Insight Development Grant: Workshop #1

University of Saskatchewan
October 2015
Agenda

1. Supports for Applicants
2. Overview of Insight Development Grant (IDG)
3. Critical Application Components
4. Tips and Resources
5. Questions
### INSIGHT Development Grant Supports

<table>
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<tr>
<th>Date</th>
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<tr>
<td>30 October</td>
<td>IDG Workshop #1: overview &amp; practical tools</td>
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<tr>
<td>10 November</td>
<td>CCV Session: introduction &amp; working session</td>
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<tr>
<td>Ongoing</td>
<td>Application Development: work with your Research Facilitator</td>
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<tr>
<td>16 November</td>
<td>Intention to Apply / Request Internal Review</td>
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<tr>
<td>1 December</td>
<td>Submit application for peer and RF review based on SSHRC criteria</td>
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<tr>
<td>8 January</td>
<td>IDG Workshop #2: responding to internal review feedback; effective proposal summaries; polishing your IDG application</td>
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National Perspective

Increasingly competitive funding environment

- more applicants + larger grant sizes

Universities placing increasing emphasis on Tri-Agency

- CRC & CFI allocation + indirect cost awards + U15 status

Need to ensure the strongest possible application

- CV building + early start + research supports
National Perspective

### Insight Grant

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### Insight Development Grant

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**U of S — Campus Perspective**

- Increasing supports / services available to faculty: Research Facilitators, SSHRC workshops, Research Services & Ethics Office, Annual Writing Winning Grants Seminar, PSSHRC, Internal Review, Research Acceleration Program, Matching Grant Program, Conference Fund, Publications Fund

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<th>IDG Year</th>
<th>UofS Success Rate</th>
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“The Insight program aims to support and foster excellence in social sciences and humanities research intended to deepen, widen and increase our collective understanding of individuals and societies, as well as to inform the search for solutions to societal challenges.”
Insight Development Grant (IDG)

Objectives:

• To support research in its *initial stages* conducted by emerging and/or established scholars

• To enable the development of *new research questions*, as well as *experimentation* with new methods, theoretical approaches, and/or ideas
  
  o may include case studies, pilot initiatives, and critical analyses of existing research
IDG Basic Features

• **Applicant**: Principal investigator alone or with a team

• **Duration**: 1 to 2 years

• **Value**: Up to $75,000 total

• **CV**: Canadian Common CV (CCV)

• **Evaluation**: by committee, and all are multidisciplinary (there is no external review)

• **Application process**: one-stage application, Research Portal
Emerging vs. Established Scholars

SSHRC IDG program differentiates between emerging vs. established scholars
Emerging Scholars

**Definition:**
- cannot hold previous funding from any Tri-Agency
- qualifying period extended from five to *six* years; i.e. must meet at least **one** of the following criteria:
  - have completed their highest degree no more than 6 years before the competition deadline **or**
  - have held a tenured or tenure-track university appointment for < 6 years **or**
  - have held a university appointment, but never a tenure-track position (in the case of institutions that offer tenure-track positions) **or**
Emerging Scholars

- have had their careers significantly interrupted or delayed for family reasons

- Emerging Scholar Research
  - grants are *developmental* as they offer emerging scholars a chance to develop their career
  - research can, but need not be, wholly new; i.e. extension of PhD research is OK
Established Scholars

**Definition:**
- Someone who has established – or who, since the completion of his or her highest degree, has had the opportunity to establish a record of research achievement

Established Scholar Research
- Novelty of research more significant for established scholars
- Must clearly demonstrate how proposed research differs from previous research
Established Scholars

Established Scholar Research

• Enables established scholars to conduct work in new areas, in new ways, to do pilot studies, etc., without being penalized for lack of experience in the new area

• Does **NOT** support ongoing research by established scholars

• Must explain how the proposed research differs from previous or ongoing research in the application form
SSHRC’s Future Challenge Areas

Areas for Canada in an evolving global context that are likely to emerge in five, 10 and 20 years and to which the social sciences and humanities research community could contribute
SSHRC’s Future Challenge Areas

1. What new ways of learning, particularly in higher education, will Canadians need to thrive in an evolving society and labour market?
2. What effects will the quest for energy and natural resources have on our society and our position on the world stage?
3. How are the experiences and aspirations of Aboriginal Peoples in Canada essential to building a successful shared future?
4. What might the implications of global peak population be for Canada?
5. How can emerging technologies be leveraged to benefit Canadians?
6. What knowledge will Canada need to thrive in an interconnected, evolving global landscape?
SSHRC’s Future Challenge Areas

If your research *fits* within a Future Challenge Area(s) **DO** address this in your grant

- *i.e.* significance/contribution
- Yes, it seems political – but that’s the way it is!

If your research *does not fit* a Future Challenge Area, **DO NOT** force it to fit!

There is currently **NO** funding envelope attached to Future Challenge Areas

- *Then why do they exist?*
Is this the Right Grant for You?

**INSIGHT**
- Projects from 3–5 years
- Any stage of research
- $7,000 to $400,000
- All researchers evaluated equally

**INSIGHT DEVELOPMENT**
- Projects from 1–2 years
- Initial stage of research
- $7,000 - $75,000
- Emerging scholars evaluated differently than established researchers
IG / IDG Grant Holding Restriction

• Cannot apply as the PI for an IG and an IDG in the same calendar year; i.e. a researcher who
  o applied for an IDG in February 2015 cannot apply for an IG in October 2016
  o applied for an IG in October 2015 may apply for an IDG in February 2016 provided the objectives are different

• Can hold an IDG and an IG grant at the same time provided the objectives are different

• No limit to participating as a co-applicant or collaborator
Changes to the 2016 IDG

• Aboriginal research:
  o definition revised
  o new merit review guidelines to ensure fair and equitable review of Aboriginal research
  o new Aboriginal Research Statement of Principles

• New: resources for preparing a Research Creation application

• Collaborator CV not required; will receive an invitation to participate and will have to fill out a brief profile
Round Table: Burning Questions?

- Any burning questions about the funding program or application?
IDG APPLICATION COMPONENTS
Adjudication

- Challenge
  - the aim and importance of the endeavour (50%)
- Feasibility
  - the plan to achieve excellence (20%)
- Capability
  - the expertise to succeed (30%)

Evaluation and Adjudication

Are you—and your CV—ready to take this project on?
Selecting your adjudication committee

• Aboriginal Research – definition and merit review guidelines have implications for adjudication

• Request for Multi / Interdisciplinary Evaluation
  o Selecting this option will result in a review committee with members of very diverse backgrounds
  o Avoid jargon at all costs and write for a general audience
  o Maximum 3,800 characters
Welcome to the Research Portal

Account

The Research Portal is intended for use only by individuals participating in the preparation of applications/nominations for funding from the Canada Research Chairs, the Indirect Costs Program, and other programs of the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council of Canada (SSHRC), in the administration of awards, and in the merit review of applications.

Before using the Research Portal, you must read the Terms and conditions and Transparency (see below). When you login and use this system, it means that you understand these policies and conditions and you consent to the use of your personal information for administrative purposes.

Notice: Maintenance Window

This system will normally be unavailable to users Saturdays from 7:30 to 9:30 a.m. (eastern), as well as on the second Wednesday of each month from 6:00 to 10:00 p.m. (eastern).

Sign In

Email:
Password:

Sign In

New here? Create account
I forgot my password.
Common CV Login

*Username

*Password

[Forgot Username]

[Forgot Password]

Login

Are you a new user? [Register]

Modified: 2015-10-14_CCVPRODUCTION

Important Notices

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## Basic IDG Application Components

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Response to Previous Critiques

• Optional but recommended, provided…
  o you have something positive to say about how it improved your proposal
  o detail how you have addressed previous critiques in the revised application

• Maximum 3,800 characters
Summary

• Technically, not evaluated, but critical because:
  o only part of your application every committee member will read
  o all committee members involved in the ranking of each application

• Think of it as a stand-alone document
• Best not to cut and paste from your proposal
• Write so the general public will understand what you have planned….and why it’s original, important and feasible
• Describe the problem or issue to be addressed, the potential contribution of the research in terms of the advancement of knowledge and the wider social benefit
Detailed Description

• Demonstrate the importance and originality of your proposed research and anticipated contribution to the advancement of knowledge

• Described in three main sections (and use these as headings):
  o objectives
  o context
  o methodology

• Maximum five pages
PROBLEM STATEMENT, PURPOSE, & OBJECTIVES
Problem Statement, Purpose, Objectives

What is the context? Why is this research important? What has been done, and not done? What needs to be done?

Research purpose

Objective i
Objective ii
Objective iii

Specific research questions to ask
Specific hypotheses to test
The **problem statement** illustrates what’s wrong, what’s missing, what we don’t know or need to know better, etc., and what needs to be done.

Your **purpose** is your goal or your overall aim of inquiry. The new knowledge you hope to create

In order to realize your purpose you will need to:

- **Achieve** some set of objectives;
- **Answer** some set of questions; or
- **Test** some set of hypotheses
Problem Statement, Purpose, Objectives

A strong topic / problem statement...

• illustrates what’s wrong, what’s missing, what we don’t know or need to know better and what needs to be done
• is succinct, and can be clearly communicated in a single paragraph or two, at the outset of your proposal
• demonstrates both scholarly and societal relevance
Problem Statement, Purpose, Objectives

A viable research question or strong purpose statement...

- clearly conveys the overall aim or intent of your research
- is expressed as a single question or statement
- encapsulates the premise for your study
- can be researched (i.e., is feasible)
- captures a reviewer’s attention
Problem Statement, Purpose, Objectives

Research objectives should...

• be explicit and clearly defined
• be listed and flow logically from your purpose and problem statement
• focus your research, structure your literature review and provide a guide for your research design / methodology
• are SMART
SMART Research Objectives

- **S**pecific and concrete statements
- **M**easurable using the methods you propose
- **A**chievable (the right people, methods, plan)
- **R**elevant to your research topic and questions
- **T**imely and attainable within the expected timeframe
Debilitating floods struck several rural communities across Canada in 2013 that were costly in terms of human life and infrastructure. Severe floods like these are expected to happen more frequently… Rural communities are particularly vulnerable to floods, yet have limited capacity to mitigate them. Strategic decisions need to be made about flood risk management… The problem is that the majority of attention to flood risk management has focused on engineering solutions – reactive, command and control strategies – versus more strategic approaches that focus on enhancing community resiliency. Further, there are few participatory, strategic tools and frameworks available to support such important and timely policy development initiatives.

The purpose of our research is to develop and test a participatory decision-support tool for flood risk management policy development. This will help communities make strategic choices about flood risk management that enhance their resiliency to floods. Our focus is on rural mountain communities in Alberta that were severely impacted by the extreme flood events of June 2013, as a pilot initiative.

The specific objectives of this research are to:

i. Identify policies and practices used by rural mountain communities for flood risk management.

ii. Develop and test a framework for stakeholder-based evaluation of alternative flood risk policy and management strategies.

iii. Mobilize knowledge gained to identify viable options for an applied flood risk management tool, and plan for a long-term collaborative research initiative that links across the natural and social sciences.
This project will introduce and make available a valuable primary source for scholars and general readers interested in early twentieth-century reception history, reading practices, women's history, labour history, and women's life writing. In the course of other research I came across a forgotten and now very rare book, *The Note Books of a Woman Alone*, edited by Mary Geraldine Ostle and published by J.M. Dent in 1935. The book is a compilation of a set of eight notebooks, kept from roughly 1914 to 1934, which were left by a woman who died in illness and poverty in London at about the age of 48, after 30 years of labour—ten as a governess, twenty in an employment registry for governesses, nurses, and superior maids. The book is a valuable primary source for several areas of study, including twentieth-century reception history and reading practices, women’s history, labour history, and life writing. It also contains a powerful story of an unmarried working woman’s struggle for independence and intellectual growth in the early decades of the twentieth century.
The first objective of the project is to establish the historical and literary value of *The Note Books* through two conference presentations and a scholarly journal article.

Because editions of *The Note Books* are rare and the text is not online, the second objective of the project is to make the book available to scholars and general readers through a website containing an enhanced electronic edition with fully searchable text, dustcover and page images, a new index, a substantial introduction, and notes.

The third objective of the project is to disseminate my research on unmarried working women and to promote the electronic edition to general readers and undergraduate students through multiple strategies, including a Wikipedia entry linked to the electronic edition; a public lecture in the series "Literature Matters" sponsored by my department and held at a community venue; and an Honours seminar titled “Spinsters, Flappers, Bachelor Girls: Independent Women in the Modernist Era.”
### Problem Statement, Purpose, Objectives

- SSHRC Tips Sheet: Problem Statement, Purpose and Objectives
- Remember the Four Cs: be clear, concise, convincing and compelling

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Source: Compiled based on academia.edu
COMMUNICATING SIGNIFICANCE (A.K.A. ‘EXPECTED OUTCOMES’)
Expected Outcomes

• Elaborate on the impact your research contributions will have on your stakeholders and other researchers

• Maximum 3,000 characters
Research Significance

The ‘so what, who cares?’ factor

Scholarly significance  Societal significance
Originality, Significance, Contributions

IDG application has three sections that specifically ask for:

1. A summary of expected scholarly outcomes
   
   • *How is the research original?*
   
   • *What are the gaps or limitations in the scholarly literature that the proposed research will address?*
2. A summary of expected societal outcomes
   • *Are there policy or practice issues that will be addressed?*
   • *How will society (Canadians) benefit from the proposed research?*
3. Identification of potential target audiences and summary of benefits to potential target audiences

- Who might benefit from your research?
- How might the results you generate be used/useful?
Originaality, Significance, Contributions

Example 1

Audiences

Indicate up to five potential target audiences for the proposed project.

1. Practitioner/professional/industrial associations
2. Canadian government
   Provincial/territorial government
3. Canadian government
   Municipal government
4. Academic sector/peers
5. General public

Summary of Benefits to Potential Target Audiences

This research responds to the persistent problems with flooding in Western Canada under an uncertain climate future, and the challenge to the academia, policy and professional practice community to respond.

For practitioners and the Alberta government, the work will result in a decision support/planning framework for engaging stakeholders in making strategic choices about flood risk management, and for improving flood risk management policy decision processes. Municipal governments and community members are likely to benefit from the research through both inclusion and integration of their perspectives and experiences in flood risk decision making processes, and improved community resilience to floods. Scholarly benefits of the research include advancement of approaches for assessing, understanding and improving community resiliency by introduction of a structured, quantitative framework for community engagement and decision making based on advances in SEA methodology.
Expected Societal Outcomes (1,000 characters)
The electronic edition of *The Note Books* is likely to find a significant audience among general readers. Popular interest in working women of the early 20th-century is evidenced by the success of two recent trade books on the subject: Alison Light's *Mrs. Woolf and the Servants* (2007) and Virginia Nicholson's *Singled Out: How Two Million Women Survived Without Men after the First World War* (2008). *The Note Books* offers a fascinating picture of Wilson's own work in an employment registry for domestic workers, and of the lives of women who came to the agency seeking work. It also tells an inspiring and tragic story of a highly intelligent and deeply compassionate woman who, despite many cruel constraints and inescapable poverty, was determined to embrace independence, help others, and live and grow as fully as possible. Through its compelling story, *The Note Books* could help to foster further public interest in women's history, labour history, and the social construction of singleness.
Originality, Significance, Contributions
Example 3

Benefits to Potential Target Audiences (1,000 characters)
The potential target audiences that could benefit from the project include scholars and students of literature and life writing, women's history, labour history, and women's and gender studies. Undergraduate students will be reached in part through an English Honours Seminar on Independent Women in the Modernist Era, which will be cross-listed with Women's and Gender Studies. The project will also benefit general readers interested in women's history, literature, and life writing, and the general subject of singleness. The latter in particular may be a significant audience, as evidenced by the popularity of recent trade books on that subject and academic cross-over books such as Michael Cobb's *Single: Arguments for the Uncoupled* (New York UP 2012), which elicited popular media attention. The enhanced electronic edition of *The Note Books of a Woman Alone* will be free and open-access; it therefore has the potential to reach scholarly and general readers of English throughout the world.
Originality, Significance, Contributions

a.k.a. Why should SSHRC fund your research?

• Clearly identified (plain language) in the application summary
• Concisely reported in the specific sections of the application that ask for scholarly and societal outcomes
• Reinforced/demonstrated throughout your detailed description of your research (i.e., your literature analysis)
• Appropriately responds to an identified gap in knowledge
KNOWLEDGE MOBILIZATION
One of the objectives of SSHRC’s Insight program is to “mobilize research knowledge, to and from academic and non-academic audiences, with the potential to lead to intellectual, cultural, social and economic influence, benefit and impact.”
Knowledge Mobilization

• Detail specific activities and tools including new digital technologies, Open Access and plans to engage the various stakeholders
• Incorporate knowledge mobilization into training
  • Involve your students in the KM activities
• Explain / demonstrate the impact
• Maximum 2,000 characters
• New: Guidelines for Effective Knowledge Mobilization
Knowledge Mobilization

Audiences

Knowledge mobilization

Academic community ↔ Non-academic community

• Who are the potential knowledge users?
• How (or why) might they need/use the knowledge created?
• How will they get it?
Knowledge Mobilization

Knowledge Mobilization for academic audiences:

- Conferences
- Peer-reviewed articles, books
- Open access journals (open access fees, if applicable)
- Hosting events for peers – a symposium, meetings ...
Knowledge Mobilization

Knowledge Mobilization for Non-Academic Audiences

• Not a one-size fits all model

• Think about who are the audiences who would actually be interested in your work and target products/events to them

• Push/pull

• Poorly conceived KM plans can seriously detract from the success of your application
Knowledge Mobilization

Some types of Knowledge Mobilization to consider:

• Website (but not only a website)
• Integration of research and graduate/undergraduate teaching
• Creative works (plays, exhibits)
• Social media
• Workshops, conferences
• Policy briefs/white papers

Other ideas?
Knowledge Mobilization

You have only 2000 characters for your KMb plan

• Concise
• Gear towards audiences
• Timeframe – only a two year project
• Connections grant – if conference/workshop
• Budget for KMb – 5%
• Train students in KMb
Knowledge Mobilization

Knowledge mobilization requires a careful “plan” (it’s not just a shopping list)

- Aim for multiple opportunities to mobilize knowledge
- Aim for a knowledge mobilization activity that corresponds to each research objective
- Ensure that knowledge mobilization is clearly identified in your project timeline
- Ensure that knowledge mobilization is accounted for in your proposed budget
The Message – We will disseminate two major messages to our stakeholders by answering the questions: (1) What are the positive and/or negative ways the host communities and organizations in the Global South are impacted by Global North ISL initiatives? and (2) How can practitioners design ISL programmes to enhance opportunities for future student learning and mutual reciprocity for the host countries and communities that accept students?

Target Audiences

• 1) Academics conducting research on service learning, both local and international,
• 2) Practitioners (in schools, school boards and universities) who design ISL programs, and
• 3) Host community organizations that organize and implement ISL programs.

Products

• Paper presentations of the results at academic and practitioner conferences such as (the application then names the journals)
• Paper publications of results in scholarly journals such as …
• Research snapshots (one page summaries of the key findings of our study) for electronic dissemination to ISL practitioners, funders of ISL programmes, and policy makers in School Boards, Universities, and Ministries of Education;
Example, cont’d

- Research snapshots in translation for distribution to host organizations and communities;
- FAQs (answers to key questions about how to design effective ISL programs that take into account needs of host communities) and Success Stories (1 page summaries of examples of ISL success stories we have located through our research) for dissemination to ISL practitioners, media outlets, and local host organizations;
- 4 professional development workshops for practitioners (school and university based) who design and implement ISL programs; and
- Workshops with members of host organizations to disseminate results and work alongside to further empower their participation as ISL hosts.

Networks – We intend to work with the following existing networks by contributing the above products to their discussion forums, blogs, mailing lists, and websites, especially website sections related to research:

- International Center for Service-Learning in Teacher Education (Duke University)
- Canadian Alliance for Community Service Learning (Carleton University)
- International Association for Research in Service Learning and Community Engagement
- University and school board personnel and departments that are responsible for organizing international experiences for their students (e.g. Western University Community Service Learning Network)
Involving Trainees

Effective research training:

• Builds both academic competencies and general professional skills that are transferable to a variety of settings

• Includes international and/or intersectoral opportunities whenever possible and applicable

• Includes specific, effective mentoring and institutional support

• SSHRC’s Guidelines for Effective Research Training
Involving Trainees

So, the student training section should:
• describe the roles and responsibilities of students and research assistants

and

• indicate the research duties they will be undertaking (including how these will complement their academic training, thesis, etc.)
Involving Trainees

IMPORTANT:

• SSHRC expects student training will comprise a significant portion of your budget (no “cap” on the student funding amount)

• Graduate theses are an important part of student training (It IS appropriate for students to tackle a specific objective of the proposal as the foundation for their thesis.)

• IDG is a 2-year program! So, asking for funds to support a PhD student from start to finish is not a good idea!
Involving Trainees

Be CLEAR on your student training *approach or strategy*

Student training does not simply mean that you hire a RA

• What will they take away from their experience?
  o what skills/knowledge will they develop as a result of their engagement?
  o how could this potentially impact future contributions to research/field of practice

• What will YOU do to train the student?
  - seminars on research design, methods
  - support for conference presentation
  - co-authoring papers with your students
Round Table

• Key strategies for success:
  o Knowledge mobilization
  o Communicating impact / benefit
  o HQP training
The Budget
Formulating Your IDG Budget

• Personnel costs
  o student
  o non-student

• Travel and subsistence costs
  o applicant / team member(s)
  o Students

• Other expenses
  o professional / technical services
  o supplies and non-disposable equipment
Your Budget *Justification*

- **Purpose:**
  - details how much, for what *and* how proposed expenditures relate directly to your objectives / methods

- Bear in mind SSHRC’s principle of minimum essential funding

- 500 characters per entry
A strong budget justification...

• Makes things match!
  o same numbers as in the budget table
  o costs relate directly to your objectives and methods
• Aligns personnel roles and expertise
• Relates personnel to specific tasks
## Funds Requested from SSHRC
### Year 1

<table>
<thead>
<tr>
<th>Personnel Costs</th>
<th>Number</th>
<th>Amount</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Salaries and Benefits/Stipends</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$1.00</td>
<td>$7,883.00</td>
<td>Phase 1 undergraduate student research assistant for interviews and identification of flood risk management tools (to be used in honors thesis) ($13.96/hr + 17.64% benefits) * 40 hrs * 12 wks = $7,883</td>
</tr>
<tr>
<td>Master’s</td>
<td>$1.00</td>
<td>$17,290.00</td>
<td>MA student, lead Phase 2 and assist with Phase 3 workshop. Stipend: ($16,000 + 8.06% benefits) = $17,290</td>
</tr>
</tbody>
</table>

**SSHRC IDG Example**

Based on 2014 IDG on-line application budget form
### SSHRC IDG Example

<table>
<thead>
<tr>
<th>Travel and Subsistence Costs for Research</th>
<th>Number</th>
<th>Amount</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant/Team Members</strong></td>
<td>$2.00</td>
<td>$6,483.00</td>
<td>Phase 2 focus groups at High River, Canmore &amp; Banff Return airfare to Calgary $500 \times 3 \text{ trips} \times 2 \text{ researchers} = $3,000; Accommodation $170/\text{night} \times 2 \text{ day/trip} \times 3 \text{ trips} \times 2 \text{ researchers} = $2040; Per diem $51/\text{day} \times 3 \text{ days/trip} \times 3 \text{ trips} \times 2 \text{ researchers} = $918; Local Transportation $175/\text{trip} \times 3 \text{ trips} = $525</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>$2.00</td>
<td>$5,734.00</td>
<td>Phase 1 interviews Mileage: $0.4017 \times 3000 \text{ km (return)} = $1205 Accommodation: $50/\text{night} \times 19 \text{ nights} \times 1 \text{ undergraduate student} = $950 (Kananaskis field research station) Per diem meal rates: $30/\text{day} \times 20 \text{ days} \times 1 \text{ undergraduate student} = $600 Phase 2 focus groups at High River, Canmore &amp; Banff Return airfare to Calgary $500 \times 3 \text{ trips} \times 1 \text{ student} = $1,500; Accommodation $170/\text{night} \times 2 \text{ day/trip} \times 3 \text{ trips} \times 1 \text{ student} = $1020; Per diem $51/\text{day} \times 3 \text{ days/trip} \times 3 \text{ trips} \times 1 \text{ student} = $459</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>$12,217.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel and Subsistence Costs for Dissemination</th>
<th>Number</th>
<th>Amount</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant/Team Members</strong></td>
<td>$1.00</td>
<td>$2,217.00</td>
<td>Presentation of Phase 2 MCE model results at AGM of the Canadian Water Resources Association (location TDB for 2015; costs estimated based on 2014 location) Return airfare to Toronto: $722 \times 1 = $722 Accommodation: $130/\text{night} \times 4 \text{ nights} \times 1 = $520 Per diem meal rates: $51/\text{day} \times 5 \text{ days} \times 1 = $255 Transportation: $130 \times 1 = $130 Registration fees: $590 \times 1 = $590</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td>$2,217.00</td>
<td></td>
</tr>
</tbody>
</table>
TIPS & RESOURCES
Tips

• Start early!

• Know what’s required and what’s involved: read the program description, application instructions and the evaluation criteria

• Include students
Resources

Make full use of UofS and SSHRC resources:

- UofS:
  - Internal Review
  - Research Facilitator
  - Previous UofS recipients and adjudicators
  - SSHRC Tips Sheets
Resources

- SSHRC:
  - IDG Webinar
  - Resource Centre for Grants
  - Insight Development Program Officers
    insightdevelopment@sshrc-crsh.gc.ca
    613-996-6976
QUESTIONS?