

Arts Strategic Plan

Draft Report of the Working Group on Research

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Summary

The touchstone for this report is a statement in the Arts Strategic Planning Task Force report (May 2012) that “there is broad agreement that Arts needs to develop as a community of scholars.” The Working Group considers that faculty, graduate students, and undergraduate students, alongside staff members who work in research or graduate student support, to be the basis of this community, and the recommendations in this report pertain to all of them.

The development of our scholarly community depends on resources being adequate, and our report calls for modest increases in the resources available for strategic support for research activity in Arts and improvements to graduate student funding, which will require additional funds. But equally important is that the processes by which resources are made available and used for research be efficient, transparent, and equitable. Several of our recommendations call on the administration (at both the Faculty and University levels) to provide more effective support for our research, to improve transparency of the processes by which those resources are put to use, and to make better use of existing resources.

While most of the recommendations in this report require only modest resource allocations, there is one important exception. The Arts Strategic Planning Task Force report emphasized the dire shortage of teaching, social, and community space in the Faculty. We want to stress that there is also a severe shortage of research space in Arts at UW, and that without more space we put at risk existing research intensity and our prospects for ensuring research excellence into the future .

Goals

1 Support research excellence for faculty and graduate students

a Steps:

- i Increase space for research activities;
- ii Maximize use and value of existing resources;
- iii Extend funding strategically to neglected areas;
- iv Protect and support faculty and student research time;
- v Improve transparency and equitable access to Arts' research resources.

b Resources needed:

- i Research-dedicated space from both new and existing sources (\$\$\$\$);
- ii Financial and human resources for assessment of use of resources, neglected needs, access to research time and staff support (\$);
- iii Software resources for managing research funds and accessing institutional research resource inventory (\$);
- iv Financing for neglected needs, re-purposing of existing space, and providing sufficient support to protect and support research time (\$\$);
- v Administrative commitment to transparent processes and equitable access to research resources (-).

c Timelines:

- i Space: one to five years
- ii Assessments: one to two years
- iii Implementation of software to track research funds and inventory research resources: one year
- iv Implementation of new programs: two to four years

- v Improvements in transparency and equity: two years.
 - d Responsible person: Associate Dean, Research (T. Kenyon).
 - 2 Rationalize graduate student funding
 - a Steps:
 - i Develop and implement Faculty-wide policies on funding levels and caps for MA and PhD programs, number of teaching assistantships, and stacking of funding from diverse sources;
 - ii Move to a five-year funding model for PhD programs;
 - iii Increase funding for graduate student research activities at the Faculty level;
 - iv Improve access to research assistantships as alternatives to teaching assistantships.
 - b Resources needed:
 - i Policy development and implementation (-);
 - ii Funding for five-year PhD programs and for transition funding for admitted students (\$\$);
 - iii Funding for grad student research activities: (\$)
 - iv Aggregation and promotion of research assistantship opportunities (\$).
 - c Timelines:
 - i Policy development and implementation: two years
 - ii Transition to five-year funding for PhD students: one year
 - iii Funding for grad student research activities: one to two years
 - iv Promotion of research assistantships: one to two years
 - d Responsible person: Associate Dean, Graduate Studies (L. Warley)
 - 3 Increase opportunities for undergraduate research
 - a Steps:
 - i Research and promote undergraduate research opportunities;
 - ii Increase funding for undergraduate research activities;
 - iii Develop proposal for “research assistantship” courses as milestones or for credit (will need faculty buy-in and to fit with existing teaching loads);
 - b Resources:
 - i Research and promotion money and personnel (\$);
 - ii Funding for research assistantships and other activities (\$);
 - iii Course/milestone curriculum development (departments?) (-);
 - c Timelines for all: one to two years.
 - d Person Responsible: Associate Dean, Undergraduate Studies (W. Chesney)

Sub-Group Recommendations

1 Research Resources

- a Create a space inventory to determine current allocations of space for research activities.
- b Include research-oriented activities in allocation of new and existing space, based on the existing and projected needs of Arts researchers.
- c Assess and consider changes to processes associated with the allocation of indirect research revenue from Tri-Council grants.
- d Ensure research time is sufficient to meet individual and Faculty goals, and that accommodations and support are effectively and equitably distributed.
- e Assess and improve funding for acquisition of resources such as data, small and large equipment, and software and improve.
- f Assess and improve funding for collaborative activities such as conference attendance, conference hosting, and telecommunications infrastructure.
- g Assess and improve funding of incidental research costs such as submission fees, permissions, supplies, journals and books, research-specific travel, and support services.

2 Graduate Student Funding

- a Provide better accounting of current funding practices at Faculty and department levels.
- b Develop and disseminate guidelines regarding the stacking of funding from diverse sources.
- c Investigate ways in which research assistantships can be better integrated with graduate student funding packages.
- d Develop and implement a Faculty-wide policy that graduate students will normally hold no more than two full teaching assistantships per year.
- e Move to a five-year funding model for PhD programs to reflect current average completion times.
- f Explore the advantages of funding MA programs per term, rather than per year.
- g Set Faculty-wide standard for PhD student funding, but allow flexibility in MA packages.
- h Increase funding for graduate student research activities, including student conference travel, field sites, and visits to archives.

3 Undergraduate Research

- a Collect and assess data about UG research opportunities and activities.
- b Publicize the value of undergraduate research to faculty and students and promote sharing of project and activity descriptions, training methods, and outcomes.
- c Improve access to funding for undergraduate research assistantships.
- d Consider developing “research assistantship” courses as milestones or for credit.
- e Develop training for faculty in supervising undergraduate research assistants.

Sub-Group Reports

Sub-Group 1: Research Resources

Achieving the goal of producing higher volumes of high quality research within the Faculty of Arts requires adequate resources be available to researchers. This includes adequately supporting existing research projects that are currently under-resourced. For example, Professor O’Gorman’s Critical Media Lab had to operate out of the back of a truck last year for lack of space and still -- after six years of existence -- lacks a home. Research initiatives that are currently in the works are slowed by the Faculty’s inability to commit needed administrative support, space, etc. The particulars of the research conducted by faculty members dictate the need for a wide variety of potential resources. To that end, we explored research resources along five broad dimensions: space and infrastructure, time, people, equipment and data, and monetary resources.

Space

A significant challenge to increasing the research productivity of the Faculty is providing sufficient physical plant in which to house the resources, including office space for graduate students and research administrative staff, space for research activities (labs, studios, etc.), and space for collaboration. At present, the faculty’s space is severely limited and has only grown by a small amount in the last three decades (with some space being provided in ECH, and additions to PAS and HH). During that time, the number of faculty, staff and graduate students has increased dramatically. To provide basic office space, the Faculty has had to take space away from common meeting spaces, classroom space, graduate student offices, and, significantly, research space. At present, to create a new lab, for example, space must be reallocated away from another existing, often essential, use; consequently, the typical outcome is the net loss of research-oriented space. This constraint increasingly limits the abilities of departments and the Faculty to pledge appropriate research space for new grants or new faculty members, especially when research programs require lab space (or its analogues). It also discourages researchers from applying for support for projects that require space. In some cases (e.g., Fine Arts), it imposes a hard cap on prospects for graduate program growth, irrespective of student demand. Building a new building with significant research space would be ideal. Building a new instructional/office building would also mitigate the problem, enabling the repurposing of existing, small classrooms into research-oriented space.

Time

Another key issue is the time needed to engage in research activities. The largely fixed time commitments of teaching and administration can trump research time, which may be left to those portions of faculty members’ schedules not devoted to classes or meetings, and thus gradually squeezed out. One approach often considered is to allow teaching release (perhaps differentially for productive researchers). For example, SSHRC has in the past helped cover the cost of teaching releases for some of its awardees, and the provisions of the Canada Research Chair program imply teaching release is expected (to allow at least 50% of the holder’s time to be used for research). We conducted a survey of

Arts department chairs on how research considerations influence the allocation of teaching duties across faculty. The responses are summarized in [Appendix B](#).

Overall, there are a variety of models used across the faculty. Eight departments indicate that research is never considered and teaching is allocated as evenly as possible, three departments indicate that in some situations research will affect teaching assignments, and two departments appear to consider strongly the research activities of the faculty members. Differences across departments may arise due to the degree of diversity of research productivity within the department and/or external competition for both junior and senior active researchers. It is interesting to note that across departments with no intra-departmental differences, 'standard loads' range from 3 to 5 sections per year.

People and Equipment/Data

As well as sufficient researcher time, the productivity and timely completion of Arts research projects depends on other supports. Depending on the specific methods employed, research productivity can be improved by increased research assistance, newer equipment, better access to data, and greater collaboration. For example, funding PhD students for research assistantships, rather than almost exclusively teaching assistantships, will increase the research capability of the faculty overall. Similarly, providing additional funding for research travel, centralized data acquisition, and incidental costs may make a significant difference at the margin. We have summarized Arts' recent history of grant-funded equipment purchases. To stretch these dollars further, the Faculty of Arts could explore ways to re-deploy research equipment when the original research project has been completed. A review of CFI funding allocation processes (both within the Faculty and within the university at large) may also make an important difference for researchers with more significant research infrastructure needs. [Appendix C](#) shows the value and volume of grant-funded equipment in the Faculty.

Money

Direct research support: The Faculty of Arts disburses some research funding to support research opportunities on an ad hoc basis. Historically, faculty members and graduate students undertaking conference travel, conference organization, book publication, or special research events of other sorts have asked the Dean of Arts to contribute towards travel expenses, book subventions, and other related costs. Over time the range of funded projects has changed – direct support for book subventions and consortium memberships are now rare, for example – but at no time has there been much transparency about the Faculty-level criteria for fundable projects.

Research support via annual departmental budgeting: A positive step in this respect was the introduction of annual departmental budgeting in 2008. As part of this process, departments are able to request support for one-time research projects that are anticipated for the budget year. Budget proposals are presented by departments in meetings that typically involve Arts staff, departmental staff, an Associate Dean, and a representative from another Arts department. If the criteria on which eventual budget decisions are made have been imprecise, at least the meeting structure provides the basis for transparency. Moreover, this process enables department Chairs to broadly survey their faculty

members about possible research projects requiring support, while encouraging Chairs to budget appropriately for research support. This reduces the inclination to use general departmental operating funds for research support, a practice inimical to sound budgeting, and one that potentially adds a layer of opaque or arbitrary decisions to research support with what are, ultimately, general Arts resources.

Arts support in grant-winning: Institutional matching funds are an increasingly significant element of successful research grant applications. When Arts faculty members present proposals for collaborative grants or those involving significant infrastructure expenses, such as SSHRC Partnership Grants or Partnership Development Grants, or NSERC CREATE grants, the Faculty of Arts typically pledges supporting resources for the research program (framed in dollar values, but often stipulating the specific form that the support will take). The University of Waterloo Office of Research will then choose its own level and kind of support pledge. Arts resources of this sort have been committed to major grants for many years. Few or no guidelines have enabled faculty members to know what sort of support is available, however, nor what level of support it is reasonable to request. The increasing value of grants, Waterloo's success in winning the awards, and overall budget constraints make it reasonable to assume that Arts will have to make choices about how to apportion such support.

Receiving Tri-Council research grants and other major grants increases the overall research resources of the University and of Arts, beyond the actual grant dollars awarded to the researcher. This indirect resource flow increases the overall research capabilities of the faculty and the university. Stronger incentives to receive SSHRC grants may yield more or better applications. One method to encourage applications is to direct a portion of these indirect funds to the recipients' departments. These funds could be used for teaching release, for the particular faculty member's work, or for broader research resources within the department. On the other hand, grant overhead and indirect funds are used institutionally for crucial research support purposes, such as funding internal grants and positions for research staff. If these funds could not generally be given to grant-holders, the Faculty of Arts would again be obliged to settle on principles according to which some researchers would and some would not be given the Arts share of indirect costs. [Appendix A](#) shows the diversity of sources and systems of allocation for research resources in the Faculty.

Sub-Group 2: Graduate Student Funding

In developing a model for graduate student funding in the Faculty of Arts, the Working Group on Research examined how current UW funding support compared to standard rates offered in similar departments in other Ontario universities, as well as across departments within the Faculty.

As of May 1, 2012, the standard policy is that departments are provided with \$15,000 per year per full-time MA student and \$22,000 per year per full-time PhD student (excluding students with external funding). The information collected does not suggest that current funding levels at either the M.A. or Ph.D. level are insufficient relative to other universities (though some department-specific discrepancies were noted). Within economics, for example, the standard UW Faculty of Arts rates of \$15,000/year for M.A. students and \$22,000/year for Ph.D. students (inclusive of tuition and exclusive of external

scholarships) are comparable to rates at Carleton, Guelph, McMaster, Ottawa, Western and York. In economics, only the University of Toronto offers substantially higher rates; standard rates for M.A. and Ph.D. are \$26,000/year and \$32,000, respectively. However, most other Psychology departments offer higher rates for Masters funding. See for [Appendix E](#) for details.

There is, however, some evidence of minor differences in funding rates across departments within the Faculty, despite the Faculty's standard rates policy. These differences become more significant when one also considers inter-departmental variation in student teaching loads; access to research assistantships; program durations and access to external funding. For example, \$15,000 funding for Master's students appears to be provided regardless of whether the programs are 8 months, 12 months or 16 months in duration. [Appendix F](#) provides more detailed information provided by 15 units who responded to the Working Group's request for information.

In light of this variation in funding support across departments within the Faculty, but also recognition of the potential for funding offers to influence the school choices of prospective graduate students, the Working Group arrived at four key principles to guide a model for graduate student funding in the future. These principles are:

- 1 Increasing the average quality of incoming graduate students;
- 2 Balancing consistency and flexibility within departments in how funding is distributed to graduate students;
- 3 Equity/fairness across departments within Arts in terms of the number of TA/RA-ships that assigned per student ;
- 4 Increasing research capabilities of graduate students in programs with research requirements (in terms of dedicated research time and support).

Meeting these principles will require a multi-pronged strategy, much of which lies beyond graduate student funding practices. Nonetheless, within the area of student funding, the Working Group arrived at the following recommendations. First, better accounting of current funding practices at the department and faculty level is needed to address horizontal equity issues across departments. Second, budget parameters and explicit rules regarding the 'stacking' of funding from different internal and external sources should be developed and disseminated to departments. Third, the Faculty should adopt a policy that no graduate student in the Faculty can hold more than two teaching assistantships per year. (Though it is noted that some departments may have specialized full-year TA-ships where this may not apply.) Fourth, the Faculty should recognize current average Ph.D. program completion durations and move to a five-year Ph.D. funding model. Fifth, M.A. programs should be funded on a per term, rather than a per year basis. Sixth, at the Ph.D. level, hold the amount of funding consistent across departments (i.e., all students offered \$22,000 per year), but at the Masters level, allow individual departments to allocate total graduate student funding budgets in order to enable them to be competitive in attracting high-quality applicants (i.e., both across graduate students and across the

graduate training years). Finally, increase funding for graduate student research activities, including student conference travel, field sites and archives.

Sub-Group 3: Undergraduate Research Opportunities

Opening disclaimer: This synopsis can only capture the tip of the iceberg – many colleagues did not respond, and the responses received vary in accuracy and details provided.

The overall picture that emerges from the responses is that there are myriad research opportunities for undergraduate students in the Faculty of Arts (see [Appendix G](#)). One of the most important tasks, we would suggest, is to systematically collect data on UG research opportunities and UG research activities from the departments in the Faculty of Arts so as to gain a more comprehensive picture of what research activities our students **could** engage in and what they actually do.

- Many UG students are hired by faculty as RAs and funded through research grants (SSHRC, NSERC). They usually receive the training necessary for the specific responsibilities from the respective supervisor (see Appendix H for more information).
- Most departments offer reading and/or independent study courses which require students to conduct research independently. Programs that include an Honours Thesis option offer additional opportunities for UG students to conduct research independently.
- In some academic disciplines there are opportunities for UG students to present their research at provincial and national conferences (e.g., Psychology). Besides, many individual faculty report that they encourage UG students to present their research at conferences and publish it in journals, or that they take students to conferences. Some departments have organized conferences (e.g., Psychology, Germanic and Slavic) or founded journals (e.g., Classics) specifically geared towards UG research.

In the Faculty of Arts, Psychology offers significantly more opportunities for students to engage in research than all other departments. Judging from the department's report on their UG students' research activities and the options available, as well as from their website dedicated to UG research, Psych can be a model for other departments as well, not only with respect to making statistical data available, but also with respect to advertising UG research options and research activity offerings, and involving UG students in research early on so as to pave the way for them to go on with graduate studies later on.

The following website could serve as a model for other departments:

<http://www.psychology.uwaterloo.ca/ugradprog/current/research/index.html>

The opportunities for UG research do not depend on whether or not a department has a graduate program. Even though some faculty report to prefer hiring graduate students, the overall numbers indicate that the presence of a grad program does not automatically result in favouring graduate RAs.

This means that a more systematic integration of UG in research projects could be possible for each department, regardless of whether there are graduate students that might “compete” for RAships.

The tasks and responsibilities for UG research assistants vary considerably among as well as within departments. While in some cases they are assisting their supervisors in finding documents and literature, proofreading and inputting materials, in others they conduct more independent research themselves, e.g., write small projects, or discuss their supervisor’s work critically with them. Many UG RAs are hired to assist in empirical research, mostly in data gathering and collection, coding of qualitative data, transcribing oral data, etc. Most UG RAs have been assigned tasks that are immediately relevant to research in their fields, while only a few were hired for less discipline-specific tasks (such as website development, departmental self-study report, etc.).

The types of training UG RAs receive depends on the specific responsibilities they are assigned. The overall majority of faculty members report that they train the UG individually and provide training material for the tasks at hand. In some cases, UG RAs receive training through graduate assistants (in Psychology labs).

The experience with assigning research projects in UG classes has been mixed across the Faculty. While some report to assign research projects (group and/or individual projects) regularly, mostly in upper level classes, others state that they generally do not think it is appropriate for UG to carry out research. One conclusion to be drawn from this variety of experiences and practices is that department may want to consider discussing the possibilities of including small research projects in upper-year classes. In order to support UG’s academic development it seems generally possible to engage them in more research-focused activities – this does not necessarily have to be a full-fledged project but can be a smaller research “unit”, such as collecting data and coding them, searching the library or a database for materials related to a particular topic/problem, etc.

Appendices

[A. Research Resources Inventory](#)

[B. Research-Related Teaching Relief Survey](#)

[C. Grant-funded Equipment Purchases in Arts](#)

[D. Grant-funded Research Assistantships in Arts](#)

[E. Graduate Student Funding in Arts: Psychology and Economics Programs](#)

[F. Graduate Student Funding in Arts: Survey responses](#)

[G. Undergraduate honours thesis/independent studies/reading course participation](#)

[H. Undergraduate Research Opportunities Survey Responses](#)

Appendix A. Research Resources Inventory, December 2012

Note: Shaded rows indicate areas where there might be issues of allocation and/or adequate resourcing. They are discussed in more detail below.

Research resource	Current funding resources	Existing data sources	Other possible data sources?	Units particularly impacted	Issues re. distribution/use
Standard office space/infrastructure	UW				
Additional office space (for RAs, staff, etc.)	Arts/Dean allocation Dept allocation Donated	Existing space inventory?	New space inventory?		How are these allocated? Need more space.
Research space (labs, studios, etc.)	Arts/Dean allocation Dept allocation Donated	Existing space inventory?	New space inventory?	Psychology, Fine Arts, Drama, English	How are these allocated? Need more space.
Conference/workshop/meeting space	UW/Arts/BSIA /Stratford Rented via grants Donated				
Graduate student RAs	Arts grad funding system Grants Arts/Dean allocation				How do grant-funded RAs mesh with Arts grad funding system?
Undergraduate	Grants			Depts without	

student RAs/co-op students	Arts/Dean allocation			grad programs	
Postdoctoral fellows	Grants Fellowships				
Support staff (administration, project management, accounting, etc.)	OR/Arts regular staff Arts/Dean allocation Dept allocation				Is distribution of staffing adequate? To what extent should regular Arts/Dept staff be working on large research projects?
Course release	Arts/Dean allocation			Large research projects /partnerships	Is there a system for distribution?
Datasets	Grants SWORDC SAF datapool UW/Arts/Dept?			SAF, Economics, Sociology?	How are current data pooling systems working/funded ?
Software & licenses	Grants UW/Arts/Dept?				
Small equipment (computers and laptops, recording devices, printers, cameras, desktop computers, tablets, smartphones, etc.)	UW Arts Grants				What happens to unused/underused equipment?
Large equipment	Grants (e.g., CFI) UW/Arts matching funds				Might a pooling/sharing system be established? Who or which funds cover technical support/maintena

					nce?
Conference and research travel	Grants Dept allocation (\$500 per faculty member conf travel money from Arts) Arts/Dean allocation (special requests)				
Conference/workshop hosting (food, honoraria, room and A/V rentals, promotion, etc.)	Grants Arts/Dean allocation (special requests /matching funds for grants) Dept allocation?				
Book subventions and publication costs	Grants Arts/Dean allocation (special requests)				Is there a system for allocation of funds for this? Should there be?
Supplies (paper, printer ink, study participant payment, etc.)	UW Arts Grants				
Services (phone, postage, internet, dataplans, advertising, etc.)	UW Arts Grants				

Possible topics for discussion/reporting/data collection:

Research Space: Physical space is a scarce resource in Arts. As well as having a dwindling supply of available research space to allocate (i.e., for offices/labs/studios), Arts is experiencing an increase in demand for such spaces due to a) an increase in the number of faculty and staff, b) expansion in Arts into new, lab/studio-intensive fields (e.g., digital media/arts), and c) increased interest (and success in generating grants funds for) larger research network/partnership initiatives which carry with them increased administration/space needs. Aside from the obvious question of how to secure more space for Arts, we might also want to ask include:

- How much space in Arts is currently designated as research and research-support space?

- How is this research space currently distributed among units, and by what processes/criteria is it allocated among units/researchers?
- Are there any systems currently in place for periodic review of such space allocation/distribution?
- What are the current (if perhaps not adequately met)--and anticipated--needs among Arts researchers (and Arts-based research centres/networks) for research space?
- Short of building a new building, what options are available to Arts researchers/units urgently needing additional research space?

Graduate Student RAs: Graduate student research assistants (RAs) are currently funded as follows: a) by individual researchers, through research grants, and b) by the Faculty of Arts, through special funding arrangements (e.g., matching funds for grants). Unlike with TAs, numbers of RAs in Arts are, for the most part, untracked. Questions we might want to ask include:

- How many grad RAs are there in Arts, and how/from where are they funded?
- Is there any coordination of RAs and their conditions of employment (i.e., re. hiring/allocation, ensuring consistent stipends/wages/hours, etc.)?
- Is there any coordination between allocation and payment of graduate RAs and TAs?
- Should there be any of the above types of coordination, and if so, what would be an equitable and effective system?

Research Support Staff: With increasing research administration demands being experienced in Arts (more post-grant paperwork required by funding agencies, more and bigger research projects/networks with complex management/accounting needs starting up in Arts, etc.), the need for more staff and/or better processes for research support and grant administration is becoming urgent. Questions we might want to address include:

- What is the current distribution of research administration support in Arts (i.e., within centres/projects, within units, within the Dean's office, etc.)?
- How do these various supports/support people liaise/coordinate/divvy up the workload?
- How, in turn, do they coordinate with personnel in the Office of Research?
- What is working, and what isn't?
- What might help fix what's not working (e.g., more staff--and if so, where and funded by whom? different/better systems? more training (of staff and faculty), etc.)?

Course Release: The Provost's Office has suggested that maybe there are currently too many course releases in Arts. Course releases are currently made available to a) those in administrative positions, b) those leading large research initiatives (Arts-funded course releases for PIs have sometimes been offered as institutional contributions for large grants), and c) those who have secured them through external grants (SSHRC no longer funds them, but other programs sometimes do). Questions we might

want to ask:

- How many administrative course releases are currently in play in Arts, what is the system for their allocation in Arts, and is this system/distribution reasonable and feasible?
- How many grant-funded research course releases are there currently in Arts?
- Should course release be offered as an Arts contribution to large research grant proposals—and if so, when and under what conditions?
- Do researchers ever “buy out” their own courses, and should this practice (if it occurs) continue and if so, under what conditions?

Datasets: Some social sciences researchers (and their students) rely heavily on databases for their research (e.g., in accounting, finance, economics, sociology, etc.). Some datasets are available free of charge, others (e.g., StatCan data) are available through SWORDC, and some are available in shared “data libraries” within units (e.g., in SAF). Some datasets, however, are very expensive to purchase/access. Questions we might want to ask:

- What are the datasets currently used and/or available to Arts researchers, and how are they coordinated/managed/funded?
- Might there be better ways of coordinating/pooling existing data resources, or processes that would provide better or more widespread access to these data resources to Arts units/researchers/students?
- Are there any obvious gaps in availability (that impact faculty/student research)?
- If more funding is needed to purchase datasets, where should this funding come from (Arts? grants? other?)?

Equipment: Large and expensive research equipment is often funded through programs like CFI; however, access to CFI funds in Arts is severely limited. Space to house such equipment is also at a premium. There are also rumours of large equipment purchases being duplicated and/or old (but still serviceable) equipment being relegated to closets after the original study is completed. Questions we might want to address:

- What equipment do we currently have in Arts, where is it located, and to what extent (and by whom) is it being used?
- Are there processes we might put in place to coordinate/pool some of this equipment, create shared lab facilities for occasional or student users, and/or create a “lending library” or “recycling system” for underused/stored (but still serviceable) equipment (perhaps this would work better for small equipment)?
- Much equipment is grant funded, but sometimes Arts is called upon to help support the cost of large equipment purchases: are there currently processes in place to guide the allocation/funding of such equipment requests when they come up?

Book Subventions and other special research costs: Sometimes researchers without or between grants are faced with one-time (and/or immediate and urgent) research costs (e.g., book subventions, special travel costs, workshop-hosting costs, etc.). Questions we might ask:

- Should such research requests/costs be covered by the department, by the Faculty, or by some other source?
- Are there currently any guidelines/processes for making such requests—and criteria for making decisions about whether to grant them?
- Book subventions/publication costs are a typical request: what is our history of dealing with them in Arts, and how should they be handled in future?

Appendix B. Research-Related Teaching Relief Survey, December 2012

Dept/Issue	New faculty load	Differential teaching loads?	Research implications of teaching type/intensity	Grad supervision or teaching compensation?	Addressing teaching consequences of research TR.	Views on Dept and Faculty use of TR
SCHOOL OF ACCOUNTING AND FINANCE	Teach 3/yr until tenure	TR for <i>productivity</i> ; but not formally linked to external grants. Some faculty teach overload and “bank” the class.	Planning includes preps and research-sensitive teaching scheduling	PhD supervision not translated into teaching	Just a matter of global resource management. Prefer not to continue down the overload/banking path.	No views yet known to the Head.
ECONOMICS	1 TR/yr for 3 yrs	Formerly offered TR for SSHRC win, but no longer. No TT faculty are required to teach more than 4/yr.	Disposition to accommodate teaching preferences of research-active faculty via coordination of preps and senior UG/grad teaching.	1 TR for supervisor of completed PhD; can be divvied up with ctte at supervisor’s discretion.	Heavy use of sessionals (70/yr) swamps any effect of research-related TR.	If we want UWaterloo to be research intensive we need to provide research related TR. It is essential for recruiting in economics. This is a topic of interest in the department.
SPANISH AND LATIN AMERICAN STUDIES	1 TR in first year; standard load is 5/yr	No TR for external grants.	No consideration of research implications due to limited resources; four full-time faculty.	No grad program.	No TR, but still heavy reliance on sessionals.	Would like to see research-related TR, but currently not possible given limited resources.
GERMANIC AND SLAVIC STUDIES	No TR for new faculty.	No differentiation in loads.	No strategic allocation of teaching assignments.	Junior faculty get priority in teaching grad courses.	Not applicable.	Would welcome TR for new faculty. Concern that

						TR for service may be invested in research instead.
DRAMA	1 TR for new faculty.	No TR for external grants.	High priority given to providing junior faculty with adequate research time.	No grad program.	Teaching vacancies addressed through sessionals.	Teaching loads an important issue for faculty members, but have not discussed research-related TR
FRENCH STUDIES	1 TR in first year	No TR for external grants. Applications to Dean for TR in case of major grants.	No strategic allocation of teaching assignments.	Graduate supervision has no influence on teaching loads.	Teaching vacancies addressed through sessionals and unpaid overloads.	Current system of no TR for external grants is acceptable since all faculty are SSHRC funded.
HISTORY	1 TR/yr for first 2 yrs. Standard load is 4/year.	No TR for external grants. Most faculty have external funding.	Occasionally adjusts enrollment caps to limit teaching burden for faculty preparing manuscripts.	Graduate supervision has no influence on teaching loads.	Teaching vacancies addressed through sessionals. Teaching overloads are rare.	Would prefer to see consistency and rewards other than TR for external grants.
SOCIOLOGY	1 TR in first year	No automatic TR for external grants. Must be negotiated with Dean.	No strategic allocation of teaching assignments.	Graduate supervision has no implications for teaching.	Sessional lecturers fill slots resulting from TR.	TR is generally not an issue in the Department.
PHILOSOPHY	Usually 1 TR in first year	No TR for external grants. Some TR for research-centre admin, but these are disbursed by Arts, not	Attempt to balance larger non-specialist teaching with smaller research-linked courses over time.	Attempt to balance larger non-specialist teaching with smaller research-linked courses over time.	The question of TR effects on curriculum delivery is a big one, but <i>research</i> TR not a factor.	No settled Dept view; but considerable resistance to two tiered system.

		PHIL				
POLITICAL SCIENCE	1 TR in first year	No TR for external grants.	Teaching duties are standardized and independent of research.		No overload teaching for tenure-stream faculty.	TR not an issue that has been raised under current chair's tenure.
PSYCHOLOGY	1 TR in first year. Standard load is 3/yr.	No automatic TR for external grants. In case of large grants, buyouts possible.	Occasionally moved teaching terms to accommodate research.	Graduate supervision receives no extra credit.	Teaching vacancies filled by sessions; often PhD students.	Current system adequate; already pressed to find enough instructors to fill courses.
FINE ARTS	1 TR in first year.	No automatic TR for external grants.	Teaching loads distributed equally, with no consideration of research.	N/A	N/A	Concerned that TR implies that research is more important than teaching.
ENGLISH	2 TR taken pre-tenure.	No TR for external grants.	Research agendas not generally a consideration in teaching assignments.	Graduate supervision does not affect teaching loads.		Pre-tenure TR a good idea. Also, okay for service duties like direction and editing. Strong opposition to two tiers, though.
RELIGIOUS STUDIES	No TR.	No TR for external grants.	No consideration of research agendas in assigning teaching.	Graduate supervision does not affect teaching loads.	Classes are either dropped or sessionals hired.	TR never been raised as an issue.

Appendix C. Grant-funded Equipment Purchases in Arts: 2008-2012

Size of Expenditure

Price Range	Number of purchases, 2008-2012	Value of purchases, 2008-2012
< \$2,000	622	\$505,565
\$2,000-\$5,000	131	\$392,272
\$5,000-\$10,000	23	\$168,829
\$10,000-\$25,000	20	\$300,819
\$25,000-\$50,000	8	\$238,968
> \$50,000	4	\$256,755
Total	808	\$1,863,208

Source of Equipment Funding

Funding Source	Total	Percent
CFI	\$828,502	44.5%
Tri-Council (SSHRC, NSERC, CIHR)	\$760,490	40.8%
Private Sector	\$158,029	8.5%
Other (Provincial, MITACS, Foundations, US grants etc.)	\$116,187	6.2%
Total	\$1,863,208	100%

Appendix D. Grant-funded Research Assistantships in Arts 2011-2013

This data seeks to help answer these questions:

- How much grant money is spent on student Research Assistants (RAs) in Arts?
- Among these grant-funded RAs, how many are graduate and how many undergraduate?
- How much grant money in Arts is spent on Postdoctoral Fellows (PDFs)?
- What is the proportion of grant-funded grad RAs to university-funded grad TAs and scholarships?

Interesting items to note:

- Grant funds spent on RAs are split almost evenly between undergraduate RAs and graduate RAs.

- Faculty grants (grad RAs) contribute about 8% of total graduate funding (not including external scholarships).

Average Monthly Research Grant Expenditures (RAs/PDFs) in Arts

	2011 (12/10 - 4/11)	2012 (5/11 - 4/12)	2013 (5/12 - 12/12)
Undergrad	27,897	36,270	35,154
Grad	30,049	36,242	37,397
Postdoc	16,155	12,146	6,154
Total	\$74,101	\$84,658	\$78,705

Grad Funding in Arts (monthly averages -- all sources excluding external graduate scholarships or fellowships)

	2011 (12/10 - 4/11)	2012 (5/11 - 4/12)	2013 (5/12 - 12/12)
TAs	276,232	205,281	227,769
Scholarships	205,674	151,590	195,786
RAs (grants)	30,049	36,242	37,397
Total	\$511,956	\$393,112	\$460,952

Grad Funding in Arts by Percentage (monthly averages -- all sources excluding external graduate scholarships or fellowships)

	2011	2012	2013
TAs (UW)	54%	52%	49%
Scholarships (UW)	40%	39%	43%
RAs (grants)	6%	9%	8%

Notes:

- 1 The data available is calculated according to fiscal year (May1-April 31), and we only have detailed data going back (almost) two fiscal years (i.e., May 1, 2011-Dec 31, 2012); hence, our information for fiscal years 2011 and 2013 is partial. To get around this, we have determined average monthly amounts for each year (rather than totals). We'll have two full fiscal years of data in May 2013, which will provide a more accurate picture.

- 2 If specific concentrations/locations of RA/TA etc. funding are needed, we have that data; this provides an overall, Arts-wide, summary.
- 3 It would be interesting to add external grad funding (i.e., OGS, SSHRC/NSERC Masters and Doctoral awards, etc.) into the mix, but we'd have to do more data digging to come up with those numbers.

Appendix E. Graduate Student Funding in Arts: Psychology and Economics Programs, Fall 2012

Note: these figures exclude external awards

Economics

University	Master's	PhD	Notes
Carleton	\$12700	\$23700	MA numbers are 2011 averages. PhD is average 2012 offer (varied from \$22,800 to \$24,660).
Guelph	\$16000	\$25000	M.A. rates range from \$0 to \$18,000. International PhD students receive \$34,000.
McMaster	\$13000	\$18000	M.A. funding varies from 0 to \$15,500. No mention of variation for PhDs.
Ottawa	\$11000 plus tuition	\$19000	Some PhD students get an additional RA in the summer providing an additional \$5,000.
Toronto	\$26000	\$32000	These are university-mandated minimums, so essentially no variation across students.
Waterloo	\$15000	\$25000	Little variation, but

			some M.A. students receive less and difference paid to top M.A.'s.
Western	no program	\$14000 plus tuition	Little variation across students. Occasionally offer a small sign-up bonus.
York	\$15000	\$22000	Strong M.A. candidates receive an additional \$6,000-\$10,000.

Psychology

University	Master's	PhD	Notes
University of Calgary	Exp: \$19,500 (2 years) Clinical: \$20500 (3 years)	Exp: \$21,000 (2 years) Clinical: \$20,500 (3 years)	
Western	\$19,000 (2 years)	\$20,000 (4 years)	International students: (\$28,000 MSc; \$29,000 PhD); external award winners are provided with \$10000 above the award
Ryerson	\$16,000 (2 years)	\$17,000 (4 years)	All entering students considered for entrance award (\$17500)
University of Ottawa	\$ 16,500 (2 years if in thesis program, only 1 otherwise)	\$19,000 (4 years)	Fifth year of PhD funding available under some circumstances; other entrance scholarships (waiving tuition) available
Queen's	not listed	\$18,000 (4 years)	"department makes concerted effort to provide support for Masters students in years 1 and 2"
UBC	\$16,000 (2 years)	\$17,000 (4 years)	All entering considered for graduate entrance award (\$17,500)
UVic	"up to" \$15,000	"up to" \$18,000	In addition: TAships ranging from \$2000-\$4000
Dalhousie	\$18,000 (2 years)	\$18,300 (3 or 4 years)	Clinical students guaranteed support for 5 years (if enter with Honours); if enter with masters are supported for 4 years

Appendix F: UW Arts Graduate Student Funding Practices

Program	Internal\$\$	External/ Additional\$	TAs	RAs	Program length	Competitive Schools	Competitive Schools \$\$
Anthro MA	All funded ~\$15,000	no	Most work as TAs	Dependent on faculty grants	18-21 months	Guelph, McMaster, Western	Unavailable
Classics MA	All funded ~\$15,000	\$1000/term for one student	Teach for one term	Dependent on faculty grants	16 months	Toronto, Western, Brock	\$4550/term to \$15000/year
Economics MA	Few number unfunded; rest between \$15,000 and \$18,000	no	Most work as TAs	Dependent on faculty grants	8 months	McMaster, Toronto, Queen's	Toronto
Economics PhD	\$25,000 standard as of last year; no variation	no	Regular TAs and PhDs beyond 4th year often work as sessionals	Dependent on faculty grants	5-6 years	McMaster, Toronto, Queen's	Cases of higher funding from Calgary and Carleton reported
English MA (3 programs each available with co-op option)	All funded, rates vary between \$12,000 and \$18,000	Yes (RIM scholarships now gone)	1-2 TAs over the year	Dependent on faculty grants	12 months		
Program	Internal\$\$	External/ Additional\$	TAs	RAs	Program length	Competitive Schools	Competitive Schools \$\$
English PhD	\$22,000 standard and sometimes top-up with MA funds	yes	1-2 TAs in first two years, 1-2 independent courses in 3rd and 4th years	Dependent on faculty grants	~5 years	Alberta, York, Toronto	One case reported of \$30K in year 1 and \$28K in years 2-4 from Alberta.
Fine Arts MFA	All funded at \$15,000 standard	Shantz internships	2-3 TAs		20 months	Guelph, Western, York	not available
French MA (three programs)	All funded at \$15,000 standard	\$700 available for students on exchange	2-3 TAs (but will standardize at 2 soon)	RAs available from faculty grants; not tracked	12-16 months	Western, Toronto, Ottawa	Competitive at MA level

French PhD	All funded at \$22,000 standard	\$700 available for students on exchange	3/year but will reduce to 2 soon	RAs available from faculty grants; not tracked	5 years	Western, Toronto, Ottawa	Not competitive at PhD level (though no reliable info)
Germanic and Slavic MA (1 and 2 year programs)	All funded at \$15,000	Few small internal awards	1 TA/ year	through faculty grants	15-24 months	Guelph, Erasmus, Toronto, Victoria	
Germanic and Slavic PhD	All funded at \$22,000	Few small internal awards	2 TA/year	through faculty grants	~5 years	Toronto, McGill, UBC	Toronto guarantees \$15,000 plus tuition and fees for PhD
Global Governance MA	Balsillie Junior Fellowships						
Global Governance PhD	Balsillie Fellowships						
History MA	All funded at \$15,000	Two small internal awards	2 TAs	Yes, funded through faculty grant money. Poorly tracked.	12 months	McMaster, Western and York.	
History PhD (joint with WLU and Guelph)	All funded at \$22,000 with clawbacks if external funding	Two small internal awards for both MA and PhD?	TA for 8 terms over 4 years.	Yes, funded through faculty grant money. Poorly tracked.	5 years	McMaster, Western and York.	York funds PhDs for 5 years, but annual amount less. Mac and Western offer PhDs larger annual amounts. MA amounts are similar.
MDEI	not funded	5 in-house scholarships of \$4000; Project assistantships (\$1,710)	none	Yes, through individual faculty grants; not tracked	12 months	Ryerson, SFU, Emily Carr, UBC	unavailable
Philosophy MA	All funded, will ask for extra \$ for strong students		MAs <i>can</i> TA	Yes, through individual faculty grants and with chair's	18 months	Western, Toronto, Alberta, UBC	Recent losses to U of T when they upped their offer.

				approval. Creates pressure on TA needs			Students report that our offers are "significantly less" than others and that the money we give them is not enough to live on.
Philosophy PhD	All funded at \$22,000, will ask for more \$ for strong students		PhDs <i>do</i> TA	ditto	5 years	Western, Toronto, Alberta, UBC	ditto
Political Science MA	All funded, but some receive only \$12,140 (two TAs)	Two small internal awards.	TA workloads vary across courses.	Yes	15 to 18 months	Laurier, Guelph and McMaster	Laurier average is \$12,000 and McMaster is \$10,244
Psycholog y MA	MA \$15,000;	Three small awards	Most MAs have TA	Yes. Faculty fund RAs but most students (except RAs with Fong) work on their own research	12 months		
Psycholog y MA+PhD	Direct entry one year at \$20,000; 3 years at \$22,000		Most PhDs have TAs; senior PhDs do independent teaching	ditto	5 years	U of T, Western, U of Chicago, Stanford, Yale	Western offers \$20,000 over six years
Psycholog y PhD only	Entry with Masters: \$22,000 four years		Most PhDs have TAs; senior PhDs do independent teaching	ditto	5 years	U of T, Western, U of Chicago, Stanford, Yale	Western offers \$20,000 over six years
SAF MAcc	none	Minor	none	none	8 months	CA Profession, USask's MPAc	not relevant
SAF MTax	none	Minor	none	none	12 months	none (unique in Canada)	not relevant

SAF PhD	All receive \$25,500	Minor	Required to RA; TA 1 or 2 terms in program if no prior teaching	All terms but the 1 TA experience	5 years	Toronto, Alberta, Queens, some U.S.	\$25,000 to \$26,000 plus tuition, for 5 years
Sociology/ Legal Studies MA (three options)	All funded at \$15,000 (conditional on 80% entry average)	A few number of small internal awards	2 TAs in first year; possible TA in second year	Some available through faculty grants	12 months	Toronto, McMaster, Alberta	Guelph offers two-year funding packages at comparable rates.
Sociology/ Legal Studies PhD	All funded at \$22,000	A few number of small internal awards	2 TAs/year	Some available through faculty grants	6+ years	Toronto, McMaster, Alberta	

Appendix G. Undergraduate Research Opportunities

1. Arts courses offering UG research opportunities

Note: Honours programs with no independent research courses are AFM, DRAMA, FRE, GBDA, JS, SMF, SPAN, SPCOMM.

Honours Program	Courses
ANTH	345, Directed Research; 499A and 499B, Honours Essay
CLAS	490A and 490B, Senior Honours Thesis; 492, Directed Study
ECON	472, Senior Honours Essay; 438 Special Studies
ENGL	495A and 495B, Honours Essay
FINE	302, Honours Studio/Art History Research; 303, Honours Art History Research; 472 and 473, Honours Studio Thesis 1 and 2; 490 and 491, Honours Film Studies Thesis 2; 492, Senior General Film Studies Project; 493, Senior General Art History Project; 496 and 497, Honours Art History Thesis 1 and 2
GER	495, Senior Honours Project
HIST	491, Independent Study in Special Subjects
IS	Numerous
ITAL/ITALST	396 and 397, Special Topics/Directed Readings

LAT	491, Senior Studies in Latin: Independent Studies
LS	498, Directed Readings
MUSIC	380 and 381, Directed Study in Music; 491 and 492, Senior Honours Thesis
PACS	398 and 399, Directed Readings
PHIL	498, Directed Readings
PSYCH	464, Advanced Research Apprenticeship; 480-486, Directed Studies; 490R, Special Studies; 499A, 499B, and 499C, Honours Thesis
PSCI	499A and 499B, Special Honours Essay
REES	490, Senior Honours Project; 495, Reading Course
SDS	495R, Research Apprenticeship; 499A and B, Senior Honours Essay/Thesis
SOCWK	490R, Special Studies
SOC	497, Honours Research Practicum; 498, Directed Studies; 499A and 499B, Senior Honours Essay
WS	475, Advanced Research Project; 499A and 499B, Senior Honours Thesis

2. Participation in UG courses offering research opportunities

Department	Ind. Studies/Reading Courses	Honours Theses	Total
Psychology	92	758	850
Drama/SpComm	~75	NA	~75
Classics	8	14	22
Sociology/LS	NA	131	131
Accounting	0	0	0
English	28	38	66
GSS	14	2	16
PACS	~5	NA	~5
Spanish	7	0	7

Anthropology	48	44	92
Philosophy	24	0	24
Women's Studies	3	2	5
French	13	1	14
SMF	16	4	20
Total	~333	994	~1327

3. Arts Faculty survey responses re UG RAs

Department members were asked

- 1 Number of UG RAs hired;
- 2 What the UG RA responsibilities were;
- 3 Whether they received training, and of what sort.

Please note nil responses are not included in the chart below.

Department/ number respondents	# UG RAs/year	Funding source	Responsibilities	Training
Anthropology (1)	1-2	SSHRC; internal research funds; unpaid (volunteer)	sorting and counting various kinds of stone tools, identifying animal bones, and writing descriptions of archaeological specimens	faculty member
Classics (2)	1	?	Coding, website design and content, database construction, literature collection, transcription, support for departmental activities	faculty member
Drama	4	CFI; SSHRC	Use multimedia equipment; archival research; literature retrieval; editorial work	faculty members
English (3)	10	self-funded projects; SSHRC	Data input and analysis, search techniques, running experiments, programming, soldering, sound design	faculty members
French (2)	6	SSHRC +	Data management, research review and analysis, manuscript transcription, text encoding, presentations and co-authorship, editing of works for publication	faculty members
German and Slavic	1-2	SSHRC;	Literature review, organization of research	faculty

(3)		internal	materials, interview transcription, data management, data analysis	members
History (1)	1		Literature retrieval; article printing	faculty member
Philosophy (3)	1-2	SSHRC +	Literature search and retrieval, literature summary, manuscript editing, data gathering, support for departmental activities	faculty members
Psychology (9)	over 20	SSHRC, NSERC USRA, OMHA; unpaid (course credit)	Data entry, experiment conduct, video coding, eye-tracking, data collection and analysis, basic administration, etc. Also give papers and presentations, and can be listed as co-author on publications.	faculty member; graduate students
Political Science (2)	3-4	SSHRC	Conference planning, data collection and management, citation management, literature review, co-authorship, use of data and citation management software	faculty member; online courses
Sociology and LS (2)	2	SSHRC and internal	Literature review and summary, interview transcription, data coding.	faculty member

4. Research opportunities for UG students at UW outside of Arts

[Undergraduate Research Internship](#)

Administered through CCS, this program subsidizes the employment of undergraduate students as research assistants full-time for one term. These positions qualify as co-op employment. The URI supplies \$1600, and student must be paid at least \$6220; the gap is made up from other sources available to the faculty member supervising the student.

[The NSERC Undergraduate Research Awards Program](#)

This program sponsors undergraduates doing research for 16-week terms with NSERC-supported faculty members. UW receives a quota of these positions; this quota is divided by the GSO between Faculties, and Faculties divide it between departments. NSERC provides \$4500 per student, plus travel funds if the program is not at the student's home university. Grant holders top up these funds by at least 25%. (The amount awarded to students varies from as low as \$1625/term in Chemistry to \$2500/term in Combinatorics and Optimization.) These positions qualify as co-op employment.

Application procedures vary between units. In Chemistry, for instance, students identify a faculty member whose research interests match theirs, and then develops a project to be included in the professor's application for the award. In Combinatorics and Optimization, applicants submit only their resume, grades, and the names of two referees. In Pure Math, students approach a faculty member in

the hopes that he or she will submit a letter of recommendation, and design a research project for the student. In all cases the faculty member has supervisory responsibilities for the Award holders.

[Chemistry](#)

[Combinatorics and Optimization](#)

[Pure Math](#)

[Applied Math](#)

[Physics](#)

[Engineering - Undergraduate Research Assistantships](#)

URAs in Engineering require six hours a week of work on a research project under the supervision of a faculty member. They are awarded during an academic term, and are worth \$800.00 for the term. They are offered by individual professors, although there is a centralized application procedure.

[AHS - Hallman Undergraduate Research Fellowship](#)

These are available to Applied Health Sciences students during academic terms or as co-op positions. Faculty members apply with a description of their project; they can identify a particular student if they so choose.

Membership and Process

Membership

[Tim Kenyon](#) (Philosophy and Associate Dean, Research), co-chair

[Kathy Acheson](#) (English), co-chair

[Liz Nilsen](#) (Psychology)

[Barbara Schmenk](#) (German and Slavic)

[Mikal Skuterud](#) (Economics)

[Lynne Jelokhani-Niaraki](#) (Executive Officer, Faculty of Arts)

[Emmanuel Carvalho](#) (Economics and Associate Dean)

[Linda Warley](#) (English and Associate Dean, Graduate Studies)

[Ken Klassen](#) (SAF)

[Angela Roorda](#) (Research Development Officer)

[Jessica Genik](#) (Undergraduate SA)

Process

The Arts Strategic Planning Working Group on Research was established by the Dean of Arts in the fall of 2012. Its mandate was to follow up on the recommendations of the Arts Strategic Planning Task Force in the areas of research. It should be noted that the Working Group felt the recommendations in the ASPTF report in the section of that report dedicated to research (“Building on Success: Scholarship”) were

more narrowly construed than the Task Force's research permitted, and that commitments to several of the recommendations had already been made. The Working Group therefore based its mandate on recommendations about graduate student funding, administrative transparency, research intensity, and student success articulated in the report as a whole.

The working group met three times (in October and November, 2012, and February 2013). At the first meeting the group was divided into three sub-groups, one for each of research resources, graduate student funding, and undergraduate research opportunities. Individuals worked on specific tasks and the sub-groups met independently to complete their reports. Faculty members, units, and departments responded to surveys, and the Faculty of Arts and the GSO responded to requests. This document was written collaboratively by the members of the committee.

The co-chairs wish to thank the members of the committee, particularly the staff members, who composed the content of this report. We are also grateful to our colleagues who provided responses to surveys.