

Proposal for a New Research Centre of Excellence
The Centre for Community-Engaged Narrative Arts
March 2014

Executive Summary

The aim of the Centre for Community-Engaged Narrative Arts is to study and learn from the cultural narratives and interpretive traditions that shape how communities imagine themselves and their responsibilities to one another. What clearly distinguishes the CCENA as the first research centre of its kind in Canada is its unique commitment to discerning, studying, and building critical and cultural literacies in a way that is attentive to *direct engagement and reciprocity* with existing communities, both real and virtual.

The CCENA will explore how research as a collaborative process undertaken with communities can foster and serve an understanding of the embedded narratives, interpretive traditions, and ethical assumptions that shape community relationships and community-researcher relationships so that their productive potentials can be enhanced and realized. This distinctive approach builds upon indirect, textual-scholarly forms of community engagement characteristic of traditional Humanities scholarship, while exploring community-based research relationships in which stated community needs and interests shape the design and methods of inquiry. Indeed, the CCENA has tremendous potential to innovate robust, sustainable models of community-engaged research that are informed by, and will in turn transform, advances made in cultural and literary studies of the past three decades; in doing so, it will break new ground by exploring critical questions about the theories and practices that have historically guided Humanities scholarship and the humanistic tradition, for example, *How does a commitment to developing mutually beneficial and mutually responsible relationships with communities not only foster new understandings of diverse ways of creating, interpreting, and sharing meaning but also transform the Humanities research enterprise itself - its fundamental frameworks, methodologies, and modes of engagement?*

The CCENA will bring together the expertise of a dynamic, intergenerational group of McMaster faculty and students which has exhibited strong community leadership and an outstanding record of research and teaching excellence. The CCENA will:

- create a vibrant research hub whose members will benefit from mutual learning and mentorship within and beyond the University;
- generate and leverage interdisciplinary, cross-Faculty, and cross-sectoral collaborations and partnerships to strengthen and expand opportunities for external research funding;
- integrate multi-modal forms of cultural and creative expression, thereby showcasing innovative ways to communicate and promote the social responsiveness of Humanities research;
- serve as a beacon to attract the best and brightest undergraduate and graduate students and postdoctoral researchers to McMaster as well as established scholars who are leading cutting-edge developments in literary, narrative, artistic, and cultural studies across Canada and internationally.

Through the development of engaged research practices that model a profound respect for the multiple forms of knowledge and expression produced by cultural and creative communities, the CCENA will become an ambassador for McMaster University's collective mission even at it positions McMaster at the forefront of a new era of community-engaged Humanities research.

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1. Name: The Centre for Community-Engaged Narrative Arts

Vision:

The Centre for Community-Engaged Narrative Arts understands society to be formed of various interpretive communities, whose outlooks and objectives are formed by the narratives through which they imagine themselves, their relationships, and their purposes. We think of the terms “narrative” and “arts” deliberately in broad, non-canonical ways. The Centre’s focus is guided by the goal of discerning, studying and building critical and cultural literacies in a way that is attentive to direct engagement and reciprocity with existing communities, both real and virtual. By thinking narrative alongside “arts” in the plural, we aim to attend to the ways in which imaginative, creative, expressive communities are composed in and through their relationships and responsibilities to one another. We understand community engagement to refer to mutually beneficial and mutually responsible relationships, and our aim is to study and learn from the embedded narratives, the interpretive traditions, and the ethical assumptions that shape these relationships so that their productive potentials can be enhanced and realized.

Objectives:

- To explore the potentials, responsibilities, and challenges of literary, narrative, artistic, and cultural study for *community-engaged scholarship* as outlined in Forward with Integrity.
- To generate a *research hub* that would formalize and give support to the critical mass and interlocking research interests shared among an intergenerational group of researchers (community-based researchers, undergrads to grad students, Assistant Profs to Full Professors and Research Chairs) at McMaster and beyond, all active in critical literary, narrative, artistic, and cultural studies;
- To provide leadership in the enhancement and development of cross-sector and interdisciplinary *partnerships with community members within and beyond the university* that would generate new knowledge, facilitate university-community relationships, and engage university researchers and students in service to local and international communities;
- To ensure that academic research is responsive and beneficial to real-life communities, especially those not often privileged or valued by university relationships;

- To provide *high quality research mentorship, training, and experience to emerging scholars*, including undergraduate and graduate students, postdoctoral fellows, and community-based researchers;
- To provide practical support for the *development of distinct but interrelated research projects* among the members of the Centre. These supports may include: funding for research assistants, workshop groups for developing research plans and projects, website venue for publicity, etc.

Proposed Activities:

- Regular monthly meetings of Centre members:
 - facilitated by a different researcher each month, to gather the team members (faculty, students, postdocs) working on different projects to share insights and challenges, facilitate research cross-fertilization, prompt discussions of research methodology and project design, partnership development, increase resource awareness and networking
- Development of External Funding applications for distinct, interrelated projects through:
 - Providing research assistants to Centre members for research project and grant development
 - Regular workshops to brainstorm grant proposals and provide commentary
- Fellowships in Community-Engaged Narrative Arts
 - Depending on the level and expertise of the Fellow, the fellowship may be focused on research or teaching, and the Centre would offer supports in developing research or teaching specialty in consultation with members of the Centre. So, for example, a Visiting Fellow faculty member or community-based researcher, may develop a focused project such as a conference leading to a publication project, in collaboration with Centre members, while a Visiting Fellow graduate student or postdoctoral fellow may wish to develop a teaching portfolio by developing courses in consultation with Centre members and teaching several of them here at McMaster.
- Postdoctoral Fellowship in Narrative Arts (2 year term, new selection every two years)
 - A recent PhD graduate who specializes in community-engaged narrative arts studies, selected in a national competition, to join our research team for two years
- In-course presentations of research findings through:
 - Conferences organized by distinct project leaders; usually postdoctoral or visiting fellows take the lead in organizing these conferences
 - Speakers invited by distinct project leaders to present their research findings at McMaster and in surrounding communities
 - Updates to the Narrative Arts website on research activities, including ongoing posting of video materials
 - Scholarly publications in the form of articles, book chapters, edited books, and monographs drawn from distinct projects
 - Yearly “community studio” gatherings at which researchers would provide updates on progress of projects, to which community partners/members are invited, as a way to ensure integration of community members’ interests and advice as projects take shape
- Final dissemination of results (at the end of the first five-year term) through:
 - Scholarly publications in the form of articles, book chapters, edited books, and monographs drawn from distinct projects

- A summative gala colloquium, held at the end of the Centre’s first five-year term, at which Centre members present to the University and community public(s) what has been achieved in each of the distinct projects; this gala would be video-recorded and posted on line at the Centre website.

1. A rationale for establishing the Institute or Centre.

Over the years, the Department of English and Cultural Studies has developed international renown for the intellectual ferment produced by a lively dialogue between the distinct fields of literary and cultural studies. This development has heightened the conceptual interest in and practical relationships with a variety of departments and programs, including Gender Studies and Feminist Research, the Indigenous Studies Program, Theatre and Film, and the School of the Arts more generally. Historically, literary culture studies focused on a “literary universe” quite separate from everyday life, and when they were focused on real-life contexts, they tended to be focused as “national literatures” (i.e. English literature, American literature, etc.) and the ways in which imaginative writing consolidates the nation as an “imagined community.” Given the community responsibilities and commitments of our Centre’s group of scholars, which tend to exceed the “container” of the nation (e.g. nation-to-nation relations with Indigenous peoples internal to Canadian geographical space, sexual and gender non-conforming identities that challenge notions of the citizen, or ecological writing that consistently spills beyond national borders), McMaster is becoming known for community-engaged literary and cultural studies. The Centre for Community-Engaged Narrative Arts aims to broaden this interdisciplinary scope to include a wide range of narrative art forms and to lead the way in exploring the potentials, responsibilities, and challenges of literary, narrative, artistic, and cultural study for community-engaged scholarship.

The objectives of the proposed Centre for Community-Engaged Narrative Arts do not simply align with the principles delineated by President Deane in his *Forward with Integrity* letter of September 21, 2011; they are inspired by them. In wishing to make community collaborations our central aim, we are inspired, in particular, by President Deane’s observation that “rather than relegate community engagement to the status of a ‘free floating add on,’ something we do on our own time, we need to integrate it fully and meaningfully into the work of the academy—into our normal activities of exploration, questioning and synthesizing, and subject to the most rigorous academic values.” We feel that in turning our attention outward, rather than the more familiar direction that collaborative research has taken—inward, within the university—we align with FWI most profoundly.

Historical strengths

- Dr. Daniel Coleman’s CRC in Critical Ethnicity and Race Studies (2000-2010)
- Dr. Rick Monture’s and Dr. Coleman’s work with the Deyohahá:ge: Indigenous Knowledge Centre at Six Nations Polytechnic
- Dr. Amber Dean’s research on memorialization, gendered violence and the state; her current work with community groups to assemble a SSHRC Partnership Development Grant application on the generation and maintenance of communities in downtown Hamilton
- the formation of a lively and well-known circle of graduate scholars in Asian North-American cultural and literary studies around the work of Dr. Don Goellnicht

- Dr. Nadine Attewell's work on imperialisms and reproductive politics, cultural memory and settler culture, fantasy/science fiction and imperialism
- Dr. Lorraine York's Senator William McMaster Chair in Canadian Literature and Culture, her ground-breaking research on Canadian literary celebrities and celebrity cultures, and the high number of graduate students and postdoctoral fellows who have been attracted to McMaster to study with her
- The number of highly successful conferences in the field hosted by members of this group at McMaster: *Race...Into the 21st Century* (Goellnicht 2000); *ReCalling Early Canada* (Coleman and York 2003); *Displacements* (Coleman 2008); *Working the Frame* (Goellnicht 2012), and *Understanding Canada* (Coleman and York 2013)
- Well attended speakers series: *Postcolonial Intimacies* (Antwi, Brophy, Strauss, Troeung 2009); *Different Knowings* (Coleman and Monture 2010); *Archiving Violence* (Coleman and Monture 2011)
- Significant attraction of postdoctoral scholars to McMaster by members of the Centre; 7 in the past 5 years, including two Banting Postdoctoral Fellows

Examples of research activities currently under development by Centre members:

The following examples all demonstrate the Centre's goal to study and learn from the cultural narratives and interpretive traditions that shape how communities imagine themselves and their responsibilities to one another. The purpose of the Centre is to facilitate our exploration of how research as a collaborative process undertaken with communities can foster and serve an understanding of the embedded narratives, interpretive traditions, expressive forms, and ethical assumptions that shape community relationships and community-researcher relationships so that their productive potentials can be enhanced and realized.

i) *Two Row Research Partnership with Deyohahá:ge: Indigenous Knowledge Centre (at Six Nations Polytechnic):*

Dr. Coleman (Principal Investigator), Dr. Monture and Dr. Bonnie Freeman (Co-Applicants) are preparing a SSHRC Partnership Grant application in concert with community researchers at Six Nations Polytechnic to develop a Two Row Research Partnership model at Deyohahá:ge: whose primary purpose is to develop a Hodinosa:ni-based research methodology and would mentor a new generation of community- and university-based emerging research in this methodology. The project would benefit the Six Nations community by hiring undergraduate & graduate students, postdoctoral fellows, and community-based scholars in research internships that would develop and interpret the growing archive of Hodinosa:ni materials being gathered at Deyohaha:ge:; these interns will in turn become highly trained, culturally aware staff for the long-term development and maintenance of a virtual and physical Hodinosa:ni cultural museum and archives on Six Nations territory.

ii) *Creating Ethical Encounters through University-Community Engagement*

Dr. Amber Dean is the Principal Investigator for a community-based research project that involves the preparation of a SSHRC Partnership Development Grant which received 4A status in the 2012 competition and which she intends to re-submit in fall 2015. This project brings the insights of scholarship in the Humanities and Social Sciences (in particular, from the fields of feminist, critical race, postcolonial, queer, cultural, and Indigenous studies, as well as from critical education and social work theory and practice) to bear on the study and practice of University-Community Engagement. The group chose neighbourhood inclusiveness in Hamilton's inner city as the issue the partnership would work to address through developing a

model for University-Community engagement that attends to the many ways in which differences of race, class, gender, sexuality, dis/ability, status and history inflect the relationships and community-building practices so crucial to CE's success. In its current phase of development, the project is researching and contacting neighbourhood-inclusiveness research and activist groups in other Canadian cities, including Vancouver, Edmonton, and Halifax.

iii) *Haudenosaunee and Anishinaabe Oral Stories and Governance:*

Vanessa Watts-Powless (CLA, Indigenous Studies Program, McMaster) carries out research that examines various Haudenosaunee and Anishnaabe origin stories through oral storytelling with Elders and Knowledge Keepers of these communities. She seeks to understand the complex and rich theoretical basis for Haudenosaunee and Anishnaabe governance systems through the multi-varied relationships between human and non-humans found in these origin stories. These narratives will be captured on video so that this research can also contribute to a reservoir of knowledge that Indigenous communities can access. Her objective is both to serve community needs for Indigenous youth to access what is properly theirs, as well as to contribute to scholarly conversations about how Indigenous theory is created and implicated in these human and non-human relationships.

iv) *Multiraciality, Digital Community and Chinese Diaspora Project*

Dr. Nadine Attewell is currently researching the experiences and identity projects of mixed heritage people of Chinese descent in late imperial contexts. Although this research initially focuses on the port cities of Hong Kong, Liverpool, and London, one of her objectives is to critically intervene in twenty-first-century conversations about multiraciality, which have been gaining in visibility and complexity both here in Canada and overseas (witness the recent *Toronto Life* cover story “The End of White Toronto: How a New Generation of Mixed Race Kids Will Transform the City”). To this end, the Centre supported the hiring of a doctoral student RA with expertise in social media to assist in searching immigration photographic archives to come to understand the government regulation and representation of Chinese immigrants in Canada’s port cities, especially Vancouver.

v) *The Reluctant Canadian Celebrity Project*

Dr. Lorraine York is in the early stages of a new project on expressions of reluctant celebrity in the Canadian cultural context. This project seeks to elaborate a new theory of reluctant celebrity that York will use to explain the recent outpouring of enthusiastic national celebration of Canada’s first recipient of the Nobel Prize for Literature, Alice Munro: a reluctant celebrity whose reluctance, York argues, functions ideologically in relation to Canadian narratives of celebrity, model citizenship and racial privilege. This project will introduce a new theoretical approach to the study of the pervasive social phenomenon of celebrity that will complicate previous theories that empty out the notion of celebrity agency in their drive to see celebrity as constructed either by the forces of production (the celebrity “industry”) or the forces of reception (fandom, the psychic drives of consumption). This project will extend in new directions York’s long-term commitment to the implications of celebrity for Canadian literary culture by looking more closely at the affective component of the performance of authorial celebrity.

vi) *The Different Knowings Project*

Drs. Coleman and Monture organized several speaker series that have led to the Different Knowings project. Recent scholarship has insisted that “there is no global justice without global cognitive justice” (Boaventura de Sousa Santos), that “economies of credibility” (Miranda Fricker) are often dominated by “cognitive imperialism” (Marie Battiste), which reduces our

ability to perceive a “world of different knowings” (Linda Hogan). While some scholars have called attention to the possibilities for a “pedagogy of crossing” (M. Jacqui Alexander), and for the importance of “cross-talk” (Diana Brydon), others have warned of the difficulties in finding “ethical space” (Willie Ermine) wherein cross-cultural and cross-epistemological dialogue might take place without the dominant and existing systems of knowledge assimilating its “others” into its own assumptions and protocols (Lee Maracle). This multi-modal project investigates the possibilities for productive dialogue between different knowings by 1) producing YouTube video interviews with Indigenous and diasporic thinkers about different knowledge systems, 2) producing scholarly articles on this topic, and 3) producing creative writing projects on different knowings that are aimed at popular audiences.

vii) *Studio for Literary Cultures Website Project*

This is a website in transition, from the CRC Symposium for Diversity in Canadian Literary Cultures, funded by Daniel Coleman’s CRC, to the Studio for Literary Cultures, funded by Lorraine York’s Senator McMaster chair, but it embodies the same values and objectives. We are exploring the possibility of this site being included in the Humanities’ new Communications Management System. We continue to see this site as operating primarily in terms of information sharing, visibility, promoting our research and that of our community partners, colleagues, and students. We have evidence that the CRC Symposium site was instrumental in at least one tenure-track hiring of a graduate student associate. With the support of a formally constituted Centre, we could augment this work of visibility and information sharing through securing funding for special projects associated with the critical study of Narrative Arts.

viii) *The Understanding Canada Project*

The first stage of this project involved a workshop conference co-organized by Daniel Coleman and Lorraine York held in September of 2013 with the sponsorship of a SSHRC Connections Grant. The conference brought international scholars to McMaster University to 1) celebrate the achievements of the Understanding Canada program, 2) to offer prognoses about the future of international Canadian literature studies now that the program has been discontinued, and 3) to reflect on three major themes that have drawn considerable interest from international scholars of Canadian literary narratives: place, production, and diversity. Importantly, the project aimed to provide a forum for relationship building and continuation between critical communities whose connections have been threatened by cuts to government funding for international collaborations. We are currently co-editing, with two of our graduate students, a scholarly volume of essays by these international scholars. We foresee research outcomes of this workshop conference that will be noteworthy for their international character in joint publications and international collaborations. This project has also brought valuable experience to our graduate co-editors, opening up venues of communication with international scholars of Canadian literatures and cultures: a connection that few graduate students in the field typically possess.

2. A list of participants and criteria for expanding the membership.

Co-Directors:

Dr. Daniel Coleman and Dr. Lorraine York (both in English and Cultural Studies at McMaster)

Members (in already existing projects):

Dr. Nadine Attewell, English and Cultural Studies

Dr. Amber Dean, English and Cultural Studies/Gender Studies and Feminist Research

Dr. Bonnie Freeman, Social Work and Indigenous Studies, McMaster University

Dr. Don Goellnicht, English and Cultural Studies/Globalization Institute
 Dr. Rick Monture, English and Cultural Studies/Director, Indigenous Studies Program
 Vanessa Watts, CLA, Indigenous Studies Program

The above list of members consists of those who joined the Centre or worked on projects associated with the Centre during the seed grant phase of 2013-2014, when we were investigating the potential for establishing the CCENA. In the year since then, all of the members have been engaged in significant research development activities, five of which hired research assistants and provided mentorship and training in project development, grant writing, and primary archival research through seed funds provided by the Faculty of Humanities. These activities also opened up potentials for expanding the membership, not only to undergraduate, graduate, and postdoctoral researchers who are in the process of joining our research activities, but also to other faculty on campus outside of Humanities and English & Cultural Studies, including Vanessa Watts, instructor with the Indigenous Studies Program, and Bonnie Freeman, incoming professor in the School of Social Work. In addition, these activities brought us into working partnerships with non-McMaster based researchers, who will take up associate member status as participants in the partnership grants that we are currently applying for. These researchers include community-based scholars at the Well (LGBTQ Community Wellness Centre, Hamilton), Big Susie’s (Sex Workers support group), James North Gentrification Action Group, and Deyohahá:ge: Indigenous Knowledge Centre based at Six Nations Polytechnic on the Grand River territory. Our partnership development activities have put us in touch with international scholars in Europe (15 scholars from the Understanding Canada Project, especially the Spanish editors of the scholarly journal *Canada and Beyond*, Dr. Belen Martín Lucas and Dr. Pilar Cuder-Dominguez), Peru (Dr. Jose Zarate, President of CICAN, the Association of Andean Indigenous Cultural Studies), and across Canada (e.g. the research-activist groups in Vancouver, Edmonton, and Halifax interested in partnering with Dr. Dean’s community-engagement research; the executive of ILSA—the Indigenous Literary Studies Association—whose inaugural conference is being planned and hosted by Centre members, Dr. Monture and Dr. Coleman) who are interested to link up with our Centre, so we anticipate developing national and international associate members as the Centre becomes established. As we continue to expand and solidify these projects, we anticipate we will attract new student and community-based research members, and, when McMaster hires new professors, new McMaster-based members. Proposed new memberships will be considered at Advisory Committee meetings.

3. A detailed business plan that includes the financial, space and human resource needs of the Institute or Centre. There must be an indication of the funding required to support the Institute or Centre, both initial start-up costs and the costs of on-going operations, and the internal and external sources of that funding.

2013-2014 Seed funding phase: \$35,000 seed funding from Faculty of Humanities

<u>Seed funds</u>	<u>Activity/Funding generated</u>
\$7,000 RAship supervised by Rick Hill (Deyohaha:ge:)	RA helped organize archives, translate oral narrative materials into youth curriculum, prepare themes for Two Row Research Partnership (TRRP) SSHRC Partnership Development Grant submitted in Nov 2014 with a budget of \$200,000
\$7,000 RAship supervised by Vanessa Watts (Deyohaha:ge:)	RA researched traditional Hodinoso:ni creation stories and prepared themes for TRRP Grant as above.

\$7,000 RAship supervised by Amber Dean	RA helped edit book ms, provided lit review on community-engagement projects in other Cdn cities, helped prepare partnership models for Community-Engagement Partnership Grant to be submitted in Nov 2015 with a budget of \$200,000
\$7,000 RAship supervised by Nadine Attewell	RA helped edited book ms, surveyed archive collections of Chinese immigration photography and early twentieth century race categories, in support of Insight grant application on Multiraciality and Chinese diaspora project with a budget of \$68,242
\$7,000 RAship supervised by Rick Monture	RA begins Jan 2015 and will help Dr. Monture launch project on Hodinoso:ni oral narratives that is linked to the TRRP project mentioned above.

Our initial concept for the Centre during the seed-grant phase of 2013-2014 was to distribute Centre funding as much as possible to the ongoing research development needs of its faculty and community-based members. Therefore, we distributed all of the funding to Centre members and associates, each of whom received one four-month RA to support the development of their distinct research projects, all of which are linked to the central mandate of the CCENA.

- Research funding administration (budgeting, Mosaic accounting, payments of RAs, etc.) was conducted by the Office Administrative Coordinator in the Department of English and Cultural Studies, which is the standard procedure for administering research chairs and research funds in our department.
- Centre proposal development was contributed by the Co-Directors, and we anticipate this kind of administrative, organizing, and planning work to be part of our role

Yearly Budget

Costs \$452.5K	Income \$452.5K
\$14K each X 10.5 = \$147K	\$7K Faculty of Humanities, 1/2 RA for TRRP \$14K School of Graduate Studies, 1 RA for TRRP \$14K Indigenous Services, McMaster University, 1 RA for TRRP \$42K SSHRC TRRP grant*, 3 RAs for TRRP \$14K Senator Wm McMaster Chair, 1 RA for CCENA website migration and maintenance \$28K Trudeau Visiting Fellow*, 2 RAs for Trudeau program \$28K SSHRC Insight grants*, 1 RA for each of York's and Attewell's Insight grants
\$150K Fellowship in Community-Engaged Narrative Arts	\$150K Trudeau Foundation Visiting Fellows program*
\$110K 2 Postdoctoral Fellows	\$40K SSHRC postdoctoral fellowship \$70K Banting postdoctoral fellowship
\$7.5K Co-Director Research Time Release	\$7.5 Faculty of Humanities for directors of research centres of excellence
\$6K Publication support	\$6K Senator William McMaster Chair
\$1.5K Visiting Speakers	\$1.5K Trudeau Visiting Fellows program*
\$ 30K conference or workshop hosting	\$20,000 SSHRC Connection grant; \$5,000 Faculty of Humanities; \$5,000 Trudeau Visiting Fellow program* and/or other sources;
\$500 Office Supplies	\$500 Department of English and Cultural Studies

*indicates funds that have been applied for and which will only be confirmed once grant application results are announced.

Sustainability Plan

- A major function of the Centre is to provide expertise and support for Centre members to apply for external funding in order to secure the ongoing work of the community-engaged research in the Narrative Arts. At present, two \$200K PDGs are currently under

development; the first (The Two Row Research Partnership with Six Nations Polytechnic) was submitted November 2014; the second (the Creating Ethical Encounters project in inner city Hamilton) will be submitted November 2015. As well, 2 SSHRC Insight Grants (varying amounts) have been submitted in the 2014 competition; one by Dr. Lorraine York and a second by Dr. Nadine Attewell. In addition, a Visiting Fellow has been nominated in December 2014 to the Trudeau Foundation (total budget \$225K).

- As these research projects receive funding and the Centre becomes established, we will seek other sources of funding from private donors and from community agencies. So, for example, the Creating Ethical Encounters project could readily apply for funding from the Hamilton Community Foundation or the Hamilton Centre for Civic Inclusion, or develop joint applications for funding from other granting agencies such as the Trillium Foundation.

4. A description of the Institute's or Centre's organizational structure, and its relationship (if any) with our affiliated hospitals or other institutions.

The Centre will be governed by the structures and processes outlined in McMaster University's *Guidelines for the Governance and Review of Research Institutes, Centres and Groups* (Dec. 15, 2011). The Centre Co-Directors (Drs. Coleman and York) will establish an Advisory Council, whose purpose is to provide advice to the Co-Directors with regard to scholarly priorities and direction. The Advisory Council will be consulted on an annual basis through a formal meeting, and individual members may also be involved and consulted on Centre activities throughout the year as arranged by the Co-Directors. An annual report on activities and finances will be reviewed by the Advisory Council, and then submitted for approval to the Dean of the Faculty of Humanities. Members of the Advisory Council will be appointed to a limited term (subject to renewal) of one to three years. Advisory Council members will also be expected to serve the Centre throughout their term, taking on roles, for example, of visiting researchers or mentors to Centre members working in a related area. The Advisory Council will be expanded on an ongoing basis, in consultation with Centre members, with the express purpose of seeking representatives across the full range of communities and disciplines reflected by the Centre membership. To date, members that have accepted our invitation to join the Advisory Council include (but will not be limited to):

- Drs. Coleman and York (ex-officio)
- Kerry Cranston Reimer, owner, Bryan Prince Books, Westdale, Hamilton
- Rick Hill, Senior Project Coordinator, Deyohaha:ge: Indigenous Knowledge Centre, Six Nations Polytechnic, Ohsweken, Ontario
- Dr. Elizabeth Jackson, Research Associate, Institute for Community-Engaged Scholarship, University of Guelph
- Paul Lisson, Editor, *Hamilton Arts & Letters*/Librarian, Hamilton Public Library downtown branch
- Dr. Simon Orpana, community artist and cultural theorist, Beesley Neighbourhood, Hamilton
- Dr. Grace Pollock, Research Support Facilitator, Faculty of Humanities; community-engaged research advocate
- Andrea Cole, Coordinator - Recruitment, Retention, and Diversity, School of Graduate Studies