

We encourage creativity

# SSHRC Workshop

November 16, 2018



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada

# Agenda

- 8:30-9:00 Registration & Breakfast
- 9:00-10:00 Methodology
- 10:00-11:00 Student & HQP Training
- 11:00-11:45 Budget
- 11:45-12:30 Knowledge Mobilization
- 12:30-1:00 Lunch
- 1:00-2:30 Panel Discussion: Tips, Strategies, Q&A

# SSHRC Funding

- INSIGHT: medium- to long-term research projects encompassing research training & knowledge mobilization
- CONNECTION: short-term, targeted knowledge mobilization events & activities
- PARTNERSHIP: new and existing formal research and/or knowledge mobilization partnerships



# SSHRC Funding

## Evaluation Criteria

- Allocation varies depending on grant type, but all SSHRC applications assessed by:
  - Challenge – aim and importance of the endeavour
  - Feasibility – plan to achieve excellence
  - Capability – expertise to succeed

# SSHRC Funding

## Insight *Development* vs Insight

### IDG

- 1–2 years
- \$7K–\$75K
- Initial research stage
- Distinction between emerging & established scholars—adjudication; funding pool split 50/50
- Success rates (2018): UofS 50%; national 59.4%

### IG

- 2–5 years
- Stream A \$7K–\$100K  
Stream B \$101K–\$400K
- No distinction between emerging & established scholars
- Success rates (2017):  
UofS 39.1%; national 47.3%

# Methodology

Fiona Haynes (Arts & Science)

- Articulating your research questions
- Framing your objectives
- Presenting your methodology
- Devising a timeline

# Thank you!

- Keith Carlson, History (IG 2015)  
*Mapping the Transformers' Travels: Gender, Colonialism and Coast Salish Territoriality*
- Carolyn Doi, University Library (IDG 2017)  
*Sounds of Home: Exploring Local Music Collections and Collecting in Canada*
- Benjamin Hoy, History (IDG 2016)  
*Building Borders on Aboriginal Lands 1860-1930*
- Stephanie Martin, Educational Psychology & Special Education (IDG 2016)  
*Using Digital Storytelling to Empower Young Women Exposed to Dating Violence*
- Sarah Nickel, Indigenous Studies (IDG 2017)  
*Auxiliary Organizations and Indigenous "Mothers of the Nation": Gender, Politics and Place in Canada's West*



# Detailed Description

## SSHRC Instructions

- ***Write your proposal in clear, plain language.*** Avoid jargon, acronyms and highly technical terms. Not all committee members will have an intimate knowledge of the subject matter of all proposals
- ***Using the headings below,*** describe the proposed research in enough detail to allow informed assessment by committee members:

Objectives — Context — Methodology

- Your detailed description ***must address the Challenge and Feasibility evaluation criteria***



# Detailed Description

## Keep in Mind

- The Detailed Description is the application's core
- Two of three evaluation criteria apply: challenge & feasibility
- IDG does not use external assessors so reviewers are not necessarily disciplinary experts
- The reader knows nothing about your research program so make it crystal clear

# Detailed Description

## From the Reviewer's Perspective

- Imagine you are a reviewer; you want to read a proposal that
  - makes simple sense; i.e. it's well organized, reasonable, doable, error-free, elegant
  - is very easy to explain; i.e. easy to understand, summarize and defend
  - directly addresses all evaluation criteria
  - is so compelling you become its 'champion' to the adjudication committee

# Research Questions

- Set the stage with a brief introduction
  - What's the problem? (*proposal subject*)
  - Why should we care? (*rationale – why it matters,*
  - Why is this important? *or the Big 'Q' it answers*)
- Articulate your proposed research as questions or statements — either format works as long they're clear, succinct and achievable
- Use the research questions / statements to segue into the Objectives  
*or*
- Frame the objectives as research questions / statements (either style helps to frame the 'what')

# Significance & Impact

Local music collections inform national music histories, represent the musical diversity of our communities, and provide evidence of musical and social developments. By collecting artifacts such as recordings and textual materials, local music collectors document the history of the places, spaces, and cultures in where music happens. Aside from private collectors, public institutions such as libraries, archives, and museums also collect and preserve local musical history. Local music artifacts are often unpublished or independently produced, making them more difficult to collect, and local music collectors in public institutions (hereafter referred to as LMCPs) may encounter barriers in obtaining and preserving them. This has resulted in a wide variety of strategies for collecting local music (often undocumented), and various strategies for notifying the public that such collections exist. Furthermore, as there is no national body responsible for overseeing the collection and preservation of local music, we are left with little knowledge of how and where such collections exist. This has resulted in a lack of publicly available local music evidence, which in turn has left us with incomplete histories of Canadian music.

The research on music scenes and local music collecting practices is relatively underdeveloped. ... To our knowledge, this will be the first comprehensive study of local music collection practices in Canada.

This project will develop new understandings of the role of public institutions in documenting local music histories, which is of benefit to the disciplines of musicology, local history, and library and information sciences. Information professionals working with music collections will also benefit from the development of best practices for collecting and documenting local music collections. Finally, this research will benefit the wider community by providing increased preservation of and access to local music artifacts in Canada.

Local – national  
– societal /  
cultural  
significance

Gaps, barriers,  
needs

Innovation, new  
knowledge,  
public benefits

# Significance & Impact

Within the Coast Salish world arguably **nothing is as contested as tribal territoriality**. Our project seeks **to help diffuse** these tensions through culturally sensitive yet intellectually rigorous **community-engaged scholarship** examining the way colonial actions have worked to undermine women's historical consciousness and thereby foster a largely masculine discourse of tribal exclusivity to the relative exclusion of intertribal inclusivity.

Identifies the  
import of the  
problem

**Importantly**, "Mapping the Transformers' Travels: Gender, Colonialism and Coast Salish Territoriality" **emerged from an invitation by two elderly Coast Salish women** who expressed frustration over current inter-tribal conflicts that they perceived to be rooted in a gender division between the way male chiefs spoke about tribal territorial exclusivity and what they understood as the historical imperative for inter-tribal inclusivity.

Grounded in  
community

It will **contribute to methodological and interpretive skill building among graduate students**; and importantly, it will **provide meaningful technical and intellectual capacity building within participating Coast Salish communities** -- first through research and methodological collaboration and then through the creation of a legacy project whereby the database and associated dynamic/animated web-interface of legendary narratives will remain in Coast Salish communities and be under their control.

Details impacts  
and benefits to  
community and  
scholarship

Our study hinges on strong collaborative partnerships between academic researchers and Salish knowledge keepers. It will be **responsive to local needs, collaborative in its methods, meaningful in its results and knowledge mobilization, and rigorous in the way it advances scholarship**. The project will enable scholars, community members, educators, and politicians to literally re-think territoriality, and therefore potentially diffuse current inter-tribal tensions and suspicions.

# Significance & Impact

**Incidents** of sexual assault, date rape, gang rape, and a **general attitude** of objectification of women **continue to be commonplace experiences for young women**. **Widely publicized news stories** about Jian Ghomeshi, Bill Cosby, and the Dalhousie Dentistry students, and the **recent release of the documentary** “The Hunting Game” are just a few current examples that have **spurred conversation and controversy in traditional and social media about the prevalence and impact of violence against young women**. These stories have highlighted the **inadequacy of responses** we have for **preventing** young women from experiencing violence and the **challenges we face in addressing their suffering**. ... This project **focuses** on the violence young women experience in dating relationships and **will use social media, specifically digital storytelling**, as an **innovative method** that at once generates knowledge about their experience of dating violence and mobilizes that knowledge through the stories they will create and share.

We are used to social media being used as a tool to perpetuate the abuse of young women (Dodge, 2015). However, given young women’s considerable comfort with and use of social media in their daily lives, **researchers should expand their methodological repertoire** to include such media in their efforts to identify the burden, promote healing, and design social interventions to curb incidents of dating violence. **To date, there are no studies that leverage social media tools**, digital storytelling in particular, as a potent interruptive intervention that can bring about change for victims and stem the tide of violence in early dating relationships. By creating a safe space where young women can express and represent their experiences of dating violence, and empowering them to decide if and how their stories should be shared with others, this **pilot project will explore the potential of digital storytelling to promote change** for these young women and serve to prevent the cycle of abuse in their lives.

Serious,  
sensitive and  
ongoing issue;  
personal and  
social impacts

Use a tool in a  
new way

Addresses gap  
in knowledge  
and need for  
social change



# Significance & Impact

In 2015, the Truth and Reconciliation Commission of Canada (TRC) released 94 “Calls to Action” in an attempt to **begin to heal** the intergenerational damage caused by residential schools, dislocation, colonialism, and assimilation. Amongst a wide range of reforms, the **TRC demanded that the Canadian government develop** “age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada.” (Truth and Reconciliation Commission of Canada 2015, 7). The “Building Borders on Aboriginal Lands” project **tackles the TRC’s call for recognition of Aboriginal people’s historic contributions to Canada** by **demonstrating the significant ways** that First Nations communities participated in the creation of the national boundaries of Canada and the United States by providing versatile tools that educators can use to reform national narratives about Canadian history.

Response to a highly significant and timely issue for Canadians

First Nations made significant contributions to all stages of border creation and control. During the nineteenth and twentieth centuries, Indigenous communities provisioned Canadian posts and supplied laborers, scouts, and soldiers to Canadian forces. ... This kind of activity **undermines conventional ideas** surrounding loyalty, patriotism, and federal expansion, which base themselves around the importance of federal personnel and a singular idea of national identity.

Demonstrates innovation

First Nations shaped where, when, and how Canada’s current boundaries were drawn in quite a literal sense. ... **Their contributions did not occur in a distant and forgettable past.** They began before Confederation and lasted well into the twentieth century, a **contribution** to Canadian history that has been **absent from university and high school textbooks alike.** ... This project will **rectify** these **shortcomings** by **demonstrating the importance** Aboriginal peoples had to the building of nation states and to the ways Indigenous people impacted the resolution of transnational conflicts, such as Fenian agitation, Chinese Exclusion, and immigration reform that shaped American and Canadian power dynamics and self-conceptions deep into the twentieth century.

Redress misconceptions affecting Canada – past, present and future



# Objectives

- What will your project do to address the problem / fill the gaps / advance knowledge?
- What will your project achieve?
- Are your objectives clear, concise, easy to identify?
- Are your objectives *feasible*? (Taking into account project scope, timeframe, resources, capacity — PI, team, personnel)
- No magic number; typically two or three objectives

# Examples: Objectives

By creating a safe space where young women can express and represent their experiences of dating violence, and empowering them to decide if and how their stories should be shared with others, this **pilot project** will explore the potential of digital storytelling to promote change for these young women and serve to prevent the cycle of abuse in their lives. As Meadows (2003) states, “if we will only learn the skills of Digital Storytelling then we can, quite literally, ‘take the power back’” (p. 192). The objectives of this study are to:

1. Articulate stories of young women who have experienced dating violence in their recent history (Phases 1 and 2);
2. Use digital storytelling as both a knowledge generation and a knowledge mobilization tool (Phase 2); and,
3. Assess the feasibility and utility of digital storytelling as a knowledge generation-mobilization tool and its potential to impact healing from the trauma of dating violence (Phase 3).

This project **seeks to understand** the state of local music collections and collecting in memory institutions across Canada. The three identified objectives for this research are:

1. To identify where collections of local music are held, what music they document, and what evidentiary value they possess;
2. To understand how collectors perceive the value of collecting local music, and
3. To record the local music collection management practices in use and identify areas where these practices have been and may be improved.

**These objectives lend themselves to the broader goal of this research, which is to develop new understandings** of the value of collecting the evidence of local music within Canadian memory institutions.

Sets approach,  
scope, and  
benefit

Each objective  
starts with a  
verb and  
identifies  
phases

Overall project  
goal achieved  
with specific  
objectives

Feeds into  
broader  
research goal

# Examples: Objectives

This project is structured around three major objectives:

1. Integrating tribal research into a national framework
2. Building a digital toolset
3. Investing in the next generation of Aboriginal scholarship

Each objective  
starts with a  
verb

This project **will help integrate** tribal level research into a national framework by **creating a systematic and quantitative backbone around which tribal level studies can be aligned**. ... This study will **measure the impact** that the creation of the border had on dozens of Indigenous communities across the border highlighting both the local/cultural specificity of experience as well as the broader commonalities that occurred across the entire country. In doing so, it will **help provide necessary context to evaluate** how different systems of Indigenous labor, resistance, and support structured Native-Newcomer relations and created a wealth of possibilities in historical outcome.

Each objective  
fleshed out and  
easily identified

**Second**, this project **contributes to Aboriginal research by building a digital toolset** capable of being used by researchers to study Indian policy and Aboriginal resistance in a wide variety of contexts. This toolset will consist of **three interrelated databases and an interactive map**.

Specifies digital  
tools

**Finally**, this project will **push students to complete original research** on the relationship between Aboriginal communities and the border and the significant impacts Indigenous communities continued to have on the formation of the Canadian and American states well into the twentieth century. This **investment in the next generation of Aboriginal scholarship is important because** it will provide an opportunity for Aboriginal students working for the project to conduct research on culturally significant topics as well as to push the broader fields of Canadian and American history to come to terms with the significant ways they have **marginalized Aboriginal voices**.

Reiterates value  
and impact

# Examples: Objectives

Mapping the Transformers' Travels: Gender, Colonialism and Coast Salish Territoriality has two **overarching** objectives: 1) **to enrich and advance scholarship** about the Indigenous past; and 2) **to use this knowledge to inform and contribute to** public discussions to resolve contemporary tensions among and between Coast Salish communities.

**Broad objectives  
but in keeping  
with an IG  
project**

**To test our hypothesis**, we will **assess** the degree to which colonial actions resulted in a privileging of the male historical consciousness and the obscuring of a counter-balancing female consciousness. To this end, we will: a) **examine** government and Christian missionary efforts... and; b) **measure** aspects of the way these impositions **impacted** Coast Salish **society by documenting and making available** to a broad audience a **database and interactive map** depicting the changing geographical extent, and narrative elements, of stories describing the activities of the legendary transformers during the distant myth-age past.

**Narrows to  
specifics to test  
a hypothesis  
and identifies  
outputs**

# Presenting your Methodology

## Choosing the Right Approach

- How will this method achieve your objectives?  
Is this the right method to address the problem / question?
- Is the method a good fit for the people involved?  
Perhaps a best practice but modified to fit your particular audience and its specific traits or needs
- Is your approach cost-effective?  
Cost-effectiveness alone insufficient, but if you know the method works and is affordable, that's a strong reason to use it

# Presenting your Methodology

## Justifying Your Choice

- Tie your methods firmly to the proposed objectives
- Include research, expert opinion, and your experience to explain why you chose these methods
- Build the case for feasibility:
  - Show your measures and assessments are viable
  - Link the methods to the resources requested in the budget
  - List the facilities and capital equipment that you will use in the project

# Presenting your Methodology

## Checklist

- Do the methods flow logically from the goals and objectives?
- Are the chosen methods or activities justified?
- Is it clear who will perform particular activities?
- Are these activities feasible given expected resources?
- Is there a timeline? Does it make sense?



# Presenting your Methodology

## Packaging

- Presentation *does* make a difference — logical, easy to follow, spacing, sub-headings, shorter paragraphs, highlight key phrases and activities and tie them back to objectives,
- Engage the reviewer — be compelling, be convincing, be concise; use active voice, language that evokes a response, simple sentence structure
- Demonstrate your research is feasible — breaking the project down by year, objectives, activities, phases shows you've got a viable plan

# Examples: Methodology

This research will use questionnaires, interviews, and observational methodologies to achieve the stated objectives: 1) identify the distribution of collections, 2) understand the perceived value of these collections, and 3) record collection management practices. The survey research will provide us with an overview of the professional practices used by collectors, as well as an initial list of local music collections in Canadian memory institutions. The interviews and observations will delve deeper into the thought processes, rationales, and outcomes of the practices of collectors and move beyond the library context to develop understandings of how local music collections are managed in other environments such as museums, archives, and cultural centres. We will use the survey and interview data to build a dataset containing collection locations and descriptions.

## Survey

Using an online instrument, we will survey Canadian local music collectors in libraries to systematically collect data about their behaviours, preferences, and beliefs about local music collections and collecting. Collectors will be identified using directories from professional associations and organizations (e.g., ...) and publicly available online information from provincial post-secondary institution directories. Ideally, we will identify 150 individuals responsible for collecting music at Canadian libraries.

Our focus on local music collectors in libraries and not other memory institutions is intentional. ... The questionnaire has already been developed based on themes identified during an initial systematic review of the literature on local music collections and collecting (Doi, 2016). It asks questions related to [specific, comprehensive list] ... It also invites participants to identify whether they are willing to participate in follow up interviews and to identify known local music collections in their geographic region.

An online questionnaire is an ideal vehicle for remotely gathering a pan-Canadian picture of local music collecting. To maintain the sustainability of this project, we have chosen this method for this portion of the project for reasons relating to economies of time, effort, and cost compared to other data collection methods.

Reiterates objectives and how the methodology will achieve them

Details and rationale for survey

Sustainability; cost-effective, feasibility

# Examples: Methodology

“Training in Salish cultural protocols and gender sensitivities will preface all faculty and graduate student work in the communities. Several female elders with extensive experience working with academics have already indicated that they will help to facilitate these sessions, and protocols will be established whereby the Elders who are interviewed will be contacted afterwards by a representative from the Advisory Committee, independent of faculty, and asked if anything emerged in the interview that caused them concern or to become uncomfortable. The Community Liaisons will work with the PI to communicate and devise appropriate strategies for any problems that may emerge. Female graduate students and/or female undergraduate students hired from within the community will conduct many of the interviews with female elders to better ensure their comfort and to facilitate their sharing.

## Year 1: Archival Research, Consultation, and Establishing Community Protocols

(Objective 1: Enrich and advance scholarship about the Indigenous past)

During the first summer, while archival research is launched, the important groundwork for establishing the protocols for the second year’s community-research will be laid. The Elders’ Advisory Committees will be established and a series of community meetings will be held to explain the project and gather feedback. A major objective of this project is to document and interpret change over time in legendary myth-age stories. Fortunately there are archival and library collections that contain a great deal of information pertaining to both early contact family life and to myth-age stories. These are found principally in the published papers, as well as the unpublished fieldnotes of ethnographers and anthropologists, such as ...

If cultural considerations are included, provide detail to support feasibility

Presenting methodology by year can improve readability for a large project with diverse objectives

# Examples: Methodology

## Year 2: Phase One Interviews, Final Archival Research, and Community Communication

(Objectives 1 and 2: Use this knowledge to inform and contribute to public discussions to resolve contemporary tensions among and between Coast Salish communities)

Any remaining archival research and data-entry will be completed in year two. Oral interviews by faculty and graduate students will be co-ordinated through the Steering Committees and in co-operation with our Community Liaisons. Local Coast Salish student research assistants will be involved in this work as they mentor under the Community Liaisons. **The interviews will only occur after university and community ethics protocols and requirements have been satisfied.** All of the **interviews will be semistructured** and will provide knowledge keepers with opportunities to share **a) aspects of their oral history pertaining to family life and change in the nineteenth and twentieth centuries; and b) oral traditions pertaining to legendary myth-age stories of transformation.** The **interviews will be either video or audio recorded.** Student research assistants will transcribe relevant sections of the interviews and enter the information into the HGIS database. **Copies of all interviews (along with signed ethics permission forms) will be provided to each participant, and, with their consent, deposited in the local tribal archives.** They will also be **archived on a password protected secure server** at the University of Saskatchewan. With direction from the Advisory Committees, regular reporting and communication protocols will be established to ensure healthy and open communications throughout the project. **Preliminary results from year one's archival research will be shared with Stó:lō and Tla'amin community members** through group presentations as well as in smaller presentations to specific families and individuals so that feedback can be used to address concerns and shape next steps in the process.

Clear tie-back  
to objectives

Lots of detail  
here that is  
often overlooked  
in applications:  
ethics,  
permissions,  
where the  
information will  
be housed and  
how

# Examples: Methodology

## **Methodology** (Three eight-month phases over two years)

**Phase 1: Preparation.** Phase 1 will advance objective 1, and will be critical for laying the foundation for project success. Establishing positive and fruitful working relationships with all members of the research team will be emphasized and any additional technical, academic, and professional supports required for project success will be identified and secured.

Building the team. This is a project on a sensitive topic and **requires specialized research and professional expertise.** The team is comprised of the Principal Investigator (PI), two Co-investigators (Col), and a Research Assistant (RA), **all with knowledge and experience gained from research and/or practice in sensitive areas.** The PI's first task will be to convene a team meeting to map out study implementation and identify any additional in-kind resources that may aid the project. A Research Assistant (RA) with the appropriate background (academic and personal interest) ... will be hired. ... A licensed counsellor will also be contracted via Family Service Saskatoon to be involved in group meetings with participants.

Training. Prior to participant recruitment, the **PI and RA** will travel to the StoryCenter in Berkley, CA, to **attend a 3-day Digital Storytelling Workshop** for training in the art of digital storytelling.

Ethical considerations. An application for ethical approval will be submitted within the first two months of the project. The PI, RA, and Cols will contribute to the **development of ethical protocols to ensure** that **maximal safeguards** to participants and the RA are understood and agreed upon by all before any direct contact with research participants. ... The RA will receive extra training from the PI on research on sensitive topics and relational ethics.

Engaging with participants. **Up to 10 young women** will be invited to participate through **recruitment advertisements posted in the waiting room at Family Service Saskatoon** (a local non-profit community service that offers individual and group counselling and outreach services to women affected by intimate partner violence).

Identifies  
phases up front;  
each one tied  
to an objective

Team capacity  
& training  
assures  
feasibility

Important  
details: ethics,  
protocols,  
safeguards, # &  
recruitment of  
participants



# Examples: Methodology

## Methodology

The Building Borders project will be created with a modular design and utilizes three interconnected research strategies stemming from techniques used in digital history, archival research, and demography.

Simple, yet comprehensive; then carried through with subheadings

## Digital History

The Building Borders team will comb through tens of thousands of pages of information from the payroll and annual reports published by the departments responsible for border control in Canada and the United States between the 1860s and 1930s. The majority of these reports are publicly available in digital formats ... Hoy developed a database in 2013 and 2014 to hold and manipulate thousands of data points from the Department of Indian Affairs Annual Reports online repository, which will be refined and expanded with the help of Bath to incorporate the new agencies and departments included in this study. The transcription process will occur through two parallel procedures.

Lots of data, but previous experience and existing databases

## Archival

This project will rely on detailed archival work to supplement the publicly available annual reports and payroll reports. Archival trips to the national archives in Washington D.C. and Ottawa will be used to develop case studies on the movements of individual administrators to help gauge each department's area of impact. ... Archival trips will be used to gather maps to help pinpoint the locations of difficult to find posts and to fill in gaps in the digitized records. Gathering diaries, correspondence, post books, and paylists are crucial supplementary documents ... .

Details and justifies archival trips

# Examples: Methodology

## Demography

... National censuses offer inconsistent information on Aboriginal communities in the nineteenth century, which creates numerous hurdles to using censuses to measure mobility. This project will mitigate some of these challenges by relying on the extensive experience Inwood and Hoy have with First Nations demographic records and the common challenges found within them. Both Hoy and Inwood have worked on Aboriginal demographic projects for close to a decade and both have written peer reviewed articles regarding the pitfalls and potentials for quantifying Indigenous populations.

Considerable  
experience in  
the area

## Modular Design

The Building Borders project will utilize a modular design to maintain a high level of feasibility. Our previous experience with large digitization projects suggests that working with multiple types of government records over broad time periods results in unexpected delays and difficulties. This project will offset these eventualities by selectively targeting and entering the locations of federal posts and personnel from each set of records first ...

Feasibility

This project maximizes feasibility by strategically targeting known resources and high valued targets early on in the research process to ensure that we will have a meaningful return even in the face of unexpected delays.

Very strong  
finish!

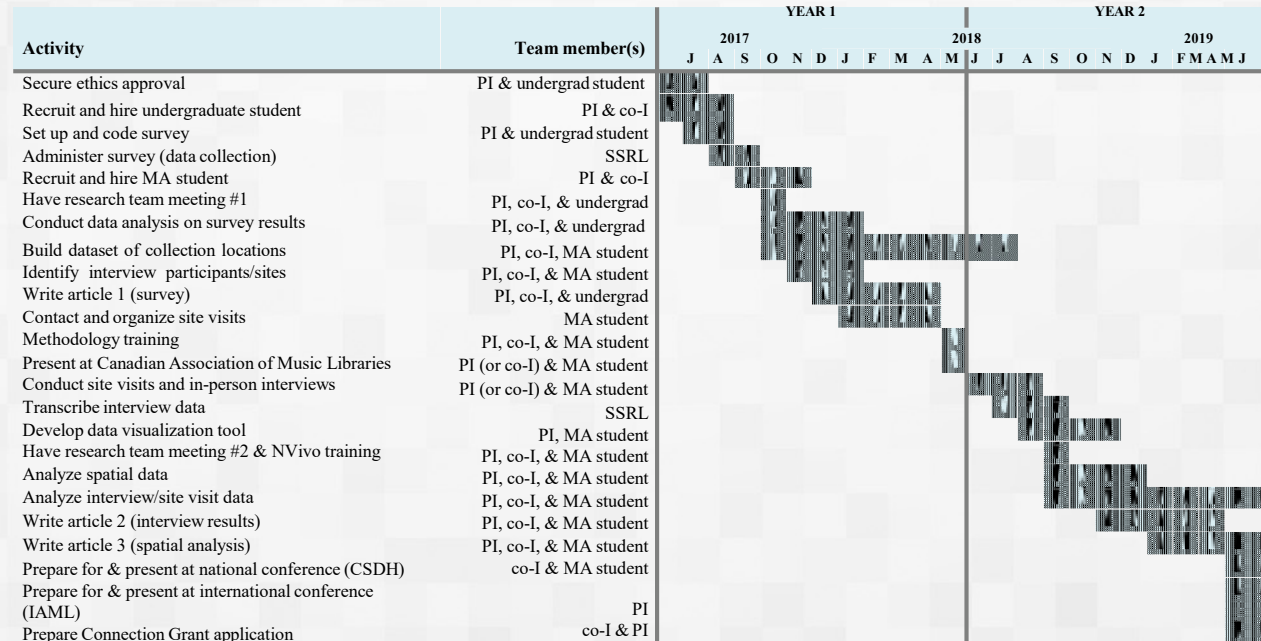


# Timeline

- Required for IDG, but can be a strategic choice in other SSHRC applications
- Used effectively, gives you another precious page for the Detailed Description in the IDG
- State what tasks will be done at what stage of the project; some PIs also include who will perform each task
- Be specific: an unclear timeline can make the project seem unfeasible in the allotted time

# Timeline

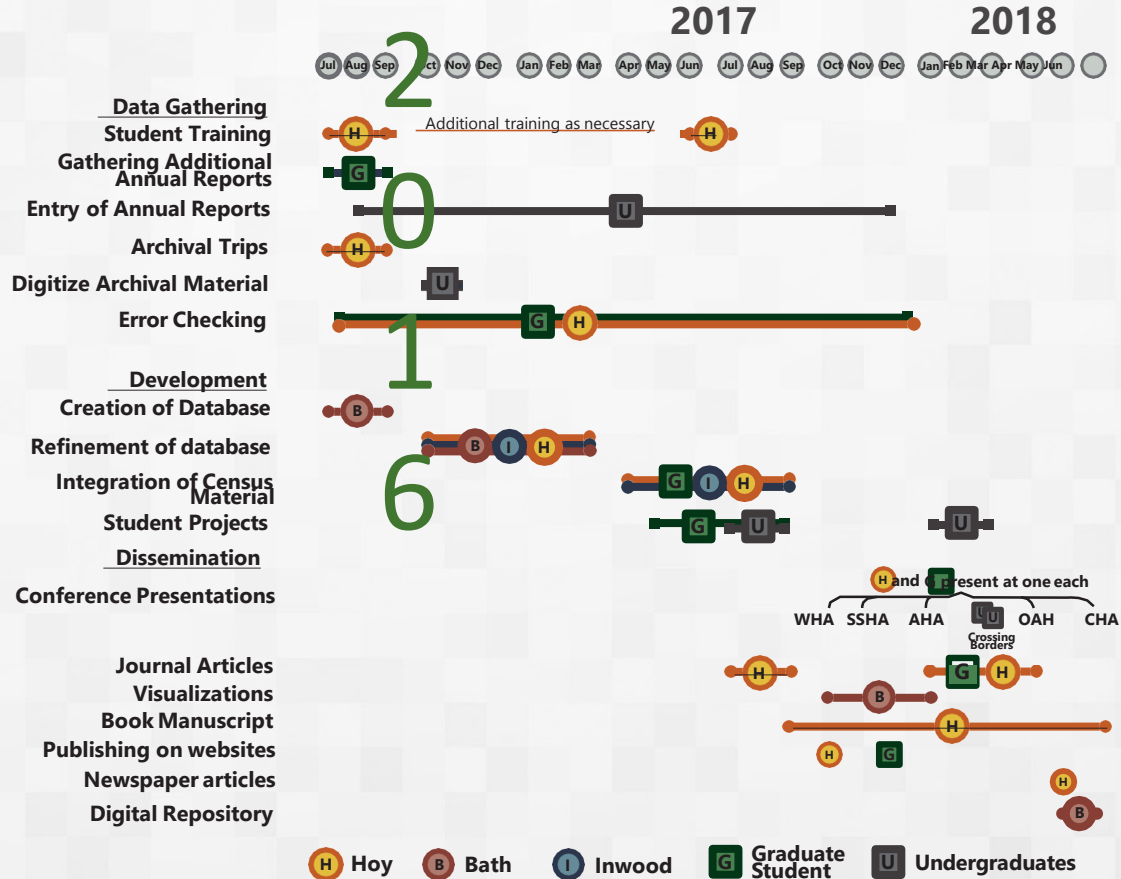
We have divided the work and outcomes for this project by year. The first year of the project will include the administration and management of the survey, hiring of two student research assistants, presentation and publication of survey data findings, and preparation to conduct the interviews and observations. The second year of the project will include data collection through site visits and interviews, the development of a geo-visualization analysis tool, presentation and publication of interview and observation data findings, and preparation of a Connections Grant application. See the Gantt chart below for more detail on the timelines associated with these tasks:



Note: The PI will be on sabbatical for Year 2 of this research project (1 July 2018–30 June 2019).

## Building Borders on Aboriginal Lands 1860-1930

Timeline of Workload



### Timeline

This project will be completed in **three phases** of roughly **8-months each** over the course of two years. Some phases may overlap or take less or more time than anticipated, hence flex time is built into the project cycle and scheduled communication between members of the research team is emphasized.

**Phase 1: Preparation (first of three 8-month phases).** Phase 1 activities will be critical for laying the foundation for project success, and will emphasize establishing positive working relationships with all members of the research team and identifying and securing any additional technical, academic, and professional supports that may be important to completing project objectives. Activities will include:

- Organize early project planning meetings with all team members
- Hire a Research Assistant (RA) with the appropriate background (academic and personal interest) and ability to commit to the 2-year project cycle
- Train the RA in project coordination activities and ethical considerations
- Contract a professional counsellor to attend the digital storytelling workshop and provide support to participants engaged in the digital storytelling process, should the need arise
- PI and RA attend StoryCenter in Berkley, CA, to receive training in digital storytelling
- Prepare and submit an application for ethical approval
- Begin to recruit up to 10 young women through Family Service Saskatoon and the University of Saskatchewan Student Counselling Services

**Phase 2: Telling individual stories (second of three 8-month phases).** All activities scheduled for Phase 2 will be designed to facilitate participants' preparation to tell their stories and their use of digital storytelling methods. Activities will include:

- Conduct individual narrative interviews
- Complete descriptive thematic analysis
- Conduct individual follow-up interviews with participants to member-check or confirm summaries/descriptive analysis of their narrative interviews, which will aid their preparation of story scripts
- Host participant digital storytelling training workshop (two 6-hour days)

**Phase 3: Sharing stories and evaluation (last of three 8-month phases).** Phase 3 activities are designed to provide a forum for participants' sharing of individual digital stories and evaluation of the impact of the process of generating and sharing their digital story about dating violence:

- Host focus group with participants (Part A: Sharing stories; Part B: Evaluation of digital storytelling experience)
- Collate focus group responses to semi-structured questionnaire items
- Write-up project results
- Develop knowledge mobilization plans based on participants' feedback provided in focus group
- Identify and secure venues for conventional knowledge transfer (scholarly journals and professional and academic conferences)
- Begin to draft SSHRC Insight Grant application to expand this pilot project based on results

Emerging results will be discussed with additional academic and community members throughout the project, thereby increasing the potential scope and impact of this innovative anti-violence project. These communications will also help build team capacity for the development of a SSHRC Insight or other grant, for submission in 2019.

**TIMELINE:**

**YEAR 1 (June 2017-June 2018): Archival Research, Newspaper Research, Community Protocols, and Oral History Design:**

**Archival Research:** Archival work will be completed in Year 1 by the PI and 1 MA student. The PI will train the student in how to do archival searches, data organization, project management, and trip planning in anticipation of archival research trips. The PI will then provide onsite archival training and mentorship at the Burnaby Library and Archives Canada, after which both will separately consult collections at sites in BC and AB (SK will be completed in the pilot). **Newspaper Research:** The MA student will conduct digital and microfilm research of Indigenous and non-Indigenous newspapers, and will then be trained at the USask Social Sciences Research Lab (SSRL) in qualitative analysis using NVivo and will code documents according to the five identified themes (see detailed description). This data will be incorporated into existing archival analysis from the SK pilot. **Community Protocols:** In the first 6 months of the project, the PI will develop further community networks and work with identified liaisons to complete necessary community protocols and research agreements for BC and AB. **Oral History Design:** Building from the oral history design and interviews conducted during the SK pilot, the PI will train the PhD in oral history design methods, working jointly on developing and revising oral interview guides for use in BC and AB. The PI will also wrap up final interviews with SK participants. Near the end of Year 1 the PI will analyze data from the SK pilot, and with the MA will prepare joint presentations to disseminate early results to SK stakeholders. This will provide community training for the MA and networking experience.

**YEAR 2 - PHASE 1 (July 2018-Dec. 2018): Archival Analysis, Oral History Interviews (BC),**

**Transcription, and early dissemination:** **Archival Analysis:** Organization and analysis of archival documents will occur in Year 2 (Ph. 1&2). One PhD will be trained in historical and feminist discourse analysis as well as in NVivo qualitative research at the SSRL. **Oral History Interviews & Transcription:** After SSRL and PI training, the PI and PhD student will interview key women who were active in BC socio-political networks between the 1950s and 1980s. The MA will be trained in and complete transcriptions of completed interviews. The information from these interviews will be coded and analyzed (and integrated into the SK pilot) throughout this phase and continuing through to the end of the project. **Early Dissemination:** Between July and September 2018, the PI and PhD student will present preliminary findings from the pilot and archival work at NAISA 2018. This will form the basis for a co-authored peer-reviewed article to be submitted to *Prairie Forum* in December 2018.

**YEAR 2 - PHASE 2 (January 2019 – June 2019): Oral history interviews (AB), Transcription, Analysis,**

**Dissemination – Phase 2:** **Interviews:** The PI and the trained PhD student will interview key women involved in historical political networks in AB, focusing predominantly on Edmonton, and Calgary (and surrounding areas). **Transcription & Analysis:** The PI and PhD will transcribe, code, and analyze these interviews, exploring commonalities and differences amongst these and the other data collected. The PI will organize and donate copies of the oral interviews and transcripts to community partners (as per agreements). **Analysis & Dissemination:** The PI will continue analysis and, between May and September 2019 will present findings at NAISA and CHA, as well as in joint community presentations in AB and BC with the PhD student. The PI will produce a second peer-review article for *American Indian Quarterly*, and will work with the PhD to produce the same in their area of research. Substantial work will also be done towards completing a scholarly monograph, to publish with the University of Manitoba Press by 2021. The PI will also complete any requested community reports, and will conduct media interviews on this research.

Year	Timeframe	Major Task	PI	PhD	MA
Yr. 1	40 weeks	Archival Research	X		X
Yr.1	20 weeks	Newspaper Research			X
Yr. 1	10 weeks	Community Protocols	X		
Yr. 1	7 weeks	Oral History Design	X	X	
Yr. 2	35 weeks	Archival Analysis	X	X	
Yr. 2 (1)	16 weeks	Oral Interviews (BC)	X	X	
Yr. 2 (1)	15 weeks	Transcription	X		X
Yr. 2 (1)	4 weeks	Early Dissemination	X	X	
Yr. 2 (2)	16 weeks	Oral Interviews (AB)	X	X	
Yr. 2 (2)	25 weeks	Transcription & Analysis	X	X	
Yr. 2 (2)	4 weeks	Dissemination – Phase 2	X	X	



# Student and HQP Training

## SSHRC Workshop

November 16, 2018

Danielle Baron (AgBio)

Sanjukta Choudhury (Law)



Social Sciences and Humanities  
Research Council of Canada

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sciences humaines du Canada

Canada

# Student and HQP Training

- SSHRC on HQP training
- HQP training in your evaluation
- Addressing HQP training in the proposal
  - *Dimensions of Effective Research Training*
- Q&A



# SSHRC on HQP Training

“...extend the impact of the scholarly commitment to *effective research training*, by ensuring that, across all SSHRC funding opportunities, *everything possible is done to maximize* the impact of training, and of investments in training...”

# HQP Training in Your Evaluation



## Challenge — The aim and importance of the endeavor (50%)

- originality, significance and expected contribution to knowledge
- appropriateness of the theoretical approach or framework and methods/approach
- **quality of training and mentoring to be provided to students, emerging scholars and other highly qualified personnel, and opportunities for them to contribute**
- potential for the project results to have influence and impact

## Feasibility — The plan to achieve excellence (20%)



## Capability — The expertise to succeed (30%)

- quality, quantity and significance of past experience and published and/or creative outputs of the applicant and any co-applicants
- evidence of other knowledge mobilization
- **evidence of contributions to the development of talent**
- potential of the applicant/co-applicant to make future contributions

# Addressing HQP Training in the Proposal

**Talk  
about  
HQP  
roles in  
these  
sections!**

Section		Applicant		Co-applicants & Collaborators	
		in application	attachment (pdf)	in application	attachment (pdf)
<b>TEXT BOXES in application</b>					
Identification	required	*		via invitation	
Proposed vs. Ongoing Research	(required for established scholars)	3800 characters			
Activity Details	required	□			
Revisions Since Previous Application		3800 characters			
Summary of Proposal	required	3800 characters	1-2 pages		
Roles and Responsibilities	required	7600 characters			
Roles and Training of Students	required	3800 characters	1-2 pages		
Knowledge Mobilization Plan	required	2000 characters			
Expected Outcomes (Scholarly, Societal, Potential Target Audiences)	required	3000 characters (1000 max. per section)			
Funds Requested from SSHRC + Justification	required	500 characters max. per entry			
Funds from Other Sources		500 characters max. per entry			
<b>ATTACHMENTS</b>					
Detailed Description	required		5 pages		
Timeline	required		1 page		
List of References	required		10 pages		
Research-Creation Support Material			1 page		
Canadian Common CV	required		*	via invitation	*

# Addressing HQP Training in the proposal

## Dimensions of Effective Research Training

Access SSHRC's Guidelines [Here](#)

1. Build both academic competencies and general professional skills, including knowledge mobilization
2. Include international and/or intersectoral opportunities wherever possible
3. Include details regarding specific, effective mentoring and institutional support

# SSHRC's Dimensions of Effective Research Training

## 1. Build both academic competencies and general professional skills, including knowledge mobilization (KMb)

Enable students and researchers to acquire skills applicable to both academic and non-academic careers:

### General:

- Leadership and teamwork
- Project management
- Collaboration
- Mentoring
- Community engagement
- Communication
- Problem solving
- Critical thinking

### Academic :

- Research method and theories
- Data management and analysis
- Research ethics
- Teaching in diverse settings and with various technologies
- Interdisciplinary research

### KMb:

- Books, refereed journal articles, data sharing through online repositories, social media, dance, performances, oral histories, websites, films, plays, videos, exhibits, festivals, media coverage, pamphlets, policy papers, reports, knowledge syntheses and workshops, conferences etc.

# Individual Exercise: Worksheet Dimension 1 Questions



# Example – Dimension 1

Identify HQP

What they  
will do

“We **identify HQP students: one undergraduate student and one master's student.** These students will receive research mentorship while working closely with both researchers on all aspects of the project including **data collection, management, analysis, writing, and dissemination.** Where appropriate, students will be encouraged to present the research findings as co-authors at **conferences.** They will receive training from the research team on various aspects of the qualitative research process, including **administration of the questionnaire, data synthesis, interview administration, interview transcription, data analysis, academic writing, and conference planning.**”

Training they  
will receive

- Carolyn Doi, Library (IDG 2017)

# Example – Dimension 1

“Students will also have the opportunity to develop related research projects based on the primary and secondary sources located through the archival searches conducted by the research team. **With these experiences, students involved in our study will develop skills and knowledge that will be a distinct advantage when they pursue employment, further graduate study, or apply for research funding.**”



- Lynn Lemisko, Education (IDG 2017)



1. Build both academic competencies and general professional skills, including knowledge mobilization

# SSHRC's Dimensions of Effective Research Training

## 2. Include international and/or intersectoral opportunities wherever possible

- To form networks that cross national, cultural and linguistic borders, as these offer opportunities to gain new perspectives and knowledge
- To collaborate with business, not-for-profit, government, and community organizations
- Enables transitions to non-academic careers

Include your HQP in your international/community outreach plans

# Individual Exercise: Worksheet Dimension 2 Question

## Example – Dimension 2

“The students will be carefully supervised opportunities to develop leadership skills [...] **they will conduct oral interviews in the communities** [...] Student connection with the community **will also enable them to take on an aspect of a leadership role as they help guide other graduate students in negotiating the community**”.



- Keith Carlson, History (IG 2015)



2. Include international and/or intersectoral opportunities wherever possible

# SSHRC's Dimensions of Effective Research Training

## 3. Include specific, effective mentoring and institutional support details

- **Your mentoring philosophy:** clearly articulate what training/mentoring you will provide
- **Additional institution based opportunities:** what trainings will they will receive? Where?
- **Alternative means to research training:**
  - Research or teaching assistantships
  - Career development workshops
  - Online training modules
  - Internships with external partners
  - Institutional conferences or networking opportunities

Be specific about what your training philosophy is; explicitly detail what opportunities for PD will be available to your HQP




# Individual Exercise: Worksheet Dimension 3 Questions

## Example – Dimension 3

Mentoring  
philosophy



“We will [...] provide opportunities for students to apply research knowledge they have already obtained, and ensure students develop research skills that complement their academic programs. **Team members will share authorship, assisting in the development of conference submissions and presentations as well as manuscript preparation.** Providing experiences in these scholarly tasks **will support the students as they prepare, conduct, and establish their own thesis and dissertation research.**”



How the  
HQP will  
benefit

- Lynn Lemisko, Education (IDG 2017)

## Example – Dimension 3

“[...] Students will also be provided with the **opportunity to take more extensive research training** through the **International Institute of Qualitative Methodology (UofA) Thinking Qualitatively Workshop** and the **Social Sciences Research Lab (UofS).**”

- Carolyn Doi, Library (IDG 2017)






3. Include details regarding specific, effective mentoring and institutional support

# Addressing HQP Training in the proposal

## Dimensions of Effective Research Training

Access SSHRC's Guidelines [Here](#)

-  1. Build both academic competencies and general professional skills, including knowledge mobilization
-  2. Include international and/or intersectoral opportunities wherever possible
-  3. Include details regarding specific, effective mentoring and institutional support

# Thank You!

Your SSHRC College Facilitators:

- **Agriculture and Bioresources:** Danielle Baron
- **Arts & Science:** Fiona Haynes, Anne Ballantyne
- **Education:** Ranjan Datta (on leave)
- **Edwards School of Business:** Joelena Leader
- **Kinesiology/School of Rehabilitation Science:** Lori Ebbesen
- **Law:** Sanjukta Choudhury
- **Library:** Katya MacDonald
- **Nursing:** Robin Thurmeier and Ozlem Sari
- **School of Environment and Sustainability:** Shelley-May Neufeld
- **Dentistry/School of Public Health:** Janice Michael
- **Pharmacy & Nutrition:** Gen Clark
- **RSEO SSHRC Internal Review Specialists:** Mahfam Jan and Manisha Jalla

# SSHRC Workshop - Budget

November 16, 2018

Nicole Benning (RSEO/Connection Point)  
Janice Michael (Dentistry and Public Health)



Social Sciences and Humanities  
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sciences humaines du Canada

Canada



# Overview

- Importance of an **appropriate budget**
- Developing your budget
- Budget **justification**
- Expense categories and **eligible expenses**
- Non-eligible expenses
- Other funding support, including in-kind contributions

# Why is the budget important?

- **Agency perspective**
  - Stewardship of public funds
- **Reviewer perspective**
  - Adjudicated under the *feasibility criterion* and can affect the feasibility score
  - Well-prepared budgets speak to your preparedness overall to undertake the research
    - Provides evidence you have carefully evaluated the feasibility of your research within the available funds
    - Poorly justified budgets may receive cuts
    - Including ineligible items may make application ineligible
- **Post award ease**
  - Project implementation is much easier when you have developed a realistic budget

# What is an appropriate budget?

- **Reasonable costs** to undertake the proposed research activities
- **Necessary costs** to undertake the proposed research activities
- Clear **linkages** between your proposed costs and your research objectives and methodology
- Conform to the rates and regulations at applicant's institution

# Developing your budget

- The **logistics** of your proposed research activities will **drive your research costs**
- Consider potential budget items as you are developing your research objectives and methodology

Example: Two Masters students will travel to identified communities in Northern Saskatchewan to conduct electronic and/or paper surveys (depending on cellular/internet access) and to complete in-person video interviews.

Two Masters students will travel to identified communities in Northern Saskatchewan to conduct electronic and/or paper surveys (depending on cellular/internet access) and to complete in-person video interviews.

- Stipends or hourly wages for Masters students
- Travel costs
- Tablets or laptops
- Paper, clipboards, printing of surveys
- Survey development costs – time, graphic design
- Room rental on-site for surveys or interviews
- Video equipment purchase or rental
- Honorariums for participants
- Software - Nvivo, statistical software

# Justifying your budget

- Text descriptions describing specifically why the research costs are **reasonable** and **necessary**
- **Reasonable:** show how you calculated the total costs by including the calculations in the text  
Examples in *Summary and Template for SSHRC IDG*
- **Necessary:** provide specific details to **justify** how each cost is necessary in the context of the research activities



# Justification hints

Two Masters students will travel to identified communities in Northern Saskatchewan to conduct electronic and/or paper surveys (depending on cellular/internet access) and to complete in-person video interviews.

- Why are masters level students required? Are they the most appropriate? Which specific project from the grant will the students work on? Is this work on-going and part of their thesis research, making it appropriate for a stipend? Or, is this part-time or short-term work that should be hourly wages?
- Why is the travel to the communities necessary? Could the same survey results be achieved with a telephone survey, or an internet or mail-in survey?
- Why are in-person video interviews necessary? Could the same results be achieved with a telephone interview?

# Justification hints (con't)

Two Masters students will travel to identified communities in Northern Saskatchewan to conduct electronic and/or paper surveys (depending on cellular/internet access) and to complete in-person video interviews.

- Do you need to purchase video equipment for taping the interviews, or is this equipment available from collaborators or elsewhere at the university?
- Might you need to have electronic and paper surveys? Is paper a back-up in case of communications/internet issues, or does the research methodology require one or the other?
- If you are requiring students to travel, do they have appropriate funding and/or personal financial situations to cover travel costs and be reimbursed?
- Do the grant personnel have the appropriate training to use required software?

# Eligible expenses and valuation

- All expenses must be eligible according to the 2017 **Tri-Agency Financial Administration Guide**  
[http://www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/index\\_eng.asp](http://www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/index_eng.asp)
- Once your grant is awarded, all expenses will require approval by the university-based Institutional Approvers for your College/School/Unit
- Application time is the best opportunity to ensure that all budget items you include are **eligible!**

# Personnel costs - Salaries vs. Stipends

- **Stipends** are payments to support the student or post-doctoral fellow while they are working on their research thesis and/or gaining research experience
  - A set amount per year and not based on number of hours worked. No benefits (not employment)
  - The University does not have any set min. or max. rates for **Stipends**. Please check with your Department about suggested minimum stipend values. Range depends on discipline and the qualifications/specialized knowledge the student requires
- **Salary** are payments for work performed by research personnel that contributes toward the direct costs of research
  - Hourly wage + benefit costs
  - University has set rates for **salaries** for students
  - Students may have a **combination of stipend and hourly wage**

# Personnel costs - students

- Align with **Roles and Training of Students**
- Includes Undergraduate, master and doctoral students

## Graduate Student Employment (Research Assistant)

- PSAC collective agreement - Graduate Student Employment
- Graduate student RA salary per year = Hourly rates \$20.04 + mandatory benefits 19.6% [7.69% vacation pay + 7.73% CPP/EI/WC + 4.20% stat holiday pay] x ?? hrs x ?? weeks

## Undergraduate Student Employment (Student Assistant)

- hourly and semi-monthly (summer) rates range depending on experience and number of years of education:  
<https://working.usask.ca/agreements/compensation/salary-ranges.php#UndergraduateStudents>
- Casual undergraduate student salary per year = \$?? hourly rate + mandatory benefits 17.3% [5.77% vacation pay + 7.73% CPP/EI/WC + 4.20% stat holiday pay] x ?? hrs x ?? weeks

# Personnel costs non-student salaries

## Postdoctoral fellows (PDF)

<https://www.usask.ca/cgps/admissions/postdoctoral-fellows.php>

- SSHRC limit of 2 years support only
- Considered a trainee position - therefore not considered employment relationship (i.e. no benefits)
- U of S requires **minimum stipend of at least \$35,000/year** (1.75 times the PhD level University Graduate Scholarship award) and normally expects PDFs to be full-time researchers.

## Other Research Personnel (i.e. Technician, Research Coordinator)

- U of S criteria matrix to help in determining suitable salary ranges:  
<https://working.usask.ca/recruitandhire/research-personnel.php>
- U of S Benefit Eligibility and estimates of Premium costs:  
<https://wellness.usask.ca/benefits/plans.php#BenefitPlanSummaries>
- **Strongly justify:** What activities/responsibilities are they doing that the applicant/ co-applicant or student/fellow is not possible of doing?

# Professional/technical services

- Consulting fees - may be included only if consultant's expert advice is needed to resolve highly technical problems  
(i.e. teams are expected to have the necessary experience)
- Recommend obtaining a quote from the company/individual which outlines the scope and cost for the work to be completed
- **Strongly justify:** What service or technical skill is being provided by the consultant or company? Why is the team (applicants, collaborators, students, staff) not capable of doing this work or having this specialized skill/knowledge?



# Travel costs - justification

- Distinguish between travel for **research** and travel for **communication** purposes (i.e. conferences, other dissemination activities)
- Ensure **HQP** included in travel plans when appropriate
- Consolidate travel and use web-remote meetings when possible
  - Ex. Combine trips by meeting up with a collaborator at a conference you are both planning to attend
- Justify **conference** costs in context of either collaborative networking and/or dissemination of the results

# Travel costs

- U of S travel guidelines, procedures and rates (vehicle rental rates, corporate hotel rates, insurance information etc) are found here:  
[https://www.usask.ca/fsd/colleges\\_depts\\_research/travel.php](https://www.usask.ca/fsd/colleges_depts_research/travel.php)
- **Air travel** must be claimed at the most economical rate available, not to exceed full economy fare
- **Car rental + fuel costs** OR **Mileage** for personal vehicle use @ \$0.4483/km
- **Per diem meal rates:**

	In-Province (Cdn)	Out-of-Province (Cdn)	In United States (US\$)
Breakfast	8.00	11.00	11.00
Lunch	14.00	16.00	16.00
Dinner	19.00	24.00	24.00
	<hr/> \$41.00	<hr/> \$51.00	<hr/> \$51.00

International Meal Per Diem rates - (Appendix D - Allowances - Module 4)

# Supplies & Equipment costs

- Budget for full cost of items, including
  - a) **freight/shipping costs**
  - b) **extended warranty**
  - c) **Taxes:** combined tax rate for GST and PST tax is 7.65% (U of S received a rebate on GST)
- **Licencing fees** to use software (if applicable for your research) are an eligible expense
- **Computer Equipment** (i.e. laptops, handheld electronics) are eligible if required directly for research activities and not provided by the University

# Participation Fees

- **Participant Fees** are small amounts of cash, gift cards, or gifts provided to research participants, such as modest incentives for recruitment and participation (where approved by a Research Ethics Board)

## Examples:

For interviews or focus group participants, ensure participants are not paying out of pocket (i.e. parking, possibly gas/mileage etc.) especially if they are traveling from outside of Saskatoon

Or, provide a nominal amount of funding as incentive to individuals you would like to recruit for individual interviews

# Cultural Gifts & Elder Honoraria

SSHRC recognizes the importance of respecting the culture and traditions of **Indigenous peoples**; thus, the following expenses are eligible:

- Tobacco, cloth, feasting and gift-giving ceremonies, cash reimbursements
- Elder Honoraria
- Contracts and/or consultant fees
- Salary research allowance

# Salary Research Allowances

- Only allowed under certain SSHRC programs (i.e. Connection grant, Partnership, Partnership development grants). Not eligible for IG or IDG
- **Salary research allowance** is payment to a not-for-profit organization to help compensate for the time an employee will spend participating in a SSHRC-funded research project
- Applicants may apply for up to 50% of the annual salary of the person who is to be replaced for each year of the grant
- Salary research allowances can only be used by **not-for-profit organizations** that have applicants or **co-applicants** listed on their Notice of Award. Not eligible for researchers holding an academic position at a postsecondary institution or government employees

# Dissemination costs

- Align costs **Knowledge Mobilization Plan**
- Publishing (i.e. open access fees), website development, and hosting workshop or event including hospitality costs for networking
- Estimate the costs as accurately as possible
- Demonstrate and justify the choice of open access site
- Consult the journal's website for the current costs
- Consult the **Tri-Agency Open Access Policy** on publications

[http://www.science.gc.ca/eic/site/063.nsf/eng/h\\_75F21A63.html](http://www.science.gc.ca/eic/site/063.nsf/eng/h_75F21A63.html)



# ‘possible’ Non-eligible expenses

- Consider ‘convenience and personal benefit’ vs. ‘safety and data collection’
- General office furniture and supplies
- Telephone/Cellphone expenses
- Internet costs
- Local working lunches/meals without external attendance
- Collaborator expenses (other than ‘some’ travel expenses)
- Indirect costs, overhead, institutional costs of research, F&A

**Never:** Compensation to the team (applicants, collaborators), home internet costs, passport and immigration fees, alcohol, staff awards/recognitions

# Funds from Other Sources

- **SSHRC Guidelines for Cash and In-Kind Contributions** [http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/cash\\_inkind-especes\\_en\\_nature-eng.aspx?pedisable=true](http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/cash_inkind-especes_en_nature-eng.aspx?pedisable=true)

- **In-kinds** are eligible cash-equivalent goods or services

Examples:

- student stipend supplement (i.e. scholarship or your Dept. provides partial student support)
- actual cost of teaching release to enable participation in and administration of the project (e.g., the cost of hiring a sessional instructor for course release may be counted)

## Other questions?

**Nicole Benning**, Research Support Specialist Research Services and Ethics Office (RSEO)/ConnectionPoint

[Nicole.benning@usask.ca](mailto:Nicole.benning@usask.ca) 966-1840

**Janice Michael**, Research Facilitator  
School of Public Health/College of Dentistry

[Janice.michael@usask.ca](mailto:Janice.michael@usask.ca) 966-1608

# Knowledge Mobilization (KM)

SSHRC Insight Development Grant Workshop  
November 16, 2018

Joelena Leader (Edwards School of Business)  
Katya MacDonald (University Library)



Social Sciences and Humanities  
Research Council of Canada

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# Agenda

Topic	Times
Definitions and Evaluation Criteria for KM in SSHRC proposal	11:45am-12:00pm
Tips, Tricks and Examples of KM Strategies	12:00pm-12:20pm
Q & A / Worksheet	12:20pm-12:30pm

# What is Knowledge Mobilization?

Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the **production and use of research results**, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users.

Effective knowledge mobilization includes plans to store data in the public domain, where appropriate.



# SSHRC's Definition of KM

*The reciprocal and complementary **flow and uptake of research knowledge** between researchers, knowledge brokers and knowledge users—both **within and beyond academia**—in such a way that may **benefit users and create positive impacts** within Canada and/or internationally, and, ultimately, has the potential to enhance the profile, reach and impact of social sciences and humanities research.*



# SSHRC's Definition of KM

*Knowledge mobilization initiatives must address at least one of the following, as appropriate, depending on research area and project objectives, context, and target audience:*

## **Within academia**

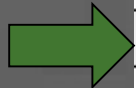
- Informs, advances and/or improves: research agendas, theory and/or methods

## **Beyond academia**

- Informs public debate, policies and/or practice
- Enhances/improves services
- Informs the decisions and/or processes of people in business, government, the media, practitioner communities and civil society

# KM Section of Proposal

		in application
<b>TEXT BOXES in application</b>		
<b>Identification</b>	required	*
<b>Proposed vs. ongoing research</b>	(required for established scholars)	3800 characters
<b>Activity details</b>	required	□
<b>Revisions since previous application</b>		3800 characters
<b>Summary of proposal</b>	required	3800 characters
<b>Roles and responsibilities</b>	required	7600 characters
<b>Roles and training of students</b>	required	3800 characters
<b>Knowledge mobilization plan</b>	required	2000 characters
<b>Expected outcomes</b>	required	3000 characters
<b>Funds requested from SSHRC + justification</b>	required	500 characters max. per entry
<b>Funds from other sources</b>		500 characters max. per entry



# How KM Fits in SSHRC Evaluation Criteria

- **Challenge**

- Appropriateness of the methods/approach
- Potential for the project results to have influence and impact within and/or beyond the social sciences and humanities research community

# How KM Fits in SSHRC Evaluation Criteria

- **Feasibility**

- Quality and appropriateness of knowledge mobilization plans, including for effective dissemination, exchange and engagement with stakeholders within and/or beyond the research community where applicable
- Appropriateness of the strategies for conducting the activity/activities proposed

# How KM Fits in SSHRC Evaluation Criteria

- **Capability**

- Evidence of other knowledge mobilization activities and of impacts on professional practice, social services and policies, etc.
- e.g., films, performances, commissioned reports, knowledge syntheses, experience in collaboration / other interactions with stakeholders, contributions to public debate and media

# KM is as Diverse as Your Research Project

**Diversity in KM strategy ranges in approach & scope based on:**

- Key audiences or potential knowledge users
- Methodology & research design
- Expectations of field/discipline
- Existing relationships and experience with KM

# Example KM Plan (1)

New knowledge moves best when linked to social values (Barnes et al. 2008). As such, this project's findings will be linked to two values that resonate in First Nation, policy, and academic circles, specifically: 1. everyone who belongs should belong; 2. Knowledge must translate beyond the academy. These shape our project's three knowledge mobilization methods:

- Outlines values driving KM Plan & justifies approach
- Links values to three main methods or spaces where KM will take place



## 1) Social Media

- We will use Twitter and Wordpress to attract attention and communicate project goals/findings to Audiences (**see Expected Outcomes**). We have reserved a Twitter account (@Failure\_of\_s10) and a Wordpress page (<https://FailureofSection10.wordpress.com>). Moreover, we will pitch a short article to University Affairs (UA) ([www.universityaffairs.ca](http://www.universityaffairs.ca)) for inclusion on its news page. Social media links will be included in team members' email signatures and said UA article.

- Uses numbered headings
- Refers back to other sections in grant

## 2) Scholarly Journals

- Given our **goal** of informing Indian Act reform, we will reach government audiences by publishing findings in a Canadian Aboriginal policy journal (e.g. Aboriginal Policy Studies), and will address gaps in the Indigenous Studies canon by publishing findings in a top-tier disciplinary journal (e.g. Wicazo Sa Review).

- Reiterates goals
- Targets specific scholarly journals based on KU

### 3) Conferences

- Dr. Lee and the doctoral student will co-present project findings at **three conferences**. 1. **The Native American and Indigenous Studies Association annual meetings (NAISA) are the most important conferences for Indigenous Studies scholars**. NAISA normally take places in North America, but in 2019 the event will be held overseas for the first time (i.e. New Zealand). Despite increased costs, this conference will **create unparalleled opportunities for the doctoral student's professional development and networking in addition to feedback on project insights**. 2. We will present findings at NAISA 2020, expected to take place in North America. 3. We will **present findings to a policy audience at the 2020 Assembly of First Nations annual assembly**, where Indian Act reforms are regularly discussed.

- Cites specific numbers of KM activities
- Identifies importance of chosen conferences
- Justifies expense of international travel
- Specific non-academic audience (variation of KM)

# Example KM Plan (2)

Through a combination of traditional research dissemination methods, public engagement opportunities, and research creation activities, the Post-Digital Book Arts project will communicate its results to diverse audiences. **In the first year** we will create a project website which will highlight in-progress research, such as **case-studies of specific books and presses, provide a listing of all identified Canadian craft bookmakers, and host the multi-media interviews with bookmakers as they are made available. The website will be tailored for a general audience of people interested in the book arts, rather than academics.**

**By the end of the first year** we will also communicate the results of our interviews and other research into the small press revival at a national academic conference, such as the Canadian Association for the Study of Book Culture, prepare an article for publication in an academic journal such as Book History, and prepare another article on Canadian small press activity for a **trade journal such as Book Arts Canada.**

- Provides a timeline or sense of timing of each activity
- Identifies specific KUs and importance, relevance of this approach
- Selecting communication medium to suit each audience identified

The second year of the project will focus on research creation, the creation of hybrid art objects that combine the book arts and the digital. This process will be documented on the website, and the results will be shown at a gallery exhibition. Ideally this exhibition would happen in a library gallery, such as the Dunlop Art Gallery in Regina. Alongside this exhibition will be a public talk on the project. Findings of this second stage of the project will be communicated at two conferences, one for art practitioners and the other for the digital humanities/computer science. At least one of these conferences will be international. Journal articles will be prepared for a digital humanities journal such as Digital Humanities Quarterly and an HCI journal. Finally, all research outputs of the project, including all code developed, will be archived and made publicly available through the project website and an institutional repository.

- Includes international audiences and interdisciplinary journals: matching KM scope to scope of research
- Specific plans to make data/research materials accessible – including meeting OA requirements of SSHRC within KM plan

# Example KM Plan (3)

The dissemination plan for this interdisciplinary research will reach a variety of audiences (scholarly, professional, and public) interested in local music collections as they pertain to different disciplines (library and information sciences, digital humanities, musicology, local history). Our primary goal is to share our findings to facilitate interaction and dialogue within the community and make our findings and data easily available so others in the field can also develop new creative or scholarly works.

**Scholarly & professional audiences:** In **Year 1**, we will present the initial findings of the survey data at the Canadian Association of Music Libraries annual meeting (June 2018)—an ideal venue to report back to participants and will publish a complete analysis of the findings (article 1) in a peer-reviewed publication (e.g., Partnership Journal, EBLIP Journal). In **Year 2**, we will present findings of the interview and observation data at the International Association of Music Libraries annual meeting (July 2019)—reaching the international professional community.

- Outlines goals of KM plan
- Focus on dialogue & knowledge exchange
- Clearly identifies audiences/KU for each activity
- Provides time-frames for activities

We will co-author and publish a paper ([article 2](#)) containing the full findings of the interview and observation data analysis in a peer-reviewed publication (e.g., *Fontes Artis Musicae*, *Music Reference Services Quarterly*).

Finally, we will present the findings of spatial analysis of local music collection during the Canadian Society for Digital Humanities annual meeting (**June 2019**) and [will publish the dataset in the UofA Dataverse data repository](#) . We will co-author and publish a paper ([article 3](#)) containing an analysis of the spatial data in a peer-reviewed publication in the digital humanities (e.g., *Digital Humanities Quarterly*).

Public audiences: In **April 2019**, we will launch the [online geo-visualization tool](#) representing the distribution and descriptions of local music collections in Canadian memory institutions.

- *How will KU's know about and access this resource?*

- Outputs are clearly noted ([article #](#)) to easily refer back
- Specific dates and timeline of activities throughout
- Plan for making data open access
- Unique KM strategies to engage public audiences



# KM Best Practices

1. Identify and engage key knowledge *users* and audiences/stakeholders
2. Justify KM activities, tools/resources or approaches
3. Align KM approach to methodology/research design, budget, and goals of research
4. Ensure clarity and readability by highlighting important aspects of KM strategy (make the words **jump out!**):
  - **Bolding**, *italics*, headings/sub-headings and numbering or bullets.
5. Include a sense of timing when KM activities will occur (i.e. refer to proposal timeline) and link throughout proposal



# Q & A

## Any Questions?

### Worksheets – ask yourself:

- Who are your knowledge users?
- What is important to convey to them and how can this be done in a meaningful way?
- How will they use this information?
- **Be creative!** Think of new ways to engage potential knowledge users in sharing, exchanging or co-creating knowledge.

# Useful Links & Resources

- SSHRC definitions: <http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx?pedisable=true#km-mc>
- Guidelines for Effective Knowledge Mobilization  
[http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge\\_mobilisation-mobilisation\\_des\\_connaissances-eng.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx)
- Knowledge Mobilization Toolkit: <http://www.kmbtoolkit.ca/>
- Grants Repository:  
[https://share.usask.ca/go/ovpr/grants\\_repository/Pages/default.aspx](https://share.usask.ca/go/ovpr/grants_repository/Pages/default.aspx) (requires USask PAWS login)

# Useful Links & Resources

- U of S Internal Review:  
<https://vpresearch.usask.ca/researchers/internal-review-process.php>
- U of S Research Facilitation:  
<https://vpresearch.usask.ca/research-process/research-facilitation.php>
- SSHRC's [Resource Centre for Grants](#)
- SSHRC Program Officers  
[insightdevelopment@sshrc-crsh.gc.ca](mailto:insightdevelopment@sshrc-crsh.gc.ca)/(613) 996-6976
- Previous U of S Recipients and Adjudicators  
<http://www.outil.ost.uqam.ca/CRSH/RechProj.aspx?vLangue=Anglais>  
[http://www.sshrc-crsh.gc.ca/funding-financement/merit\\_review-evaluation\\_du\\_merite/selection\\_committees-comites\\_selection/index-eng.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/merit_review-evaluation_du_merite/selection_committees-comites_selection/index-eng.aspx)