

# Inventory of Community-Focused Knowledge Mobilization Practices in the Social Sciences, Humanities and Arts

PHASE 1 REPORT: SCAN OF SSHA WEBSITES IN CANADIAN UNIVERSITIES



Sandra Lapointe & Shannon Boss

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The/La Collaborative is a multi-institutional, cross-sectoral network led from McMaster University. The/La Collaborative's objective is to steer social and human research and skills where they are most needed by creating new models of knowledge mobilization and talent-building for innovation and social impact that focus on the needs and interests of community partners. The research on which this report draws was produced in collaboration with the Canadian Association of Graduate Studies, Social Impact Advisors, and the Work Wellness Institute with the support of a Mitacs Accelerate Grant. Special thanks to the Research Impact Network, the Federation of the Humanities and Social Sciences and l'Équipe Renard for their helpful support around data collection.



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# REPORT

## Inventory of Community-Focused Knowledge Mobilization Practices in the Social Sciences, Humanities and Arts

### PHASE 1: SCAN OF SSHA WEBSITES IN CANADIAN UNIVERSITIES

This report was authored by:

*Dr Sandra Lapointe & Dr Shannon Boss*

With the contributions of (alphabetically):

Sezen Bektas  
Roula Haddad  
Catherine Klausen  
Stephen Ross





## Definitions

**Experiential Learning:** The acquisition of knowledge and skills through practice and upon reflection of a period engagement, observation, and/or immersion. ‘Experiential learning’ and ‘work-integrated learning’ are often used interchangeably. An experiential-learning partnership community-based or community-focused collaboration between an organization and an academic institution that revolves around the hosting, facilitating, and supporting of one or more students involved, for instance, in service or project delivery.

**Knowledge Mobilization:** Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users (source: SSHRC). In practice, it overlaps in substantial ways with other type of activities traditionally associated with teaching and learning, such as service learning and experiential learning (see, Methodology: Charting, *infra*).

**SSHA:** Social sciences, humanities and arts disciplines. Statistics Canada groups all non-STEM disciplines together: business, humanities, health, arts, social science and education (BHASE).

**Social Innovation Ecosystem:** The multilayered and multifaceted collection of interconnected institutions and organizations through which the resources, talent, and information that supports, interacts with, and affects social innovation flow.

**Social Sector Organization (SSO):** A service or product provider or facilitator that operates for and is organized around societal support and betterment, such as **nonprofits**. A **nonprofit or not-for-profit** model of activity consists in service or product delivery for the public benefit often associated with charitable entities. The term also describes a type of organization (also known as non-governmental organizations or NGOs) that are governed by a specific legal framework

**Social Sector:** An umbrella term denoting the activities of organizations that identify and operate for the public benefit, including co-operatives, not-for-profits, registered charities, social enterprises/B corporations, or unincorporated grassroots or community groups; sometimes referred to as the “third sector”, in contrast to what has traditionally been labelled the private and public sectors. The recent emergence of, for instance, “social enterprise” as a for-profit business model embracing social goals tends to make boundaries between the three sectors more porous. The social ecosystem is the collection of interconnected institutions and organizations through which the resources, talent, and information that supports, interacts with, and affects the social innovation flow.



## Preliminaries

### Context

Knowledge mobilization in the social sciences, humanities and arts (SSHA) is the subject of a growing body of literature and policy discussions.<sup>1</sup> Our research project “Inventory of Models and Practices in Community Focused Social Sciences, Humanities and Arts”<sup>2</sup> examines the current state of community-focused SSHA knowledge mobilization, understood broadly enough to include all aspects of scholarly activity that rests on direct interactions with community partners, including but not limited to nonprofits and municipal government.<sup>3</sup> This includes a range of activities that revolve around academic scholarship, and which are designed to engage community-based organizations in different ways and with different expectations:

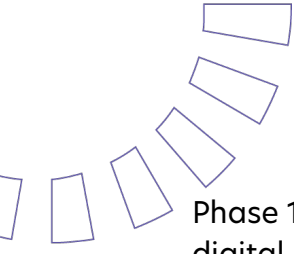
- Knowledge translation and brokering
- Evidence support
- Experiential learning
- Co-design
- Research partnerships
- Innovation labs
- Program evaluation
- Public scholarship

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<sup>1</sup> Pedersen *et al.* 2020; Muhonnen *et al.* 2019; Kenyon 2014 ; Phipps *et al.* 2012; Phipps *et al.* 2009. The list of references features titles included in the scoping review of the literature that underpins this project. See Odland and Lapointe, forthcoming.

<sup>2</sup> This project is funded through the SSHRC Insight Development Grant and Mitacs Accelerate programs.

<sup>3</sup> Barge *et al.* 2008.



Phase 1 of the project consists in a scoping scan of university websites that leverages digital humanities methods to produce a provisional inventory of activities and initiatives that pertain to community-focused knowledge mobilization in university-based SSHA. The data gathered through the scan in Phase 1 will inform, in Phase 2, a survey and interviews designed for a deeper qualitative analysis of the current state of community-focused knowledge mobilization practices in Canadian SSHA. The ultimate objective is to produce an analytic framework designed for use by those whose task it is to support, incentivize, recognize and reward the activities of SSHA researchers, devise strategies and policies that support social and human research, or to administer funding programs to increase the impact of SSHA in the social innovation ecosystem.

## Methodology

The scan of university websites (Phase 1) is based on a methodology that is both iterative and replicable, with the aim to produce a baseline for survey and interviews (Phase 2). We leveraged the digital capabilities of a standard internet search engine to query websites, while adopting protocols that mimic the methodology of systematic literature reviews.<sup>4</sup> Specifically, the method consists of applying a structured list of key terms or “search string” to the Google Advanced Search application to comb SSHA departments’ websites (using their specific institutional URL) and to chart the results using a specially designed protocol.

## Search String

Drawing on preliminary results of a scoping review of the literature,<sup>5</sup> we constructed Boolean search strings in both English and French to identify webpages containing information on knowledge mobilization activities. In English, the search string was as follows:

"Knowledge mobilization" OR "Knowledge mobilisation" OR "Knowledge translation" OR "Knowledge synthesis" OR "Knowledge dissemination" OR "Knowledge transfer" OR "knowledge exchange" OR "Community engagement" OR "community engaged" OR "community partner" OR "applied research" OR "Experiential knowledge" OR "Experiential Learning"

We discuss the translation into French in Lapointe & Boss 2022 (Methodology).

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<sup>4</sup> For a full description of our methodology, see (Lapointe et al. 2022 Methodology)

<sup>5</sup> See Odland and Lapointe, forthcoming.



## Charting

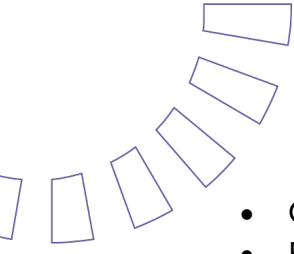
While the search was automated within each URL, the classification of results - content found on individual URLs - involved the creation of a national map of social sciences, humanities and arts websites across all Canadian universities. It also required a protocol to analyze and chart results. The charting and analysis of the results was done manually.

### **\*NOTE ON THE 'EXPERIENTIAL LEARNING' CATEGORY**

The inclusion of 'experiential education programs' and 'experiential courses' as categories in our taxonomy of knowledge mobilization activities is intentional. Experiential learning is by definition community-engaged, and because it requires students to collaborate with community partners around knowledge products, deliverables and/or activities, it is an important dimension of community-focused knowledge mobilization strategies. The inclusion of experiential learning into the class of knowledge mobilization activity is meant to expand the conceptual space in which discussion of knowledge mobilization and community engagement tend to revolve, with the objective of enriching our understanding of the factors needed to create reciprocal campus-community relationships in the social ecosystem.<sup>1</sup> Experiential learning can be an engine of reciprocity in campus-community engagement.<sup>1</sup> Because it requires students to collaborate with partners around knowledge processes, products and/or activities, at least some models of experiential learning can support universities' community-focused knowledge mobilization strategies.<sup>1</sup>

We used a thematic approach to analysis because we were interested in specific types of activities. The final classification of the results uses the following taxonomy of 'types of activity':

- Community-engaged research centers, programs or initiatives
- Experiential education programs

- 
- Community engaged events
  - Experiential courses including micro-credentials
  - Publication or featured Initiatives
  - Community-engaged researcher profiles
  - Job postings

## Scope

There are 97 public and private universities in Canada.<sup>6</sup> We chose to exclude colleges from our study. We hypothesized that approaches to knowledge mobilization and community partnerships in higher education institutions that are by definition more vocational and less research-focused would be different. At the very least, we did not want to make assumptions about the nature of similarities. We also excluded private universities, satellite campuses and branches of public universities, resulting in a sample size of 78 public universities.

We scanned all websites SSHA departments and faculties in the 78 public French and English universities across all relevant provinces and territories in Canada (there are no universities in Nunavut or the Northwest Territories).<sup>7</sup> To ensure that we could make claims about search results by discipline, we developed a taxonomy to classify each department under one of 15 traditional SSHA disciplines, and compiled a glossary to record the classification of each department's name under a discipline.<sup>8</sup> Institutions in which programs were not organized around traditional SSHA disciplines were also scanned and the data analyzed, though it is discussed separately when appropriate.<sup>9</sup>

## Limitations

We initially included two additional categories to classify results: "Support for instructors" and "Policy-focused cross-sectoral collaborations". However, the scan yielded comparatively too few results for these categories. We reclassified them. Rather than assuming that low rate of results in the "Support for instructors" and "Policy-focused cross-sectoral collaborations" categories indicated a lack of support for instructors around community-engagement, or a lack of interest for policy-focused collaborations, we hypothesized that our search string might not have captured these specific activities because they are described and understood using *sui generis*

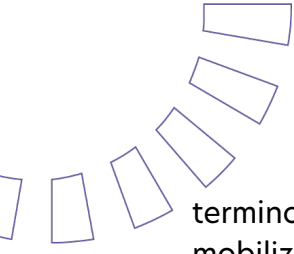
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<sup>6</sup> The cited number may vary depending on the source. We used the data from the Council of Ministers of Education of Canada: <https://cmec.ca/299/Education-in-Canada-An-Overview/index.html>

<sup>7</sup> See Lapointe et al. 2022, Methodology <http://hdl.handle.net/11375/28037>

<sup>8</sup> See the Classification of SSHA Departments by Discipline in Appendix 2.

<sup>9</sup> See Figure A5 of Appendix 1.



terminology. The failure of our thematic analysis to capture policy-focused knowledge mobilization activities suggests that our search string might have been limited in other, less perceivable ways. We are currently conducting a dedicated full scan of SSHA activities at the science-policy Interface to address the first issue, as part of a separate project. This project in collaboration with Jean-Christophe Belisle-Pipon (Simon Fraser University) seeks to examine and develop an analytical framework for the policy-academia interface in SSHA.

Because the initial scan was limited to the information found through individual URLs of SSHA departmental websites, it presents only the “public face” of community-focused knowledge mobilization on the internet. Websites evolve rapidly, and the data we gathered needs to be understood to be in flux for a variety of reasons: information may not be updated in real time. Moreover, our taxonomies and analyses may overlook some of the complexities of collaborations, particularly when looking at the range and types of partners involved. The results are not meant to be definitive nor exhaustive. The study was designed to capture an overarching, high level picture of the community-engaged research and knowledge mobilization landscape within Canadian SSHA. The assumption is that the results are nonetheless representative of the kind of activities that are currently being conducted. More importantly, they will be crucial to increasing the engagement of participants at a deeper level in the follow-up survey (ongoing) and interviews, and thus increase the relevance of our research in Phase 2.



# Results

## Overview

Our scan of 78 public universities across Canada (10 provinces and 1 territory) yielded a total of 12,123 results, i.e. it identified the individual URLs of these web pages as containing elements of the search string. 49.84% (6,044) of these results were treated as “false positives” and excluded manually from the analysis. Within the context of this study, a result was considered to be a “false positive” and excluded if it met at least one of two conditions:

- (i) the webpage associated with the URL did not contain any of our search terms in the main body of its text, but instead contained one or more our search terms within hyperlinks or metadata on the page;
- (ii) the result was a duplicate of a project we had already classified under a different category.

6,079 unique results were included in our inventory of community-focused knowledge mobilization activities. Figure 1 provides a breakdown of these results by category. 45.04% (2738) of results were publications and featured initiatives, 20.89% (1270) were individual experiential courses (inclusive of micro-credentials), 15.71% (955) were community-engaged researchers’ profiles, 9.49% (579) were community-engaged events and 2.09% (127) were job postings. Only 3.45% (210) were community-engaged research centres, programs and initiatives and 3.32% (202) were experiential education programs.

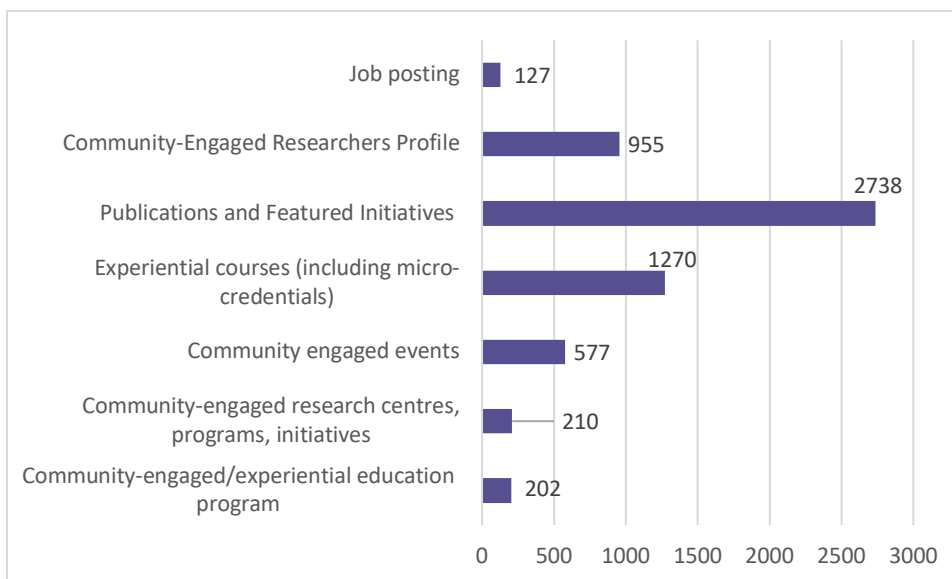


Figure 1. Types of project across entire dataset; frequency: n=6,079.



If we abstract from the specific nature of the individual project, activities, or initiatives, 4 provinces and 1 territory produce less than 1% of the total results each: Alberta, Manitoba, New Brunswick, Prince Edward Island and Yukon. The bulk of the results were distributed across 3 provinces: British Columbia, Ontario and Québec (Figure 2).

This does not however place SSHA programs and departments in Ontario, British-Columbia and Québec in the lead when it comes to the level of engagement around community-focused knowledge mobilization suggested by the scan. Assuming that universities' ability to showcase and promote community-focused knowledge mobilization on their websites is representative of their actual level of engagement, our scan indicates disparities between the number of projects by provinces and provincial averages by university (Figure 2). When considering averages, Ontario universities seem to engage at least twice as much as universities in any of the other provinces or territory. However, Saskatchewan ranks second and Newfoundland and Labrador ranks third, ahead of both British Columbia and Québec.

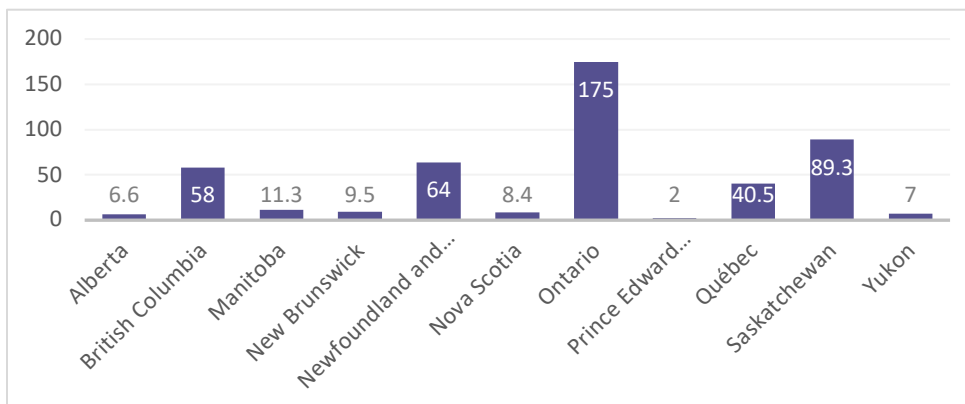


Figure 2: Average number of mention of community-focused projects/initiatives by university for each province and territory.

With the exception of Newfoundland and Labrador which only has one university, distribution of the effort within provinces is also not homogenous. Most provinces have one or more universities with less than 5 results. The university that seemed to be pulling the most weight in British Columbia is the University of British Columbia, which accounts for 66.97% (738) results in British Columbia, followed by University of Victoria at 25.14% (277).

In Québec, the Université du Québec à Montréal accounts for 40.68% (312) of results, followed by Université du Québec à Trois-Rivières at 13.69% (105).

8 of the 21 universities scanned in Ontario account for 85.24% (3,131) of results in the province. Those include Brock University (594), University of Carleton (475), University of Toronto (465), University of Waterloo (370), University of Guelph (363), York University (325), Queens University (294), and McMaster University (245).

In Saskatchewan, University of Saskatchewan makes up 52.61% (141) of results, University of Regina 45.52% (122) and First Nations University of Canada 1.87% (5).

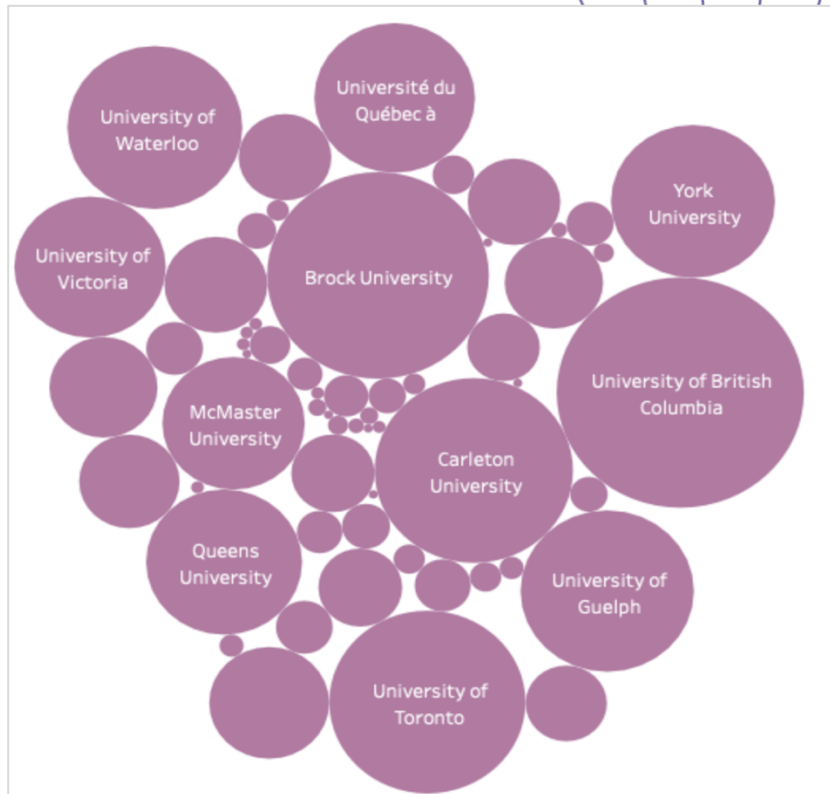


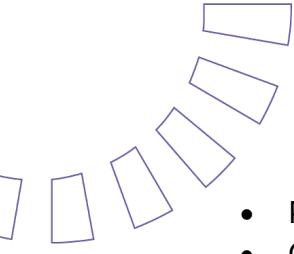
Figure 3: Visual representation of relative proportion of results by university<sup>10</sup>

## Events, Publications, Jobs and Individual Initiatives

More than 92% of the results we obtained through our search could be categorized as one of the following:

- Community engaged events
- Experiential courses including micro-credentials

<sup>10</sup> See Appendix 1, Figure A7 for a presentation of numbers for experiential learning programs and community engagement centres and programs by universities.

- 
- Publication or featured Initiatives
  - Community-engaged researcher profiles
  - Job postings

For instance, the Newsletter of University of Victoria's Department of Sociology<sup>11</sup> was categorized under "publication or featured initiatives": it highlights a range of activities and projects, including awards and honors received by individual researchers, news about faculty and students' community-engaged projects and upcoming events, recent faculty publications, as well as student testimonials from community-engaged and cooperative learning programs.

Results we included under "community-engaged events" ranged over quite a number of types of activities. Some were dedicated to showcasing research, others were dedicated to outreach around community-engaged research (e.g., conferences, open houses, speaker series). But they also included campus-based happenings open to the public (e.g., concerts, departmental talks). For instance, the Art Department's *Open House* at the University of Lethbridge was categorized as a "community-engaged event." It celebrated the research and creative projects of the students of University of Lethbridge's Art Studio by both welcoming the public to view their work and distributing awards in recognition of exemplary art practice, scholarship and community engagement.<sup>12</sup> McGill University's advertisement for a two-year post-doctoral fellowship in the Department of Geography is an example of a "job posting."<sup>13</sup> This particular posting is for a position on a multi-disciplinary research team investigating patterns of income inequality and emphasizes deliverables such as technical reports and presentation of research ideas to various audiences.

Webpages where we could find description of a single experiential course or mentions of community-engagement on researchers' profiles account for 36.59% of the results. The information we found on researcher profiles - these represented 15.7% (955) of the results - ranged from detailed descriptions of a researcher's community-engagement and knowledge mobilization activities, to brief and sometimes aspirational mentions of these activities.<sup>14</sup> 20.88% (1270) of the results linked to webpages describing individual courses with an experiential component. We put in this categorized individual experiential courses that were not explicitly tied to broader community-engaged education programs.

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<sup>11</sup> [https://www.uvic.ca/socialsciences/sociology/assets/docs/newsletters/soci-newsletter\\_fall2018\\_rv.pdf](https://www.uvic.ca/socialsciences/sociology/assets/docs/newsletters/soci-newsletter_fall2018_rv.pdf)

<sup>12</sup> <https://www.ulethbridge.ca/fine-arts/study/art/art-open-house>

<sup>13</sup> [https://www.mcgill.ca/geography/files/geography/post-doctoral\\_position\\_regional\\_inequality\\_mcgill\\_geography.pdf](https://www.mcgill.ca/geography/files/geography/post-doctoral_position_regional_inequality_mcgill_geography.pdf)

<sup>14</sup> For an example of a researcher's profile that mentions community-engagement in passing, see <https://socialwork.utoronto.ca/profiles/raza-m-mirza/>.

## Experiential Learning and Community-Engagement Centres and Programs

Knowledge mobilization activities in SSHA that are developed as part of institutional strategies need to be examined in contrast to individual or faculty-initiated activities and projects. The establishment of institutional policies and guidelines designed to encourage and shape certain practices, the creation of dedicated organizational units (centres, institutes, offices) and the availability of operational support usually converge to establish programming that make it easier to plan for longer term campus-community relationship.

Two categories in our scan were engineered to capture projects initiated, designed and implemented as part of institutional strategy:

- experiential education programs
- community-engaged research centres and programs

Our scan identified 412 such projects, that is 6.78% of total results, almost equally distributed between experiential education programs (202) community-engaged research centres and programs (210). While the proportion seems low, it is difficult to draw substantive conclusion on that basis alone. Assuredly, there are far more researcher profiles and webpages publicizing events on any given university website, than there are websites of centres and programs. But there is little we could conclude even if we manage to determine a standard proportionality.

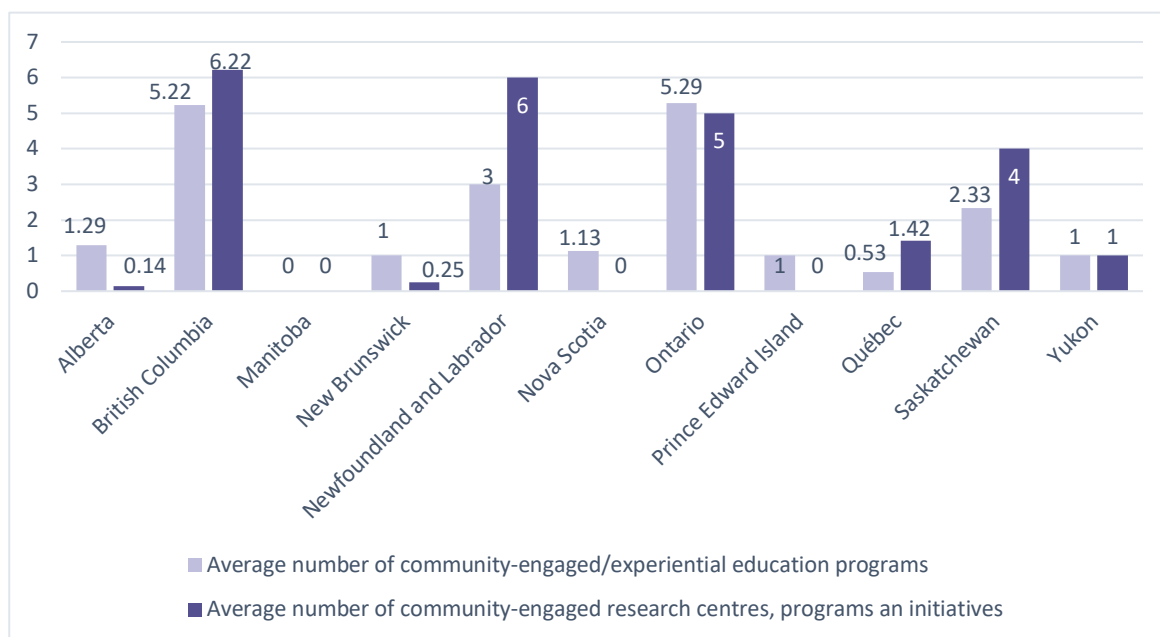


Figure 3: Average number of projects per university by province for experiential education programs and community-engaged research centres, programs and initiatives.



## Experiential Education Programming Takes a Variety of Forms

- The **Public Archaeology Program** and **Archaeology Indigenous Youth Program** at the University of Calgary connects archaeology students with local communities to engage in relationship building and knowledge mobilization.<sup>1</sup>
  - The **Inside-Out Prison Exchange Program** at Vancouver Island University's offers prison-based courses to groups comprised of students and incarcerated students with the goal of putting a human face on justice issues.<sup>1</sup>
  - The **Certificate in Advocacy and Public Engagement** at York University, is a 30-credit certificate program that offers training in applied Anthropology, which includes skills/knowledge such as ethics of advocacy and advocacy-based research, research methods and public engagement.<sup>1</sup>
  - Université du Québec à Trois-Rivières' **Community Intervention Projects (Picom)** is a credited educational activity through which students from various disciplines work as a team to design and carry out a project in partnership with a nonprofit organization.<sup>1</sup>
  - University of Saskatchewan's Joint **Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI)** prepares students in Northern and Indigenous communities for leadership roles. Students participate in field schools and are responsible for an applied research project that provides work experience from industry, government, and Indigenous peoples on a number of pressing issues.<sup>1</sup>
  - Yukon University's **Earth Sciences Program** draws on local landscapes and industry partnerships to provide students with experiential learning opportunities that prepare students for careers after university.<sup>1</sup>
- 

Universities in British Columbia have, on average, about 11 community-focused SSHA initiatives which places the province in the lead. Memorial University of Newfoundland the only university in Newfoundland and Labrador makes for an average that ranks the province third for experiential education programs and second for community-engaged research centres/programs, surpassing the average in Ontario for the latter category.<sup>15</sup>

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<sup>15</sup> See Appendix 1, Figure A4 for a proportional representation of results for these two categories by University.



## What does a Community-Engaged Research Centre/Program look like?

- University of British Columbia's **Centre for Migration Studies**, a research centre that supports innovative migration research, knowledge mobilization, and experiential learning.<sup>1</sup>
- Mount Allison University's **Research Partnerships for Education and Community Engagement (R-PEACE)** whose members research and develop pedagogical initiatives for community-engaged learning.<sup>1</sup>
- The **Collaborative Applied Research in Economics (CARE)** initiative in Memorial University's Department of Economics promotes applied economic research to enhance our understanding of economies and their wider social impacts.<sup>1</sup>
- Brock University's **Resilience Collaborative**, an initiative of the Environmental Sustainability Research Centre promoting interdisciplinary research to develop capacity for resiliency and sustainability.<sup>1</sup>
- The **Institute of Cognitive Sciences** at the Université du Québec à Montréal whose mission is to promote scientific progress through collaboration, prioritizing partnerships, multidisciplinary research teams and knowledge mobilization.<sup>1</sup>
- University of Regina's **Center for the Study of Science and Innovation Policy**, brings together researchers, experts and stakeholders from fields of science and the SSHA to address the gaps between science and policy.<sup>1</sup>

Somewhat unsurprisingly, the four disciplines that had the greatest number of experiential education programs and community-engaged research initiatives were Sociology, Criminology and Law, Cultures, Languages and Linguistics, Geography and Environment, and Political Science/International Studies. All four of these disciplines focus on the study of communities in some fashion, and are therefore a fertile ground for knowledge-partnerships with communities. (Figure 6)

Overall, Sociology, Criminology and Law accounts for 15.29% (63) of all results for **both experiential learning and community-engaged research**, followed by Geography and Environment at 12.38% (51), Cultures, Languages and Linguistics at 11.62% (48) and Political Sciences and International Studies at 10.44% (43). (Figure 6)

Four disciplines fell in the 5-10% range: Psychology, Interdisciplinary Studies, History, and Philosophy (Figure 6). Anthropology, Arts, Business/Economics, Communications and Media Studies and Gender Studies all fell within the 1-5% range.<sup>16</sup>

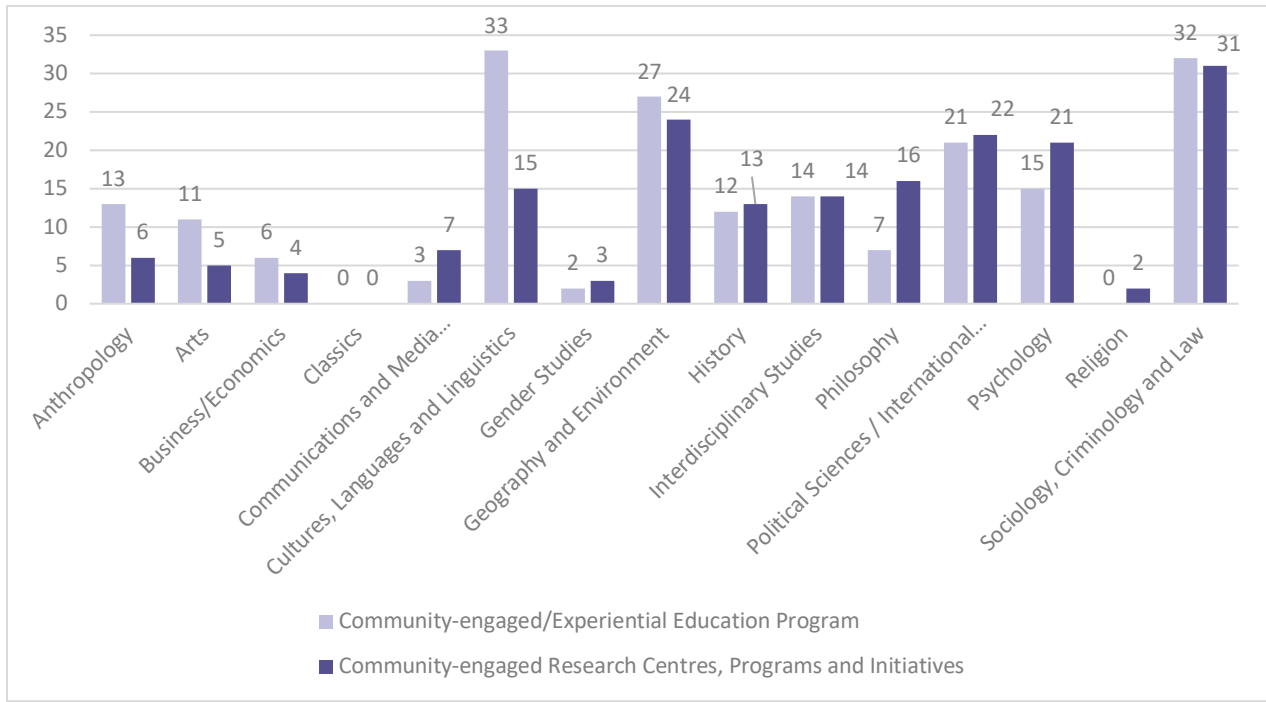


Figure 4: Experiential education programs and community-engaged research centres, programs and initiatives by discipline; frequency n=412.<sup>17</sup>

Cultures, Languages and Linguistics departments have the highest percentages of **experiential education programs**, with 16.34% (33), followed by Sociology, Criminology and Law at 15.84% (32), Geography and Environment at 13.37% (27) and Political Sciences and International Studies at 10.4% (21). Five disciplines fell within the 5-10% range: Psychology (15) Interdisciplinary Studies (14), Anthropology (13), History (12) and Arts (11). The other disciplines, i.e. Business/Economics (6), Communications and Media Studies (3) and Philosophy (7) each account for less than 5% of experiential education programs.

<sup>16</sup> With the exception of the University of Toronto's Factor-Inwentash Faculty of Social Work (4.37%), Toronto Metropolitan University's Creative School (1.21%) and York University's School of Arts, Media, Performance & Design (also 1.21%), universities/faculties where departments are not organized around the traditional SSHA disciplines each account for <1% of results for these categories (See Appendix 1, Figure A5).

<sup>17</sup> Figure 4 only includes data from universities where faculties are organized around traditional SSHA disciplines. Appendix 1, Figure A6 illustrates results for non-traditional SSHA disciplines. See also Appendix 1, Figure A5 and A6 for a breakdown of all results by traditional SSHA discipline, and A7 for an illustration of disciplinary involvement by university.



The top three for the results around **community-engaged research centres and initiatives** are Sociology, Criminology and Law at 14.76% (31), Geography and Environment at 11.43% (24), and Political Science and International Studies at 10.48% (22). Psychology made up 10% (21) of results for this category, followed by Philosophy at 7.59% (16), Cultures, Languages and Linguistics at 7.62% (15), Interdisciplinary Studies at 6.67% (14) and History at 6.19% (13).<sup>18</sup> Eight disciplines each had less than 7 results (3.33%): Communications and Media Studies (3.33%), Anthropology (2.86%), Arts (2.38%), Business/Economics (1.9%), Gender Studies at (1.43%), Religion (0.95%), and Classics (0).<sup>19</sup>



## Local vs Central

Data on the level at which programs and initiatives are managed, for instance university-, faculty-, department-, or program-level can indicate the junctures at which support is provided and in the context of a comprehensive qualitative study, this information can in turn help identify strategic priorities, resources and/or deficits.

Figure 5 shows that more than three quarters of experiential programs and community-engaged centres are managed **locally**, at department- 41.26% (170) or program-level 37.86% (156). The rest is managed **centrally**, by university-wide offices 12.86% (53) or faculty offices 8.01% (33). (Figure 5) The disparity between local and central coordination is greater for experiential education programs. 90.09% of which are experiential learning programs are managed by a department and programs, and less than 10% at faculty or university-level. By contrast, almost a third of community-engaged research centres, programs and initiatives are managed centrally, at university or faculty level. (Figure 5).

<sup>18</sup> University of Toronto's Factor-Inwentash Faculty of Social Work accounted for 7.59% (16).

<sup>19</sup> Toronto Metropolitan University's Creative School made up 2.38% (5) and York University's School of Arts, Media, Performance & Design made up 1.43% (3) of the results, but other schools in which programs are not organized around SSHA disciplines accounted for the remaining 2.38% (6).

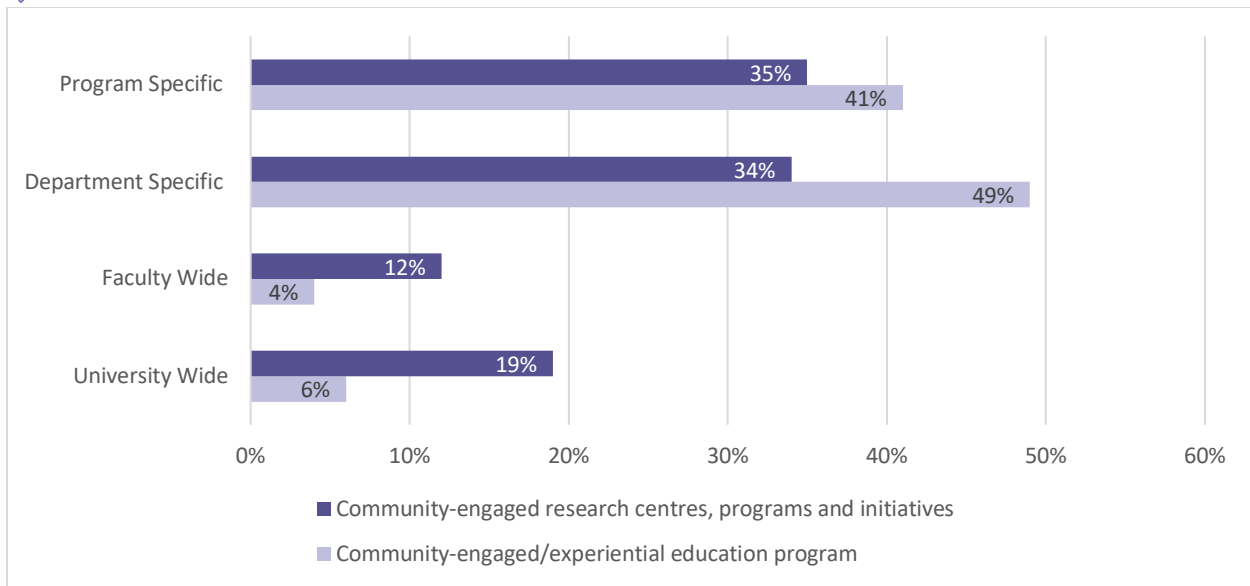


Figure 5: Where in universities are community-engaged research centres, programs and initiatives and experiential education programs managed.

## Types of Partners

One important question when it comes to community-focused knowledge mobilization in SSHA concerns the nature and structure of partnerships around which engagement activities revolve. While a full assessment would require additional qualitative data, the distribution of community-focused knowledge mobilization projects in SSHA varies by types of community partners<sup>20</sup> (Figure 6).

We found that more than half of projects (60.44%, 249) involved partners in nonprofit and social services organizations, who seem to attract community-engaged experiential learning and research partnerships equally. All disciplines, with the exception of Classics and Psychology, attracted these types of partners most frequently.<sup>21</sup> Combined, government (12.86%, 53), health (11.17%, and 46), and industry/businesses (9.47%, 39) represent roughly the next third of the results.

Government was, after nonprofit, most likely to attract projects stemming from History, Interdisciplinary Studies (tied with health), Political Sciences/International Studies and Sociology, Criminology and Law. Philosophy and Anthropology seem to favour

<sup>20</sup> In some cases, more than one community partner was involved in the project and hence a selection was made based on which type of partner was most representative of the partnership.

<sup>21</sup> There were no community-engaged/experiential education programs or community-engaged research centres, programs and initiatives within the Classics discipline. Psychology attracted more Health partners (16), although nonprofits were not far behind (11).

partners in health, though the latter shows equal tendency toward partnerships with industry/businesses and Indigenous Communities. Arts, Business/Economics, Cultures, Languages and Linguistics, and Gender Studies were the disciplines where we found the most connection to industry/businesses. If we exclude nonprofit partners, experiential learning collaborations in SSHA are more likely to involve businesses, while community-engaged research is far more likely to build on partnerships with government. Partners in the health sector are, in both cases, the third favourite.

Indigenous communities and K-12 schools were the least common types of partners. If the results of the digital scan are indicative of actual practices, this indicates an important gap and the need for more sustained attention and support on the part of SSHA students and researchers. Only 4.85% (20) of projects overall had indigenous communities as their partners, with academic partners stemming from Cultures, Languages and Linguistics (7), Political Sciences/International Studies (3) Anthropology at 10% (2), Communication and Media Studies (1), History (1) and Sociology, Criminology and Law (1).

Only 5 projects (1.2%) had elementary and/or secondary schools as their partners. Interdisciplinary Studies had two projects with this type of partner, while Communications and Media Studies, Cultures, Languages and Linguistics and Psychology each had one. This seems to us like a missed opportunity. Possibly, the assumption that partnerships between university researchers and K-12 teachers need to revolve around pedagogical activities for which education researchers in charge of teachers' training are alone equipped could partly explain the lack of engagement. But such assumptions are unnecessary.<sup>22</sup>

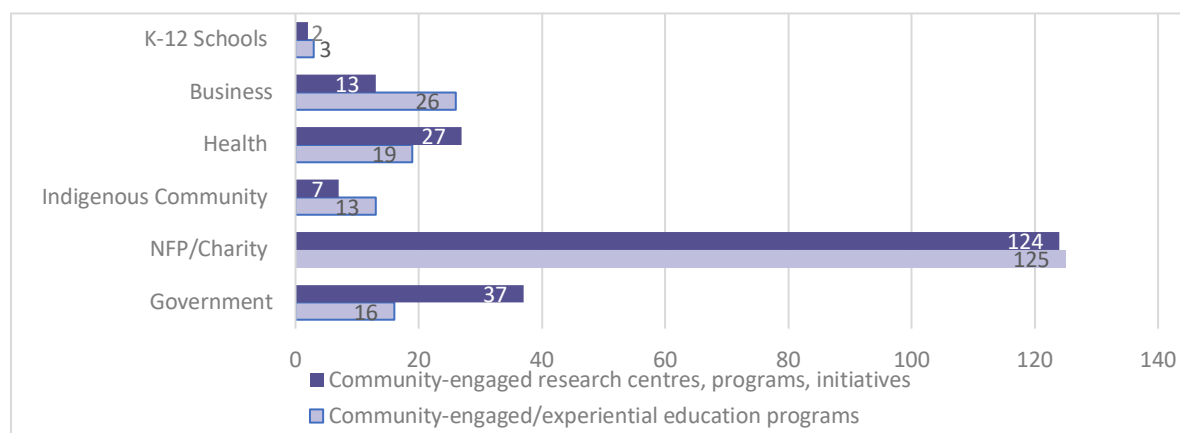


Figure 6: Type of partners involved with experiential education programs and community-engaged research centres, programs and initiatives; frequency: n=412

<sup>22</sup> This is suggested by Martin 2018.

We also wanted to collect information about the duration of knowledge mobilization initiatives in SSHA. These additional data points were meant to provide insight into the longevity and nature of community-engaged research and knowledge mobilization efforts of the SSHA (Figure 7).

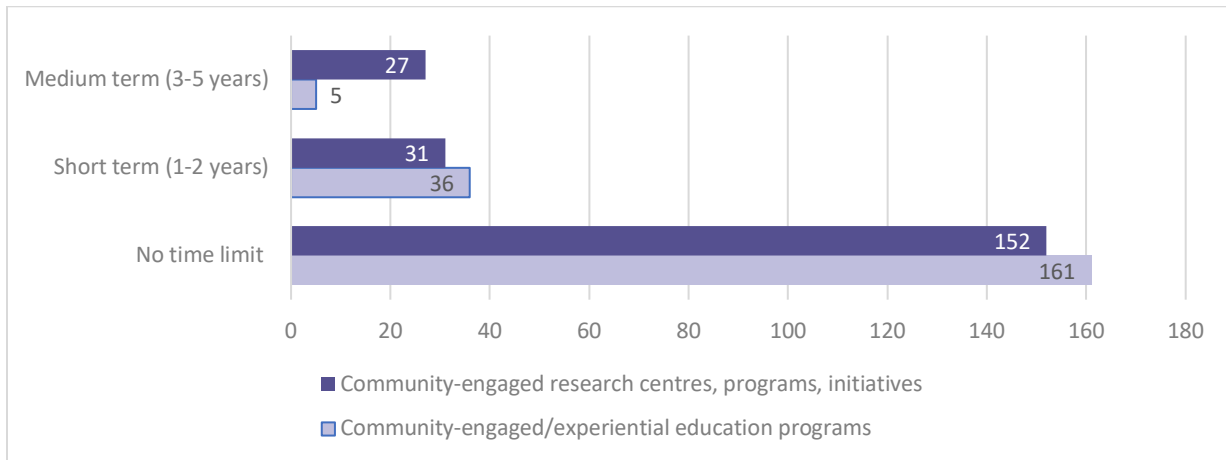


Figure 7: Duration of experiential education programs and community-engaged research centres, programs and initiatives.

The majority of descriptions we analyzed didn't indicate an expiration date on the initiative. This could indicate that experiential education programs and community-engaged research centres, programs and initiatives within the SSHA are longer-term fixtures of their respective departments, programs, faculties and universities. However, conclusions to that effect will require additional qualitative data. Importantly, more research is needed to determine how to best introduce enduring structures to address gaps in community-engaged research and knowledge mobilization within SSHA.



## Preliminary Discussion

### Knowledge Mobilization Units and Community-Engagement Offices

Universities' campus-community engagement and social impact mandates need to be supported by strategic institutional infrastructure. This includes everything from administrative support and collaborative spaces for centres, institutes and groups, to mechanisms that guarantee that recognition, incentives and rewards for community-focused knowledge mobilization are written into merit, tenure and promotion criteria and/or part of researchers' job descriptions.

Support is provided in part by a growing number of Community-Engagement Offices/Centres and Knowledge Mobilization Units (often as part of Research Services) in Canadian universities. However, more than half (60%, 47) of the universities we scanned have neither community-engagement nor knowledge mobilization units. Only 8% (6) house both.<sup>23</sup> Out of the 25 institutions remaining, 23 have a community-engagement office and 2 house just a knowledge mobilization unit.<sup>24</sup>

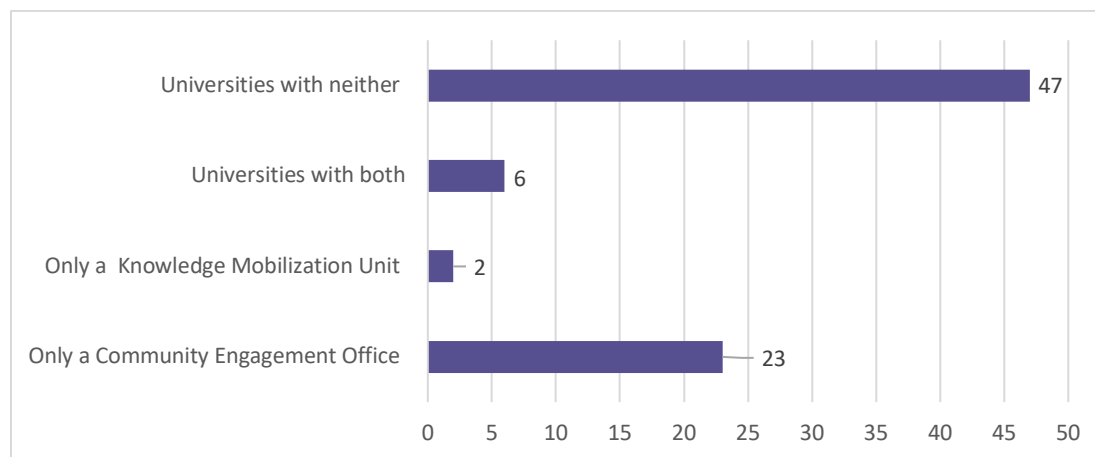
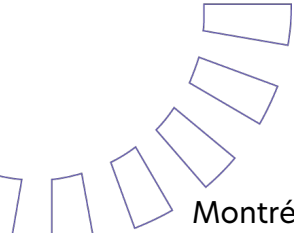


Figure 8: Community-engagement offices and knowledge mobilization units within 78 Canadian universities; frequency: n=78.

Some universities may provide support to knowledge mobilization or community-engagement in the absence of dedicated units or office. Such efforts may be supported through the Offices of the Vice-President Research (e.g., University of Alberta) or Research Services (e.g., University of Victoria, Université du Québec à

<sup>23</sup> See Appendix 1, Figure A8 for a breakdown.

<sup>24</sup> For a table representing all of the institutions that have at least one or both of these types of offices, see Appendix 1, Figure A8.



Montréal).<sup>25</sup> Likewise, some universities identify knowledge mobilization as a strategic priority (e.g., University of Winnipeg) or offer degrees in Knowledge Mobilization (e.g., Bishop University) or Community Engagement (e.g., McMaster University).<sup>26</sup>

The wide variety of approaches and inconsistent levels of support might point to the need for better integration and more intentional institutional commitments around community-focused knowledge mobilization efforts, especially in the social ecosystem and around social innovation which does not respond to standard knowledge transfer and commercialization constraints. Actors in SSHA faculties and departments specifically are motivated to publicize a broad range of initiatives. But experiential education programs and community-engaged research centres that receive some level of centralized institutional support seem to represent a small proportion of these, and most of them are concentrated in a handful of provinces.

In addition to building on a good understanding of the range of practices this involves, institutional strategies would need to consider how current programming, practices and even collaborative routines within and between community' engagement and knowledge mobilization offices or units support community-focused knowledge mobilization in SSHA.<sup>27</sup>

### Systems-Level Considerations for Institutional Impact Must Inform Community-Focused Knowledge Mobilization Strategies in SSHA

Generic mentions of experiential learning opportunities on a faculty's landing page or allusion to community-engagement on a researcher's profile do not have the same significance when it comes to representing a landscape of community-focused knowledge mobilization initiatives as fully integrated and institutionalized work-integrated learning programs or community-based research and innovation labs. Nonetheless individual initiative is often a starting point, and institutional strategies should exist to streamline access to support and resources.

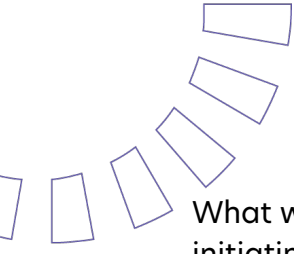
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<sup>25</sup> University of Alberta: <https://www.ualberta.ca/research-innovation/index.html>; University of Victoria: <https://www.uvic.ca/cue/community-engagement/index.php>.

<sup>26</sup> University of Winnipeg: <https://www.uwinnipeg.ca/strategic-directions/research.html>; Bishop's University: <https://www.ubishops.ca/academic-programs/faculty-of-arts-and-science/social-sciences/psychology/courses-programs/graduate-certificate-in-knowledge-mobilization/>; McMaster University: <https://community.mcmaster.ca/our-programs-and-initiatives/ce-minor/>.

<sup>27</sup> The results of the scan are limited when it comes to articulating specific recommendations and our team is currently collecting additional data toward an inventory of models and practices in community focused social sciences, humanities and arts through a [survey](#).





What would such strategies look like and what are the conditions in which individuals initiating community-engagement or experiential learning will have the best chances of impact on the long terms? Discretionary individual initiatives and institutional strategies can co-exist successfully, but institutional strategies need the sort of long-term systems-level, sustainable vision that requires infrastructure and planning.

Activities and projects initiated by individual faculty members are an important part of the campus-community impact ecosystem and contribute to the impact of research and engagement in SSHA. However, relying on the willingness of faculty-members or their capacity to acquire external funding to lead community-engaged research or experiential learning initiatives is neither obviously fair nor sustainable. Discretionary, supererogatory and optional activities tend to disadvantage emerging researchers or researchers belonging to equity-deserving groups for whom access to extra time or external funding might present greater obstacles, or who might need to prioritize research outputs that fit tenure and promotion criteria that may not reward community-focused knowledge mobilization.

Researcher-initiated projects that receive external funding, but do not benefit from dedicated institutional support, for instance, through a community-engagement or knowledge mobilization office/unit may have impact in the community. But in the absence of purposeful institutional knowledge mobilization strategies, these projects will have less predictability and sustainability. They might foster strong individual collaborations between those involved but fail to generate the type of reciprocity universities need to position themselves as anchor institutions in the social ecosystem.<sup>28</sup>

Assuredly, individual faculty member's passion and energy is part of the impact-equation. Personal initiative might be a condition or even a first step. Institutional support that comes once individual initiatives have already received external funding or otherwise been successful is likely to be helpful. But, ideally, institutional strategies around campus-community partnerships would act as beacons, incentives, and drivers. And to ensure success, they need to come with support and a long term, systems-level view of community-focused reciprocity.

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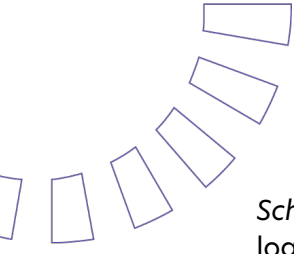
<sup>28</sup> Lapointe and Underdown 2022a.





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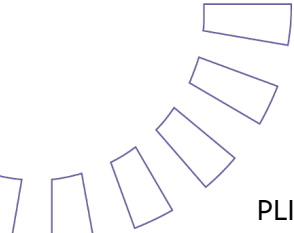
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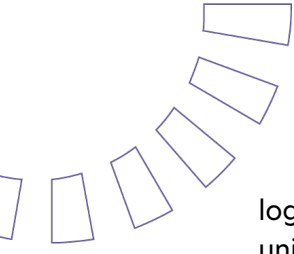
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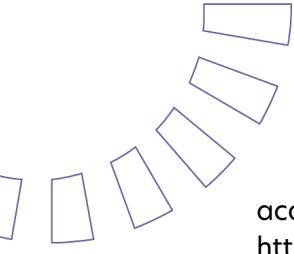
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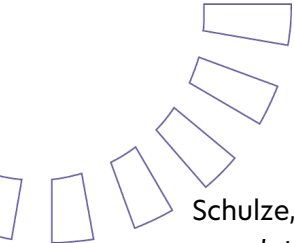
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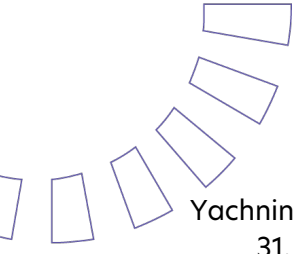
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# Appendix 1

## Supplementary Charts and Tables

### Provincial average by university all results

Province or Territory	Proportion of Results (#)	Number of Universities in Province or Territory	Average per University
Alberta	0.76% (46)	7	6.6
British Columbia	18.12% (1102)	9	58.0
Manitoba	0.74% (45)	4	11.3
New Brunswick	0.62% (38)	4	9.5
Newfoundland and Labrador	1.05% (64)	1	64.0
Nova Scotia	1.1% (67)	8	8.4
Ontario	60.42% (3673)	21	175.0
Prince Edward Island	0.033% (2)	1	2.0
Québec	12.65% (769)	19	40.5
Saskatchewan	4.41% (268)	3	89.3
Yukon	0.12% (7)	1	7.0

Figure A1: Table of averages for overall results by province or territory.

### Provincial average by university EL and CE only

Province or Territory	Number of Universities	EL	Average per University	CE	Average per University
Alberta	7	9	1.29	1	.14
British Columbia	9	47	5.22	56	6.22
Manitoba	4	0	0	0	0
New Brunswick	4	4	1	1	.25
Newfoundland and Labrador	1	3	3	6	6
Nova Scotia	8	9	1.13	0	0
Ontario	21	111	5.29	105	5
Prince Edward Island	1	1	1	0	0
Québec	19	10	.53	27	1.42
Saskatchewan	3	7	2.33	13	4
Yukon	1	1	1	1	1

Figure A2: Table of averages by province or territory for experiential learning (EL) programs and community-engaged research centres (CE), programs and initiatives.

### Results by discipline for EL and CE

Department Category	EL	CE	Total
Anthropology	13	6	19

Arts	11	5	16
Business/Economics	6	4	10
Classics	0	0	0
Communications and Media Studies	3	7	10
Cultures, Languages and Linguistics	33	15	48
Gender Studies	2	3	5
Geography and Environment	27	24	51
History	12	13	25
Interdisciplinary Studies	14	14	28
Philosophy	7	16	23
Political Sciences/International Studies	21	22	43
Psychology	15	21	36
Religion	0	2	2
Sociology, Criminology and Law	32	31	63

Figure A3: Table of experiential learning programs (EL) and community-engaged research centres, programs and initiatives (CE) by discipline.

### Universities with most results for EL and CE

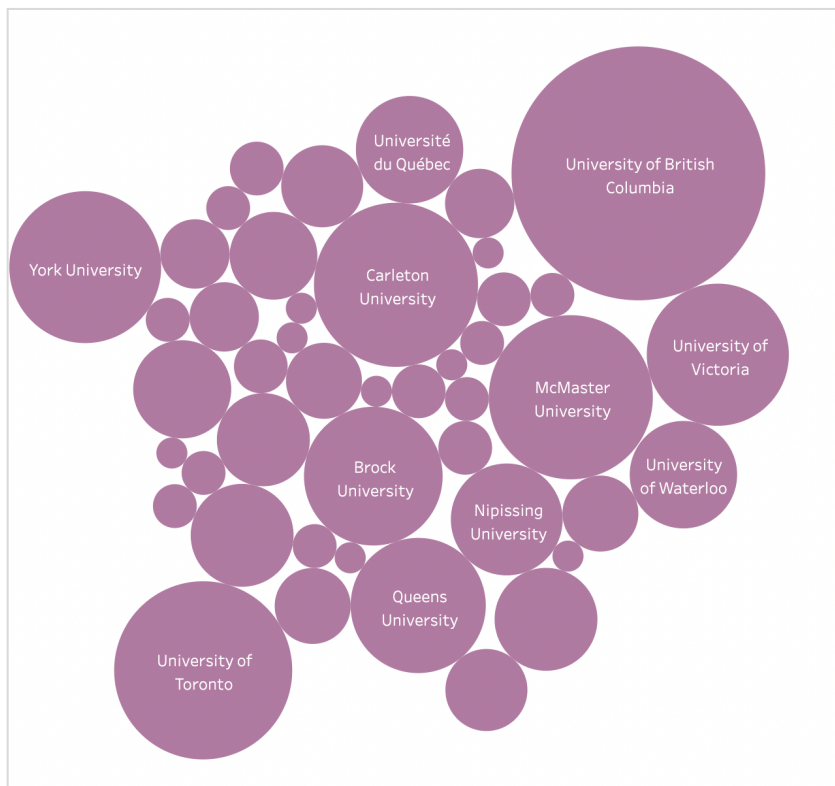


Figure A4: Proportional representation of results for experiential learning programs and community-engagement centers and program categories by university

## Which disciplines have the most results?

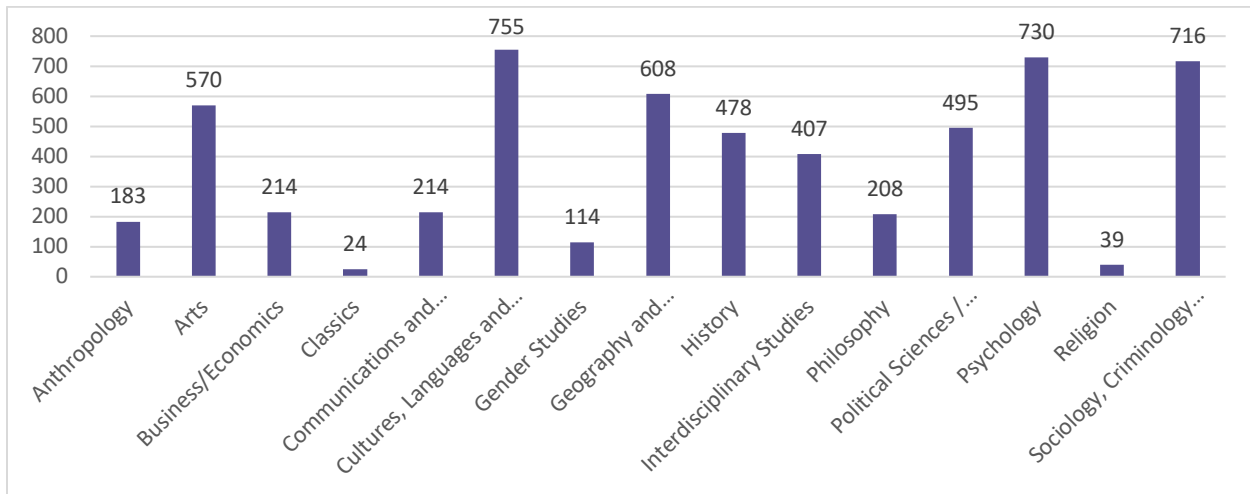


Figure A5: Total results by discipline.

## Community-focused knowledge mobilization in universities/faculties where SSHA are not organized by departments.

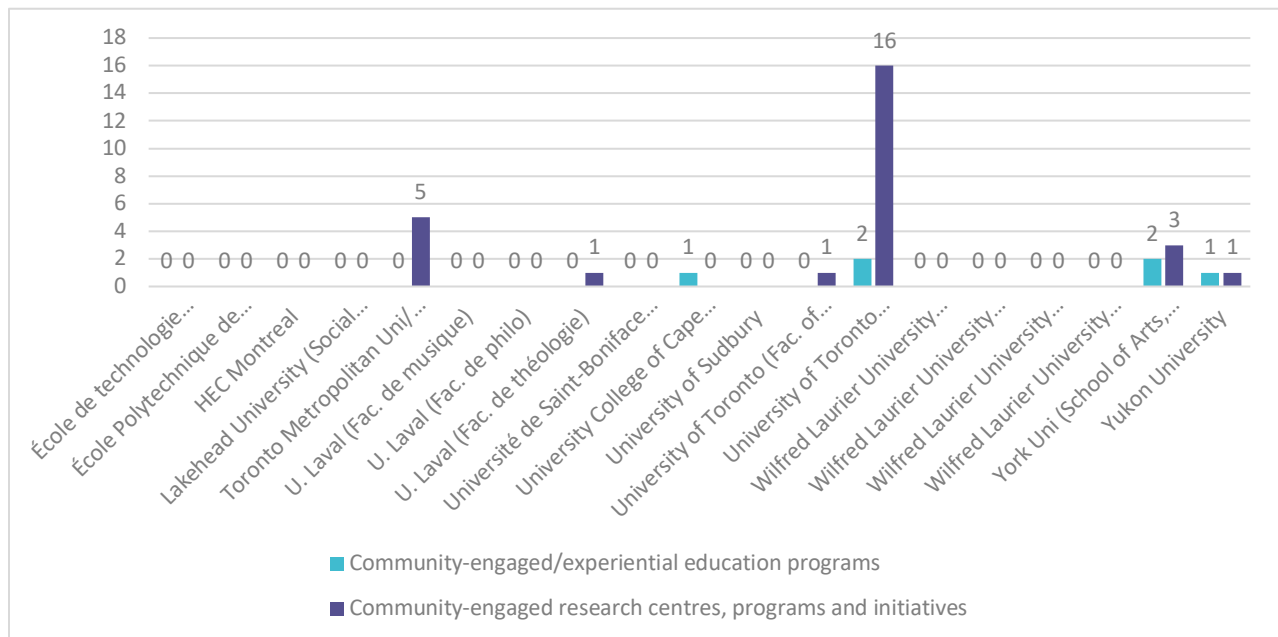
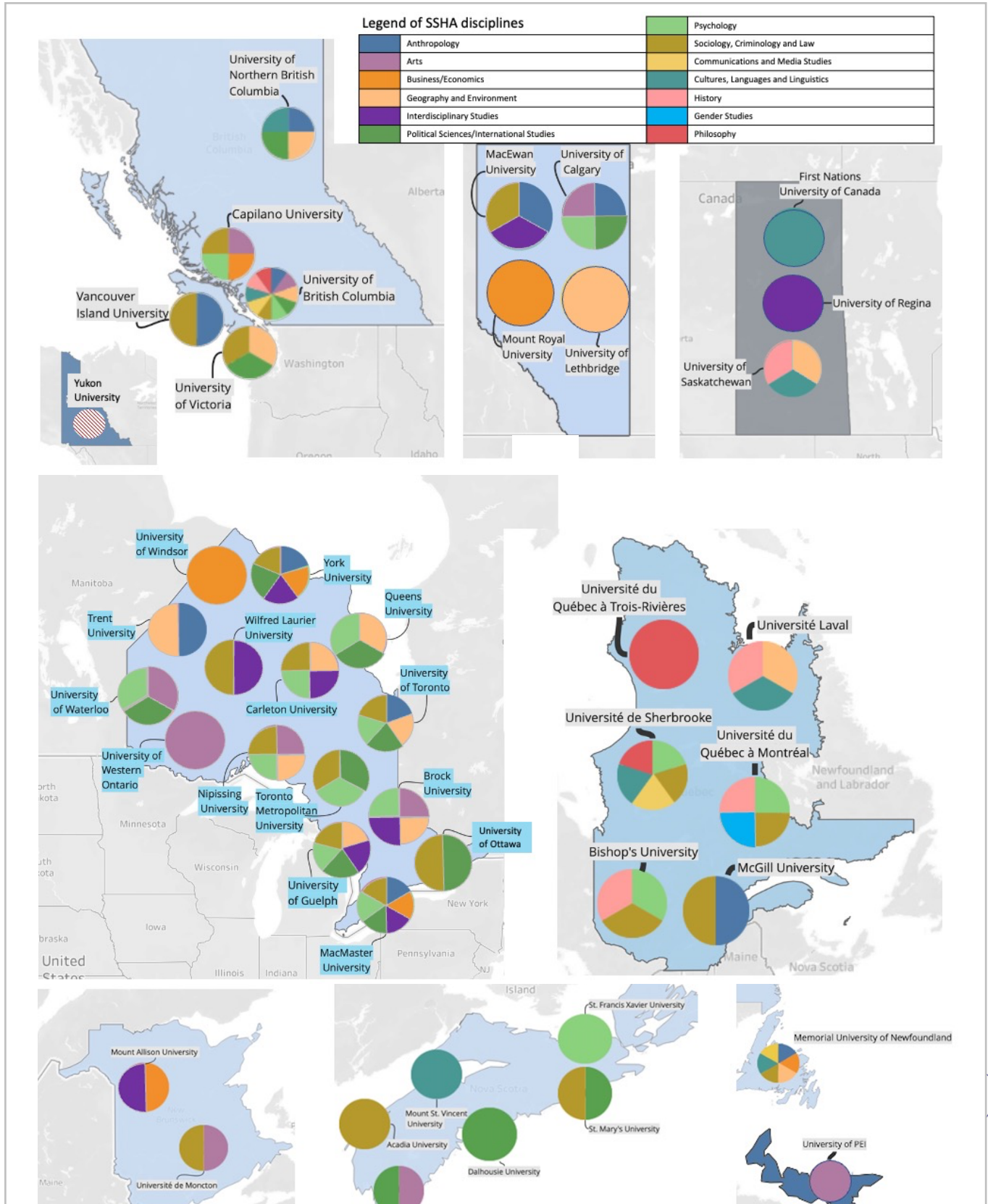


Figure A6: Experiential education programs and community-engaged research centres, programs and initiatives by faculties and schools that did not fit under traditional disciplinary categories.

## Disciplines involved in EL and CE programs in Canadian universities



Institutional support for community-focused knowledge mobilization.

Province or Territory	University	CE	KMb
Alberta	Concordia University of Edmonton	Y	N
	Mount Royal University	Y	N
	University of Calgary	Y	Y
	University of Lethbridge	Y	N
British Columbia	Simon Fraser University	Y	Y
	University of British Columbia	Y	N
	University of Victoria	N	Y
Manitoba	University of Manitoba	Y	Y
Newfoundland and Labrador	Memorial University of Newfoundland	Y	N
Nova Scotia	Acadia University	Y	N
	Dalhousie University	Y	N
	Saint-Francis Xavier University	Y	N
	Saint Mary's University	Y	N
Ontario	Brock University	Y	N
	Carleton University	Y	N
	Lakehead University	Y	N
	McMaster University	Y	N
	Ontario Tech University	Y	N
	Queens University	Y	N
	Toronto Metropolitan University	N	Y
	Trent University	Y	N
	University of Guelph	Y	Y
	University of Ottawa	Y	Y
	University of Toronto	Y	N
	University of Waterloo	Y	N
York University	Y	Y	
Québec	Concordia University	Y	N
	McGill University	Y	N
	HEC Montreal	Y	N
	Université de Montréal	Y	N
Saskatchewan	University of Regina	Y	N

Figure A8: Table of the 30 universities that have either a community-engagement office or knowledge mobilization unit, or both.<sup>1</sup>

## Appendix 2

### List of universities Included in the study by Province or Territory (total: 78)

Alberta	Athabasca University Concordia University of Edmonton Mount Royal University University of Alberta University of Calgary University of Lethbridge		University of King's College Mount Saint Vincent University St. Francis Xavier University Saint Mary's University Université Sainte-Anne Cape Breton University	PEI	University of Prince Edward Island
British Columbia	MacEwan University Thompson Rivers University Royal Roads University Simon Fraser University University of the Fraser Valley University of British Columbia University of Northern British Columbia University of Victoria Vancouver Island University Capilano University	Ontario	York University Wilfred Laurier University University of Windsor University of Toronto University of Ottawa Ontario Tech University University of Guelph Trent University Toronto Metropolitan University/Ryerson University Royal Military College of Canada Queen's University Nipissing University Laurentian University McMaster University Lakehead University Brock University Carleton University University of Waterloo University of Western Ontario Algoma University University of Sudbury	Québec	Université Laval Université du Québec à Trois-Rivières Université du Québec à Rimouski Université du Québec à Montréal Université du Québec à Chicoutimi Université du Québec en Outaouais Université du Québec en Abitibi-Témiscamingue Université de Sherbrooke Université de Montréal Collège militaire royal du Canada Télé-université (Université TÉLUQ) Institut national de la recherche scientifique HEC Montreal École Polytechnique de Montréal École nationale d'administration publique École de technologie supérieure Concordia University Bishop's University McGill University University of Saskatchewan University of Regina First Nations University of Canada Yukon University
Manitoba	Brandon University University of Manitoba University of Winnipeg Université de Saint-Boniface			Saskatchewan	
New Brunswick	Mount Allison University Université de Moncton University of New Brunswick, Fredericton University of New Brunswick, Saint John				
NL	Memorial University of Newfoundland				
Nova Scotia	Acadia University Dalhousie University				



## Classification of departments and programs by discipline

Disciplinary nomenclatures vary from one university to another. We classified all departments into the following 15 categories:

- Anthropology
- Arts
- Business/Economics
- Classics
- Communications and Media Studies
- Cultures, Languages and Linguistics
- École de technologie supérieure
- École Polytechnique de Montréal
- Gender Studies
- Geography and Environment
- HEC Montreal
- History
- Interdisciplinary Studies
- Philosophy
- Political Sciences / International Studies
- Psychology
- Religion
- Sociology, Criminology and Law

When universities or faculties did not have departments or programs, we used the full university and faculty's names.

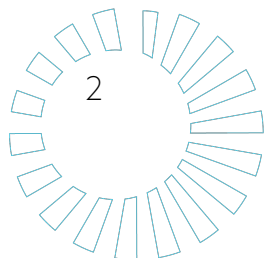
- Lakehead University (Social Sciences and Humanities)
- NSCAD University
- Ryerson University (The Creative School)
- Toronto Metropolitan Uni/ Ryerson Uni (The Creative Sch.)
- U. Laval (Fac. de musique)
- U. Laval (Fac. de philo)
- U. Laval (Fac. de théologie)
- Uni. of Toronto (Factor-Inwentash Fac. of Social Work)
- Uni. of Toronto (Fac. of Music)
- Université de Saint-Boniface (Arts)
- University College of Cape Breton (Arts and Social Sciences)
- University of Sudbury
- Wilfred Laurier Uni. (Fac. of Arts)
- Wilfred Laurier Uni. (Fac. of Music)
- Wilfred Laurier Uni. (Fac. of Social Work)
- Wilfred Laurier Uni. (Sch. of International Policy and Governance)
- York University (School of Arts, Media, Performance & Design)
- Yukon University



## Glossary of disciplinary/administrative nomenclatures

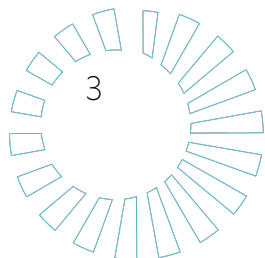
<b>Anthropology</b>	Anthropology	Fountain School of Performing Arts
	Anthropologie	Game Development
	Archeology	Graphic + Digital Design
	Anthropology and Archaeology	Graphic Design
	Department of Anthropology, Economics and Political Science	Histoire de l'art
<b>Arts</b>	Folklore and Ethnology	Integrated Studies
	Art	Integrative Arts
	Art & Art History	Interior Design
	Art and Design	Music
	Art dramatique	Music Education
	Art History	Musique
	Art History & Visual Culture	Production (Film)
	Art History & Visual Studies	School for Advanced Studies in the Arts & Humanities
	Art History and Art Conservation	School for Studies in Art and Culture (SSAC)
	Art History and Communication Studies	School for the Contemporary Arts
	Art History, Visual Art and Theory (AHVA)	School of Creative Arts
	Arts Administration	School of Fine Art and Music
	Arts and Cultural Management	School of Interactive Art and Technology
	Arts visuels	School of Music
	Arts visuels et médiatiques	School of Motion Picture Arts
	Arts, Media + Culture	School of Performing Arts
	Bachelor of Arts Integrated Studies	School of the Arts
	Costume Studies	IDEA School of Design
	Creative and Performing Arts (School of)	Screenwriting
	Creative Arts	Sport Studies
	Creative Arts and Production	Studio (Visual) Art
	Dance	Theatre
	Danse	Théâtre
	Design	Theatre - Acting
	Drama	Theatre - Costume Studies
	Drama Studies	Theatre – Stage Design & Technical Theatre
	Dramatic Art	Theatre – Theatre Studies
	Dramatic Arts	Theatre & Film
	English, Drama & Creative Writing	Theatre & Performance Studies
	Film	Theatre Arts
	Film Studies	Theatre Studies
	Fine Arts	

	User Experience Design		Communication Studies & Media Arts
	Visual and Material Culture Studies		Communication, Popular Culture and Film
	Visual Arts		Communications
<b>Business/Economics</b>	Bibliothéconomie et des sciences de l'information		Corporate Communication
	Business Administration		Creative Writing
	Department of Business & Social Sciences		Creative Writing and Journalism
	Department of Management		Culture and Media Studies
	Economics		Digital Media
	Economics, Justice, and Policy Studies		Digital Media and Journalism
	Economie		Digital Media and Production
	Gestion		English, Theatre, Film & Media
	Gestion de la santé et des services sociaux		Histoire de l'art et études cinématographiques
	Management and Organizational Studies		Information et communication
	Ron Joyce Centre for Business Studies		Information-Communication
	School of Business		Journalism
	School of Administrative Studies		Journalism, Communication, and New Media
	School of Economics		Media + Communication
	School of Human Resources Management		Media and Technology Studies
<b>Classics</b>	Ancient Greek and Roman Studies		Media Arts
	Ancient Studies		New Media
	Classical Studies		Rhetoric, Writing, and Communications
	Classics		School of Communication
	Classics and Ancient History		School of Communication and Culture
	Classics and Archaeology		School of Creative Writing
	Classics and Religion		School of Information
	Classics and Religious Studies		School of Information Technology
	Medieval & Early Modern Studies		School of Journalism, Writing, and Media
	Medieval and Renaissance Studies		Social Communication
<b>Communications and Media Studies</b>	Applied Arts in Journalism	<b>Cultures, Languages and Linguistics</b>	Acadian Studies
	Applied Communication, Leadership, and Culture		Anglais
	Cinema & Media Studies		Anglais, culture et communication
	Cinema and Media Studies		Anishinaabe Studies
	Communication		Anishinaabemowin
	Communication (Fr)		Arts, langues et littérature
	Communication Arts		Arts, lettres et langage
	Communication Studies		Asian Studies
			Canadian Studies



Canadian Studies Program  
Central and East European Studies  
Central, Eastern, and Northern European Studies  
Centre des langues  
Chinese Japanese and East Asia Studies  
Comparative Studies in Literature, Art and Culture  
Cultural Studies  
Department of English, Culture, and Communication  
Department of French, Literature, and Culture  
Department of Literature and Language  
Department of Spanish & Latin American Studies  
Department of Writing  
East Asian Studies  
École de langues  
École internationale de français  
English  
English and Creative Writing  
English and Film Studies  
English Language & Literature  
English Language and Literatures  
English, Languages, and Cultures  
Études anglaises  
Études françaises  
Études françaises et québécoises  
Études langagières  
Études littéraires  
European Studies  
First Nation Studies  
First Nations and Endangered Languages Program  
First Nations and Indigenous Studies  
Francophone Studies (EFR)  
Francophone Studies & Languages  
French  
French Language Centre  
French, Hispanic and Italian Studies

French, Spanish and Italian  
German  
German and Slavic Studies  
Germanic and Slavic Studies  
Germanic Languages & Literatures  
Global Great Books  
Humanities & Languages  
Icelandic Language and Literature  
Indigenous / Xwulmuxw Studies  
Indigenous Communication & Fine Arts  
Indigenous Literatures in English  
Indigenous Social Work  
Indigenous Studies  
Institute for Critical Indigenous Studies  
Institute of African Studies  
Institute of Indigenous Research and Studies  
International Languages  
Island Studies  
Italian and French Studies  
Italian Studies  
Jewish Studies  
Judaic Studies  
Korean Studies  
Language Centre  
Language, Literature & Cultural Studies  
Languages and Cultures  
Languages and Literatures  
Languages, Literatures and Cultures  
Langue française, littérature et culture  
Langues  
Langues modernes et traduction  
Langues, linguistique et traduction  
Latin American Studies  
Lettres et communication sociale  
Lettres et humanité  
Lettres et sciences humaines  
Linguistics



Linguistics & Languages  
 Linguistique  
 Linguistique et traduction  
 Literature and Language  
 Littérature, théâtre et cinéma  
 Littératures de langue française  
 Littératures de langue française,  
 de traduction et de création  
 Littératures et langues du  
 monde  
 Modern Languages Institute  
 Modern & Classical Languages  
 Modern Languages  
 Modern Languages: Chinese -  
 French - Spanish  
 Modern Languages and Cultural  
 Studies  
 Modern Languages and  
 Literatures  
 Modern Languages, Literatures  
 and Cultures  
 Native Studies  
 Near & Middle Eastern  
 Civilizations  
 Northern Studies  
 Northern and Community Studies  
 Official Languages and  
 Bilingualism Institute  
 Russian Studies  
 School of Culture, Media, and  
 Society  
 School of English and Theatre  
 Studies  
 School of Indigenous and  
 Canadian Studies  
 School of Languages and  
 Literatures  
 School of Translation and  
 Interpretation  
 Sciences humaines, Lettres et  
 Communication  
 Slavic Languages & Literatures  
 Spanish  
 Spanish & Portuguese  
 Spanish and Latin American  
 Studies  
 Theory and Criticism  
 Traduction et langues  
 Ukrainian Canadian Heritage  
 Studies

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**Gender  
Studies**

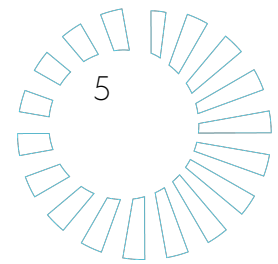
University Writing  
 Vered Jewish Canadian Studies  
 World Languages and Literature  
 Writing  
 Writing Department  
 Writing Studies  
 Feminist and Gender Studies  
 Gender and Social Justice  
 Gender and Women's Studies  
 Gender and Women's Studies  
 Program  
 Gender Studies & Feminist  
 Research  
 Gender, Religion, and Critical  
 Studies  
 Gender, Sexuality, and Women's  
 Studies  
 Institute for Gender, Race,  
 Sexuality and Social Justice  
 Recherches et études féministes  
 School of Gender, Sexuality and  
 Women's Studies  
 Studies in Women and Gender  
 Women, Gender, & Sexuality  
 Studies  
 Women's and Gender Studies  
 Women's and Gender Studies,  
 The Pauline Jewett Institute  
 Women's Studies

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**Geography  
and  
Environment**

Earth, Environment, & Society  
 Environment and Geography  
 Environment, Sustainability and  
 Society  
 Environmental and Sustainability  
 Studies  
 Environmental Studies  
 Géographie  
 Geography  
 Geography & Environmental  
 Studies  
 Geography & Planning  
 Geography and Environment  
 Geography and Planning  
 Geography and Tourism Studies  
 Geography, Environment and  
 Geomatics  
 Geography, Geology and Land  
 Stewardship

	Géomatique appliquée School of Earth, Environment & Society School of Environment and Sustainability Sciences de l'environnement Sustainability Studies	Health, Aging & Society Human Relations and Spirituality Human Sciences Humanities Humanities with Leadership Foundations Interdisciplinary Programs Interdisciplinary Studies Liberal Arts Liberal Studies Liberal Studies Peace and conflict Peace and Conflict Studies Peace Studies Public Humanities Relations industrielles Rural Development School of Education and Technology School of Humanitarian Studies School of Labor Studies School of Labour Studies School of Leadership Studies Sexuality, Marriage, & Family Studies Social Innovation Social Studies Social Studies of Science Sociétés, territoires et développement The Institute of Interdisciplinary Studies Transformative Leadership and Spirituality Urban and Inner-City Studies Water Without Borders Youth and Children's Studies
<b>History</b>	Ancient Mediterranean and Near Eastern Studies Early Modern Studies Histoire Histoire et géographie History History & Politics History and Classical Studies History and Classics History and Global Studies Patrimoine Sciences historiques History, Classics, and Religion	Department of Philosophy and Religious Studies Frank McKenna School of Philosophy, Politics, and Economics Philosophie Philosophie et art Philosophie et éthique appliquée Philosophy
<b>Interdisciplinary Studies</b>	Applied Disability Studies Applied Disaster and Emergency Studies Centre for Initiatives in Education Child and Youth Studies College of Interdisciplinary Studies Community Engaged Learning Community Health Comparative Religion Conflict Studies Contemporary Studies Creative Technologies Department of Cognitive Science Department of Family Relations and Applied Nutrition Digital Humanities Etudes de la défense Études en loisir, culture et tourisme Folklore Governance, Leadership and Ethics Graduate Studies Health Administration	
		<b>Philosophy</b>





Diversity and Social Justice Studies  
Equity studies  
Family Studies  
Forensic Psychology & Criminal Justice  
Gerontology  
Global Crime and Justice  
Human Rights and Human Diversity  
Justice and Society Studies  
Justice Studies  
Labor Studies  
Law & Justice  
Law and Public Studies  
Law, Justice and Society Program  
Legal Studies  
Legal Studies  
Pre-Law Program  
Santé et société  
School of Legal Studies  
School of Social Work  
School of Sociological and Anthropological Studies  
Sciences humaines  
Sciences humaines et sociales

Sciences sociales  
Social and Environmental Justice  
Social Justice & Community Studies  
Social Justice and Community Engagement  
Social Justice and Equity Studies  
Social Sciences  
Social Welfare and Social Development  
Social Work  
Sociologie  
Sociologie et criminologie  
Sociology  
Sociology & Legal Studies  
Sociology and Anthropology  
Sociology and Criminology  
Sociology and Legal Studies  
Sociology and Social Anthropology  
Sociology and Social Studies  
Sociology, Anthropology and Criminology  
Sociology/Anthropology  
Travail social  
Travail social et criminologie

