

Draft Policy 7. Student Liaisons with Partners and Stakeholders

7.1 Introduction

The AIRS Major Collaborative Research Initiative entails not only academic researchers and their students but also non-academic partners and stakeholders. Partner and stakeholder relations with AIRS offer important benefits such as sharing of and finding application for the research findings, directing AIRS researchers toward problems of societal and practical significance, providing opportunities for students to apply what they know, and providing opportunities for the academic and community worlds to meet over and recognize common ground. Each partner or stakeholder will benefit from a dedicated liaison from AIRS, and at the same time, AIRS needs a single go-to person who represents the Partner or Stakeholder. Liaising by AIRS with the Partner or Stakeholder offers an extra-academic experience that can be of value in itself. As one of the goals of AIRS is to provide broadening and unique experiences for students, the grant application in 2008 proposed that students involved with AIRS would have the opportunity to serve as liaisons between AIRS and a Stakeholder. The SSHRC Review of 2008 expressed enthusiasm for this idea.

The following document outlines the roles and expectations of the Student Liaison. It had been noted in the original proposal that the AIRS Postdoctoral Fellow at UPEI (the home site) would liaise with the Partners; however, since the award of the grant, the notion of Student Liaison has been extended also to other students.

7.2 Definitions:

As per Policy 6 on Membership in AIRS, the following are definitions of Partners and Stakeholders, Students and Post-doctoral Fellow.

Partner: A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavor. A partner organization may be, for example, a Canadian or foreign: postsecondary institution, government department (federal, provincial, territorial, municipal), for-profit or not-for-profit organization, or foundation. Partner organizations are required, for administrative purposes, to identify an individual who will act as a contact person. A partner is expected to support the activities of the formal partnership by sharing in intellectual leadership or providing expertise. The partner is also expected to provide cash and/or in-kind contributions [wording drawn from SSHRC document]

Stakeholders Representatives of organizations that have expressed interests in the activities of AIRS. These stakeholder groups include provincial, national, or international associations of music teachers; choral leaders and choirs; researchers in music and psychology, aesthetics, and in other aspects of human behaviour such as development and cross-cultural [wording drawn from the AIRS Milestone document]

Student is enrolled in a University degree program and has an academic/research interest in AIRS. Students may be financially supported as research assistants, or through travel awards, or through support of operations and needed equipment, and through access to the AIRS research network and research resources. The question arises as to whether students who do not have supervisors who are AIRS co-investigators or collaborators can be supported by AIRS. Students must have a formal connection to an AIRS collaborator, often a Theme or Sub-Theme leader. While not every student may be accommodated, those students with genuine interest and talent in this area are welcomed to the collaboration.

Postdoctoral Fellow has received a doctoral degree and has successfully competed for the position as an AIRS Postdoctoral Fellow. The work of the Fellow is directed toward the AIRS milestones under the supervision of the AIRS Project Director, Co-investigator, or Collaborator. Only those with Canadian citizenship may hold this position at an institution outside of Canada.

7.3.1 Responsibilities of the Student Stakeholder Liaison

The student serves as the conduit between AIRS and the Stakeholder. AIRS may be carrying out or planning activities that would be of interest to the Stakeholder. Therefore the Student Liaison

- i. Determines what about AIRS would be of interest to the Stakeholder and serve to inform the Stakeholder and educate the Stakeholder in regard to the goals and work of AIRS
- ii. After determining the common ground between AIRS and the Stakeholder, communicate on a regular basis to the "point person" of the Stakeholder organization the particular activities of interest, be that a research project, or a meeting, or an article posted on the web-site
- iii. Determines what about the Stakeholder is of interest to AIRS
- iv. Communicates regularly to AIRS Staff member and Research Collaborator in charge of Stakeholders about the relevant activities of the Stakeholder
- v. Suggests ways in which the common ground of AIRS and the Stakeholder may provide a foundation for creation of new relevant knowledge about singing, for example
 - a. private one-one-one meeting (virtual or real) at which the needs and interests of the Stakeholder can be presented so as to indicate the value of AIRS research that takes a particular direction
 - b. public event that brings together members of both bodies that will enable AIRS to disseminate its efforts and findings, and for the Stakeholder to inform AIRS about relevant issues
 - c. creation of (volunteer or otherwise) internships for students to gain practical experience
- vi. Invites the Stakeholders to meetings, or sees that the Stakeholder is on the AIRS mailing lists
- vii. Participates in Stakeholder activities if invited and time permitting
- viii. Offers approximately 1/2 hour a week to this activity (may be concentrated during a month, but at least monthly contact is expected) for at least a year.
- ix. Sees that the Stakeholder is represented appropriately on the AIRS web-site and has access to relevant parts of the AIRS web-site; conversely, sees that AIRS is represented on the Stakeholder's web-site as appropriate.
- x. Reports in writing annually to the AIRS Staff or Team Leader responsible for Stakeholders

It is expected that the Stakeholder organization will appoint or welcome one of its members as the contact for the AIRS Student Stakeholder Liaison, so that the AIRS Student Liaison will have one person in the Stakeholder Organization as the communication link to the Stakeholder Organization.

7.3.2 Responsibilities of the Student Partner Liaison

The responsibilities of the Student Partner Liaison are the same as those for the Student Stakeholder Liaison; however, because there is a written agreement between the Partner and AIRS, the Student will necessarily co-ordinate within that unique arrangement. This would entail attending meetings held

between AIRS staff and the Partner, and following through on or keeping apprised of the particular research goals and progress of the original plan.

7.3.3 Potential additional benefits for Student Liaisons.

In some cases the Students may be involved in a research project of mutual interest to AIRS or the Partner or Stakeholder and consistent with the AIRS Milestones and overall research program. In such cases, the student involvement may be voluntary (for the value of the experience), for course or thesis credit (e.g., special studies, honours, masters, or doctoral), or a paid research assistantship funded by AIRS or the Partner/Stakeholder). Work of this type might include the scheduling of meetings with members of the stakeholder/ or Partner group; the establishment of surveys or questionnaires, in which case ethics proposals will be part of the job; writing of reports; making oral presentations on the findings or developing a poster or web-site component for presentation of the findings.

7.4 Responsibilities of the Stakeholders and Partners

7.4.1 Stakeholders

The Stakeholder should provide a point person highly knowledgeable about the activities and mandate of the Stakeholder with whom the AIRS student liaison will communicate.

7.4.2 Partners

The Partners will recognize the AIRS student liaison as part of the partnership with AIRS and a point person from the Partner organization will be designated as the primary communication channel for the student liaison

7.5 Examples

The Society of Music Perception and Cognition (SMPC) was approached by the AIRS Director in regard to establishing a Student Liaison. AIRS requested that a senior member of SMPC serve as a liaison from the side of SMPC. The matter was discussed at the Annual Board meeting, and after some discussion a member of SMPC who was also on the Steering Committee of AIRS was appointed as the SMPC liaison and a graduate student who was willing to serve as SMPC Student Liaison was to be recognized for an initial period of 2 years. The opportunity for developing a joint activity of mutual interest for a subsequent meeting of the SMPC was therefore established.

7.6 Rules as guidelines

As the main purposes of the student liaison is to provide opportunities for students while furthering the goals of AIRS in terms of increasing relevance to society, the rules above are to be considered guidelines. In some cases, it may be appropriate to have two student liaisons for a Society.