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

PHASE 1 REPORT: SCAN OF SSHA WEBSITES IN CANADIAN UNIVERSITIES

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REPORT

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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
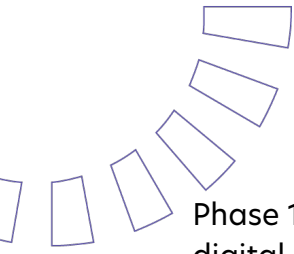
Knowledge mobilization in the social sciences, humanities and arts (SSHA) is the subject of a growing body of literature and policy discussions.[1] Our research project "Inventory of Models and Practices in Community Focused Social Sciences, Humanities and Arts"[2] examines the current state of community-focused 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.[3] 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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[1] 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.

[2] This project is funded through the SSHRC Insight Development Grant and Mitacs Accelerate programs.

[3] 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.[4] 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,[5] 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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[4] For a full description of our methodology, see (Lapointe *et al*. 2022 Methodology)
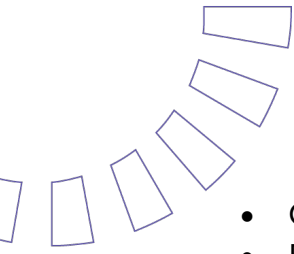[5] See Odland and Lapointe, forthcoming.

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.

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*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.[1] Experiential learning can be an engine of reciprocity in campus-community engagement.[1] 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.[1]

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.[6] 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).[7] 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.[8] 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.[9]

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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[6] 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

[7] See Lapointe *et al.* 2022, Methodology http://hdl.handle.net/11375/28037

[8] See the Classification of SSHA Departments by Discipline in Appendix 2.

[9] 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.
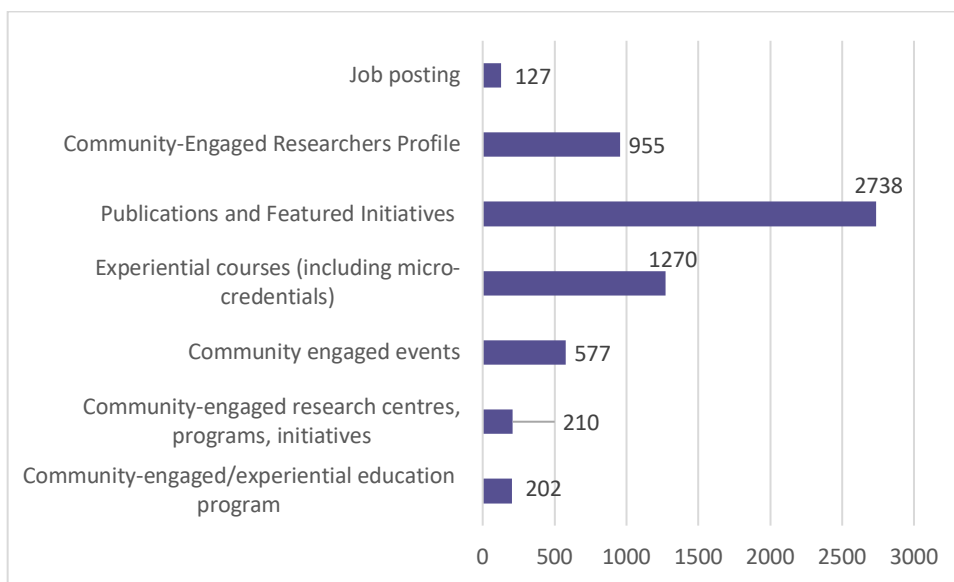

Figure 1. Types of project across entire dataset; frequency: n=6,079.

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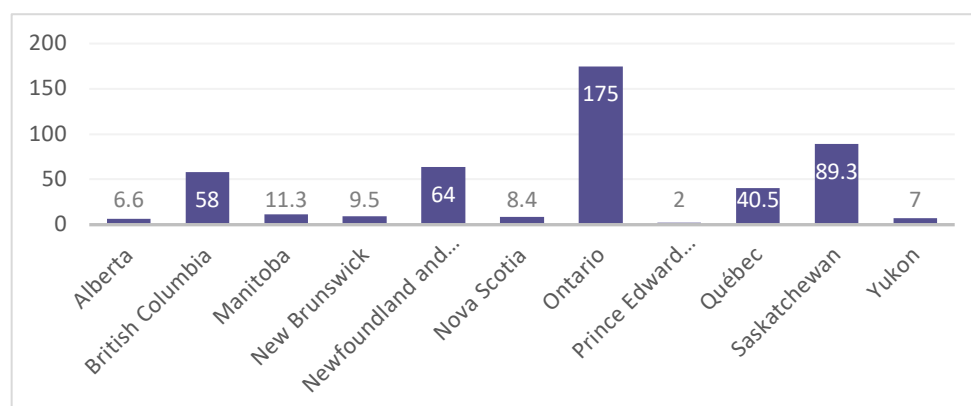
Figure 2: Average number of mention of community-focused projects/initiatives by university for each province and territory.

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).
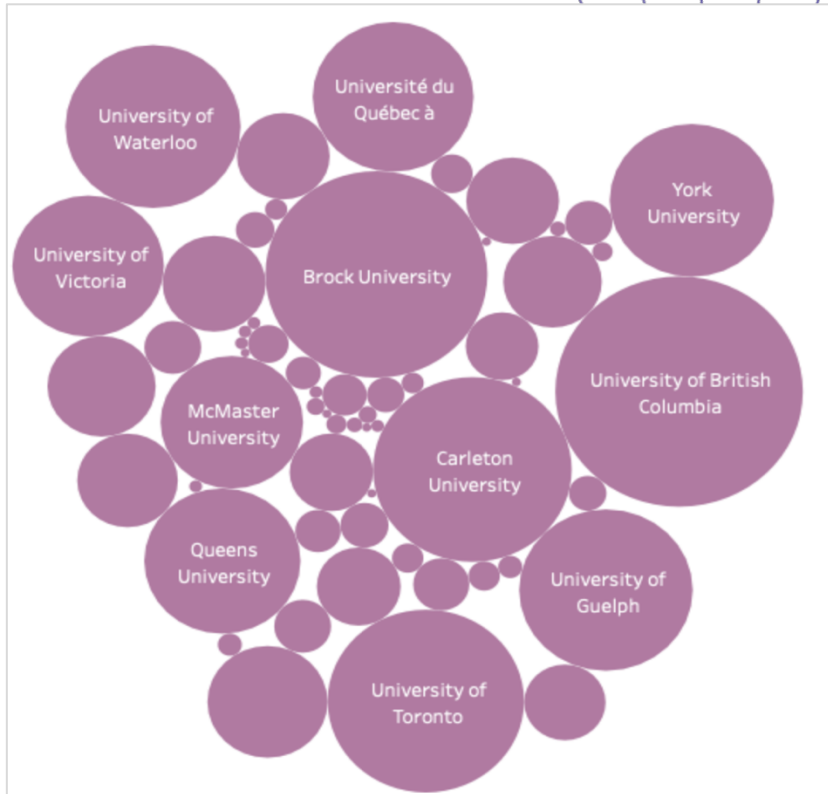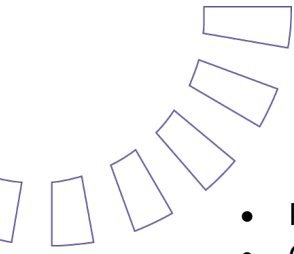
Figure 3: Visual representation of relative proportion of results by university[10]

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

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[10] 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[11] 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 a 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.[12] McGill University's advertisement for a two-year post-doctoral fellowship in the Department of Geography is an example of a "job posting."[13] 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.[14] 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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[11] https://www.uvic.ca/socialsciences/sociology/assets/docs/newsletters/soci-newsletter_fall2018_rv.pdf
[12] https://www.ulethbridge.ca/fine-arts/study/art/art-open-house
[13] https://www.mcgill.ca/geography/files/geography/post-doctoral_position_regional_inequality_mcgill_geography.pdf
[14] 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.
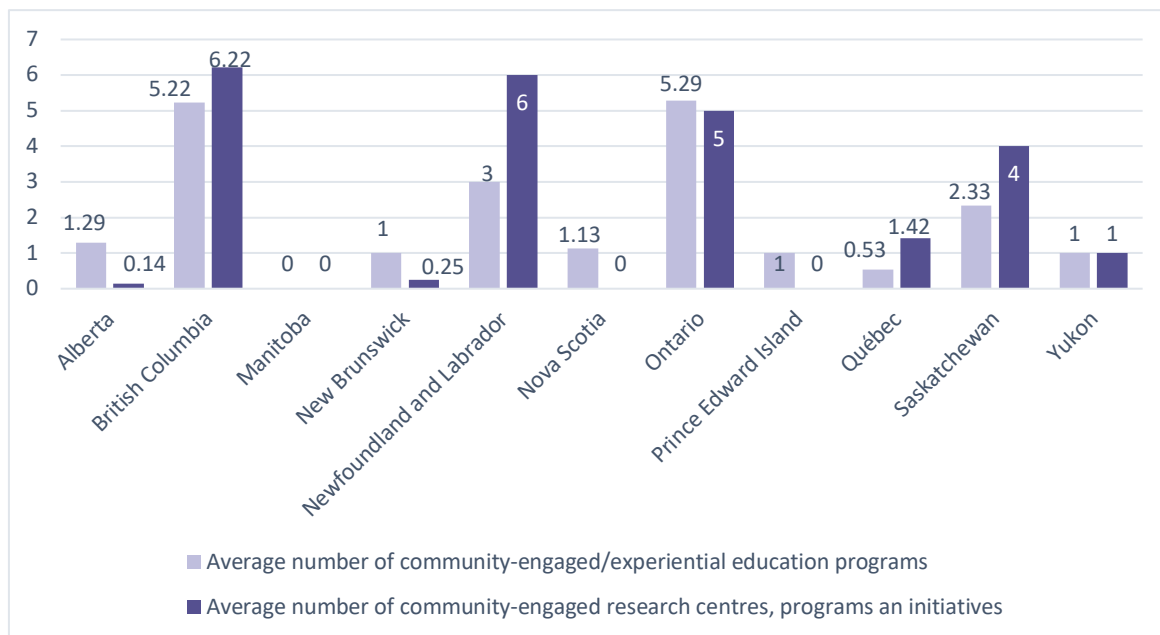

Figure 3: Average number of projects per university by province for experiential education programs and community-engaged research centres, programs and initiatives.

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.[1]
- 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.[1]
- 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.[1]
- 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.[1]
- 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.[1]
- 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.[1]

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.[15]

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[15] 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.[1]

☐ Mount Allison University's **Research Partnerships for Education and Community Engagement** (R-PEACE) whose members research and develop pedagogical initiatives for community-engaged learning.[1]

☐ 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.[1]

☐ Brock University's **Resilience Collaborative**, an initiative of the Environmental Sustainability Research Centre promoting interdisciplinary research to develop capacity for resiliency and sustainability.[1]

☐ 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.[1]

☐ 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.[1]

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.[16]
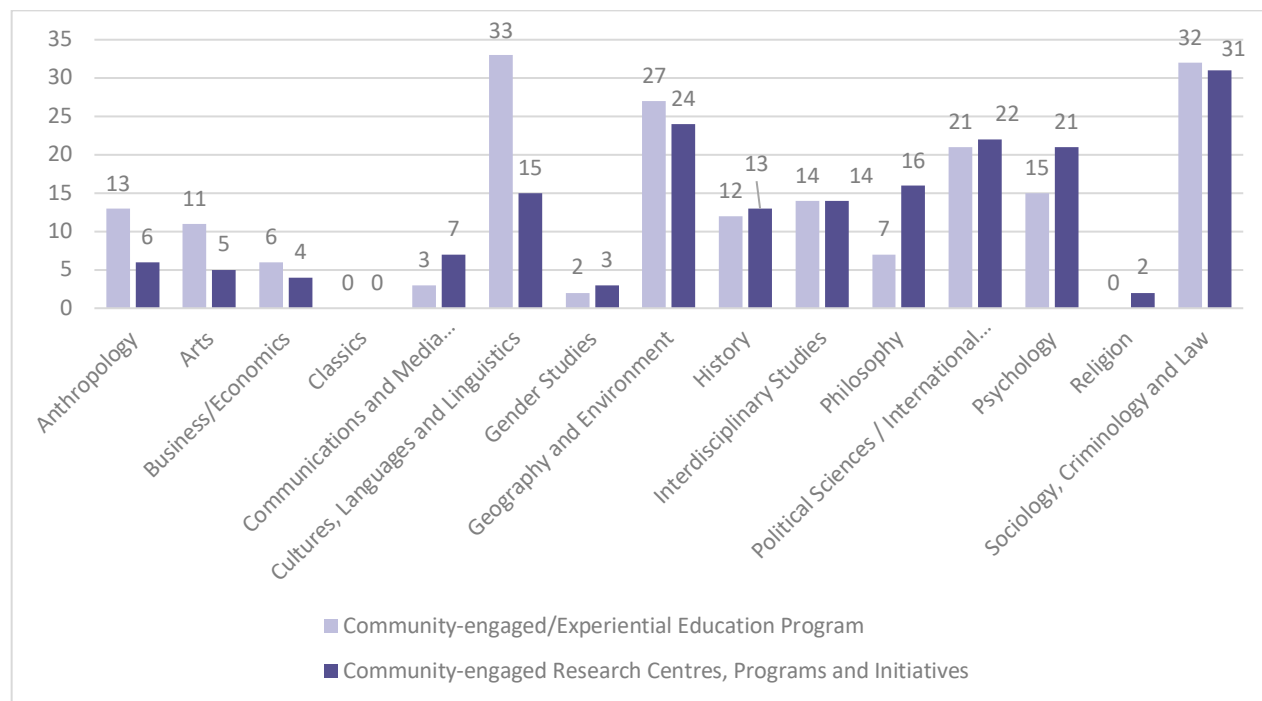

Figure 4: Experiential education programs and community-engaged research centres, programs and initiatives by discipline; frequency n=412.[17]

Cultures, Languages and Linguistics departments have the highest percentages of **experiential educations 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.

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[16] 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).

[17] 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).[18] 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).[19]

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 of faculty level. (Figure 5).

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[18] University of Toronto's Factor-Inwentash Faculty of Social Work accounted for 7.59% (16).
[19] 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).
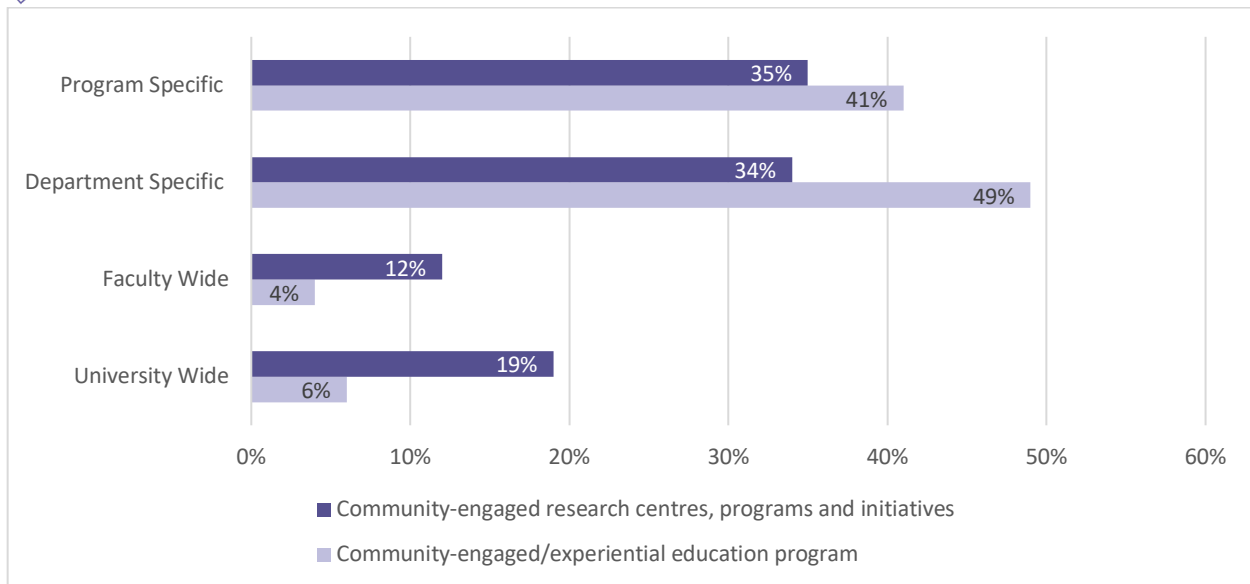
Figure 5: Where in universities are community-engaged research centres, programs and initiatives and experiential education programs managed.

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[20] (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.[21] 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

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[20] 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.

[21] 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.[22]
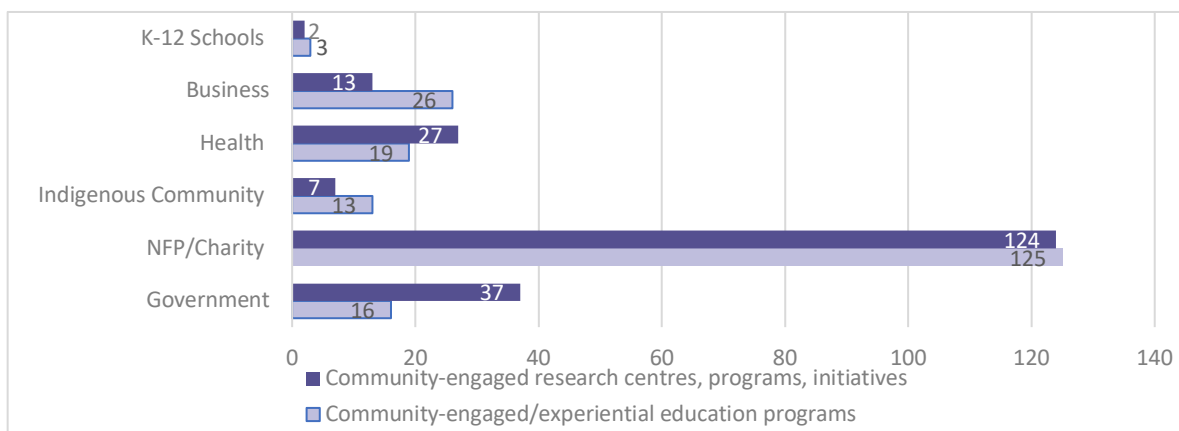

Figure 6: Type of partners involved with experiential education programs and community-engaged research centres, programs and initiatives; frequency: n=412

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[22] 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).
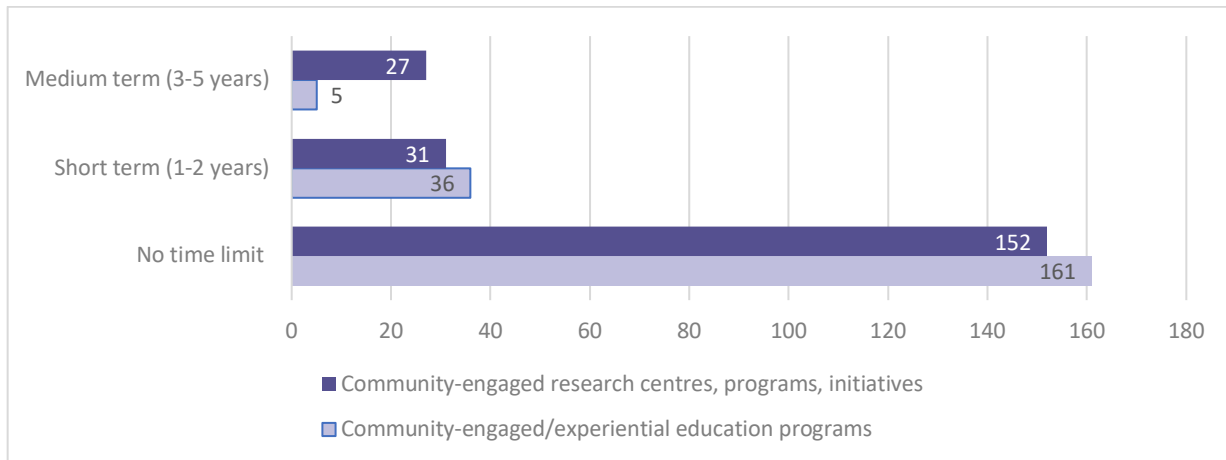
Figure 7: Duration of experiential education programs and community-engaged research centres, programs and initiatives.

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.[23] Out of the 25 institutions remaining, 23 have a community-engagement office and 2 house just a knowledge mobilization unit.[24]
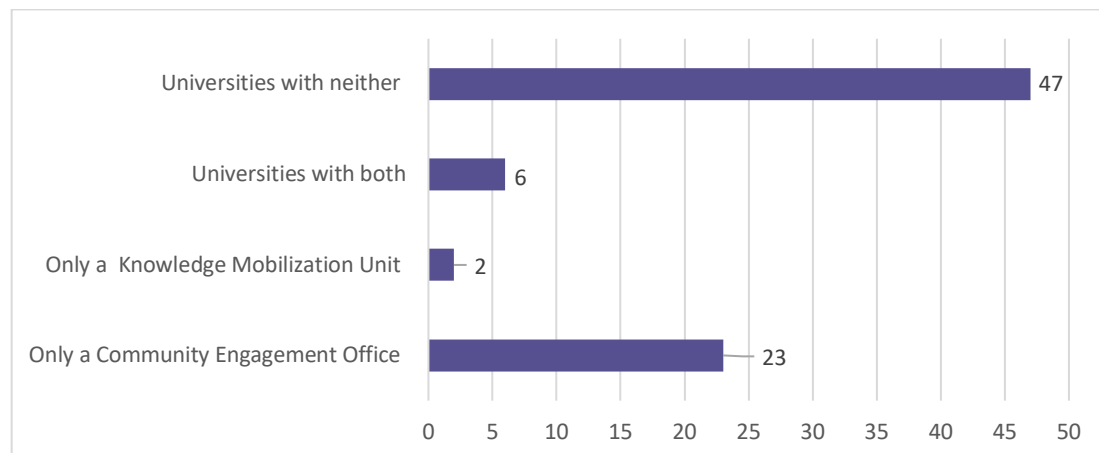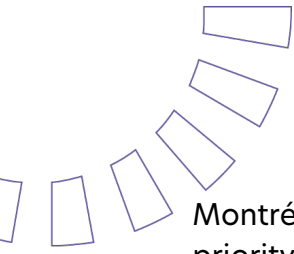
Figure 8: Community-engagement offices and knowledge mobilization units within 78 Canadian universities; frequency: n=78.

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

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[23] See Appendix 1, Figure A8 for a breakdown.

[24] 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).[25] 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).[26]

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.[27]
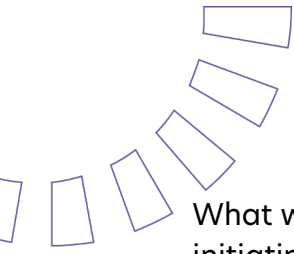
Systems-Level Considerations for Institutional Impact Must Inform Community-Focused Knowledge Mobilization Strategies in SSHA

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

[26] University of Winnipeg: https://www.uwinnipeg.ca/strategic-directions/research.html; Bishops 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/.

[27] 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.[28]

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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[28] Lapointe and Underdown 2022a.

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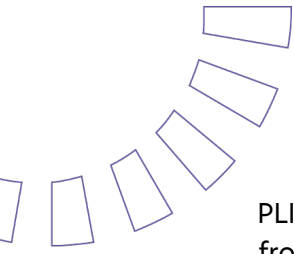-knowledge/docview/1724424463/se-2?accountid=12347

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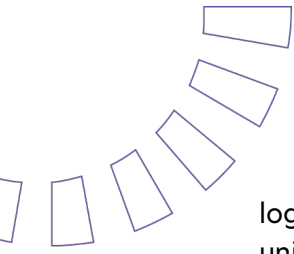
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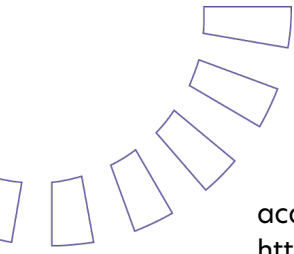doi:10.3390/socsci8020071

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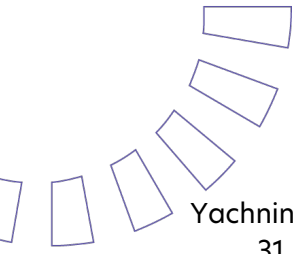doi: 10.1332/174426409X463767

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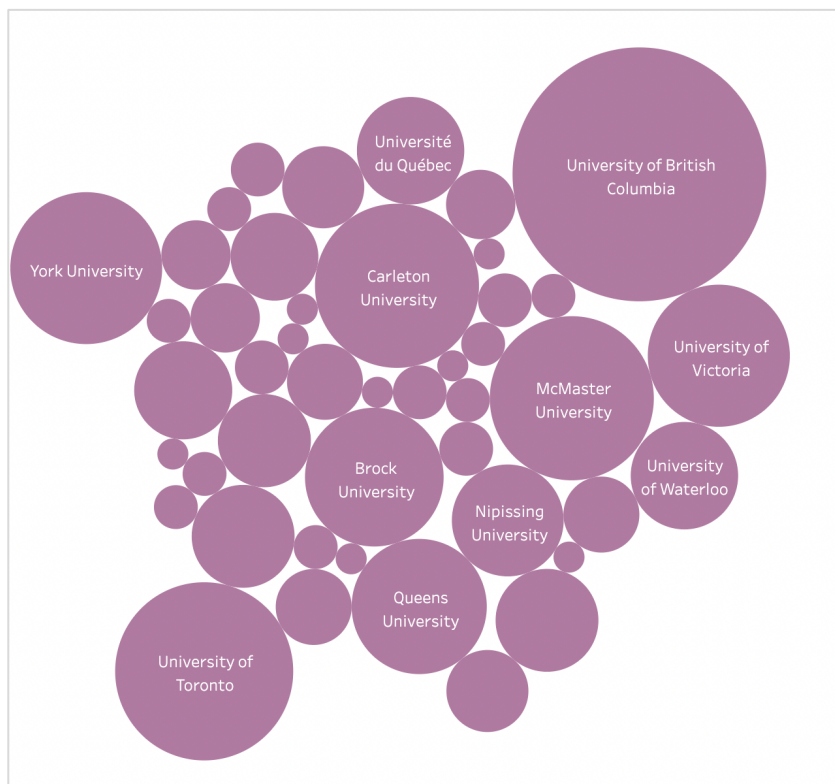
Figure A4: Proportional representation of results for experiential learning programs and community-engagement centers and program categories by university

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.

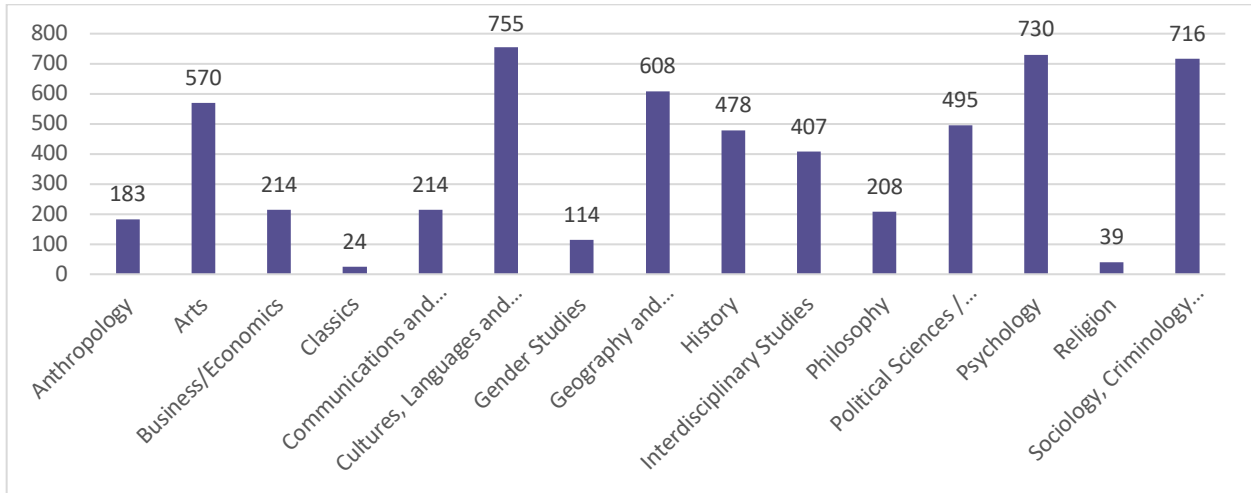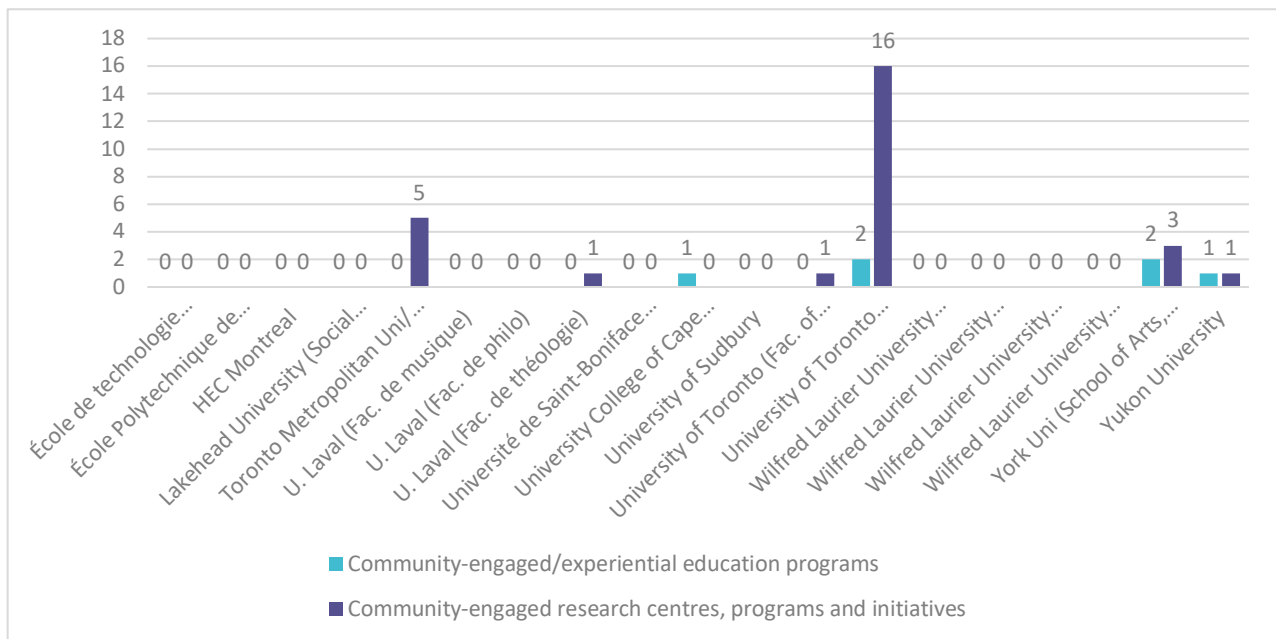*Figure A6: Experiential education programs and community-engaged research centres, programs and initiatives by faculties and schools that did not fit under traditional disciplinary categories.*

Disciplines involved in EL and CE programs in Canadian universities

Legend of SSHA disciplines

Anthropology	Psychology
Arts	Sociology, Criminology and Law
Business/Economics	Communications and Media Studies
Geography and Environment	Cultures, Languages and Linguistics
Interdisciplinary Studies	History
Political Sciences/International Studies	Gender Studies
	Philosophy
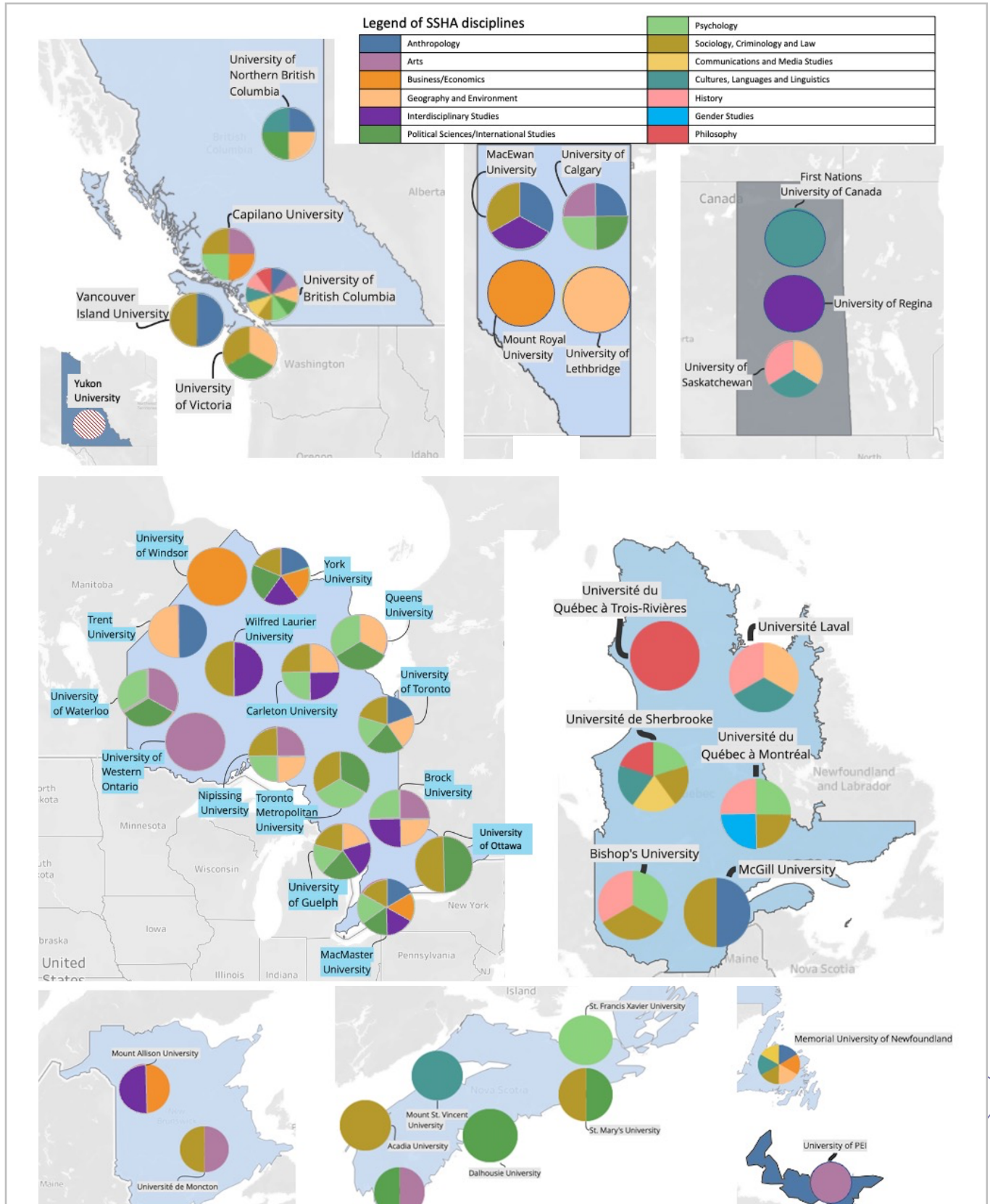
Institutional support for community-focused knowledge mobilization.

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.[1]

Appendix 2

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

Province	Universities
Alberta	Athabasca University
	Concordia University of Edmonton
	Mount Royal University
	University of Alberta
	University of Calgary
	University of Lethbridge
	MacEwan University
British Columbia	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
Manitoba	Capilano University
	Brandon University
	University of Manitoba
	University of Winnipeg
	Université de Saint-Boniface
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

Province	Universities
	University of King's College
	Mount Saint Vincent University
	St. Francis Xavier University
	Saint Mary's University
	Université Sainte-Anne
	Cape Breton 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

Province	Universities
PEI	University of Prince Edward Island
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
	Telé-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
Saskatchewan	University of Saskatchewan
	University of Regina
	First Nations University of Canada
Yukon	Yukon 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
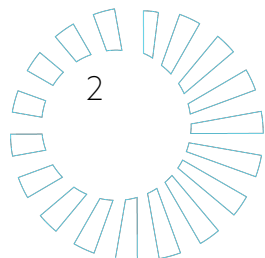- Sociology, Criminology and Law

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

Anthropology

Anthropology

Anthropologie

Archeology

Anthropology and Archaeology

Department of Anthropology, Economics and Political Science
Folklore and Ethnology

Arts

Art
Art & Art History

Art and Design

Art dramatique

Art History

Art History & Visual Culture

Art History & Visual Studies

Art History and Art Conservation

Art History and Communication Studies
Art History, Visual Art and Theory (AHVA)
Arts Administration

Arts and Cultural Management

Arts visuels

Arts visuels et médiatiques

Arts, Media + Culture

Bachelor of Arts Integrated Studies
Costume Studies

Creative and Performing Arts (School of)
Creative Arts

Creative Arts and Production

Dance

Danse

Design

Drama

Drama Studies

Dramatic Art

Dramatic Arts

English, Drama & Creative Writing
Film

Film Studies

Fine Arts

Fountain School of Performing Arts
Game Development

Graphic + Digital Design

Graphic Design

Histoire de l'art

Integrated Studies

Integrative Arts

Interior Design

Music

Music Education

Musique

Production (Film)

School for Advanced Studies in the Arts & Humanities
School for Studies in Art and Culture (SSAC)
School for the Contemporary Arts
School of Creative Arts

School of Fine Art and Music

School of Interactive Art and Technology
School of Music

School of Motion Picture Arts

School of Performing Arts

School of the Arts

IDEA School of Design

Screenwriting

Sport Studies

Studio (Visual) Art

Theatre

Théâtre

Theatre – Acting

Theatre – Costume Studies

Theatre — Stage Design & Technical Theatre
Theatre — Theatre Studies

Theatre & Film

Theatre & Performance Studies

Theatre Arts

Theatre Studies

Business/Economics

User Experience Design

Visual and Material Culture Studies
Visual Arts

Bibliothéconomie et des sciences de l'information
Business Administration

Department of Business & Social Sciences
Department of Management

Economics

Economics, Justice, and Policy Studies
Economie

Gestion

Gestion de la santé et des services sociaux
Management and Organizational Studies
Ron Joyce Centre for Business Studies
School of Business

School of Administrative Studies

School of Economics

School of Human Resources Management

Classics

Ancient Greek and Roman Studies
Ancient Studies

Classical Studies

Classics

Classics and Ancient History

Classics and Archaeology

Classics and Religion

Classics and Religious Studies

Medieval & Early Modern Studies
Medieval and Renaissance Studies

Communications and Media Studies

Applied Arts in Journalism

Applied Communication, Leadership, and Culture
Cinema & Media Studies

Cinema and Media Studies

Communication

Communication (Fr)

Communication Arts

Communication Studies

Communication Studies & Media Arts
Communication, Popular Culture and Film
Communications

Corporate Communication

Creative Writing

Creative Writing and Journalism

Culture and Media Studies

Digital Media

Digital Media and Journalism

Digital Media and Production

English, Theatre, Film & Media

Histoire de l'art et études cinématographiques
Information et communication

Information-Communication

Journalism

Journalism, Communication, and New Media
Media + Communication

Media and Technology Studies

Media Arts

New Media

Rhetoric, Writing, and Communications
School of Communication

School of Communication and Culture
School of Creative Writing

School of Information

School of Information Technology
School of Journalism, Writing, and Media
Social Communication

Cultures, Languages and Linguistics

Acadian Studies

Anglais

Anglais, culture et communication
Anishinaabe Studies

Anishinaabemowin

Arts, langues et littérature

Arts, lettres et langage

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

Etudes anglaises

Etudes 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
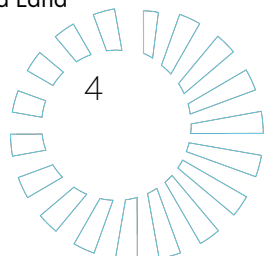
Lettres et sciences humaines

Linguistics
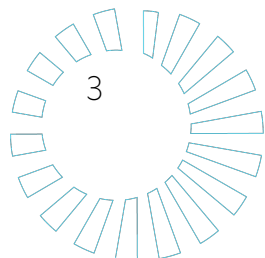
Linguistics & Languages

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

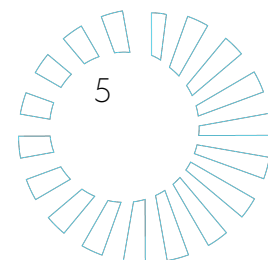Traduction et langues

Ukrainian Canadian Heritage Studies

University Writing

Vered Jewish Canadian Studies

World Languages and Literature

Writing

Writing Department

Writing Studies

|	
Gender 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
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

History
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

Interdisciplinary Studies
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

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

Philosophy
Department of Philosophy and Religious Studies
Frank McKenna School of Philosophy, Politics, and Economics
Philosophie

Philosophie et art

Philosophie et éthique appliquée

Philosophy

Political Sciences/ International Studies

Philosophy and Classics

Philosophy and Religious Studies

Philosophy, History and Politics

Bachelor of Global and International Studies
Centre for Global Studies

Collaborative International Development Studies
Department of Defence Studies

Department of International Development Studies
Global and International Studies

Global Development Studies

Global Political Economy

Global Studies

Governance, Leadership and Ethics
Graduate School of Public and International Affairs
Hautes études publiques

Institute on Globalization & the Human Condition
Institute on Globalization & the Human Condition
International Development Studies
Political Science

Political Studies

Politics

Politics and International Relations
Politics and International Studies

Politics and Public Administration
Politics, History and Economics

Politique appliquée

Public Policy

Public Safety

School of International Development and Global Studies
School of Political Studies

School of Public Policy & Administration
School of Public Policy and Global Affairs
Science politique et d'économie

Sciences politiques

Psychology

Counselling, Psychotherapy and Spirituality

Department of Military Psychology and Leadership
Forensic Psychology

Psychoéducation

Psychoéducation et psychologie

Psychologie

Psychologie militaire et leadership
Psychology

Psychology & Health Studies

Psychology, Neuroscience & Behaviour
Psychosociologie et travail social

Sciences cognitives

Sciences sociales et psychologie

Sexologie

Social Psychology

Applied Behavioural Analysis

Religion

Biblical and Theological Studies

Catholic Studies

Christian Studies

Etudes religieuses

Religion

Religion & Culture

Religion, Culture and Society

Religion, Society and Culture

Religious Studies

Sciences des religions

The Study of Religion

Theology

Sociology, Criminology and Law

Applied Social Sciences

Criminal Justice

Criminologie

Criminology

Criminology & Criminal Justice

Criminology and Criminal Justice

Demographie

Department of Equity Studies

Department of Social Sciences

Department of Sociology and Anthropology
Department of Sociology and Social Anthropology
Développement humain et social

6
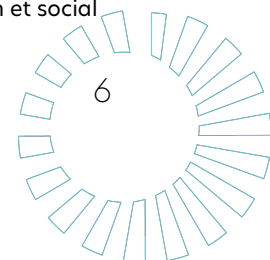
Diversity and Social Justice
Studies
Equity studies

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