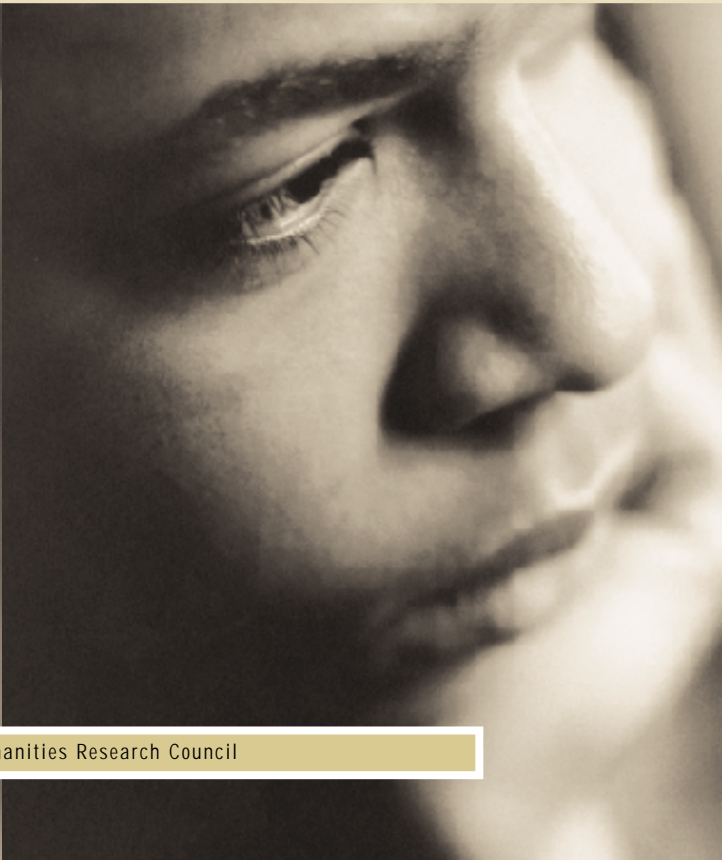03/2001

REPORT OF THE WORKING GROUP ON THE FUTURE OF THE HUMANITIES

ALTERNATIVE
WOR[L]DS THE HUMANITIES IN 2010

TO THE BOARD OF THE SOCIAL SCIENCES AND
HUMANITIES RESEARCH COUNCIL OF CANADA

THE HUMANITIES IN 2010

ALTERNATIVE
WOR[L]DS

REPORT OF THE WORKING GROUP ON THE FUTURE OF THE HUMANITIES

To the Board of the Social Sciences and Humanities Research Council of Canada

March 2001

SUBMITTED BY

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This report relates to the activities, deliberations and recommendations of the Working Group on the Future of the Humanities, created by SSHRC in May 1999. It assesses the state of humanities research and education in Canada at the beginning of the twenty-first century, identifies major trends and challenges and recommends ways to strengthen and build humanities in the future.

The eight-person Working Group, with members inside and beyond the academy, and representing the disciplines of law, history, music, literature, philosophy and fine arts has largely based its report on the discussions and recommendations of a major national conference held in Toronto in October 2000. At this conference, more than 100 universities representatives shared their concerns and their views on the future of humanities research.

The report first acknowledges the enthusiasm and sense of shared achievement of the humanities community in Canada. It underscores the principles that should guide the reassessment of the humanities today, mainly that the humanities are central to the post-secondary education system, to a knowledgeable and productive workforce and to the viability of national cultures and civil society. It reminds us that Canada must remain a producer of new knowledge in an era of globalization.

The report then issues a set of challenges and calls for action to humanities scholars themselves, emphasizing the need for them to assume responsibility for change, to set their own agenda and to integrate programs into the evolving realities of society and the university. In particular, it invites humanists to communicate their scholarship to the broadest possible public audience by striving to use an accessible language and to convey the importance of their role in shaping our collective civic life and in promoting a culture of enquiry and research.

The report also challenges universities to partner with appropriate bodies to further the work of undergraduate and graduate curriculum reform, faculty renewal, the articulation of performance criteria, and public outreach. In conclusion, it makes specific recommendations to SSHRC about changes in practice and discourse in the Standard Research Grants Program, Strategic Programs, the Communications Division, and policy development and liaison activities to ensure the vitality of humanities research and education in Canada.

T he Working Group recognizes some very great debts. In the first instance we are all grateful to Marc Renaud and the Social Sciences and Humanities Research Council for believing in championing and financing the Working Group. We are also grateful to the University of Toronto, York University and Ryerson Polytechnic University for their contributions to the Toronto conference, "Alternative Wor(l)ds: The Humanities in 2010," October 19-21, 2000. Through their questions and suggestions many members of the SSHRC Board helped to sharpen the focus of this undertaking. We are especially thankful to the three Board members who led workshop discussions at the Toronto conference as co-chairs: Ellen Corin, James Miller and John Oleson and to the insightful and catalytic role of Marc Renaud who was present throughout.

Special thanks go to the Director of the Policy, Planning and International Collaboration Division at SSHRC, France Landriault and her assistant France-Hélène Giesbrecht for their contribution and support of the Working Group and conference. The Working Group also thanks the Communications Division and its staff for support in the production of the conference material. But the person whose guidance, determination, patience, attention to detail, good humour and intuitive kindness deserve all our gratitude is Thérèse De Groote, the SSHRC Secretary to the Group.

And finally, we would like to thank the delegates who contributed to the conference and our work by providing briefs, suggestions, comments and ideas. These were essential contributions to this report.

[

"We are defending civilisation, our share of it, our contribution to it. The things with which our inquiry deals are the elements which give civilisation its character and its meaning. It would be paradoxical to defend something which we are unwilling to strengthen and enrich, and which we even allow to decline."

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– Report of the Royal Commission on National Development in the Arts, Letters and Sciences (1951)

I n May 1999, the Social Sciences and Humanities Research Council of Canada approved the creation of a Working Group on the Future of the Humanities. This report summarizes the activities, deliberations and conclusions of the Working Group since its formation.

The creation of the Working Group on the Future of the Humanities resulted from several interventions and events that took place over the course of fall 1998. The visits of the President of SSHRC to sister organizations in the United States, comments from the Humanities and Social Sciences Federation of Canada (HSSFC) on the integration of humanities in the new SSHRC strategic programs, discussions with Council members and staff and finally Marc Renaud's meeting with a group of text-based learned societies—together, all these indicated to SSHRC that it was necessary to know more about the situation of the humanities in Canada. All these comments and discussions highlighted a state of profound malaise within the humanities research community, a perception, on the part of humanities researchers and organizations, of bias in favour of social science research and an urgent need to assess the state and the future of the humanities in Canada.

At the same time, statements in the media questioning the importance of a humanities degree in today's high-tech environment coupled with responses supporting the liberal arts revealed the timeliness of examining the topic in greater depth. More fuel was added to the fire of this debate as chief executive officers of certain high-tech companies and chancellors of some Ontario universities came out publicly in support of education in the liberal arts. The time was ripe for SSHRC to undertake a national initiative that would bring together key people in different sectors and from different parts of the country to reflect and make recommendations on the future of the humanities. The SSHRC Board approved the creation of the Working Group at its Spring 1999 meeting.

The mandate of the Working Group was to identify current challenges and future trends for humanities research and researchers in Canada, to mount a joint conference with the University of Toronto in fall 2000, to explore and promote the changing world of the humanities, and to propose strategies and initiatives to SSHRC.

Section I of the report describes the Working Group's methodology. Section II describes the state of humanities education and research today. Section III identifies trends and values in humanities education and research today. Section IV sets forth the guiding principles, challenges and calls for action that the Working Group wishes to communicate to the SSHRC Board, researchers and university administrators.

Methodology of the Working Group

An eight-person Working Group, consisting of members from both within and outside the academy, and representing the disciplines of law, history, music, literature, philosophy and the fine arts, was created and met for the first time in August 1999. From the outset the Working Group has been convinced of the timeliness of this initiative. In addition to teleconferences, electronic communication and extensive informal discussions, the Working Group has held four meetings: in Ottawa, August 1999; in Toronto, January 2000; in Edmonton, May 2000, and in Ottawa, January 2001.

The Group first reviewed selected publications (see Appendix C - Bibliography) to familiarize themselves with current discussions of the humanities in both the academic and public arenas. These published discussions reflected a vastly changed cultural, demographic and ideological scene. The Working Group's debates have been charged with an awareness of the complexity of Canadian society, where diverse linguistic and cultural heritages (Aboriginal, African, Asian and European) contribute to vibrantly plurivocal artistic and scholarly expression. Also central to the Group's discussions were the transforming effects of the digital revolution in every aspect of daily life and the incalculably rapid growth of cyberculture. Indeed, Canada at the end of the millennium is linked by a range of continental and global networks and in certain crucial respects already functions as part of a global, wired village.

The Working Group was confident that a national conference would be an incomparable vehicle for deepening members' understanding of the situation and prospects of the humanities at the beginning of the new millennium. In particular, the Group welcomed the opportunity to consult with a diverse range of scholars on prospects for the future of the humanities in Canada.

In developing a program for the conference, the Group produced discussion papers which pinpointed key themes and urgent questions that members wished to see examined in the planned conference workshops. Themes considered included: the public intellectual, disciplinarity and interdisciplinarity, specialization within disciplines, new technologies and the humanities, graduate studies and skills, the nature and function of the liberal arts degree. Wanting very much to concentrate participants' minds on "the way forward," the Group settled upon a name for the conference that members felt would stimulate both intellect and imagination: Alternative Wor(l)ds: The Humanities in 2010/Mo(n)des de Pensée : Les Humanités en 2010. In accordance with its mandate, the Working Group defined the objectives of the Conference as follows:

- ☐ To identify current challenges and future trends in humanities research;
- ☐ To identify issues of crucial importance for humanities research and training;
- ☐ To explore new initiatives, promising models and good practices which could aid in revitalizing humanities research and training throughout Canada;
- ☐ To identify and propose new strategies and initiatives to the SSHRC Board of Directors, to university administrators, and to the humanities community.

The Working Group regarded the conference as an important first step in an ongoing effort to mobilize Canada's humanities research community and members were gratified by the great enthusiasm with which the University of Toronto, Ryerson Polytechnic University and York University agreed to jointly sponsor the SSHRC-organized conference.

The process of consultation, deliberation and recommendation began in earnest when over a hundred university-selected delegates convened in Toronto—junior and senior researchers, graduate students and administrators from more than 40 Canadian universities as well as specially invited guests from the U.S. and the U.K. In addition to these delegates, representatives from the private sector as well as from education- and research-oriented non-governmental organizations and associations also attended the conference. Each delegate was asked in advance to write a short position paper on one of four workshop topics—the future of the liberal arts degree, the public intellectual, the landscape of humanities scholarship and the role of new technologies. Delegates received copies of these papers prior to the conference. The papers revealed the delegates' engagement in the issues and their commitment to participation. The papers brimmed with creative suggestions and demonstrated their authors' eagerness to contribute to mapping the future of the humanities in Canada. More specifically, the papers showed that our colleagues were intimately involved in strategies for faculty renewal, in training the faculty of the future and in educating a broadly aware and critically alert citizenry.

At the conference itself, organizers requested participants to synthesize, condense and classify their recommendations as feasible in the short or the long term and as directed primarily to SSHRC, university administrations or the research community.

To complement these face-to-face encounters, the Working Group decided to involve the wider research community in this important process by setting up a Web-based consultation process, the results of which were communicated to the delegates. Finally, to appropriately frame and prepare delegates for the conference workshop discussions, the first day of the conference featured an academic plenary session at which invited key note speakers addressed each of the four workshop topics. In short, the Alternative Wor(l)ds–Mo(n)des de Pensée conference gave ample evidence not only of humanities scholars' intelligence, awareness and erudition, but also of their creative and pragmatic engagement with the issues at hand.

The Working Group presents its views and recommendations in the same forward-looking spirit that was so evident at the conference, keeping in mind the larger goal of building and strengthening the culture of humanities research and education in Canada. Hence, this report both scans the present landscape and looks ahead to beckoning, but at times only faintly demarcated horizons.

Half a century ago, the Massey Commission recommended providing new public funds to assist in nourishing Canada's cultural life.[1] Similarly, the Working Group recognizes the need for increased funding for humanities education and research; at the same time, however, the Group considers that only a joint effort on several fronts will be able to exploit the momentum that the conference has generated.

The Working Group, however, is acutely aware of years of slashed budgets and of the political and public concern for debt reduction and fiscal responsibility. Therefore the Group has fashioned its recommendations with a view to feasibility, practicality and accountability. The enthusiasm of the conference participants and their sense of shared achievement and common consensus suggests that the humanities research community finds itself ready to engage collectively in a process to re-invigorate humanities research and education. The commitment of such partners as the Humanities and Social Sciences Federation of Canada (HSSFC) and the development of partnerships with the private sector, community groups and the public at large will enable humanities researchers, universities and SSHRC to undertake this process in concert with the fullest possible range of stakeholders.

The Humanities at the Dawn of the 21st Century

The Working Group's first step was to address what it regards as one of the most important challenges for humanists in today's university environment—the profound malaise infecting their disciplines.

The Humanities Community

For many in the humanities research community, both their own institutions and SSHRC misunderstand and undervalue the importance of their work as scholars, mentors and teachers. In such highly politicized local and national environments, several factors color the outlook of humanities scholars.

Researchers are keen to explain and to defend what they do. They are committed to scholarly traditions based on erudite, creative reflectivity—the critical skills of studying, thinking, writing and then thinking again, the insistence on analysis and synthesis of issues viewed in the long term rather than according to the immediately measurable market benefits of research and education. Although university mission statements uniformly recognize the value and importance of humanities teaching and research, the fact is that humanities programs are usually the most vulnerable to cuts and restructuring. The short term and strictly instrumentalist view which links the value of education directly to employability can also—mistakenly, as it happens—assign a lower priority to the humanities. And while other humanists welcome the opportunity to link research and community and to advance the role of the public intellectual, many also worry that their institutions and at times their own colleagues undervalue and inadequately evaluate what they regard as expansions and enhancements of their intellectual contributions.

[
"It is our duty to ensure that everyone recognizes that the university is the centre of critical thought in society whose raison d'être is to engage in ongoing critical reflection of the past, present, and future."

— Conference Delegate
]

Similarly, when it comes to funding research, some humanities scholars find that major federal agencies and programs also deem their work to be marginal. Such scholars perceive the Canada Foundation for Innovation (CFI) as excluding humanities research and they consider the new Canadian Institutes of Health Research (CIHR) and the Canada Research Chairs Program (CRCP) to be insufficiently inclusive of humanities scholarship. In addition, some scholars contend that SSHRC itself now primarily champions policy-relevant research.

In the case of strategic programs, the 1996 *Strategic Grants Program Review* corroborates the views of humanists, who may well be correct in believing that these programs tend to have little room for researchers in the humanities. Humanists certainly perceive these programs to be both less accessible and of less interest to them than to social scientists, given their focus on public policy relevance and their language and conceptual frameworks that scarcely invite humanities scholarship and endeavour. A common view among humanities researchers is that SSHRC tends to favour strategic research at the detriment of

basic research. The fact that the recent supplement to SSHRC's budget of $100 million over five years represents funding for targeted research on the new economy does little to dispel such attitudes.

This widespread view is simply mistaken; in fact SSHRC continues to devote some 80 per cent of its current total budget (note: excluding the portion of SSHRC's budget allocated to the NCEs) to independent research, dissemination and training, through its various programs of support. Although, since 1998, SSHRC has enjoyed significant budget increases, with $166 million anticipated for grants and scholarships in the 2001-2002 fiscal year, the decline in university funding and in the budgets of the granting councils which occurred at the beginning of the 1990s has played an important role in marginalizing the humanities and liberal arts on Canadian campuses.

For their part, and very likely in reaction to many of the issues outlined above, academic humanists appear to have withdrawn from public debate, debating instead among themselves in idioms not always accessible to the general public and other audiences. Over the last two decades, there has been a tendency within the humanities community to examine at length the "malaise within." Many current studies of the humanities display a marked preoccupation with arguing theoretical issues. Many senior or retired humanities professors use their studies-cum-memoirs to probe the wounds inflicted in the culture, science, history, value and gender wars. Andrew Delbanco's essay, "The Decline and Fall of Literature"[2] and John Woods' lecture, "The Liberal Arts at Century's End,"[3] offer similar laments for a lost tradition and faith. Delbanco mourns that "the fragmentation of literary studies has left a legacy of acrimony and of intellectual and professional fatigue." Similar dirges inform Bill Readings' picture of *The University in Ruins* (1996), John Ellis' *Literature Lost* (1997), Alvin Kernan's evocation of the past in *What's Happened to the Humanities?* (1997) and his career review, *In Plato's Cave* (1999), Annette Kolodny's *Failing the Future* (1998), Robert Scholes' *The Rise and Fall of English* (1998), and Jane Tompkins' autobiography *A Life in School* (1996).

> *"The last five years has brought a complete reorientation of department curricula. The previous configuration could be characterized as a model based on the liberal tradition of the west, reflecting on material and content coming from the same tradition. The new configuration is built around the reality of a multi-ethnic Canada and the significance of non-western contributions to the humanities."*
>
> — Conference Delegate

Many other studies, however, look beyond fashionably sceptical aperçus. Martha Nussbaum's acute and detailed survey of reforms in liberal education, *Cultivating Humanity* (1997), James Anderson Winn's reflections on the humanities and performance, *The Pale of Words* (1998), and James Axtell's autobiographical celebration, *The Pleasures of Academe* (1998) are among the most compelling and accessible defences of new, expanded, thickened fields of teaching and inquiry. The entry into the academy of women, ethnic and racial minorities and people of different classes and sexual orientations has resulted in both a massification of higher education and its intellectual cross-fertilization, as evidenced by such hybridized fields as feminism, literary theory and race theory. The rise of Cultural Studies—whether in departments of literature or modern languages or anthropology—signals for some observers a dilution of disciplinary focus, and for others a much needed widening of cognitive maps.

In proposing various definitions and taxonomies for the humanities and in thinking beyond disciplinary units and modalities, current academic discourse is engaged in a process of reconstruction. Through gathering, sifting and transforming, work in the humanities models a critical means for thinking otherwise. Through doubling back, reconsidering and recycling, humanities research can lead to new concepts both in form and content. The real and revolutionary currents of our time also prompt humanists to celebrate anew the value of those institutions—the university, the museum, the library, the archives— which Brian Young has identified as "fundamental to the culture of a community."

The Public Arena

The last decades of the twentieth century saw the rapid development and growth of biomedical and engineering research. In all sectors, new technologies have influenced greatly how research is carried out. The impact of these same technologies has also influenced the general public's view of what constitutes an appropriate education for the next generation that will enter the labour market. The economic realities of recession, high unemployment, debt reduction and particular notions of fiscal responsibility have resulted in severe funding cuts to universities. The level of government support per student has decreased dramatically since the beginning of the past decade, falling from $11,000 per student in 1978 to under $7,000 in 1998. One response— though by no means the only one—to shrinking government support is that universities have sharply raised tuition fees.

Given the economic, technological, social and ideological contexts outlined above, it is perhaps no surprise that many have called into question the value of a humanities education. In addition, over the course of the last five years, the government has developed new targeted research programs which are directed towards health, engineering, sciences and environmental studies and which do not seem to make much place for the humanities and social sciences. At the same time, humanities scholars' sense of marginalization within the academy, their withdrawal within and from active participation in public debate only contributes to doubts about the value of humanities education and research. When they consider employment prospects, both students and parents question the choice of a humanities education as impressions persist that in today's and tomorrow's marketplace, the skills and competencies of humanities graduates appear to be obsolete.

> *The executives who underscore the value of the liberal arts in a digital economy proclaim the pressing need for "creative thinkers at all levels of the enterprise who are comfortable dealing with decisions in the bigger context, [who are] able to communicate—to reason, create, write and speak—for shared purposes."*

While public debate focuses on the social relevance and economic value of training in the humanities, support for humanities education comes from a variety of sources. The widely publicized endorsement of a liberal arts education by some of Canada's leading high-tech CEOs highlights the great flexibility, vigorous critical powers and rich leadership capabilities that humanities graduates typically bring to their work. The executives who underscore the value of the liberal arts in a digital economy proclaim the pressing need for "creative thinkers at all levels of the enterprise who are comfortable dealing with decisions in the bigger context, [who are] able to communicate—to reason, create, write and speak—for shared purposes." According to this view, the new economy and the digitized world will increasingly bring together humanities and fine arts graduates who, with their combined skills in and knowledge of word, sound and image will be best placed to provide content—audio-visual as well as textual-linguistic.

Based on 1999 statistics, which indicate that the cultural industries—primarily writing and publishing, film, music, television and the performing arts—account for $19 billion of the $730 billion Canadian gross domestic product (GDP), it may not be too optimistic to conclude that employment prospects for humanities and fine arts graduates are in actuality quite favourable. The Allen report published in 1999 shows that graduates in the humanities readily find employment and generally earn high incomes, with a large proportion employed in a professional or managerial capacity.[4] Statistics Canada's *Labour Force Survey* for 1987-2000 and profiles from Human Resources Development Canada (HRDC) indicate that almost one-third (31 per cent) of those employed in Canadian cultural industries hold a bachelor's degree or higher, while the corresponding figure for the economy as a whole remains below one-fifth (18 per cent).

Another positive message is the Prime Minister's address, "The Canadian Way in the 21st Century," in which he identifies "education and learning [as] a top priority." He also speaks of "taking steps to promote excellence in education and research" and of "encouraging research in the sciences and humanities through large increases to the granting councils." In Spring 2000, The Chancellors of Ontario universities also publicly pledged their support for, and endorsed the enduring value of, a liberal arts education. Along similar lines, the report released recently by the Québec Council of Science and Technology,[5] which examines the contribution to innovation made by social sciences and humanities research, calls for a greater emphasis on creativity in education, highlighting the importance of providing education and technology based on experimentation, the acquisition of know-how, creativity and problem-solving. The efforts of some Canadian universities to form a taskforce on the humanities, and the plans of the Canadian Association of Graduate Schools for an international conference on reconfiguring graduate education—"The Canadian Graduate Enterprise in the New Millennium"—are additional noteworthy signs that the humanities in Canada are alive and well and that they attract commitment at the highest levels.

The Canadian University Profile

The total number of full-time faculty in Canadian universities has remained relatively constant over the last two decades (ranging from 32,000 in 1978, peaking at close to 37,000 in the early nineties and down to 33,000 in 1998—the most recent available data from Statistics Canada. Over the last few years, only half of departing faculty has been replaced.

While full-time enrolments in the social sciences and humanities disciplines[6] increased substantially, the number of full time faculty actually declined by 3%.

In the humanities, the drop has been quite steep with 13% less full-time university teachers in 1998 than in 1978. There has been a shift in gender representation with the number of female faculty in the humanities increasing dramatically while male representation declined by 28 per cent.
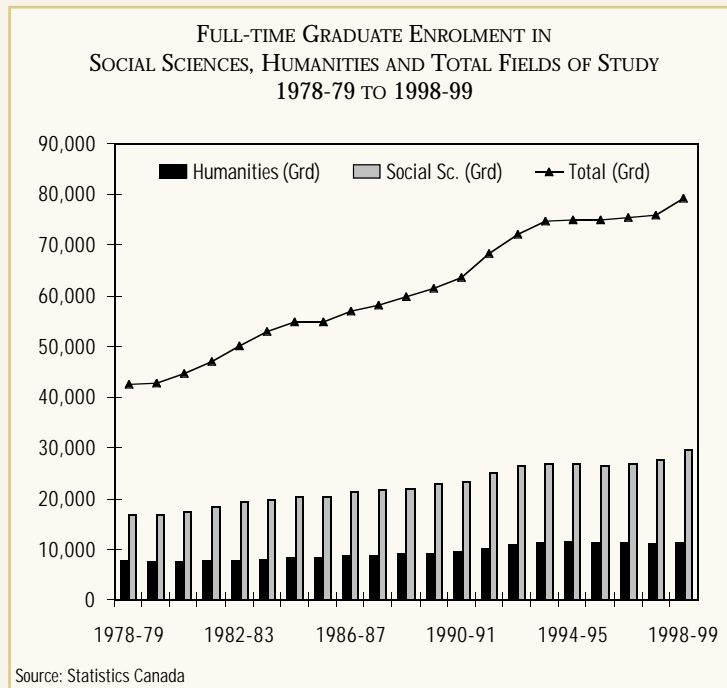
FULL-TIME UNIVERSITY ENROLMENT* IN SSH
VS
FULL-TIME UNIVERSITY TEACHERS IN SSH

Source: Statistics Canada   * All levels
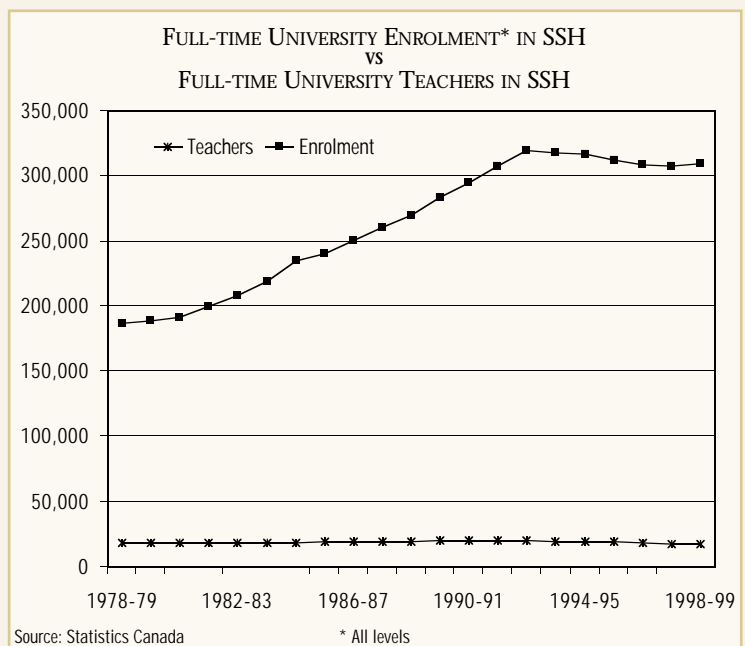
Between 1992 and 1997, the average age of Canadian university faculty increased to 49, with 29 per cent over the age of 55, and only 16 per cent under 40. Humanities show a higher proportion of older faculty and a lower proportion of younger faculty than do other disciplines. In general, reduced government support for the universities is the single greatest reason for shrinking faculty numbers: since 1993, funding across Canada has dropped by 20% and increased tuition fees have not compensated for the loss of revenue.

Reduced funding or not, it is estimated that, by 2010, Canadian universities will have to replace approximately 20,000 of the current 33,000 full-time faculty. Beyond that, increased enrolments will require universities to hire an additional 10,000 new faculty. In the coming years, university administrators will face complex issues regarding faculty renewal: Which fields are expected to see significant enrolment growth? Will there be shortage of faculty in some areas? If so, what will be the impact on programs? What incentives should be introduced to attract the best faculty in an extremely competitive international environment?

The challenge of faculty renewal is clearly linked to the trends and profile of graduate enrolments. Between 1978-1979 and 1998-1999, the number of full-time graduates grew by 48 per cent in the humanities and by 77 per cent in the social sciences. This trend will likely continue as long as prospects for academic employment look promising.

In particular, enrolments in doctoral programs in the humanities experienced a significant growth of 121 per cent, rising from 1,905 to 4,204 students. While in absolute numbers, graduate enrolment more than doubled over the last two decades, as a proportion of total graduate enrolment it dropped from 18.2 per cent in 1978 to 14.4 per cent in 1998. Female enrolment in graduate humanities programs increased significantly while that of males failed to keep pace. Although there is some evidence of growth in undergraduate enrolments in humanities disciplines between 1980 and 1991, Statistics Canada data also show that total humanities enrolments began to decline in 1993-1994.

FULL-TIME GRADUATE ENROLMENT IN
SOCIAL SCIENCES, HUMANITIES AND TOTAL FIELDS OF STUDY
1978-79 TO 1998-99

Source: Statistics Canada

Some comparative numbers will place the Canadian situation in context. According to UNESCO sources, post-secondary enrolment world-wide increased more than sixfold between 1960 and 1995, and it will more than double from 82 million in 1995 to more than 200 million in 2025. In the United Kingdom, in particular, numbers have more than doubled since 1988, partly because, during the 1990s, many polytechnics received university status. In terms of government support, American colleges and universities receive almost 20 per cent more support per student than they did 20 years ago. France, Germany and the U.S. have been increasing both their per student expenditures and their investments in faculty. In contrast to these striking statistics from abroad, here in Canada, the per student level of government support has declined by 20 per cent since 1993.
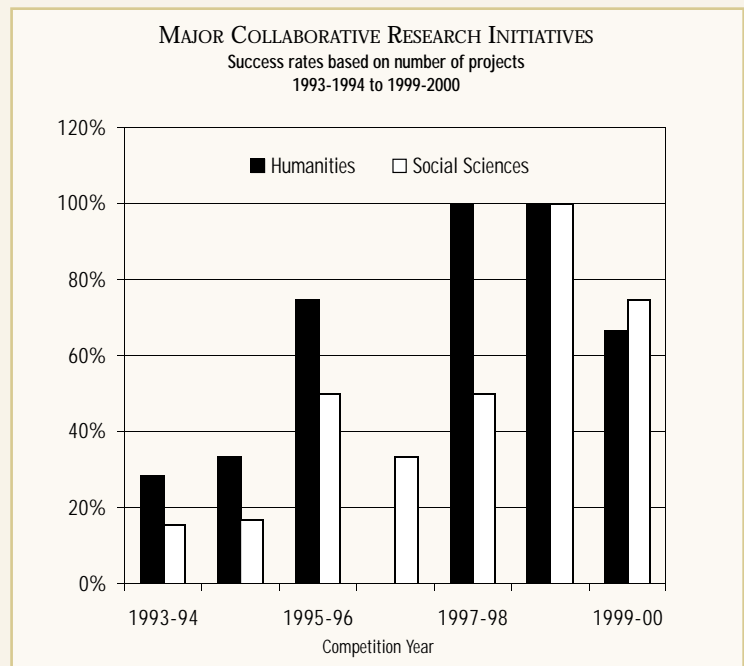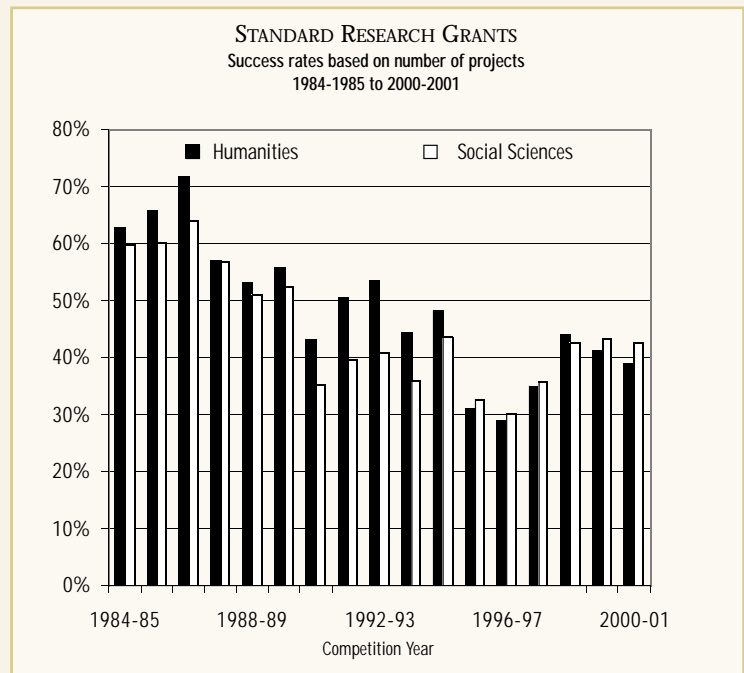
Humanities Participation and Success in SSHRC Programs

The Social Sciences and Humanities Research Council remains the primary provider of support for humanities research and graduate education in Canada. SSHRC supports independent and targeted research and graduate training in the humanities and social sciences through several programs. (The Council's Web site—www.sshrc.ca—provides detailed information on all of these programs.)

Under SSHRC's Standard Research Grants (SRG) Program which provides grants to university-based researchers to undertake independent research, analysis indicates that over the last 15 years (1984–2000), humanities scholars' participation in this program has remained relatively stable, ranging from 35% to 39%; this is consistent with the proportion they represent of total faculty in the social sciences and humanities. While overall success rates in the SRG Program have fluctuated enormously during this period, the success of humanities scholars has been proportionally higher than for social scientists in 12 of the last 17 annual competitions. The re-introduction of the Release Time Stipends (RTS), in 1999-2000, was well received and it was largely researchers from humanities disciplines who apply for RTS support.

The humanities disciplines have also enjoyed considerable success in SSHRC's Major Collaborative Research Initiatives (MCRI) Program, which supports work by large teams, often in an interdisciplinary perspective and in collaboration with foreign colleagues.

While the participation in the Strategic Grants Program has been mostly by social scientists, there has been some progress in terms of humanities participation over time. The proportion of humanities applicants under the Strategic Themes rose from 9.2. per cent in

STANDARD RESEARCH GRANTS
Success rates based on number of projects
1984-1985 to 2000-2001

MAJOR COLLABORATIVE RESEARCH INITIATIVES
Success rates based on number of projects
1993-1994 to 1999-2000

1987-1988 to 16.2 per cent in 1999-2000, despite the fact that for the same period the overall number of applications decreased from 358 to 173, (excluding letters of intent). The attached graph indicates a constant participation on the part of humanities scholars over the course of the 1990s.

The average success rate under the Strategic Themes over the period from 1987-1988 to 1992-1993 is 44.8 per cent for humanities applicants, compared to an overall average of 51.2 per cent. From 1993-1994 to 1998-1999, the difference is even more significant with humanities averaging a success rate of 28.6 per cent compared to 38.7 per cent overall. However in the 1999-2000 competition the humanities success rate (42.9 per cent) was very close to the national success rate of 43.9 per cent.

With grant opportunities for research teams and partnerships available, but in general under-utilized by humanities scholars, both the Council and university administrations are eager to involve the humanities and humanists more actively in such big-ticket competitions as the Community-University Research Alliances (CURA) program at SSHRC

PARTICIPATION RATE IN STRATEGIC THEMES
1987-1988 to 1999-2000

STRATEGIC GRANTS: THEMATIC RESEARCH
Success rates based on number of projects
1987-1988 to 1999-2000

as well as competitions administered by the Canadian Institutes of Health Research (CIHR) and the Canada Foundation for Innovation (CFI). The dearth of humanists applying to and securing support from these programs has to do with several factors: the differences between relatively new team approaches to conducting research; the more conventional single-scholar inquiry traditionally favoured by humanists and highly valued in the current university system; theme descriptions which often seem foreign to humanities scholars; the considerable difficulty for humanists to secure matching funding, particularly from the corporate or private sector; the unchecked and uncritical perception, still widespread in the humanities research community, of SSHRC's indifference to their disciplines; and the previously mentioned issues surrounding enrolment, retirement and recruitment numbers. Finally, a very large gap separates CEOs' and entrepreneurs' public endorsement of *undergraduate* training in the humanities from scholars' and universities' usually unpublicized efforts to secure funding for graduate studies and research in the humanities, which are the very activities that make possible excellence in learning and teaching at the undergraduate level.
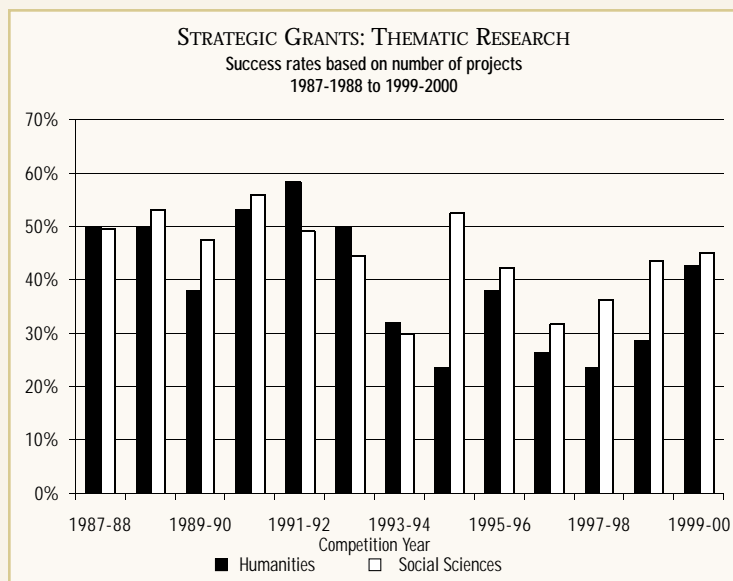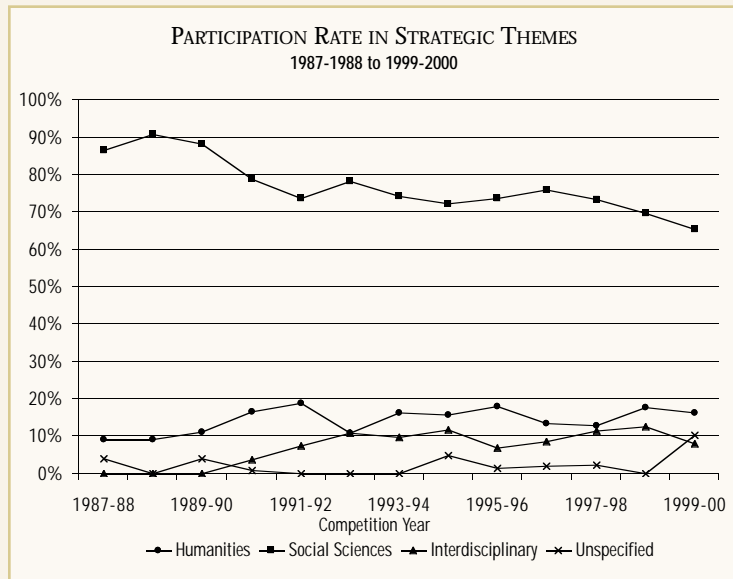
Trends and Values in Humanities Education and Research

In the arenas of public debate, academic discourse and SSHRC's own strategic planning, the humanities have become, surprisingly, a hot topic. As the humanities, and in particular, the textual, visual and performance disciplines, discuss reforming and reconfiguring their fields, there exists a sense of a transformative moment. In this matter, we may wish to remind ourselves that the Chinese character for "crisis" is a compound of the characters for "danger" and "opportunity." Based on the delegates' briefs and the subsequent discussions at the Alternative Wor(l)ds conference, as well as on its own debates, the Working Group here presents what it understands as the core humanities values and the major trends in humanities education and research.

[
Humanities scholarship is as important today as ever. In the words of one conference participant, it is a comprehensive endeavour which encompasses "the scholarship of discovery, the scholarship of integration, the scholarship of application and the scholarship of teaching."
]

As investigators of cultural structures, conventions, ideologies and codes, humanities scholars provide an essential service: interpretation and analysis of our humanly constructed world. This is essentially accomplished through disciplinary study and research which remain the foundation of strong humanities scholarship.

Humanities education contributes to the development of imagination, critical thinking, informed ethical judgement, and to the exploration and preservation of our collective socio-cultural memory—none of which are developed or applied in a historical, empirical or cultural vacuum. In her book, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, already briefly mentioned in Section II, Martha Nussbaum states that a liberal education involves the "cultivation of the whole human being for the functions of citizenship and life generally." Nussbaum further sets out three core capacities which such an education cultivates. First, is the capacity for critical examination of one's own and others' traditions and propositions. Second, is the capacity to see oneself as a citizen of the world bound by ties to all humanity. And third is the capacity for narrative imagination, the capacity to put oneself in another place or in another time or in another's shoes.

Interdisciplinarity

While humanities research and education are based on well-established disciplinary traditions, these traditions are also constantly reinvented. One of the critical developments of the last thirty years has been the intensified specialization of disciplines and the concurrent explosion of new hybrid areas of research. Interdisciplinary approaches have for some time been central to academic theories, methodologies and objects of study. Moreover, there is growing evidence that interdisciplinarity forms an integral part of humanities research, particularly in new, pluralistic knowledge configurations that help formulate and analyze global and diasporic cultural realities. As one delegate to the Alternative Wor(l)ds conference wrote, "Disciplinary

research often—and perhaps inevitably—pushes toward interdisciplinary modes of inquiry, even as multidisciplinary learning can pull one right back to the disciplinary bases it seems to challenge." This constant and healthy dynamic tension between disciplinarity and its hybridization mirrors precisely discussions of the nature of knowledge that one encounters in scientific and technological fields.

> *"Disciplinary research often—and perhaps inevitably—pushes toward interdisciplinary modes of inquiry, even as multidisciplinary learning can pull one right back to the disciplinary bases it seems to challenge."*
>
> — Conference Delegate

Much Broader Scope of Study

One delegate wrote, "What is different about the humanities today, as compared to fifty years ago, is the heightened awareness of the scope of the study to be undertaken. The values inherent in a Eurocentric view of the world are now recognized for their limitations and biases and are giving way to a more universalistic approach to the study of humanity. This folding out of the map of the world is what many students find attractive about humanities courses. The concept of the 'global village' is as important to the humanist as to the marketing manager…Further, the study of history today is as often as not non-political, seeking rather an understanding of the multiplicity of human activities, pursuits and endeavours through an analysis that employs one or more of the philosophical, ideological, linguistic, social or psychological methodological tools available to us today. The same is true of philosophy, literature, religion and other humanities disciplines."

The Importance of Humanities in Contemporary Society

> *The actual social, cultural and intellectual relevance of work in the humanities, as in many of the social sciences, lies rather in an ability to articulate the significance of cultural and historical events. Humanities research does not, generally, produce quantifiable results. What it does produce is explanatory models and rich and nuanced interpretations of complex questions.*

The pressure for practical knowledge has led to an increase in issue-focused and applied research across the humanities. Beginning perhaps in the early days of feminist scholarship, scholars have adopted new models, often inspired by the model of the social sciences research team. The reciprocal influence between the humanities and the social sciences demonstrates the intellectual benefits of porous disciplinary boundaries. However, in an era which focuses on pragmatic problem-solving and clearly identifiable economic, political or social outcomes, if we cannot always gauge the value or relevance of humanities research in terms of direct economic or political benefit, this is not to deny its social and intellectual significance for all parts of Canadian society—and beyond. Research from the various humanities disciplines can provide direct or indirect assistance for understanding issues such as globalization or social cohesion. But this does not constitute its *only* relevance; indeed, this scarcely scratches the surface of its value. The actual social, cultural and intellectual relevance of work in the humanities, as

in many of the social sciences, lies rather in an ability to articulate the significance of cultural and historical events. Humanities research does not, generally, produce quantifiable results. What it does produce is explanatory models and rich and nuanced interpretations of complex questions. Unlike the experimental scientist in the laboratory, the humanist cannot isolate a single independent variable: he or she must take into account and endeavour to make sense of the awesomely complex and splendidly messy facts of human existence.

Humanities and Participation in Civil Society

In speaking of a greater public role for, and broader dissemination of, humanities research, humanists must always remember that, for them, the classroom functions as the centre of civil society and represents their first level of public engagement. Humanists want to reassert the value of teaching as public work.

Beyond this essential public contribution, it is precisely the same social-cultural-educational impulse that impels and inspires both humanities scholarship and humanities teaching. And it is this same impulse that propels humanists to move out from their classrooms (which are, after all, where humanist educators most clearly function as public intellectuals) to the Canadian community at large. One can find a significant presence of humanists everywhere from town hall forums to public readings, from art gallery symposia to pre-performance talks at operas and symphony concerts, from commentators on television and radio to book reviewers in daily newspapers . Unfortunately, participation of academic humanists in community groups, NGOs and public and private sector organizations often goes unnoticed because it is not sufficiently rewarded especially in comparison to peer-reviewed publications. The attitudes of humanists themselves, within and outside of academe, constitute a major barrier to their increased participation in public debate. Indeed, while some academics are supportive of such contributions, others regard popular work as at best a waste of time, or at worst, a desecration of the subtleties and profundities of our disciplines. To again quote a conference delegate, "Only when humanists see that the university community itself values their public role in civil society will they become enthusiastic about preserving and enhancing their place outside the university walls." And while there was some division at the conference concerning the extent of participation in civil society, there was virtual unanimity that humanities need to find ways of speaking clearly to broad audiences using forms, languages and media that they can both comprehend and appreciate.

…humanities need to find ways of speaking clearly to broad audiences using forms, languages and media that they can both comprehend and appreciate.

The Liberal Arts and Humanities Curriculum

Numerous discussions of and publications on curriculum in the humanities and liberal arts make it clear that scholars have been critiquing the exclusivity of traditional canons and methodologies since the late 1960s. To paraphrase a conference delegate, humanists have exerted pressure to extend curricula beyond the study of European and European-derived elites and forms of "high culture." Students and faculty alike regard such internationalism as important, beneficial and central to the aims of a liberal education.

At the same time, there exists a need to include the fine and performing arts under the umbrella of humanities, to recognize that research in these areas is closely allied to that pursued in traditional humanities disciplines, and to embrace these subjects within a possible network of transdisciplinary, multi-departmental, inter-university synergies that can also unite professional and community concerns. Several workshops and speakers at the Alternative Wor(l)ds conference recommended building bridges between the humanities and fine/performing arts at both the undergraduate and graduate levels as well as forging closer ties between SSHRC and the Canada Council.

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…universities, faculty and students "need to engage in processes leading to the radical review and transformation of liberal arts curricula so that the ability to hone intellectual skills is preserved, fields for application of these skills are boldly opened, and new forays for conversation and debate are vigorously occupied."

— Conference Delegate
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Not surprisingly, the Working Group has observed, both at the conference and in the relevant literature, a number of tensions emerging: ongoing conflict between general and specialized training, between education for depth or breadth, between disciplinary and interdisciplinary thrusts, between the development of "knowledge managers" or "knowledge creators," and between traditional and on-line delivery of educational content. As one conference delegate put it, universities, faculty and students "need to engage in processes leading to the radical review and transformation of liberal arts curricula so that the ability to hone intellectual skills is preserved, fields for application of these skills are boldly opened, and new forays for conversation and debate are vigorously occupied."

In fact, some universities have begun to rethink the structure and content of their undergraduate and graduate degrees, taking into consideration relevance to contemporary society and pointing out to both students and the general public the powerfully practical skills imparted by a rigorous humanities/liberal arts education. The position here is that we can apply the traditional humanistic virtues of broad cultural literacy and analysis and interpretation of complex intellectual and social issues to new contexts; the confidence here is that these intellectual skills will always be highly relevant, whatever the technological or social landscape—that the old wine remains an incomparable vintage, whatever the shape or hue of the new bottles. Accordingly, undergraduate degree programs are now integrating new teaching models which take into account the multi-ethnic reality of Canadian society and which make use of issues-based and problem-solving pedagogical approaches. Universities are creating new interdisciplinary BA and MA programs while also integrating comparative cultural work and real intercultural contacts into traditional discipline-based programs. Not only are such innovations widening the scope of humanities and liberal arts education, but they are also increasing student enrolment.

New Technologies

New information technologies represent one of the major impacts on humanities teaching and research. They also present an exciting opportunity for scholars, teachers and students to become informed partners and innovators. In particular, new technologies provide access to non-linear, visual methods of conveying information. Judicious use of these methods can enhance the integration of textual, visual and performing arts by uniting word, sound and image, leading to collaboration between several disciplines and technical fields and bringing together academics, artists, multimedia experts, information technology specialists, librarians and students.

"The humanities must continue to seek larger structures of sense in order to create cohesiveness and the types of 'intellectual filters' that are necessary to sort out knowledge from [mere] information: this part of its mission remains the same. The new technologies are good at finding individual pieces of information dispersed over wide areas or aggregated together. But they do a poor job in themselves of tying these together and creating cohesion. Guided by a larger plan, they can however work to create sense."

— Conference Delegate

Another concern is that while the new technologies can provide a very wide audience with access to a vast variety and quantity of sources, data and documents, this "universal ready access" also raises questions about the authenticity and accuracy of texts and data. The linguistic and textual skills of the humanist will continue to play as essential a role in the age of electronic texts as they did in the eras of hand copied manuscripts and moveable lead type.

University Expectations and Pressures

These important changes within the humanities are taking place at the same time the universities themselves are undergoing profound change. We have already mentioned, in Section III above, the changes in student demographics, the declining government support, the steeply rising tuition fees and the public and political popularity of instrumentalist views on education for employment. We may mention in passing that this *vision trop utilitariste* and, in fact, the entire complex situation surrounding the marginalization of the humanities, is as much an issue in the European Union as it is in Canada.[7]

With respect to research, the introduction of federal and provincial targeted research programs, the focus on "big science" projects and the matching funding formula and partnerships requirements of some new programs have affected powerfully the availability of university resources, the production of knowledge and the nature of the research enterprise itself. Some universities that are committed to medical and scientific research have provided operational funding to support infrastructure for large scale research projects while reducing funding for teaching, libraries (as essential to humanists as laboratories are to scientists) and administrative services. According to some scholars and administrators, this privileging of hard science has drawn attention away from a vital relationship on which the entire university system is based—the intimate connection between teaching and research.

Another factor is that, in the current environment, pressure is increasing for academics to stand out as specialized researchers—this enhances not only individual scholarly reputations, but also those of departments and entire institutions. The reflex of this is that universities and departments appreciate less than in the past the need for competent scholars who are at the same time academic generalists. Requirements for tenure and promotion, such as success in grant competitions and the publication of research results, are putting newer faculty under greater pressure.

> *"Our experience is curriculum-design based on issues-based learning and problem solving, interdisciplinarity, cultural comparisons and intercultural contact has been highly positive in regard to student enrolment and satisfaction."*
>
> — Conference Delegate

In this connection, one impediment which obstructs many efforts to revitalize the humanities through interdisciplinarity has to do with the rigid structures of humanities departments in Canadian universities, where some administrators and professors regard interdisciplinary programs as peripheral to departments' primary, discipline-based mandates. Despite pressure from students and scholars that well devised options for interdisciplinary learning, teaching and research do provide a whole new tool box for understanding complex social and cultural phenomena, it is strict disciplinary modes of inquiry that, all too often, receive preference. Institutional pedagogy, faculty promotion and research funding often fail to embrace or support innovative interdisciplinary teaching, learning and research. Interdisciplinary teaching and research should be underpinned by the participation of the various involved disciplines and by support from the entire university.

Also related to the increasing importance of interdisciplinarity is the issue of standards for the evaluation of such research both within the academy and by external funding agencies. Overall, the evaluation process must become more flexible, imaginative, and must acknowledge the complexities associated with interdisciplinary studies. The challenge to institutions and to SSHRC peer-review committees is to ensure that interdisciplinary proposals are considered and evaluated by peers that are open and competent to do so.

> *While institutions have a role to play in changing the environment, conference delegates and the members of the Working Group concur that it is essential for humanities scholars and educators to take their future in their own hands, to set their own agenda and attend to integrating programs into the changing realities of society and the university. It is humanists themselves who must take on this responsibility—we cannot leave it to others within or outside academe.*

Guiding Principles, Recommendations and Calls for Action

Introduction

The Working Group report is directly related to reflections recorded and recommendations proposed by the delegates to the Alternative Wor(l)ds: The Humanities in 2010 conference. These the Group has distilled, prioritized and grouped by issue and centre of responsibility. The report also takes into consideration the Working Group's own deliberations on the pressing issues facing the humanities.

The Working Group here articulates the principles that have emerged from its analysis which, the members hope, will guide the research community, the universities, the granting agencies and the government in their efforts to chart a course for humanities research and education in the 21st century. Assisted by these guiding principles, the Working Group hereby issues a call for action to various groups and presents recommendations directed to the SSHRC Board. It is our hope that the responses to its calls for action will, by 2010, have reshaped humanities research and teaching in Canada.

Guiding Principles

1. Canada must be a producer of new knowledge in the humanities through (SSHRC-funded) research so as not to be reduced to a branch-plant educational/intellectual economy. In order to achieve this, there must be appropriate levels of funding available to support humanities education and research.

2. We must re-emphasize—and promulgate widely—the fact that humanities research and education are vitally important to developing and maintaining a knowledgeable and productive workforce and that they are central to the viability of national cultures, civil society and to the health of democratic institutions.

3. We must recognize humanities teaching and research as an integral part of post-secondary education, as indicated, for example, by continuing enrolments in these disciplines.

4. We must bridge the gap between the creative and interpretative disciplines and link the humanities more closely with the arts communities, in particular by establishing stronger links between the Canada Council and SSHRC.

5. We must shoulder our own responsibility to promote the humanities in the university and in civil society. University administrations, researchers, learned societies, and funding agencies must acknowledge and respond to this collective responsibility to work together and on several fronts at the same time. Each and every individual and organization involved with the humanities has to impress upon a variety of target groups the extent and seriousness of the challenges facing humanities research and education as well as the crucial need for appropriate funding levels.

Recommendations and Calls for Action

The Working Group challenges humanities researchers to:

☐ communicate their scholarship to the broadest possible public audience by striving to use an exciting, accessible language;

☐ convey the importance of their role in shaping our collective civic life and in promoting a culture of enquiry and research through public engagement with problems of immediate interest to Canadian society;

☐ make themselves more accessible and available to the public at large and to diverse audiences through engaging with the popular media and participating in public events (e.g., philosophy cafés, public lectures, exhibits, research fairs, community conferences, visits to secondary schools);

☐ reassess the liberal arts and humanities curriculum at both the undergraduate and graduate levels in terms of both the acquisition of knowledge and skills development, taking into consideration the opportunities offered by new information technologies and the need to open up to international and interdisciplinary perspectives—while continuing to recognize the requirement for a strong disciplinary base to provide a strong foundation in content and methodology;

☐ exploit new technologies as transformers of modes of writing, as important components of humanities teaching, research and dissemination; and as an essential element in the linking of the humanities and the creative arts;

☐ explore new modes of research and of disseminating research findings, including targeting larger and more diverse public audiences.

The Working Group challenges universities to:

☐ reassess the liberal arts and humanities curriculum—as discussed above—in collaboration with such appropriate bodies as the Association of Universities and Colleges of Canada (AUCC), the Humanities and Social Sciences Federation of Canada (HSSFC), the Canadian Association for Graduate Studies (CAGS), the Canadian Association of University Teachers (CAUT), and the Canadian Graduate Council (CGC);

☐ ensure that in the process of faculty renewal, the humanities disciplines receive a fair and proportionate share of appointments;

☐ review and revise university promotion and tenure criteria to acknowledge and reward the value of scholars' public intellectual work and outreach activities as well as their use of new media to disseminate research results to a wider audience;

☐ commit new funding to develop local outreach programs, for example: subsidizing professors' release time from teaching to enable them to devote more time and energy to engaging the public; endowing professorial chairs for public intellectuals; launching scholarly exchange programs between college and secondary school teachers and university faculty; initiating secondment or residency programs for scholars in the community and/or for community members (media people, cultural workers, executives and policy makers) in universities;

☐ promote humanities research results to a wide audience by hiring research information officers in university development offices and in communications/public relations offices specifically dedicated to this task.

Recommendations to SSHRC

Research Support

1. *Standard Research Grants Program*
   The Working Group recommends that SSHRC:
   - □ instruct peer-review committees to give more attention to the public outreach and public intellectual activities proposed in grant applications by including in the applications an item on communicating research results beyond the academic community;
   - □ recognize formally, in its application forms, the new modes of disseminating research data and results which the integration of new information technologies in humanities research has made possible; also develop criteria for the evaluation of these new modes of dissemination;
   - □ vigorously sustain support for traditional disciplinary research, while, in evaluating grant proposals, increasing receptivity to interdisciplinary approaches and accepting more readily diverse, risk-taking and original research proposals;
   - □ promote the widest possible dissemination of humanities research through new media by specifically including as allowable expenses on humanities research grant applications such technical costs as design and maintenance of Web pages, graphics design and essential computer programming;
   - □ provide explicit support for the creation of electronic research tools and corpora either through revision of the criteria for the Standard Research Grants Program or through a new program;
   - □ encourage interdisciplinary, multimedia grant applications by making it possible for scholars to include samples of multimedia works in their applications and by making it possible for committees to evaluate their works in the proper medium.

2. *Strategic Programs*
   The Working Group recommends that SSHRC:
   - □ support a SSHRC-Canada Council interagency *Initiative on New Technologies*
   - □ design strategic theme programs of specific, but not exclusive, interest to humanities researchers, with suggested topics including, but not limited to: (1) Home, Exile and Diaspora; (2) Media, Technologies and Literacies; (3) The Circumstances of Race and Racism; (4) Culture and Memory. Researchers will also be able to examine these themes in light of their significance for social policy.
   - □ choose titles and write program descriptions for all strategic themes from perspectives that welcome humanities researchers; and ensure that humanities researchers find places on Strategic Theme Selection Committees;
   - □ continue to support the current Community-University Research Alliances (CURA) Program; facilitate humanities research across university-community lines by funding co-investigators and research assistants as is done in the current CURA program;
   - □ develop time-limited programs that provide grants to groups of humanities researchers to develop collaborative and/or interdisciplinary proposals for participation in SSHRC Strategic Themes and Major Collaborative Research Initiatives (MCRIs) as well as in relevant programs of the Canadian Institutes of Health Research (CIHR) and the Canada Foundation for Innovation (CFI).

Communications

It is essential to better communicate to the university community and to the public at large, the role of humanities research and education in national cultures, democracy and civil society.

The Working Group therefore recommends that SSHRC expand its communication plan to include:

- ☐ the effective distribution of information on its programs, initiatives and strategies at all levels in particular at the faculty level. This could include a SSHRC Program Information Listserv to which individual researchers could subscribe to receive succinct, timely updates on new programs and policies;
- ☐ a study to assess the feasibility of publishing a high quality, public interest magazine on humanities research comparable to the *Humanities* magazine published by the American organization, the National Endowment for the Humanities;
- ☐ the publication, with wide distribution, of a public document on the humanities;
- ☐ a strategy to ensure the widest possible distribution of and access to humanities research results, through extensive use of new information technologies;
- ☐ increased collaboration with the Humanities and Social Sciences Federation of Canada and other partners to reach out to the wider community, particularly through public participation in the annual Humanities and Social Sciences Congress and the development of databases of Humanities research.

Policy Development and Liaison Activities

1. *Liaison*

   The Working Group recommends that SSHRC:
   - ☐ continue to assist the humanities research community and university administrators (vice-presidents and deans) to access, as equal partners, the funding programs of the Canada Foundation for Innovation, the Canadian Institutes of Health Research, and the Canada Research Chairs Program, recognizing that the advancement of knowledge is often best served by collaborative partnerships and interdisciplinary research methods;
   - ☐ establish stronger links with the Canada Council to bridge the creative and interpretative disciplines and, recognizing the high cost of materials, instruments and artwork, to explore new ways to fund university-based artist-researchers;
   - ☐ establish links with the group of university vice-presidents (research) that wishes to establish a pan-university Task Force on the Humanities, as a way to build on the Alternative Wor(l)ds humanities conference and, specifically, to highlight the essential link between teaching and research that so many conference delegates identified as a major consideration;
   - ☐ support the Canadian Association for Graduate Studies-sponsored conference, "The Canadian Graduate Enterprise at the Turn of the Century: Challenges and Opportunities within a Knowledge Society," to be held in October 2001 and, in particular, to encourage the CAGS to pay special attention to the changing worlds of humanities research humanities graduate education;
   - ☐ encourage and support initiatives and conferences at specific universities that, by focusing on the humanities, continue the reflection and discussion that started with the Alternative Wor(l)ds conference.

2. *Issues related to New Information Technologies and Research Libraries*
    The integration of new information technologies in humanities research and training as well as the explosion of new media available to the public raise numerous questions regarding intellectual property, legal deposit, archiving and retrieval of data and authentication of data and content.

    With respect to these and related issues, the Working Group recommends that SSHRC:

    ☐ take the lead to bring together, in each province and nationally, publishers, legislators, librarians, archivists and researchers to evaluate issues concerning (1) legal deposit and copyright of electronic versions of texts and images, and (2) best methods for archiving electronic data to ensure both ready accessibility and permanence;

    ☐ engage researchers to develop an authenticating "Trust Mark" for electronic content—the 21st century version of an "Imprimatur"—as a public assurance of quality control;

    ☐ encourage the proper organizations—the National Archives, the National Library, Statistics Canada, the Canadian Association of Research Libraries and others—to examine nation-wide the state of the library infrastructure available for humanities research as well as the impact of new technologies on research libraries.

In making recommendations to SSHRC, the Working Group on the Future of the Humanities wishes to emphasize that on no account does it wish to do away with the types of research and training that SSHRC programs presently support. The Working Group wishes to stress that the Council's established and ongoing programs—Standard Research Grants, Major Collaborative Research Initiatives, Aid to Conferences and Congresses, and others—remain nothing less than vital to humanities research and education in Canada.

Appendix A

Mandate of the SSHRC Working Group on the Future of the Humanities

1) To devise a statement of the modes and values of humanities research and training in order to clarify to ourselves, the Council, the Minister and our various publics what it is humanists do.

2) To identify present challenges and trends for humanities research and researchers in Canada in order to:
   ☐ clarify and strengthen the ways (mechanisms and rhetoric) in which current SSHRC programs, initiatives and application materials encourage and anticipate the inclusion of humanities researchers;
   ☐ mount a joint conference, with the University of Toronto, in Fall 2000, to explore and promote the changing world of the humanities;
   ☐ propose strategies and initiatives to SSHRC to respond to these changes.

3) To explore the feasibility and potential benefits of collaboration with the National Endowment for the Humanities (NEH) in the U.S.

Appendix B

Members of the Working Group
on the Future of the Humanities

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Appendix D
References

1. The Royal Commission on National Development in the Arts, Letters and Sciences, headed by the Honourable Vincent Massey, published its report in 1951. The full text of the report is available on-line at: www.nlc-bnc.ca/massey/rpt/etable.htm

2. *New York Review of Books*, November 4, 1999.

3. Delivered to a meeting of the Western Deans of Arts in Banff, Alberta, in October 1999.

4. Allen, Robert C., Education and Technological Revolutions: The Role of the Social Sciences and the Humanities in the Knowledge Based Economy, November, 1999

5. *Innovation sociale et innovation technologique: pour une politique québécoise de l'innovation*, février 2000.

6. Statistics Canada defines the **humanities** as the following disciplines: classics, classical and dead languages; english; french; history; journalism; library science; other languages and /or literatures; other mass communications studies; philosophy; record science; religious studies; theology and divinity; and translation and interpretation. The category of **fine arts** include applied arts, fine art, music, other performing arts. **Social sciences** comprise: anthropology; archaeology; Canadian studies; commerce, management and business administration; criminology; demography; economics; geography; law; man/environment studies; military studies; other social services; political science; psychology; secretarial science; social sciences N.E.C., social work and wellfare; sociology;specialized administration studies.

7. "Les sciences de l'homme convoquées sur le chantier de l'Europe," *Le Monde*, January 31, 2001.