGate, academia.edu). Research repositories are increasingly important for access to (and therefore citation of) relevant scholarly research. If Western were to choose a small number of such repositories with the intention of enhancing the presence of research from Western (and researchers from Western) on those sites, there could be significant benefit for both the institution and individual researchers in terms of enhanced research visibility. The problem is that setting up and maintaining these profiles is time-intensive. One solution is to provide practical support to interested faculty members to develop and maintain profiles on the identified sites (e.g., assistance with setting up the profile, uploading relevant publications, ensuring that copyright provisions are respected, etc.).
   b. Staff resources to assist individual researchers to develop a specific research impact 'story'. Many SSAH researchers and research projects would benefit from an individual approach to research impact – the projects and researchers aren't well reflected in standard metrics, but require instead a qualitative storytelling approach to research impact. Assistance with developing and writing these stories would be of benefit – and we have expertise at Western in this area.

Cathy Benedict, ADR, Music; Helene Berman, ADR, Health Sciences; Nandi Bhatia, ADR, Arts and Humanities; Stephen Bird, ADR, Education; Jacquelyn Burkell, ADR, FIMS; Robert Klassen, ADR, Business; Ken McRae, ADR, Social Science; Valerie Oosterveld, ADR, Law

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 1

Attachment 4 - URB SSAH Task Force: Graduate Student Consultation Recommendations
Prepared by Joshua Lambier and Diana Moreiras
- May 04, 2016

Executive Summary
While SSAH graduate researchers share many of the prevailing concerns expressed by faculty, the former also experience unique pain points that will remain invisible without careful attention to the important and distinctive challenges that arise for doctoral students at The University of Western Ontario.

2) The Western Context
With the growing prominence of STEM disciplines, SSAH graduate students have noted an intensified pressure to shift the topics and methods of their research to adapt to the "STEM-bias" in evaluation criteria for internal and external grants, awards, and distinctions. Graduate students have also pointed out that the rhetoric of this University's leadership is increasingly dichotomized into the needs of "STEM" and "non-STEM" disciplines, which flattens and diminishes the contributions of the social sciences and humanities. Students recognize that this rhetoric is a response to a general shift of tone coming from funding bodies in Canada, but would encourage senior leaders to advocate for the vital contributions of SSAH research.

3) Recognition/Advocacy
Graduate students have expressed their desire to see university leaders make a more robust case for the value of SSAH research at its best within and beyond the university system. There is also a general impression that research is especially valued when it can demonstrate direct application or "impact," which overlooks the intrinsic value of SSAH research (i.e., the humanities for the humanities' sake). If policymakers and the broader public have a better idea of the value of SSAH research, the career options of SSAH graduates might also improve. Recent reports indicate that only 20-30% of all humanities PhDs in Canada will secure a position in universities or colleges, highlighting the urgent need to make the case for the value of doctoral education beyond the academy.[1] Finally, participants noted that the University should profile and publicize the research excellence of *all students*, not just those who win national/international awards.

Training for Research Careers: Graduate students would like a broader range of professionalization activities to develop their scholarship and career opportunities, including an enhanced focus on collaboration, project management, grant writing, and knowledge exchange. Students noted the lack of opportunities to mobilize their research projects beyond their disciplinary boundaries, which limits the translatability of their projects to careers outside of the University.

Graduate Level Teaching: SSAH graduate students pointed out the high value of teaching while carrying out their research given that they gain valuable insights and perspectives on issues related to their research allowing them to feed ideas back into their research, thus fostering their interpretations. Graduate students hope more weight can be placed on this in relation to SSAH research by creating more opportunities to teach at the graduate level.

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 2

4) Need for general research infrastructure supports

Removing Obstacles for Engaged Graduate Research: Though the dissertation is the traditional outcome of a successful doctoral program in the social sciences and the humanities, graduate students are advocating for PhD programs that are designed for greater modes of participation with broader publics, including recognition for a *wider and more inclusive continuum of scholarly artifacts* beyond the article and the dissertation (e.g., research blogs, films, websites, digital and oral storytelling initiatives, community-based projects). Graduate researchers pointed to a dynamic list of publicly engaged projects they were building or working on as part of their doctoral education with little or no recognition of their efforts in terms of the adjudication of their success as a student, even if these activities ultimately make them stronger candidates for careers within and beyond the University. There is also an urgent demand to see new models for PhD programs, with the option to replace the dissertation with a coherent series of artifacts (e.g., dissertation by articles, applied PhDs, Workshop PhDs, project-based PhDs, internships, among others).

Interdisciplinarity: Doctoral research projects are enriched by interdisciplinary collaboration, and Western should encourage innovative opportunities for graduate students to approach new questions, methods, and communities. Many of the most intractable problems occur in the liminal spaces between disciplines, and require novel strategies for cross-fertilization between traditional disciplines. The University could enhance existing graduate programming by increasing resources for interdisciplinary clusters, by removing unnecessary barriers for graduate scholars to engage with faculty across the disciplines, and by recognizing research outcomes that might otherwise fall outside of the standard process of evaluation (e.g., community-based projects). Doctoral students also emphasized the need to foster "bottom-up" approaches to interdisciplinary collaboration, which would allow researchers to forge their own creative pathways.

Ethics: Graduate students are in need of better support in relation to the research ethics process. There is a need for faster turn-over timelines from the Ethics Board. Moreover, graduate students would find it much more beneficial to receive relevant feedback on their SSAH-specific research projects from SSAH faculty members (i.e., instead of the STEM-focused/quantitative feedback some SSAH graduate students have encountered in this process). Additionally, graduate students find it more appropriate and logistically sound to have the option to take more ownership of their research through the ROMEO system. We recommend to open up the option for graduate students to choose to be the principal investigator on ROMEO as well as developing a more clear and helpful guide on the UWO website about the Ethics procedures and corresponding forms.

Graduate Designated Spaces: Having physical spaces available on campus which are catered to the graduate researchers' needs were highlighted as crucial (i.e., these are different from undergraduate student spaces). Specific spaces designed for graduate level research activities (i.e., reading, studying, writing, meetings, break rooms/lounges) are currently lacking in some SSAH departments and this situation turns more complicated for graduate student researchers who are over their funding period. As a result, senior graduate students are pushed off campus, isolating them from the collegial community and research environment of the university. We recommend that the University finds feasible opportunities to create spaces with graduate

URB Task Force
Support for Research in Social Sciences, Arts and Humanities at Western - Final Report
Appendix 2 – Attachment 4 – Graduate Student Consultation Recommendations
P a g e | 3

students' needs in mind such as reading and writing rooms, office spaces available beyond year four, and faculty/graduate break rooms/lounges for each SSAH discipline.

5) Allocation of Internal Funds

International Students: Given that international graduate students pay more tuition and are ineligible to apply for most governmental grants and scholarships (with the exception of the OGS which is limited to eight students across campus), they are left with minimal or no funds to allocate to their research projects. As such, we recommend that the University finds ways to create internal scholarships/awards with the main purpose of supporting international students, exclusively, with their research-related expenses (e.g., field and/or laboratory work, research dissemination, etc.).

Transparency for Adjudicating Grant Proposals: Students advocated for a more transparent process of evaluating grant applications at the major funding bodies (e.g., SSHRC). Graduate researchers are also concerned that innovative interdisciplinary projects are not being evaluated fairly in the "jury process" of review at the TriCouncils, especially if the project "falls between the cracks" of established disciplines (e.g., Humanities and Health Sciences) or funding councils (e.g., SSHRC and CIHR).

Open Source Journal Publishing Subsidy: It would be very beneficial for the University to have a specific fund which graduate students could apply to in order to help subsidize the cost of publishing in open source journals. This would encourage more graduate students to publish their work during their degree and have their research become more accessible, beyond their own field of study.

6. Conclusions:

With the growing recognition and support of mental health issues on campus, graduate students would like to see adequate health services and resources. In some cases, the needs of graduate students may exceed those of undergraduate students (e.g., students with families and children). *"A healthy grad student,"* as one student said, *"equals a more productive grad student."*

---

[1] "White Paper on the Future of the PhD in the Humanities," Institute for the Public Life of Arts and Ideas, McGill University, December 2013.