

*This *2024–2029 Strategic Research Plan* was recommended by the GSRC on 15 November 2023 and by the Faculty Council on 4 December 2023, and it was adopted by the Senate of RMC Saint-Jean on 8 December 2023.



2024–2029 Strategic Research Plan

Royal Military College Saint-Jean

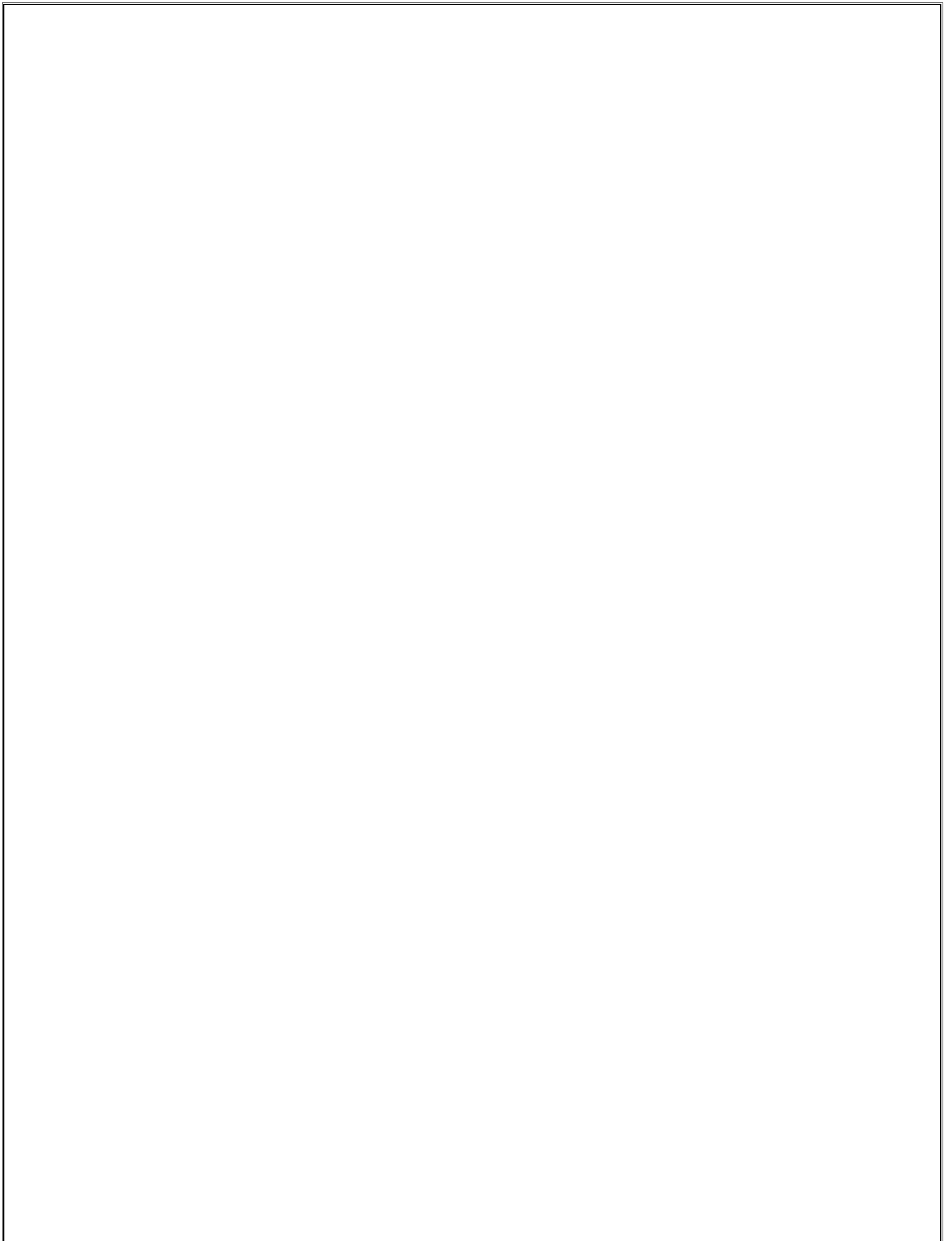


Table of contents

1. Preamble	3
2. Institutional context.....	4
3. Research vision and values	5
4. Priority research and training interests	6
5. Objectives and directions	9
Cross-cutting objective: Develop a research culture	9
Direction 1: Increase research capacity and activities.....	10
Direction 2: Deploy a governance structure and organizational framework to support research activities.....	10
Direction 3: Ensure the influence and impact of research	10
6. Implementation	10
7. Evaluating the plan’s success and expected outcomes	13
8. Long-term research planning.....	16
ANNEX 1: <i>A research culture</i>	17

1. Preamble

In June 2021, with the adoption of Bill 93 by the National Assembly of Quebec, Royal Military College Saint-Jean (hereafter RMC Saint-Jean or the College) regained its university status on the basis of a number of commitments and obligations. With that in mind, a series of concrete measures have been put in place to support research. This *Strategic Research Plan* is part of these efforts to develop, structure and promote research at RMC Saint-Jean.

MISSION, VISION AND VALUES

Founded in 1952, **RMC Saint-Jean**

1. is a military university with the mission to develop bilingual leaders imbued with exemplary values who can serve Canada with distinction;
2. fosters the development of critical thinking anchored in a broad general culture in the service of the profession of arms;
3. provides comprehensive training that includes four pillars: education, bilingualism, leadership and fitness;
4. meets the needs of the Canadian Armed Forces (CAF) in an active and dynamic way by counting on the expertise of qualified core faculty to accomplish its mission.



This plan reflects consultations with faculty (UT and ED-EDS¹) conducted in the fall of 2023 by the Research and Valorization Office team (Office of the Dean of Research), as well as a series of reflections and discussions held within the Graduate Studies and Research Committee (GSRC), an organization attached to the Faculty Council, to reflect the research needs and priorities of RMC Saint-Jean. Further consultations were held with the Academic Director, the Deans of Studies and Research, former Deans of Research, the Chief Librarian and the Reference Librarian, representatives of research centres and groups, departmental management, the Chair of the Research Ethics Board and the Research Advisor (ethics component), an ED-EDS union representative and a UT union representative. The Research and Valorization Office also consulted other members of the university community.

In view of these consultations, RMC Saint-Jean sees the adoption of a strategic plan for research as an opportunity to promote research, creation and innovation, which it wishes to tie in with teaching, thus contributing to the university's emerging vision.² It aims to support UT professors in fulfilling the research component of their work and to encourage research

¹ As part of the Public Service of Canada, RMC Saint-Jean's faculty belongs to the University Teaching (UT) and Educational Services (ED-EDS) groups, for university and college training respectively.

² RMC Saint-Jean reopened in 2008 at the college level, after being closed for 13 years, and enjoyed a solid reputation for training and research.

excellence at RMC Saint-Jean, enhancing the reputation and prestige of the university it is once again becoming.

Drafted under the direction of the Dean of Research in collaboration with the GSRC, this five-year plan is also inspired by that of the Royal Military College of Canada and other research policies of Quebec universities.³ It is aimed at positioning the College and raising its profile within the Quebec, Canadian and international university landscape, as well as within the network of universities and military academies around the world, of which it is a part.

2. Institutional context

Since the fall 2018 session, RMC Saint-Jean has distinguished itself in particular through its undergraduate program in International Studies, bringing together researchers from a variety of disciplinary fields. Divided between the Humanities and Social Sciences Department, the Science Department and the Language Department, the faculty includes 21 university professors (UT) and 18 teachers (ED-EDS) who provide training to naval and officer cadets at the college and university levels. In the Professional Military Education Department, 18 teachers (EDS) are involved in the professional development of non-commissioned members of the Canadian Armed Forces (CAF) at the Chief Warrant Officer Robert Osside Profession of Arms Institute (Osside Institute), which is attached to RMC Saint-Jean.

As part of the training of naval and officer cadets and the development of CAF non-commissioned members, RMC Saint-Jean encourages research and creativity, rooted in academic freedom and its responsibilities. The research community is guided by the [Policy on Academic Freedom](#) and the [Policy on Integrity in Research](#), to which are added commitments to equity, diversity and inclusion, in accordance with the requirements and expectations of the granting agencies.

With the creation of the Office of the Dean of Research (2016) and the Research and Valorization Office (2019), RMC Saint-Jean is working to consolidate an organizational framework that is adapted to the needs of researchers and the smooth operation of the university.⁴ Over the past ten years, the College library has undergone a number of improvements in that area in terms of physical and digital infrastructures, as well as in terms of its staff, without however being able to offer all the services usually offered by a university library. These achievements, and future investments, will foster the development of a dynamic research ecosystem, supporting researchers, their teaching and the dissemination of their work.

³ Strategic Research Plan Summary (2023–2028), Royal Military College of Canada, ([online](#)); Institut national de la recherche scientifique (INRS), *Plan de recherche stratégique, programme des chaires de recherche du Canada* (CRC), 2021–2025, [French only] ([online](#)).

⁴ Please refer to the “Implementation” section of this document for the responsibilities of all the stakeholders involved.

In 2023, RMC Saint-Jean became a fund managing institution for the Fonds de recherche du Québec (FRQ). The College is in the process of establishing mechanisms to comply with the federal *Financial Administration Act* (FAA) and Defence Administrative Orders and Directives (DAOD) for the local management of external grants obtained by its researchers. Efforts are underway to obtain this status from the three federal research agencies: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council (SSHRC). The Canadian Defence Academy's (CDA) announced appointment of a principal will help consolidate RMC Saint-Jean's governance as a university institution and increase the resources allocated to support research, thereby facilitating the fulfillment of the institution's mission.

This document is in line with the objectives of the [2020–2025 Strategic Plan](#), currently under review, and stems from [Annex A – RMC Saint-Jean 2020–2025 Campaign Plan](#). It follows on from the Campaign Plan of the Office of the Dean of Research (2019) and important faculty initiatives to structure research in recent years, such as the reports *La recherche: Bilan et perspectives* (2017) [French only], an excerpt of which is included in Annex 1, and *La recherche au RMC Saint-Jean: pour un cadre de travail adapté au statut universitaire* (2021) [French only]. These mobilization efforts and recent commitments by university governance bodies are making it possible to develop a concerted vision for research at RMC Saint-Jean over the longer term.

3. Research vision and values

RMC Saint-Jean sets itself apart as a military university subject to the *Official Languages Act*. It promotes free, inclusive and innovative research that contributes to the excellence of the training of naval and officer cadets and non-commissioned members as well as to the reputation of its researchers and the College as a whole. Its ambition is to dynamically and continuously mobilize knowledge in the service of the community, while respecting academic freedom and the responsible conduct of research.

It is undeniable that the diversity and originality of the research conducted at RMC Saint-Jean have a direct positive effect on teaching and help naval and officer cadets and non-commissioned members of the CAF to better understand the world in which they will be called upon to operate. RMC Saint-Jean fosters a dynamic research environment that benefits the training of its students at all levels. Research and teaching complement and reinforce each other. The pursuit of original research contributes to the foundation of innovative teaching, as it is the [translation] “essential component of the quality of training.”⁵ The acquisition of new knowledge enhances the quality of teaching and makes it more relevant to naval and officer cadets and non-commissioned officers.

⁵ Claude Corbo quoting Bernard Lewis, in Claude Corbo, Nicolas Dumont and Mathieu Lavoie, *Un nouveau Conseil des universités pour le Québec: rapport de consultation et de propositions soumis à la ministre responsable de l'enseignement supérieur* [French only], Quebec, Government of Quebec, Ministère de l'éducation et de l'enseignement supérieur, 2017, p. 91.

The College defends the academic freedom⁶ of researchers with regard to the fields, methods and subjects of their investigation, in order to create a stimulating intellectual environment conducive to the production of scholarly work, as presented in Annex 1: *A research culture*. In addition, the College supports collaboration around shared issues and encourages interdisciplinary research initiatives, both individually and in teams.

4. Priority research and training interests

Through their participation in public lectures and specialized conferences, their publications and their media appearances,⁷ RMC Saint-Jean researchers contribute to scientific output and the dissemination of knowledge in Quebec, Canada and abroad. As members of several collaborative networks, they bring their expertise to decision-makers in government and international bodies, and to community and business organizations.

Since 2018, with the launch of the International Studies university program, several events have been organized, including RMC Saint-Jean's annual *Leadersphere* conference, showcasing the expertise of the College's researchers for the benefit of the RMC Saint-Jean community. In addition, the Centre for Security and Crisis Governance (Centre sur la gouvernance sécuritaire et de crise [CRITIC]) was created in 2020 on the foundations of the International Centre for the Study of the Profession of Arms (ICSPA). With its seven research groups, it has become a key player and a structuring framework for research and the advancement of knowledge at the College. It brings together some twenty researchers from RMC Saint-Jean and other universities, ensuring "a capacity for analysis and rapid reaction to intervene on strategic or current issues."⁸ Among its activities, CRITIC offers a series of lectures by international experts on current issues that is open to the entire RMC Saint-Jean community.

These initiatives strengthen the institutional capacity for scientific research and training, enabling RMC Saint-Jean to become an institution recognized for its expertise, partnerships and leadership training, both within and outside the CAF. The continuation and strengthening of these academic and professional activities will contribute to the recognition of our researchers, and to RMC Saint-Jean's reputation for excellence.

The current research interests of RMC Saint-Jean's researchers may fall within the following themes, which are general and non-exhaustive and are intended to give an idea of the research work carried out at the College in recent years. These themes were discussed jointly by the College's faculty and support staff, notably at GSRC meetings,

⁶ Please refer to Royal Military College Saint-Jean's recent [Policy on Academic Freedom](#) (online).

⁷ *Annual Report of Research Activities 2019–2021*, 2021, Quebec, Royal Military College Saint-Jean, p. 4; (online): [Reports – Research – Royal Military College Saint-Jean \(RMC Saint-Jean\) \(forces.gc.ca\)](#).

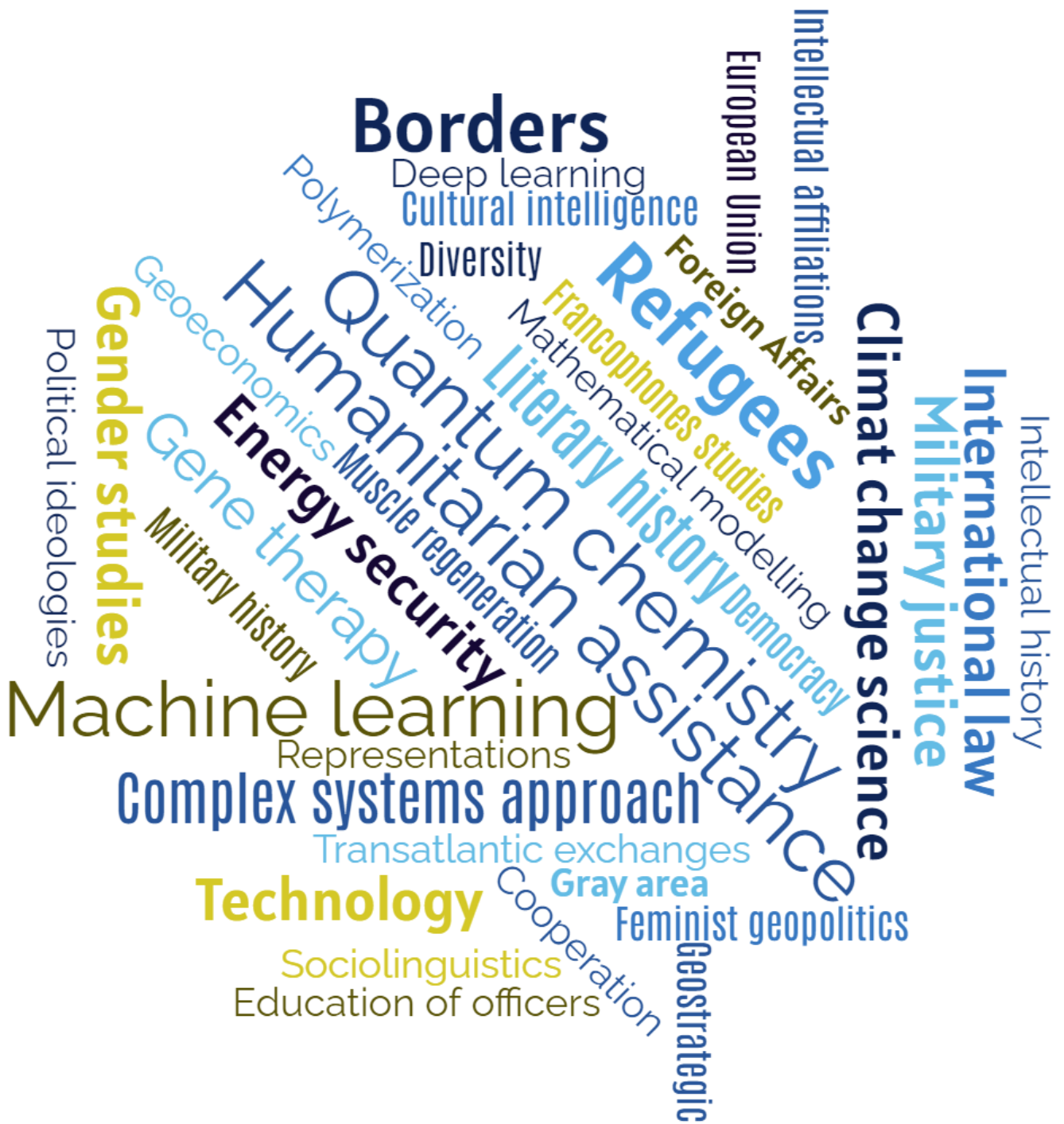
⁸ See the website of the [Centre for security and crisis governance \(CRITIC\)](#) (online).

taking into account Martin Maltais's report⁹ and comments from the teams of the Office of the Dean of Research and the Research and Valorization Office.

<i>Current research interests</i>	
1.	Crisis management, governance and human security
2.	Military education and leadership
3.	Modelling, machine learning and quantum information
4.	Art, media, languages and cultures (cultural intelligence)
5.	Physical and psychological health

To give a more accurate impression of the scope of research conducted at the College, here is a word cloud that reflects the richness and originality of research (fundamental and applied) at RMC Saint-Jean:

⁹ Martin Maltais, *Rapport sur le développement des activités de recherche et d'enseignement du Collège militaire royal de Saint-Jean comme université militaire québécoise* [French only], 2021, p. 51.



This word cloud was created for information purposes only from the <https://www.wordclouds.com/> website.

5. Objectives and directions

Taking into account the teaching and research contributions of our researchers, this *Strategic Research Plan* pursues a cross-cutting objective by prioritizing certain directions.¹⁰

Cross-cutting objective: Develop a research culture

This strategic plan is intended as a framework for making research a priority for all members of the College. In order to create a lively, inclusive and responsible research environment, it aims to improve, in particular, the visibility of researchers and the impact of their research results within RMC Saint-Jean. It promotes the role of research and focuses on the development of accompaniment and support (technical, professional and financial) for researchers, including the organization of seminars and scholarly activities within the College. Finally, it raises awareness and encourages the development of a research culture within the Canadian Armed Forces.

In pursuit of this cross-cutting objective, in accordance with the “Implementation” section of this document, the College intends to:

- promote the role of research in all university programs and synergies between programs and departments;
- carry out knowledge mobilization activities within the organization and encourage interaction with civilian and military personnel;
- raise awareness among the RMC Saint-Jean community of the importance of participating in and contributing to CRITIC’s activities, including the lecture series, the *Leadersphere* event and any other knowledge dissemination activities;
- prioritize the training of support staff in research fund management;
- consider the possibility of funding new human resources to expand the College’s library, particularly in documentary and technological services, and facilitate access to them;
- take advantage of professional development days to raise awareness among military personnel of the importance of research in their career paths and in achieving the College’s mission;
- implement the Research and Valorization Office’s communications plan, in collaboration with the public affairs officer team, and provide a social media showcase for the research of RMC Saint-Jean professors.

¹⁰ The three directions and associated objectives are taken from Maltais’s report, *op. cit.*, p. 102.

Direction 1: Increase research capacity and activities

Strategic objectives

- 1.1 Ensure the recruitment, succession and retention of researchers.
- 1.2 Encourage collaborative or interdisciplinary research initiatives, whether individually or in teams.
- 1.3 Facilitate exchanges and cooperation with other universities and military academies through partnerships and agreements.
- 1.4 Support the emergence of new research activities.

Direction 2: Deploy a governance structure and organizational framework to support research activities

Strategic objectives

- 2.1 Put in place the necessary mechanisms and support to increase research funding opportunities from internal Department of National Defence funds and public funding agencies.
- 2.2 Improve support, mentoring and coaching for researchers.
- 2.3 Consolidate a governance structure conducive to the development of a research culture.
- 2.4 Enhance research infrastructure and equipment.

Direction 3: Ensure the influence and impact of research

Strategic objectives

- 3.1 Increase and encourage the dissemination of scientific research results.
- 3.2 Ensure that research benefits training program development.
- 3.3 Promote niches of excellence, professors' expertise and the quality of research infrastructure.
- 3.4 Promote the benefits of research for society and the CAF.

6. Implementation

Implementing such a research plan within the university community requires a concerted and collective effort, as it is an essential condition for ensuring a stimulating and inclusive environment for building a research culture at RMC Saint-Jean (Annex 1) that will benefit

all its members—teaching staff, naval and officer cadets, and military and civilian personnel—and enable RMC Saint-Jean to distinguish itself.

6.1 Researchers

Researchers enjoy academic freedom and carry out their work in the fields of their choice, independently of the needs or demands of the CAF.¹¹ They are encouraged to carry out projects alone or as part of a team, to strive for excellence and to contribute to the link between teaching and research—taking into account national security imperatives—in an ethical manner, in accordance with policies on the responsible conduct of research.

6.2 Dean of Research

It is the primary responsibility of the Office of the Dean of Research, in conjunction with other members of senior management and the Commandant, to create an environment conducive to research, and to put in place mechanisms for implementation, follow-up and annual or biennial updating, and strategic planning to ensure a sustainable vision for research. In this regard, the Dean of Research or any other Vice-Principal of Research at RMC Saint-Jean is the person responsible for implementing this Strategic Research Plan.

The Dean of Research is responsible for the promotion, dissemination and implementation of this plan, in collaboration with the Research and Valorization Office and the GSRC, in accordance with collegial governance. To this end, the Dean of Research collaborates with the Associate Dean of Research in the division of their respective duties.

As part of the plan's implementation, the Dean of Research is responsible for creating annual campaign plans—based on the Strategic Research Plan—and ensuring that they are carried out. This person must also ensure that institutional policies are strengthened in accordance with the requirements of provincial and federal funding agencies, for example, through periodic review of the *Policy on Integrity in Research* and the *Policy on Academic Freedom*.

The Dean of Research is responsible for collaborating with the College's library management with the aim of putting in place a digital, documentary and administrative environment as well as the necessary resources and research facilities to support researchers in their research activities.

The Dean of Research also ensures that the Research and Valorization Office has a team and sufficient resources to provide the support needed to produce grant applications and assist researchers in the funding process. [Translation] “The person responsible for strategic planning must [...] consolidate the Research Office, the appropriate support teams and administrative processes to effectively support the participation of its faculty in

¹¹ Refer to RMC Saint-Jean's [Policy on Academic Freedom](#) (online).

scientific research.”¹² The Dean of Research is also responsible for supporting researchers in their efforts to disseminate the results of research conducted at RMC Saint-Jean or by affiliated researchers, so that their expertise becomes widely known within the College as well as nationally and internationally. They must also publicize the procedures that enable researchers to carry out their work.

Finally, the Dean of Research contributes to consolidating the research culture at RMC Saint-Jean. They promote and support the active participation of researchers in the development of research as well as the implementation of their research projects, individually and as a team.

In this regard, the Dean of Research, in collaboration with the Associate Dean of Research, plays an important role in promoting respect for the three fundamental principles of research ethics in Canada, based on the essential value of respect for human dignity: respect for persons, concern for welfare and justice.

6.2.1 Research and Valorization Office

The Research and Valorization Office is responsible for setting up useful tools to facilitate access to the information needed to carry out researchers’ projects.

The team monitors and provides information on the sources of funding available to researchers, and it offers practical support in obtaining and managing funding.

It ensures the visibility of the research carried out at RMC Saint-Jean by implementing means of communication to disseminate the activities and research results of our researchers.

It supports collaborations between researchers at RMC Saint-Jean and those at other institutions in the university network and academic community.

6.3 Academic Director or Principal

The Academic Director—or Principal—is responsible for supporting the Dean of Research. Together with the Dean of Research, the Academic Director is committed to promoting the advantages and benefits of research to the College’s military authorities and personnel, in order to develop a research culture at RMC Saint-Jean.

The Academic Director—or Principal—increases the level of awareness of the RMC Saint-Jean community of the importance of research as one of the pillars of the institution’s mission. Senior management and the Dean of Research are responsible for exploring with the College’s financial authorities the implementation of an accounting

¹² Martin Maltais, *Rapport sur le développement des activités de recherche et d'enseignement du Collège militaire royal de Saint-Jean comme université militaire québécoise* [French only], 2021, p. 54.

structure adapted to university research, enabling grants received by researchers to be received and managed internally.

While taking into account the teaching and service needs of RMC Saint-Jean, senior management supports its researchers as much as possible by ensuring a true balance of tasks. That provides the necessary time for the development and conduct of their research projects, in accordance with the framework governing their work. In this respect, we are exploring the possibility of improving our research policies. Specifically, management is seeking to improve the policy on tax credits, and is informing researchers of any changes to this policy. It is also exploring the possibility of establishing a policy—which takes into account faculty workload—for the mentoring of graduate students, including in partnership with other military colleges and academies, academic institutions, research institutes and chairs.

6.4 Governance bodies

In accordance with their respective mandates, RMC Saint-Jean's governance bodies—the Board of Governors, Senate, Faculty Council, Faculty and Pedagogical Assembly and departmental assemblies—help to promote a research culture by periodically evaluating the implementation of the Strategic Research Plan based on the criteria listed in the section “Evaluating the plan's success and expected outcomes.”

6.5 Commandant

The Commandant supports research in conjunction with senior management—or the Principal—and the Dean of Research. The Commandant works to implement the recommendations made to the Senate by the College's various governance bodies. This individual also ensures sustained and constructive collaboration between the various wings in matters of research, notably by supporting the work of Academic Wing management in implementing the present Strategic Research Plan.

7. Evaluating the plan's success and expected outcomes

The ongoing evaluation of performance against objectives provides opportunities to refine strategies and activities in support of the vision set out in this Strategic Research Plan. RMC Saint-Jean's governing bodies will conduct periodic reviews to ensure its institutional quality, considering the performance indicators below, in order to monitor its progress each year and make any necessary adjustments. Established to measure institutional progress and research development, they are in no way intended to evaluate individual faculty members' research performance in accordance with the UT collective agreement.

Objectives	Performance indicators
<p>1. Leverage the expertise of our researchers and the College's reputation</p>	<ol style="list-style-type: none"> 1. External requests (media appearances; government organizations and other public institutions; private organizations; research centres and universities; supervision and co-supervision (received and provided) of work in collaboration or partnership with other universities, academies or military colleges; supervision and co-supervision of graduate students; reviews of articles for specialized journals, of manuscripts and of funding applications as external reviewers) as they arise from the UT annual reports and the newsletter of the Office of the Dean of Research. 2. Recommendations from colleagues as part of competitions or promotions. 3. Awards and distinctions.
<p>2. Improve funding opportunities</p>	<ol style="list-style-type: none"> 4. Institutional eligibility as a fund managing institution with the three federal research councils. 5. Applications for individual or team funding. 6. Funding offered by learned societies. 7. Funding applications recommended by granting agencies. 8. Internally funded research projects. 9. Externally funded research projects. 10. Funded research projects under \$5,000. 11. Funded research projects between \$5,000 and \$10,000. 12. Funded research projects between \$10,000 and \$25,000. 13. Funded research projects between \$25,000 and \$100,000. 14. Research projects with funding over \$100,000.

<p>3. Optimize operational resources and administrative processes</p>	<p>15. A satisfaction survey on the support provided when processing requests (purchases, travel, contracts, etc) related to research activities.</p> <p>16. Claims and travel requests handled by the Research and Valorization Office.</p> <p>17. The average processing time for a claim related to a research trip or purchase by the Research and Valorization Office in collaboration with the professors.</p> <p>18. Establishment of mechanisms for the management of research funds by RMC Saint-Jean and the Academic Wing.</p>
<p>4. Promote the dissemination of the results of research carried out at RMC Saint-Jean</p>	<p>19. Annual number of peer-reviewed books, articles, book chapters, critical studies and reviews.</p> <p>20. Annual number of non-peer-reviewed publications or research reports.</p> <p>21. Annual number of citations of professors' work in a given field via bibliometric measures such as the impact factor.</p> <p>22. Annual number of knowledge dissemination and mobilization activities (conferences, seminars and courses, etc).</p>
<p>5. Encourage collaboration and networking between researchers</p>	<p>23. Research activities arising from informal collaborations.</p> <p>24. Collaborative research initiatives developed from RMC Saint-Jean.</p> <p>25. Researchers' affiliations with research groups, institutes, research centres or departments or faculties of civilian or military universities in Quebec, Canada and abroad.</p>
<p>6. Promote, strengthen and develop research initiatives in partnership</p>	<p>26. Establishment of links with the Canadian Forces College and the Royal Military College of Canada for the supervision and co-supervision of graduate students.</p> <p>27. Initiatives to develop inter-university partnerships</p> <p>28. Protocols of research agreements between RMC Saint-Jean and other institutions, including</p>

civilian universities, military academies and business groups, in Quebec, Canada and abroad.

8. Long-term research planning

Having experienced a period of significant growth with the establishment of a university program in International Studies and the return of its university status with Quebec's Ministère de l'Enseignement supérieur, RMC Saint-Jean is now focusing on strengthening its university governance to meet the challenges associated with its military member training mission and the needs of its staff members, particularly its researchers. Over the next few years, the College also intends to develop special programs, from a multidisciplinary and transdisciplinary perspective, that are consistent with the scientific contributions of its researchers, as well as with the needs of the CAF. With the expansion of its areas of training, the College will enrich its faculty and also encourage the development of national and international collaborations and partnerships. RMC Saint-Jean will strive to provide an environment that is conducive to research, notably by enhancing its technological tools and improving the human resources of its library, just like its Research and Valorization Office.

This 2024–2029 Strategic Research Plan was recommended by the GSRC on 15 November 2023 and the Faculty Council on 4 December 2023, and it was adopted by the RMC Saint-Jean Senate on 8 December 2023.

ANNEX 1: A research culture¹³

The following excerpt has been reproduced to offer a synthesis of the concept of “research culture” (Imbeault, Marc, *La recherche au RMC Saint-Jean: pour un cadre de travail adapté au statut universitaire* [French only], 2017, p. 12–18).



[Translation] “A major challenge for the future of research is the development of an institutional research culture.¹⁴ [...] There will still be administrative rules and guidelines to enforce. But if we all accept that research is part of the College’s necessary “operations,” and that it is essential to both its **survival** and **development**, we may be able to overcome administrative hurdles that until recently seemed insurmountable.

In fact, a research culture exists in all universities worthy of the name, even the smallest. A research culture is now the norm in a growing number of Quebec CEGEPs, and a great deal of effort is being made in this area. The Cégep de Saint-Jean-sur-Richelieu, for example, has been encouraging research for some years now, not only to enrich students’ educational experience but also to secure its future and development.

How do you build an institutional research culture?

According to Dean Dan Douglas of the Centre for Applied Research and Innovation at Fanshawe College¹⁵ in London, Ontario, the first step is to ask the question: Why do we engage in research? This is certainly the most important question. For a college-level educational institution or an undergraduate degree-granting university, the answer is simple: [Translation] “[It’s about] making learning more interesting: in the classroom, at the program level, during internships, and through all opportunities external to the program itself.¹⁶” But this is also true of the major universities. At least, that is what the

¹³ This section is inspired in part by Dan Douglas’s talk, “*Bâtir une culture institutionnelle de recherche et d’innovation*,” at the 2016 College and Institutes Canada conference in Quebec City.

¹⁴ Among the definitions suggested by specialists on the subject, we often find the following elements: the way that research is conducted, its methodology and values, the climate surrounding it, its role within the institution, and the policies, procedures and practices associated with it.

¹⁵ The college has been in existence for 50 years and offers 200 different training courses to 43,000 students in the classroom and by distance learning. It has four campuses: London, St. Thomas/Elgin, Simcoe/Norfolk and Woodstock/Oxford. <https://www.fanshawec.ca/about-fanshawe>

¹⁶ “*Bâtir une culture institutionnelle de recherche*,” *op. cit.*

renowned Professor Emeritus Bernard Lewis of Princeton University maintains. In his view, the dichotomy between professors who are good at teaching and those who are good at research is artificial.

According to Lewis, at the university level, the teacher must not only transmit knowledge but also show where it comes from and how it was acquired. To do that, you need to have already carried out research or, better still, to be carrying out more research (see quotation in box). It is therefore to enrich teaching that we invest energy in research culture. It has a ripple effect on all the activities of a college or university, starting with the teaching it inspires. A professor who is involved in a research process, even at a modest level, is never the same. Their enthusiasm for the subject that they teach automatically increases tenfold. But when the entire faculty and institution is committed to a research culture, the effect is even more significant, placing students in the ideal environment for learning and intellectual development. This is in line with the vision set out by the Chief Scientist of Quebec, as quoted in the report *Un nouveau conseil des universités pour le Québec*: [translation] “Research is an essential component of the quality of training at all levels of higher education. It plays a role both in the acquisition of knowledge (development of cutting-edge knowledge integrated very early in the course by professor-researchers) and in the acquisition of skills (analysis, reasoning, synthesis, design, etc).¹⁷”

It is possible to let the research culture develop on its own. This is known as “**organic**” development. But conscious management and “**structured**” development are generally preferable, as they make it easier to direct development in line with the institution’s overall objectives. By taking things in hand, the university or college also has a better chance of extending this culture to all its activities, whereas organic development risks being limited to certain sectors.

¹⁷ Quoted by Claude Corbo, in *Un nouveau conseil des universités pour le Québec* [French only], Government of Quebec, Ministère de l'Éducation et de l'Enseignement supérieur, 2017, p. 91.

Research



“Some people, it is argued, are good at teaching but not at research; others are good at research but not at teaching. [...] I cannot speak of subjects other than history, nor of levels of the educational process below the university, but as far as the teaching of history at university level is concerned, this strikes me as an artificial dichotomy. [...] At this level, history teaching does not simply mean transferring pieces of factual information about the past. [...] What a university teacher should be doing is conveying to his students an understanding of the processes by which historical knowledge is achieved. Unless the teacher has direct personal experience of that process through past research, or better still through current research of his own, he can't do that.”

Bernard Lewis, *Notes on a Century. Reflections of a Middle East Historian*,
<http://urlz.fr/4VOJ>



In the first case, we are talking about a culture that is created “organically,” as it is formed from the researchers themselves and without the institution’s management attempting to interfere in the process—or at least, very little. The advantage of this approach is that it runs no risk of encroaching on academic freedom. This is important, because it is on this freedom that the creativity of researchers depends. It must therefore be preserved.

However, the organic development of a research culture, while not impeding academic freedom, is “blind” so to speak, in the sense that it takes no account of the general objectives of the educational establishment, nor of the benefits that can be derived from promoting research throughout the institution. It is rare, in fact, for a research culture to develop spontaneously other than in certain parts of a college or university. The development of an institution-wide research culture can only be achieved through the conscious and structured management of research. The same applies to aligning this culture with the institution’s overall objectives. It is not possible to align them by relying on pure spontaneity.

In turn, the structured development of a research culture requires that a number of precautions be taken. The development cannot be imposed or be unilateral. It must be embraced by all members of the institution, starting with its leadership. A research culture must first be a project proposed to the faculty and supported by the most motivated researchers, and then endorsed by the rest of the staff. Once the institution’s leadership and faculty agree with such an approach, the rest of the institution must join in the project.

What are the keys to structured development? Here are four suggestions from Dean Douglas:

- commitment;
- shared values and beliefs;
- a critical mass within the institution;
- support.

Commitment and shared values

Internal and external stakeholders need to understand the important role that research has within the institution and support the steps and timetable it has set. A research and innovation culture therefore implies a deliberate choice based on values such as the advancement of knowledge, the progress of science and technology, and the moral and cultural development of individuals and society.

Critical mass

One of the hallmarks of a research culture is the transition from small, isolated groups of researchers within the institution to a large group of researchers communicating with each other: "Since culture must be seen as a group phenomenon, then research culture must also be seen as a group phenomenon. Indeed one of the common construals of "developing a research culture" seems to be that it means moving from being the domain of a sparse number of isolated individual researcher projects to an environment where research is so pervasive that it appears to be the activity of a large number of interconnected colleagues" (Hill, 1999, p. 43).

Support

To achieve this, researchers need to be supported, and this is where the structural management discussed above can play an important role. At Fanshawe College, for example, it is now mandatory for all programs to incorporate a research dimension, a commitment taken very seriously and supported by the institution's highest authorities. This includes professional training programs designed to increase staff involvement in research by providing them with the necessary tools.

Once a consensus has been reached on the approach, development programs can be offered to support its execution. Other activities that bring students and teachers together can also foster a research culture. The ultimate goal is to enrich teaching, courses and

programs, improve training in general and enhance the quality of everything that is done in the educational establishment.

Where to start?

At Fanshawe College, the main support came in two forms: people and activities. The people are those who were already conducting research and were therefore the ideal individuals to champion it. They are the pillars around which structures can be built. We then organized activities to promote research: classroom presentations, talks on virtual personal assistants, shared lunches and trade fairs. “Building a research culture is not a once-off project but rather the result of an on-going series of strategic policies and actions that seek to develop, underpin and build. It is not without its challenges, especially in those institutions where research is relatively new or fragile” (Hazelkorn, 2005. p. 65).



Dan Douglas
Dean
Fanshawe College
London, Ontario

Establishing a research culture at RMC Saint-Jean

Developing a research culture also has the advantage of not limiting the research horizon to a single field or just a few fields. It is understandable that an academic institution should seek to build up “critical masses” in certain sectors, but culture goes beyond research fields and is, by definition, multidisciplinary. For example, research at the College could be organized around major themes such as the profession of arms, Canadian military history, Quebec literature or molecular biology. In other words, it could be developed around themes corresponding to the competencies present in the institution. This point of view is not completely wrong, but rather than essentially thinking in terms of research fields or even structures, it is even more important to think in terms of culture.

It is culture that guarantees the vitality of research fields and whether the structures we put in place are relevant. Once we accept the primacy of developing a culture of research and innovation (the two go hand in hand), the question becomes: do we let things happen on their own, or do we try to influence them?

The creation of the Virtual Research Office and the International Centre for the Study of the Profession of Arms (ICSPA) are two initiatives that foster the development of a research culture. The virtual office has helped to demystify research for all RMC Saint-Jean staff, and to relaunch certain projects, such as the creation of the ethics committee,

which had been slowed down. As for the ICSPA, it is a point of convergence for all those interested in research. It will also facilitate cooperation with outside researchers”.

Bibliography

CORBO, Claude. *Un nouveau conseil des universités pour le Québec*. Government of Quebec, Ministère de l'Éducation et de l'Enseignement supérieur, 2017.

<https://numerique.banq.qc.ca/patrimoine/details/52327/3299084>

CORRIVEAU, CWO. “Theoretical Concepts and the Role of a Senior Appointment CPO1–CWO,” in *The Blue Knight Review*, 2016. <https://www.cmrsj-rmcsj.forces.gc.ca/cb-bk/ess-ess/2016/ess-ess-2016-2-eng.asp>

DICOPHILO. <https://dicophilo.fr/>

DOUGLAS, Dan. *Bâtir une culture institutionnelle de recherche et d'innovation*, presentation at the 2016 College and Institutes Canada conference, Cégep Garneau and Champlain College, Quebec City. https://annualreport.collegesinstitutes.ca/wp-content/uploads/2017/05/CICanConf16_Program_Fr_May19_Final.pdf

FANSHAWE COLLEGE, London, Ontario. <https://www.fanshawec.ca/about-fanshawe>

FDC COMPOSITES. <https://fdcaero.com/>

HAINSE, Marquis. *Avenir et défis de l'Armée canadienne et du Royal 22^e Régiment*, presentation at the symposium *Le Royal 22^e Régiment sur tous les fronts*, Royal Military College Saint-Jean, October 2013. <https://calenda.org/242945?lang=en>

HANOVER RESEARCH. *Building a Culture of Research: Recommended Practices*, May 2014. <https://www.hanoverresearch.com/media/Building-a-Culture-of-Research-Recommended-Practices.pdf>

HAZELKORN, E. *University Research Management: Developing Research in New Institutions*. Paris: OECD Publishing, 2005. https://europarl.primo.exlibrisgroup.com/permalink/32EPA_INST/4n13r6/alma991001115857204886

HILL, R. *Revisiting the term “research culture.”* HERDSA International Annual Conference, Melbourne, 12–15 July 1999. <https://engineering.unt.edu/sites/default/files/Hill.pdf>

IMBEAULT, Marc. *Culture de la recherche*. Presentation at Royal Military College Saint-Jean, 23 January 2017.

NUFFIELD COUNCIL ON BIOETHICS, *The Culture of Scientific Research in the UK*, December 2014. <https://www.hanoverresearch.com/media/Building-a-Culture-of-Research-Recommended-Practices.pdf>

QUIRION, Rémi. *Rapport du scientifique en chef du Québec 2015-2016*. Fonds de recherche du Québec, Montréal et Québec, 2016. https://www.scientifique-en-chef.gouv.qc.ca/app/uploads/2023/06/rapport_sc_2015-2016-1.pdf

SOLENO, <https://solen.com/en/>.

TANGUAY, Lisa, MARCOUX, Jean-François, RONDEAU, Maxim, IMBEAULT, Marc. "La voie du savoir militaire," in *The Blue Knight Review*. <https://www.cmrsj-rmcsj.forces.gc.ca/cb-bk/art-art/2016/art-art-2016-5-eng.asp>

SPINELLI, PM1. "The Senior Appointment CPO1/CWO as a strategic actor for the Canadian Armed Forces," in *The Blue Knight Review*, 2016. <https://www.cmrsj-rmcsj.forces.gc.ca/cb-bk/es-se/2016/e1/e1-eng.asp?idpage=10>

WEST, Kevin. "Fostering an educational culture at the Chief Warrant Officer Oside Profession of Arms Institute," in *Revue du Cavalier Bleu*, 2017. <https://www.cmrsj-rmcsj.forces.gc.ca/cb-bk/art-art/2016/art-art-2016-8-eng.asp>