

### $SSHRC \equiv CRSH$

# Insight Development Grant: Workshop #1

University of Saskatchewan October 2016

# Agenda

- 1. Introduction
- 2. Overview of Insight Development Grant (IDG)
- 3. Critical Application Components
- 4. Resources & Supports
- 5. Questions

# **INSIGHT** Development Grant Supports

25 October

November

IDG Workshop #1: overview & practical tools

CCV Session: introduction & working session

Ongoing

Application Development: work with your Research Facilitator

15 November

Intention to Apply / Request Internal Review

1 December

Submit application for peer and RF review based on SSHRC criteria

9 January

IDG Workshop #2: responding to internal review feedback; effective proposal summaries; polishing your IDG application

# National Perspective



# U of S — Campus Perspective

Competition year	UofS Success Rate	National Success Rate
2011	35%	39%
2012	33%	35%
2013	25%	30%
2014	36%	25%
2015	27%	23%
2016	53%	45%

# 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**: \$7,000 to \$75,000
- CV: Canadian Common CV (CCV) <a href="https://ccv-cvc.ca/loginresearcher-eng.frm">https://ccv-cvc.ca/loginresearcher-eng.frm</a>
- Evaluation: by committee and all are multidisciplinary (no external review)
- **Application process**: one-stage application through the Research Portal <a href="https://portal-portail.sshrc-crsh.gc.ca/s/Login.aspx">https://portal-portail.sshrc-crsh.gc.ca/s/Login.aspx</a>

# Emerging vs. Established Scholars

SSHRC IDG program differentiates between **emerging** vs. **established** scholars



# **Emerging Scholars**

Eligibility:	Research:
<ul> <li>Cannot hold previous Tri-Agency operating funding (except Connections funding)</li> <li>Must meet at least <u>one</u> of the following criteria: <ul> <li>completed highest degree no more than 6 years before the competition deadline <u>or</u></li> <li>held a tenured/tenure-track appointment for &lt; 6 years <u>or</u></li> <li>held a university appointment, but never a tenure-track position <u>or</u></li> <li>had career significantly interrupted or delayed for family reasons</li> </ul> </li> </ul>	<ul> <li>Grants are developmental as they offer emerging scholars a chance to develop their career</li> <li>Research can, but need not be, wholly new; i.e. extension of PhD research is OK</li> </ul>

#### **Established Scholars**

#### Eligibility:

- 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
- Research achievement: Includes any identifiable contributions made to the advancement, development and mobilization of knowledge related to the disciplines supported by SSHRC.

#### 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

## 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 to \$75,000
- emerging scholars evaluated separately from established researchers

#### **NOTES:**

- PIs <u>cannot</u> apply for an IG and an IDG in the same calendar year.
- There are no limits to participating as a co-applicant/collaborator.

### Changes to the 2017 IDG

- PIs will self-select their adjudication committee.
- A 50% budget cut by the adjudication committee will result in an automatic fail.
- PIs will still be considered emerging if they have received a SSHRC Connection Grant, but still meet other the emerging scholar criteria.

#### Round Table

#### What is your proposed **IDG** project?

Please provide a short synopsis of your plan/research project.



"So - Pizza again?"

### **IDG APPLICATION COMPONENTS**

# Adjudication

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

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













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#### Research Portal



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#### Welcome to the Research Portal

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#### 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).

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Sign In

New here? Create account

I forgot my password.

Version: 8.1.7.0.



Terms and conditions | Transparency



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# **Basic IDG Application Components**

Based on 2016 competition		Applicant		Co-applicants	
Section		in application form	in attachment (pdf)	in application form	in attachment (pdf)
TEXT BOXES in application					
Identification	required	*		via invitation	
Participants	required	*			
Research Activity	required	*			
Revisions to Previous Application – 3800 characters		*			
Summary of Proposal - 3800 characters	required	*			
Established Scholars (proposed vs. ongoing research) – 3800 characters		*			
Roles and Responsibilities – 3800 characters	required	*			
Roles and Training of Students – 3800 characters	required	*			
Knowledge Mobilization Plan - 2000 characters	required	*			
Expected Outcomes – 3000 characters	required	*			
Funds Requested from SSHRC + Justification - 500 characters/entry	required	*			
Funds from Other Sources - 500 characters/entry		*			
ATTACHMENTS					
Detailed Description - 5 pages	required		*		
Timeline – 1 page	required		*		
List of References - 10 pages	required		*		
Canadian Common CV	required		*	via invitation	*

# 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:
  - only part of your application every committee member will read
  - 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

- Here you demonstrate the importance, originality and anticipated contribution to the advancement of knowledge of your proposed research
- Described in three main sections (and use these as headings):
  - objectives
  - context
  - methodology
- Maximum five pages

# PROBLEM STATEMENT, PURPOSE, & OBJECTIVES

# Problem Statement, Purpose, Objectives

The <u>problem statement</u> 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 <u>purpose</u> 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
- <u>Test</u> some set of hypotheses

# 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)

#### Research objectives should ...

- •captures a reviewer's attention
- •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

# COMMUNICATING SIGNIFICANCE (A.K.A. EXPECTED OUTCOMES)

# **Expected Outcomes**

- Here you elaborate on the impact your research contributions will have on your stakeholders and other researchers
- Maximum 3,000 characters
  - Scholarly outcomes (1000)
  - Societal outcomes (1000)
  - Benefits to potential target audiences (1000)

# **Expected Outcomes: Scholarly**

#### **Questions to consider:**

- How is the research original?
- What are the gaps or limitations in the scholarly literature that the proposed research will address?

contribution to knowledge, theory, concept, methods, etc.

# **Expected Outcomes: Societal**

#### **Questions to consider:**

- Are there policy or practice issues that will be addressed?
- How will society (Canadians) benefit from the proposed research?

contribution to policy, practice, communities, culture, decision making etc.

# Expected Outcomes: Target Audience

#### **Questions to consider:**

• Who might benefit from your research?

• How might the results you generate be used/useful? who might use/need the research and how/why might it be useful

# Communicating Significance

#### 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

#### Roundtable discussions



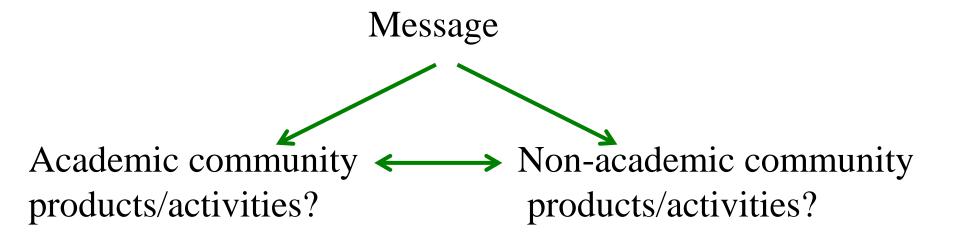
#### **KNOWLEDGE MOBILIZATION**

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, <u>Open Access</u> 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
- Guidelines for Effective Knowledge Mobilization

## Knowledge Mobilization



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

## Example

**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;

## Knowledge Mobilization

### KM for academic audiences ...

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

Others?

### Knowledge Mobilization

### KM for non-academic audiences ...

- •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?

### ROLES AND TRAINING OF STUDENTS

## **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**

#### **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?
  - what skills/knowledge will they develop as a result of their engagement?
  - 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

### THE BUDGET

## Formulating Your IDG Budget

#### **Personnel costs**

- student
- non-student



- include student salaries/stipends and benefits, postdoctoral salaries, non-student research assistants, project coordinators, etc.
- keep costs for undergraduate, masters, and doctoral students separate
- UofS <u>Student rates of pay</u>
- Benefits = 17.63% (hourly wage)
  - = 8.06% (monthly salary & stipend)

## Formulating Your IDG Budget

#### Travel and subsistence costs

- applicant / team member(s)
- students



- Keep travel costs for research separate from travel costs for dissemination (as well as applicants from students)
- UofS <u>Travel policies and rates</u>

## Formulating Your IDG Budget

### Other expenses

- professional / technical services
- supplies and non-disposable equipment
- •Honoraria are paid to guest speakers only.
- •Other compensation: consulting fees, participant fees, cultural gifts, etc.
- •Non-disposable equipment is highly scrutinized; you would need a very strong justification for including computers and other electronic devices—consider renting/borrowing from other researchers, SSRL, ICT, etc.
- •Office supplies are only eligible is directly linked to the project—need a very strong justification.



## Your Budget Justification

### Purpose:

- details how much, for what and how proposed expenditures relate directly to your objectives / methods
- includes a rationale for why you need each budget item
- •SSHRC's principle of *minimum essential funding*
- •500 characters per entry
- •2016 Tri-Agency Financial Administration Guide

### **RESOURCES & INITIATIVES**

### **Initiatives**

**Aboriginal Research**: Research conducted by, grounded in, engaged with FNIM communities/societies/individuals (see Guidelines for Merit Review of Aboriginal Research)

**Research-Creation**: Research combines creative and academic research practices and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation (see <u>Guidelines for Research-Creation Support Materials</u>)

**Sport Participation Research Initiative**: <u>SPRI</u> supports research on matters related to enhancing participation in sport in Canada.

Future Challenge Areas: Imagining Canada's Future

### Resources

Make full use of these resources:

IDG application template

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- UofS Internal Review
- Research Facilitators
- Previous UofS recipients and adjudicators
- UofS Grants Repository
- UofS internal programs (e.g., President's SSHRC <u>Insight</u> and <u>Connections</u>)
- SSHRC's Resource Centre for Grants
- SSHRC Insight Development Program Officers <u>insightdevelopment@sshrc-crsh.gc.c</u>

613-996-6976

Connect to

# **QUESTIONS?**