BootCamp-IG&PDG-Outline(2019).pdf
Definitions-IG-relevant(2019).docx
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EffectiveResearchTraining(July2014).pdf
FGSR-ProfessionalOpportunititesGuide(2017).pdf
2016-2018cainfosheetforgrad.pdf
GradAssistantshipTimeUseGuidelines.docx
PDF Office - Administrative Checklist Prior to Arrival of Postdoctoral Fellow.pdf
Expected Outcomes versus KMb.pdf
KMb Message, Target Audience, Messenger, Format, Evaluation.pdf
KnowledgeMobilizationPlan-steps.pdf
Impact Plan Strategy Stages - handout 1.pdf
Impact Plan Strategy Assessment Summary - handout 4.pdf
Impact Plan template-handout 2.pdf
KmbPlan(ParklandPG).PNG
KmbTimelines(ParklandPG).PNG
ConversationCanadaGuide.pdf
Building Your Case for Funding.pdf
BudgetCrafting(SSHRC)2018.pdf
GSA_2017-18.pdf
GRA+Benefits 2018.pdf
Budget-InsightGrant-application(blank).pdf
Budget-Justification-1.pdf
Mitacs+SSHRC-grantSample(CONFIDENTIAL).pdf
Travel-Expense-Procedure-Appendix-A-Schedule-of-Allowable-Expenses.pdf
Research Data Management Primer.pdf
'Good Enough' Research Data Management.pdf
How the Proposal Summary Differs from the Description.pdf
Academic Writing Is Not Equal to Grant Writing.pdf
IG_Form-Annotated[Tips]2017.pdf

SSHRC INSIGHT & PARTNERSHIP DEVELOPMENT GRANT BOOT CAMP| JUNE 2019

The 2019 sessions will be held on June 10, 12, 14, 18 and 20, from 09:30 to 16:00 each day. Each session will include discussion, Q & A, writing exercises, and solo-writing time for actually working on your proposal. Participants are expected to commit fully to all sessions. This includes a WIFI-off/no mobile phone policy. We will be meeting in Education South, in the Tenth Floor Lounge, which offers both desks and café chair seating. You are advised to plan to bring a packed lunch each day, as we often use the lunch hour as group discussion time. We will have access to a kitchen with a refrigerator. There is also a café on the ground floor.
Supplies you will need to bring:

- Favoured writing composition tool (well-charged laptop or quill and velum?)
- Notepad and pen (some exercises require non-digital interface)
- Space bar or extension cord can be helpful (plug-ins are limited)
- Casual, comfortable clothing
- Sense of optimism and humour, and a willingness to share ideas with colleagues

By the end of the boot camp you should have:

- Clear understanding of the expectations of the Insight or Partnership Development grant competitions: what succeeds with adjudicators, including how to score higher, as well as pitfalls to avoid
- Good outline of your proposal, including the Detailed Description, Budget, Knowledge Mobilization, and Effective Research Training components
- Draft version of an exciting Summary Page
- Plan for what more you need to do over the summer in order to have a solid research application to submit for peer review in September (for the IG) or October (for the PDG)

PRE-SESSION ASSIGNMENT:

1] Read the description and criteria for the competition to which you will be applying:
   - Insight grant: **http://tiny.cc/sshrcIG2019**
   - Partnership Development grant: http://tiny.cc/sshrcPDG2019

2] Draft a single page [3,500 characters, max] outline or summary of your proposed project.

3] Review these SSHRC definitions: **http://tiny.cc/sshrcDEFNs**

•Co-Applicant •Collaborator •Indigenous Research • Knowledge Mobilization
•Open Access •Partner Organization •Research-Creation • Research data management

SESSIONS AGENDA:

Day 1: What is new at SSHRC; the peer adjudication process and evaluation criteria. Peer adjudicators' insights re: pitfalls & successes. Proposal writing as unique genre.
Preparing for the Challenge: Introducing the Research Argument Algorithm and the Grant Writer's Worksheet.
Writing exercise: honing your research question, starting with why.
Afterwork: Compete the Challenge section of the Worksheet. Re-draft your research question into one lovely paragraph and share with a Boot Camp colleague by 5pm, June 11. Prep feedback on one colleague's lovely paragraph, which we will discuss at the start of next session.

Day 2: Planning for 'Feasibility': building your case for funding; designing the arc; planning the project workflow: information collection, analysis, and results dissemination.
Writing exercise: Draft your research activities timeline / plan
Afterwork: Complete the 'Feasibility' sections of the Checklist. Redraft a project tasks / timeline, share with a Boot Camp colleague by June 13. Prep feedback for colleague at start of session, June 14.

Day 3: Demonstrating Capability: Building the research team, including students, developing talent, honing CVs.
Writing exercise: Draft paragraphs relating to # 7, 8, 9 of the Algorithm, and the 'Capability' questions from the checklist.
Planning for impact, getting imaginative: knowledge mobilization and data management plans.
Afterwork: Write a rough draft Detailed Description based on # 1 – 8 of the Research Argument Algorithm. Describe and justify your team and talent development (ie: Effective Research training plan, team justification, team members' task list). Include the insights from Days 2 and 3. Share with a Boot Camp colleague by Monday. Prep feedback on another's work for Tuesday morning.

Day 4: Goldilocking your budget and justifying your funding ask: SSHRC eligible spending vs what peer adjudicators think.
Afterwork: rough draft budget and justification; revised Detailed Description (to bolster effective research training, team justification and budget ask).

Day 5: Summary touches: the one-pager, the literature review, the plan.
Writing exercise: The Summary: Samples. How do they differ from the detailed description?
Feedback from Adjudicators; Self-editing tips: Acceptable practices, lethal mistakes, final Q & A.
Afterwork: *Plan for July and August; draft Summary page.*

NEXT STEPS

Your post-boot camp tasks. Aim to be completed by August 15:

1. Revise Detailed Description, especially literature review and project methodology and workflow sections, ensuring that all connect intimately to the research question/problem. Share the literature review with one same-discipline and one other-discipline academic colleague. Tell them to be brutal. Revise accordingly.
2. Revise your Summary page and share it with two or three non-academics. Revise to clarify so that they understand.
3. Justify the roles and labour of each team member, summarize into the Team Description and Budget justifications.
4. Cost your budget. Justify every spend. Do not undercut your budget, but question whether the work proposed is going to help you answer the research question / solve the problem or share the research results with the proper audiences.
5. Register for GAP Peer Review by August 20, 2018. Info here: https://www.ualberta.ca/research/support/grant-assist-program/social-sciences-humanities/toolkit-for-success/peer-review/request-peer-review .
6. Submit full proposal for peer review, by September 11, 2019.
7. Revise after getting peer reviewers' feedback, Sept 19 – Sept 25.
8. Submit to Associate Dean, Research and Research Facilitator, by Oct 1 (or sooner).

SSHRC Definitions

http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx

Artist-researcher: An individual whose work involves research and the creation of works of art. Their work may include the training and mentoring of students and postdoctoral researchers. Individuals holding grants must be affiliated with an eligible Canadian institution.

Co-applicant (co-investigator): An individual, participating in a grant application, who makes a significant contribution to the intellectual direction of the research or research-related activity, who plays a significant role in the conduct of the research or research-related activity, and who may also have some responsibility for financial aspects of the research. Eligibility requirements may vary between specific funding opportunities.

> ***IG Co-applicants****: must be affiliated with an eligible Canadian post-secondary institution. If not, they may only hold status of Collaborator; grant funds cannot be used for the direct costs of their research.*

Subject to SSHRC approval, a co-applicant affiliated with a Canadian postsecondary institution may be named principal investigator in the event of the original principal investigator's death or resignation.

Collaborator: An individual, participating in a grant application, who may make a significant contribution to the intellectual direction of the research or research-related activity, and who may play a significant role in the conduct of the research or research-related activity.

Collaborators are not eligible to be named principal investigator in the event of the original principal investigator's death or resignation. Collaborators do not need to be affiliated with a Canadian postsecondary institution, nor even be academics (eg: Indigenous Elders, community partners.

With the exception of certain travel- and subsistence-related expenses, SSHRC does not cover expenses that research collaborators incur in the conduct of research or research-related activity.

Indigenous Research: Research in any field or discipline that is conducted by, grounded in or engaged with First Nations, Inuit, Métis or other Indigenous nations, communities,

societies or individuals, and their wisdom, cultures, experiences or knowledge systems, as expressed in their dynamic forms, past and present. Indigenous research can embrace the intellectual, physical, emotional and/or spiritual dimensions of knowledge in creative and interconnected relationships with people, places and the natural environment.

Whatever the methodologies or perspectives that apply in a given context, researchers who conduct Indigenous research, whether they are Indigenous or non-Indigenous themselves, commit to respectful relationships with all Indigenous peoples and communities.

This understanding of Indigenous research reaffirms SSHRC's support of research by and with Indigenous peoples. Research by and with Indigenous peoples and communities emphasizes and values their existing strengths, assets and knowledge systems.

All research involving Indigenous peoples must be undertaken in accordance with the second edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, and, in particular, Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada.

Knowledge mobilization: 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. 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
  - practices;
- enhances/improves services; and/or
- informs the decisions and/or processes of people in business, government, the media, practitioner communities and civil society.

Open Access: Free, unrestricted access to peer reviewed articles held in a permanent digital repository, within one year of publication. Fees associated with ensuring open access are eligible costs (Tri-Agency OA Policy does not specify whether 'green' OA is preferable, but Selection Committees may privilege it).

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

Research-creation: An approach to research that combines creative and academic research practices, and supports the development of knowledge and innovation through artistic expression, scholarly investigation, and experimentation. The creation process is situated within the research activity and produces critically informed work in a variety of media (art forms). Research-creation cannot be limited to the interpretation or analysis of a creator's work, conventional works of technological development, or work that focuses on the creation of curricula. The research-creation process and the resulting artistic work are judged according toSSHRC's established merit review criteria.

Fields that may involve research-creation may include, but are not limited to: architecture, design, creative writing, visual arts (e.g., painting, drawing, sculpture, ceramics, textiles), performing arts (e.g., dance, music, theatre), film, video, performance art, interdisciplinary arts, media and electronic arts, and new artistic practices.

Research data management: The storage of, access to and preservation of data produced from one or more investigations, or from a program of research. Research data management practices cover the entire lifecycle of the data, from planning the investigation to conducting it, and from backing up data as it is created and used to preserving data for the long term after the research has concluded. It also includes data-sharing, where applicable.

Insight Grant Streams; Application Instructions; SSHRC Joint Initiatives / Collaborations

1] BIG CHANGES: TWO STREAMS

STREAM A*: $7 to $100K, 2 – 5 YEARS.

STREAM B: $7K to $400k, 3 – 5 YEARS.

In both streams, a minimum request of $7K is required in at least one of the years. A maximum of $100,000 is available in a single year.

Applications will be evaluated in the same way, same criteria, same committees, at the same time.

Applicants will indicate which Stream they are applying to with a simple tick box on the application.

SSHRC expects a "substantially higher" success rate in Stream A applications

*Note: Until further notice, applicants to the IDG in previous February will be permitted to apply to Stream A, IF they were unsuccessful at the IDG.

2] Web Instructions [will change to accommodate above, but all else should remain essentially the same]
IG: https://webapps.nserc.ca/SSHRC/Instructions-Help/ig_instr_e.htm#top
PDG: https://webapps.nserc.ca/SSHRC/Instructions-Help/pdg_instr_e.htm#top

3] Collaboration Initiatives with SSHRC:

Department of National Defence research initiative supports social sciences and humanities research and related activities pertaining to Defence Research and Development Canada's research priorities: http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/dnd-eng.aspx

Societal Implications of Genomics Research promotes social sciences and humanities research and related activities aimed at expanding understanding of the potential for new and emerging genomic innovations to profoundly affect society [With Genome Canada]: https://www.genomecanada.ca/en/news-and-events/news-releases/genome-canada-and-sshrc-joint-initiative-societal-implications

Sport Participation Research Initiative provides additional support for policy-relevant research about participation in sport, in Canada: http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/sport_can-eng.aspx

Canadian Initiative on Social Statistics *Research Data Centres Program* is a joint initiative of SSHRC and the Canadian Institutes of Health Research to promote research and training in the application of social statistics: https://crdcn.org/ . UAlberta is part of the RDC network: https://crdcn.org/alberta-rdc.

SSHRC RESEARCH GROUPS

In the application form, applicants will be asked to indicate which of the five groups they consider most appropriate for their proposal, and to select a primary discipline and area of research from a detailed list available on the application form. Adjudication committees will be created based on these groups, according to the number and nature of applications received.

Group 1: History; mediaeval studies; classics; literature; fine arts; philosophy; religious studies; and related fields.

Group 2: Anthropology; archaeology; linguistics; translation; political science; public administration; law; criminology; geography; urban planning and environmental studies; and related fields.

Group 3: Business and management; economics; and related fields.

Group 4: Sociology; demography; communication studies; journalism; media studies; gender studies; cultural studies; library and information science; and related fields.

Group 5: Education, psychology; social work; and related fields.

What about Leisure Studies? Design Studies? Human Ecology? Multi-Disciplinary projects?

If you work in a cross-over discipline, or are proposing a truly cross-disciplinary project, and have concerns about the skills the committee should bring, it is wise to contact the SSHRC Program Officer and discuss your needs. Their goal is to get you the best academic review of your proposal, and they are open to understanding where your specific research genre fits.

insightgrants@sshrc-crsh.gc.ca (email is usually preferable, and they usually reply in 48 hours).

Telephone: 613-996-6976 (usually slower).

SSHRC Insight Grant 2015/2016 Adjudicator's Feedback

Committees:

SSHRC program officers build committees, may subdivide or combine according to number of applications. After discipline expertise, key criteria is to be able to read in English and French. Adjudicators are excluded from discussions of proposals from their home institution (adjudicators leave the room). Each proposal receives two committee readers (A & B). While committees do not see a record of how many times an applicant has applied, they often remember past applications.

Funding envelop:

Each committee is given a budget envelope at the outset that is based on a formula that applies a 30% reduction to the total funds requested by applications. It is necessary to take the request into consideration so disciplines where research is more costly are not penalized (e.g. archeology). The committee are then given a target success rate based on an <u>average</u> overall budget reduction. Target success rate included a "floor" and a "ceiling". A ceiling to avoid indiscriminate budget cutting and a floor to minimize the variation in success rates between committees.

FEEDBACK FROM ADJUDICATORS AT U ALBERTA:

General points:
Associate / *recently tenured* did best.
Senior scholars, who hadn't changed their proposal after three years were generally *not successful.* Some were described as 'arrogant' or 'thought their CV would carry a weak proposal.'
Senior-junior *collaboration* must be justified. Reputation not enough if feasibility & capability of project going forward is not evident.
*External Reviewers' i*nput was mostly used to *confirm* adjudicators' own impressions; sometimes for subject specifics. Two great external reviews did not add up to more points on the grid; too glowing of reports were interpreted as 'biased', 'not discriminatory', 'didn't really read it'. English-language reviewers tended to be more constructive, maybe?
So French ones might get ignored.

Previous comments:

- Better to fill it in – the committee will remember and think you're arrogant if you didn't take advice, improve or change anything.
- Tone should be humble, positive, avoid past negatives.

SPECIFIC TIPS:

- Include a *timeline* of tasks!
- Include *Effective Research Training:* Tack students' tasks to the work timeline; assign different tasks each year of the project.
- To justify RAs as book indexers "they are closer intellectually to the subject."
- Don't ask for "dissertation support" - give the students tasks.
- Say *why* your most significant contributions are the most significant.
- *Supervision of MA/PhD* Name lists unhelpful. Tally, summarize by degree, whether completed, in process; and theme; ie: 10 MAs defended; 4 PhDs at Candidate level; Research themes = Ethics, Body, Economics, Contraception… etc.

Budget: Justify *all spending:*

- Spend $ in Canada, on Canadians;
- To justify RA stipend or rate, say it's the "collectively bargained rate". If space, give the url to the UofA AEGS Salary Scale
- Student's computer is not a reasonable expense
- Student to conference = good, but justify – co-author a presentation or paper.
- Software = justify!
- Open Access / Article Processing Fee: choose Green OA if possible, or justify for sub-field.
- Show your professional expense account; include computers, toner, books, subscriptions, you currently have as "other sources".
- Writing a book is not a research activity; describe the activities you will undertake that will result in a book.
- Proposed publications need to be new concepts, not rehashed themes you've done before.

Knowledge Mobilization (KMB):

- Be specific
- Don't be inconsistent with own past, abilities, track record & research design plan (ie: if you've never tweeted, don't say you'll start).
- Blog / don't create one if it already exists... Contribute!
- Keep KMB to what is useful to your specific research, impact, community.

KISSES OF DEATH:

- Inconsistency between plan / budget = *Black Widow Spider bite*
- Dissing past reviewers saying 'They didn't understand", arguing = *Rattlesnake & Salmonella combined*
- Copy paste = *Jaundice*, maybe Hepatitis C

UNIVERSITY OF ALBERTA
GRANT ASSIST PROGRAM
Social Sciences & Humanities

Taken for Grant-Ed: Reviewers' Expectations

Understanding adjudicators' perspectives on the grant review process may be helpful as you prepare your proposal. The topic of reviewers' expectations is under-researched, but Porter's (2005) study of 16 reviewers from Virginia Tech who reviewed applications to the National Institutes of Health (NIH) may be useful. This *Taken for Grant-Ed* references this study as well as insights gained from University of Alberta faculty who have served on SSHRC committees.

What do reviewers expect?

- ☑ A first paragraph or page that captures interest by its innovation and originality—they want to know EARLY and QUICKLY what the project is about.
- ☑ Description that is crisp, specific, and clearly thought out—applicant anticipates readers' questions e.g. Why THIS research site?
- ☑ An approach that shows promise.
- ☑ Writing that is clear and concise—free of jargon, acronyms and errors. Sentences are SHORT. Paragraphs are BRIEF. There is WHITE SPACE.
- ☑ A Principal Investigator who is qualified to lead/do the work—CV experiences related to topic.

Characteristics of a Good Proposal

- ☑ Document is organized using suggested headings, is easy to read, has coherence and flow.
- ☑ Introduces fresh insight into an important problem.
- ☑ Writing that shows excitement and commitment.
- ☑ Evidence that the Principal Investigator knows the field (literature is synthesized to show where are the blank and blind spots).
- ☑ The work plan is supported by an appropriate budget.
- ☑ "The best proposals teach" (Porter, 2005, p. 343).

Common Mistakes

- ☒ Writing that is vague, unfocussed (takes too long for reviewer to figure out what project is about).
- ☒ Dense academic prose (written for a journal, not a grant).
- ☒ Crowded, no white space (less is more).
- ☒ Project is too global and/or ambitious in scope.
- ☒ Research plan exudes a "trust me, I know what I'm doing" feel—not enough discussion of plan.
- ☒ Sloppiness—typos, grammatical errors, inconsistent use of terms, etc.
- ☒ Laziness—cut 'n paste

Porter, R. (2005). What do grant reviewers really want anyway? *Journal of Research Administration, 36*(2), 5-13.

Taken for Grant-Ed: Reviewers' Experiences

> *Imagine that you've submitted a proposal to NIH [National Institutes of Health]. Your reviewer is reading through the proposals, but she's left it at the last moment. It's 6 a.m. on the day she's flying to Washington. She's sitting at the bus stop, it's raining, she has the flu, and she's got your proposal in front of her. Your writing should be able to persuade her that this is a great proposal, even under those conditions (Brett Tyler, Virginia Bioinformatics Institute).* (Porter, 2005, p. 344)

Reviewing a grant is rewarding, but also demanding. As you prepare your grant application, think about the human being who is going to review it, and the circumstances under which the work is accomplished. Some insights into SSHRC and other social science adjudicators' experiences:

- ☺ Not all reviewers are flown to Ottawa—some complete the adjudication from "home." Committees "meet" on their computer screens, sometimes for 6 hours at a time. It's not a holiday.
- ☺ If reviewers are asked to meet in Ottawa, they are not put up at the Fairmont Chateau Laurier. It's not a holiday.
- ☺ Reviewers are not paid. This is service to the academic community.
- ☺ Reviewers are researchers, and most are from universities; therefore, they are your colleagues. They are not "abstract" critics looking for fault in your work. They want to fund it. Don't give them obvious reasons not to.
- ☺ Reviewers may read 100+ applications, depending on how well subscribed the competition.
- ☺ Grants are read much like newspapers: quickly, sometimes scanned. Grants will be read once. Sometimes only the Summary page will be read.
- ☺ Not all SSHRC committees are alike. Speak to reviewers from your Research Group if you can.

Reviewers' Motivations

Why volunteer? If applying for research grants is part of your career trajectory, you might consider reviewing as an important part of applying. Porter's study of 16 researchers from Virginia Tech who reviewed for the National Institutes of Health (NIH) reported the following motivations:

- ☑ To learn about the process
- ☑ To become a better grant writer
- ☑ To learn "the game"
- ☑ To be service-oriented and collegial
- ☑ To keep abreast of their discipline
- ☑ To build networks

Porter, R. (2005). What do grant reviewers really want anyway? *Journal of Research Administration, 36*(2), 5-13.

Simplifying the Insight Grant application

Structure:

- Institutional, applicant's and proposal basic info —mostly drop down boxes
- Research ethics, enviro-impact, key words, disciplines —mostly tick boxes
- Stream A / Stream B; Aboriginal Research, Research-Creation — tick boxes
- Response to Previous Critiques— 1 page (3800 characters), max. pasted in
- Request for Multi/Interdisciplinary Evaluation—1 page (3800 characters), pasted in
- Summary of Proposal—1 page (3800 characters) max. pasted in
- Detailed Description— attach pdf; 6 pages, max. Follow margin & font rules.
- Knowledge Mobilization Plan—I page (3800 characters), max.
- List of References—10 pages, max
- Research Team, Previous Output and Student Training—4 pages, max. (~15k chars)
- Funds Requested from SSHRC—mostly fill in the window
- Budget Justification—attach pdf; 2 pages, max
- Funds From Other Sources—mostly fill in the window
- Expected Outcomes Summary —I page (3800 characters), max.
- Suggested Assessors (list up to 3)
- Exclusion of Potential Assessors— I page, max.
- Research Contributions—4 pages, max.
- Other potential inclusions:
    - Appendix A (Environmental Impact)
    - Appendix B (CEAA Pre-Screening Checklist re: Permanent Physical Structure)
    - Research-Creation Support Material—1 page max. Can include a URL

Key points to remember:

Follow the instructions! https://webapps.nserc.ca/SSHRC/Instructions-Help/ig_instr_e.htm#top

White space is your friend. (hint: Subtitles enable white space *and* organizational cueing)

Be **succinct,** eloquent and **non-specialist** in your language.

In 2017, SSHRC received 2,750 applications. Committee members read ~ 30 files each. Pity the poor colleague who must compare so many. **Organize your material. Use subtitles** (eg: Objectives; Context; Methodology; Challenge; Feasibility; Capability) and **topline section summaries** (# MAs; # Conferences).

Avoid the trauma of last minute cuts. Know how much to write in advance:

- 1 page on SSHRC's cut & paste file = **3800 characters** (including punctuation, spaces, etc.)
- 6 pages is therefore ~ **22,800 characters**

For attachments: SSHRC requires **Times New Roman**, 12 pt font, 2.5 cm margins ('Normal' in Word).

Convert your documents into one **PDF** file per section (.pdf) before attaching.

Submit for internal peer review with the Grant Assist Program.

How does SSHRC Adjudication work?

Adjudication combines collective knowledge from committee members and external reviewers, drawn from Canada and internationally. The experts required to evaluate proposals may come from postsecondary institutions or public, private or not-for-profit institutions. Committee composition and the number of committees involved in the adjudication of applications may vary between funding opportunities, according to the expertise required and volume of applications. Other factors, including the applicant's preference (ie; for multidisciplinary adjudication), diversity and appropriate knowledge of both official languages, affects the structure of adjudication committees.

Committees have a chair and readers listed as A or B on a subset of applications. All members must read and rank all applications assigned to them along with the pertinent assessments provided by the external assessors. The committee scores the applications according to a table provided by SSHRC's program officer. Committees conduct a calibration teleconference, led by the committee chair and guided by the program officer, several weeks prior to the adjudication. Members compare their rankings and adjust expectations to ensure consistent use of evaluation criteria and the scoring system.

Committee members submit their preliminary scores to the program officer before the adjudication committee meeting. The officer compiles all the interim scores, translating them into an initial overall ranking. This ranking is used during the committee meeting to identify where members differ in their assessments. Depending on the volume of applications, and at the discretion of the committee chair, it may also be used as a tool to determine the order of discussion of applications. After discussion, and the final calibration of scores, all applications receive a unique rank. There are no ties.

Grant Type	Submission Deadline	Applications to Extranet	Members Orientation	Chairs' Orientation	Calibration Teleconference	Adjudication Meetings	Results Available
Insight Grant	*October 15,*	*December*	*N/A*	*December*	*Jan / Feb*	*Early March*	*April or later*

Applications (and committee memberships) are organized according to "Research Groups"

The <u>Research Group</u> you select = the group of scholars you want to evaluate your proposal

Multidisciplinary adjudication is available. You must justify this request in one page. *However: most scholars are not happy with multi-disciplinary adjudication results*.

In no way should you expect your evaluation committee to all be expert in your specific field of research. This means your prose must be non-technical. Geographers must write so that a political scientist or an anthropologist or criminologist could understand the issues. And vice-versa.

Don't know your group? The department of your principle placement is a good clue (unless you are in public health, rehab medicine, nursing, design…) [Groups are listed on the next page]

SSHRC Research Groups:	
Anthropology	Group 2
archaeology	Group 2
business & management	Group 3
classics	Group 1
communication studies	Group 4
criminology	Group 2
cultural studies	Group 4
demography	Group 4
economics	Group 3
education	Group 5
fine arts	Group 1
gender studies	Group 4
geography	Group 2
history	Group 1
journalism	Group 4
law	Group 2
library and information science	Group 4
linguistics	Group 2
literature	Group 1
media studies	Group 4
mediaeval studies	Group 1
philosophy	Group 1
political science	Group 2
psychology	Group 5
public administration	Group 2
religious studies	Group 1
social work	Group 5
sociology	Group 4
translation	Group 2
urban planning & environmental studies	Group 2

Group 1:
History; mediaeval studies; classics; literature; fine arts; philosophy; religious studies; *and related fields.*

Group 2:
Anthropology; archaeology; linguistics; translation; political science; public administration; law; criminology; geography; urban planning and environmental studies; *and related fields.*

Group 3:
Business and management; economics; *and related fields.*

Group 4:
Sociology; demography; communication studies; journalism; media studies; gender studies; cultural studies; library and information science; *and related fields.*

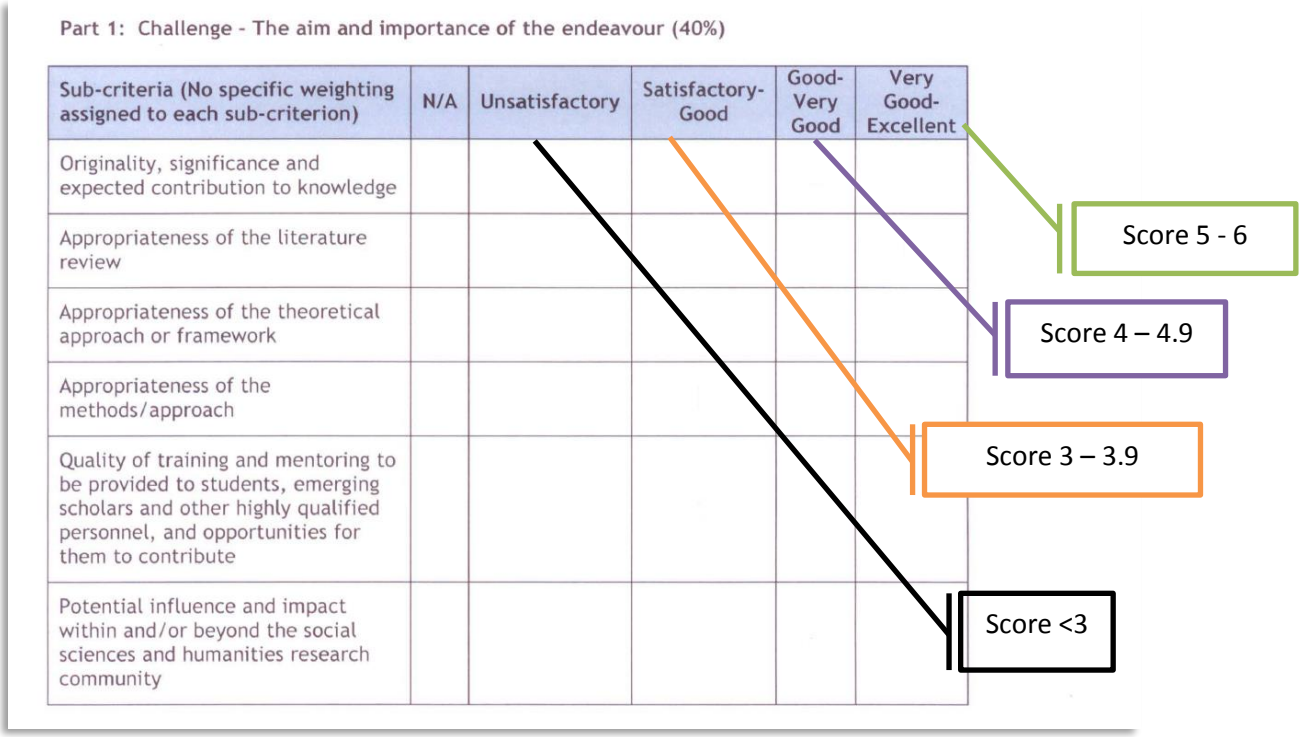
Group 5:
Education, psychology; social work; *and related fields.*

Insight Grant Evaluation Criteria:

Three categories		**Section of the proposal**
Challenge	40%	**Detailed description** (including literature review, theoretical approach, methodology); also: Student Training; Expected Outcomes;
Feasibility	20%	**Detailed description**; (including timelines portion of methodology & other activities); Budget Justification; Funds Requested from SSHRC; Funds from Other Sources; Knowledge Mobilization Plan.
Capability	40%	**SSHRC CV** (pubs, supervision); Research Team; Research Contributions; Previous Output (also: indications of potential).

Scoring

It's *really important* to pay attention to the scoring system. Marshal your energy and focus where it will score the most points: *The Detailed Description, Budget and your CV*.



Part 1: Challenge - The aim and importance of the endeavour (40%)

Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Unsatisfactory	Satisfactory-Good	Good-Very Good	Very Good-Excellent
Originality, significance and expected contribution to knowledge					
Appropriateness of the literature review					
Appropriateness of the theoretical approach or framework					
Appropriateness of the 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 influence and impact within and/or beyond the social sciences and humanities research community					

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

- probability of effective and timely attainment of the research objectives;
- appropriateness of the requested budget and justification of proposed costs;
- indications of financial and in-kind contributions from other sources, where appropriate;
- quality of knowledge mobilization plans, including for effective knowledge dissemination, knowledge exchange and engagement within and/or beyond the research community; and
- strategies and timelines for the design and conduct of the activity/activities proposed.

Capability—The expertise to succeed (40%):

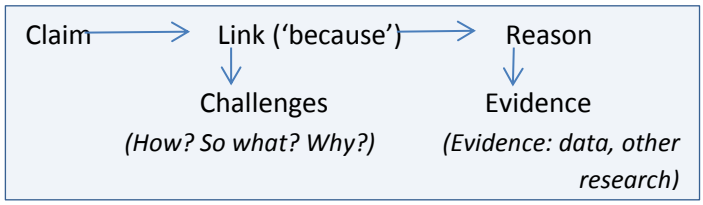
- quality, quantity and significance of past experience and published and/or creative outputs of the applicant and any team members relative to their roles in the project and their respective stages of career;
- evidence of contributions such as commissioned reports, professional practice, public discourse, public policies, products and services, experience in collaboration, etc.;
- evidence of contributions to the development of talent; and
- potential to make future contributions.

Elements of excellence in the Detailed Description:

- *Use subject headings to guide the reader:*
    - Objectives
    - Context (includes literature review and theoretical approach)
    - Methodology

- *Show mastery of the genre of "proposal argumentation"*

All grant proposals ask you to identify[1]:



- A Problem ['Challenge']
    - Demonstrated by the literature, public concern, research data, mystery…
- A Solution
    - Based on analysis of the relevant literature, data, situation & your identification of the *missing information/insight that will resolve the problem*
- Your Means to the Solution = *you will provide the missing bits*
    - Research to collect and analyse the required data, create the necessary documentation / creative product
- Rationale as to why this solution is the best one to fund ['feasibility']
- Rationale as to why you are the researcher to do this ['capability']
- Rationale as to the benefits that will accrue from the research

- *Presents the complicated research literature and trajectory as if it is linear (makes it seem simple):*
    - Research question justifies research methodology;
    - research methodology will produce projected Research outcome;
    - Research outcome contributes to humanity / society / future scholarship
    - Research is a reasonable value for the funds requested.

- *Is flawless in format, rhetoric, prose, punctuation and grammar*.

How to get there? Start with the elevator pitch method:

1 Sentence each:

What is your research problem? [how do you know it's a problem?]
What is your method of investigation? [why is this the right method]
What is your work plan? [how will you gather info? Who will help you? How long will it take?]
What will your investigation produce? [Expected outcomes; collateral outcomes]
What will the results of your contribution contribute? To whom? [Relate back to the problem].

[1] Based on "Grant Proposals: How to Write & Argue Effectively" presentation by Roger Graves, 2012.

SSHRC IG		Section of the proposal	My Proposal's Checklist
Challenge	40%	**Detailed description** (including literature review, theoretical approach, methodology); also: **Student Training**; **Expected Outcomes**;	**Lit Review**
			Theory
			Method
			Student
			Outcomes
Feasibility	20%	**Detailed description**; (including **timeline** section & activities of methodology); **Budget** Justification; Funds Requested from SSHRC; **Funds from Other Sources**; **Knowledge Mobilization Plan**.	**Timeline**
			Budget
			Other $
			KMb
Capability	40%	**SSHRC CV** (pubs, supervision); Research Team; Research Contributions; Previous Output (also: indications of potential).	**Pubs**
			Supervision
			Co-Apps
			Contributions
			Prior Output

An algorithm for framing arguments for academic research funding

1. We [*academia/government/company/social group*] have a *question/problem/false perception* that needs to be *answered/solved/corrected*
2. It is a compelling, timely, pressing, and important *question/problem* because_____
3. The *people/constituencies/localities/terrains/species* who are most *affected/vexed* by the *question/problem/false perception* are _____
4. The *solution/answer/correction* requires certain *data/inputs* those *data/inputs* are _____
5. The methods we will use to *get/analyse* the *data/inputs* will be _____
6. These are the best *methods/tools* to answer the question because _____ **
7. I / my team is best suited to get and *analyse/operationalize/reify* the *data/inputs* because ____
8. Each specific team member's tasks support the work required to *find/analyse/operationalize* the *data/input*, and/or develop the *solution/output* in these ways: _____
9. The project will be accomplished, on time and on budget because *I/we* will work in these ways: _____, during these timeframes: _____, spending the research dollars in these ways: _____, to produce these *answers/outputs/results/products/information:* _____
10. The people/constituencies who will *benefit from/care about* our *research-results/outputs* are: [pick one from each category: 1} academic; 2} societal policy or change-makers; 3} localized stakeholders/section of the interested public].
11. We will *share/mobilize* our *research results/creative outputs* with each constituency [1, 2, 3 above] in these specifically targeted [to each of 1, 2, 3] ways: _____
12. The results of our research will be ... *world happiness/zen clarity insights/new policy/better widgits/smarter people/social wellness* …

** With Research-Creation projects, add this at step 5 or 6:

- Creating this *visual/auditory/motion/sculpture* piece of art will inform the *data collection/analysis* process in these ways: _____
  [note: the creative aspect may be included at stage 11, but do not bypass it at stage 5 or 6. Research-creation concepts requires the creative aspect to be part of the investigative process]

Heather Young-Leslie Ph.D. Director, Grant Assist Program Social Sciences & Humanities January 2017

SSHRC Grant Writer's Worksheet

Use point form responses to answer these questions re: the **CHALLENGE** of your proposal

What **problem** /question will your research address / resolve? [Why this	
How is your grant proposal an **original *and* significant** contribution to knowledge?	
Which 10 key references / **citations** are required to ensure your literature review demonstrates deep, rigorous *and* cutting-edge knowledge of your research area's **literature**?	
What key points can you include to demonstrate to the peer adjudicators that your **theoretical framework** is appropriate?	
What proof can you marshal to show that the **methods** you will use are the best for answering your research question?	
List 4 examples of how any students or junior scholars on the project will have experience- enriched **training and mentoring**.	
List ways (up to 4) in which your research results may have positive **impact beyond academia** (IF IT WILL). Be specific re: who/how/when.	

Use point form responses to answer these questions re: the **FEASIBILITY** of your proposed research:

What can you give the committee to show that the research objectives will be met **within timeline** of the grant?	
What are your **key budget** items? How will you justify them?	
What is your **Research Data Management Plan**?	
What **other sources of financial support** can you draw on? What will you fund with those other sources?	
List 6 ideas for knowledge mobilization. Flag those that will reach beyond academia. How do you know these are the appropriate tools for KMb?	
A critical reviewer trashes your strategies for collecting and analysing your data and/or for mobilizing your research results. Respond! **[How do you know** that the plans you've made are the best for answering your research question?]	

Use point form responses to answer these questions re: your **CAPABILITY** to do the proposed research:

List the expertise [past research experience, publications, creative works, teams led] that prove you are highly capable of fulfilling **the role specific to this project** [if not PI, you still need to list capabilities specific to the project's needs].	
List any other evidence of KMb activities [aside from above] that can show **impact on non- academics?** Collaborations with stakeholders, media interviews, testifying, consultations, etc?	
Summarize your contribution to **development of talent:** #s of MA/PhD/PostDocs supervised, graduated; now employed? Have you supervised students as RAs [employees]? Served as an academic advisor? Co-authored with graduate students? Taught classes (what sizes)? Use numbers and general subject areas.	
What 3 things would you like the adjudicators to notice, as proof of your **potential to contribute** to academia in the future? How is your proposal &/or experience **EDI-positive**? [eg: rate of past output; quality of past output; honours/awards/accolades; impact factor of publications;	

Creating a Project Workflow Framework

You will use this information to create a workflow chart or timeline that includes the goals your project will acheive in each year of funding, as you justify the team, for your budget, and for the expected outcomes section of the application.

Process:

1] List, in chronological order, the tasks associated with your project.

2] Tag them into rough stages: data collection, data analysis, analysis writing up and disseminating. This may not be a more iterative than linear process, with data analysis and triangulation with research communities and colleagues affecting the flow, but there will be a beginning and an end.

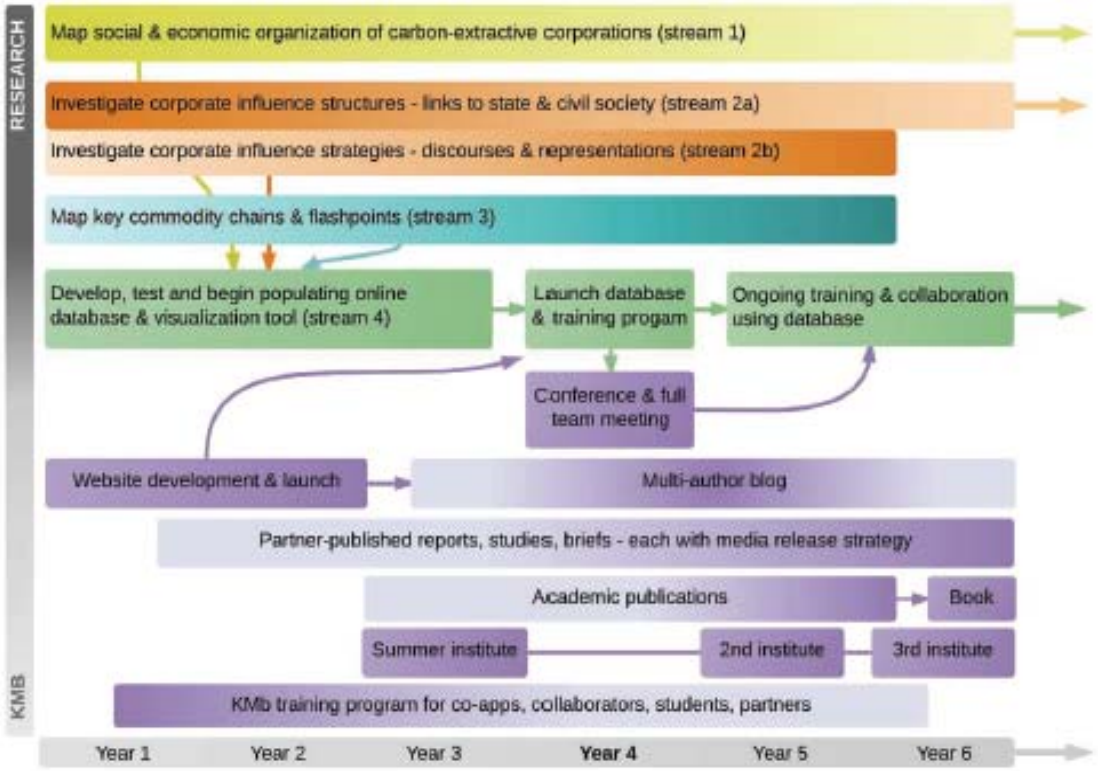
3]Identify what level of expertise is needed for each task: is it UGrad, MA, PhD, PostDoc, Prof?

4] Estimate how many hours each task will take? Estimate the cost for RAs, PostDocs and any others to be paid.

5] Justify the task for how it contributes to answering the project question, or contributes to Expected Outcomes as listed in the SSHRC Application.

Task	Stage	Start	End	Hours	Who	Cost $	Research Outcome / Relevance

Sample Project Workflow Representation:



Carroll, William, et al: Mapping the power of the carbon-extractive corporate resource sector. SSHRC Partnership Grant, 2014. UVic, lead institution, with Parkland Institute.

SSHRC INSIGHT GRANT

Detailed Description—maximum six pages

UNIVERSITY OF ALBERTA
GRANT ASSIST PROGRAM
Social Sciences & Humanities

You must attach an electronic copy of your Detailed Description. 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 (including literature review and theoretical approach)
Methodology

Your detailed description must address the Challenge and Feasibility evaluation criteria listed under Evaluation and Adjudication in the funding opportunity description, except for those criteria addressed in other sections of the application, i.e.:

- Research Team, Previous Output and Student Training;
- Expected Outcomes;
- Funds Requested from SSHRC;
- Funds from Other Sources;
- Budget Justification; and
- Knowledge Mobilization Plan.

Note that Capability subcriteria should be addressed in the SSHRC CV and Research Contributions.

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SSHRC IG / IDG Application
Detailed Description Outline

While SSHRC's instructions are to use the subtitles "Objectives", "Context" and "Methodology", you do not have to adhere strictly to this. Aligning the flow of your text, and any subtitles, to the evaluation form that the SSHRC Adjudication Committee uses will assist the reviewers in finding the information they need to evaluate your proposal. This helps the reviewers' to see the key features of your proposal, implies to them that you are organized (which implies capability) and ensures you don't exclude pertinent info.

The SSHRC web instructions state: "Your detailed description must address the Challenge and Feasibility evaluation criteria... except for those criteria addressed in other sections of the application."

The 6 page document will be attached as a pdf. The formatting guidelines are as follows (and are used in this tip sheet):

- Times New Roman 12pt
- Single-spaced
- No more than 6 lines of type per inch
- Margins set at a minimum of 3/4" (1.87 cm)
- Letter size paper 8 ½" x 11" (216 x 279 mm)
- PDF format (.pdf extension); unprotected

Optional outline, with subtitles:

Challenge (re: the aim and importance of the endeavour. This is worth 50% of your score)

1. Originality (provide clear and precise objectives: start with why. Why are you doing the research? why is it important? why now?
2. Literature Review (includes complete literature review that academically situates what you will be doing and why)
3. Theoretical approach / framework (outline your theoretical or conceptual framework)
4. Methods (ensure you show that the proposed methodology is the right one for gathering and analyzing the data necessary for answering your question(s), for helping you to meet your objectives and that the right personnel are involved. The committee needs to have a sense of what you'll actually do with the SSHRC dollars)
5. Training (Offer one or two sentences about the research team (not individuals) and it's appropriateness (expertise/knowledge/connections) and then write: see attachment "Research Team, Student Training, Previous Output" for further details)
6. Impact (this is where you describe specifics of the contribution / difference the research will make, in terms of the advancement of knowledge; the wider potential benefit of the research (e.g., how this research will be of interest to other areas of research/disciplines; how it will be of interest outside the academic community? Which persons / communities / organizations will use it? Do not be vague or make claims that you cannot substantiate.)

Feasibility (re: your plan to achieve excellence, worth 20%, but failure of feasibility means failure of the proposal)

1. Attainment of the research objectives (the committee will be concerned to know how you'll complete the necessary research tasks on time and on budget. How will you govern / communicate with the team? How will you stay on schedule and on budget?)
2. Budget (write a single sentence summary of the overall ask to SSHRC, with reference to the outputs, ie: "Requesting $XXX,000.00 over four years, with research outputs of , by two Emerging Scholars supervising two MA and one PhD candidate. Please see budget attachments for details." If there are special budget items that need justification, and you do not have room in that section, use some space here to show that these are feasible expenses)
3. Funds from other sources (optional; use this space to briefly describe any special support that you cannot fit in the section on the budget window, with the goal of showing how that support will make your project completion likely, and of high calibre)
4. Knowledge mobilization (write a single sentence summary, ie: "The knowledge mobilization plan will reach *academics* via one monograph, four peer reviewed publications, and three conference presentations; *community change-makers* will be engaged via three community-based town halls, and information sessions at the ABC trade conference; *X# students* will learn these results via participation in the research and a special module in class ZYX. Please refer to KMb section for further details.)
5. Strategies and timelines for activities (consider devoting a page to a graphic timeline instead of a narrative.)

Capability (re: the expertise to succeed, worth 30% of your score)

1. Experience (write a single sentence summarizing the PI's & Co-App's demonstrated capability to successfully conduct this research, then say "please refer to Research Team and CV attachments for details".)
2. Contributions (write: refer to publications attachments)
3. Contributions to the development of talent (write a single sentence summarizing the number of theses (Honours, MA, PhD) you have supervised, and/or students mentored, and "refer to CV attachment for details)
4. Future contributions (write a brief closing statement describing the potential for you, your Co-App, Collaborators, and any named Post-Doc or students to make future contributions as a result of this research)

Co-Investigators & Collaborators

Historically, much humanities and social sciences research was conducted by solo-scholars. But consider some emerging trends in SSHRC-funded research directions:

- Interdisciplinarity
- Partnership
- Graduate student mentorship
- Knowledge mobilization
- Community & private sector applications of research findings

It might make sense for you to have Co-Investigators or Collaborators on your project.

The categories and eligibility requirements vary between specific funding opportunities[i]:

Co-applicant / Co-investigator:

- participates in *preparing* the grant application
- contribution to the *intellectual direction* of the research or research-related activity is *significant*
- role in the *conduct* of research or research-related activity is *significant*
- may have some responsibility for *financial* aspects of the research
- CV and research record can improve the *capability* and *feasibility* of the research
- could *become principal investigator* in the event of the original PI's death or resignation[ii].

Collaborator:

- *participates* in a grant application
- may make a *significant* contribution to the *intellectual direction* of the research or research-related activity
- may play a *significant* role in the conduct of the research or research-related activity,
- No need to be affiliated with a Canadian postsecondary institution
- With the exception of certain travel and subsistence expenses: *SSHRC does not cover collaborators' research expenses*
- Collaborators' CVs *not scrutinized as closely* by the Reviewers as a PI or Co-I[iii]
- not eligible to be named PI in the event of the original PI's death or resignation

[i] **IG** Co-applicants: must be affiliated with an eligible Canadian post-secondary institution. If not, they may only hold status of Collaborator; grant funds cannot be used for the direct costs of their research.

IDG: A person who is affiliated with a non-Canadian post-secondary institution may be a Co-applicant but may not assume the role of PI.

[ii] Subject to SSHRC approval and *if affiliated with a Canadian postsecondary institution*.

[iii] In some competitions, a Collaborator's CV is not included in the application. Collaborators *need not be academics* (eg: Aboriginal Elders, community partners).

Source: http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#a4

To contact the Director, Grant Assist Program, Social Sciences & Humanities:
Heather.YoungLeslie@ualberta.ca | www.sshrc.ualberta.ca | 780 492 0842

Taken for Grant-Ed: Should I Include Co-Investigators or Collaborators?

SSHRC (and other funders) fund individual and team-based projects. While there are many benefits to working collaboratively on research, before you add co-investigators or collaborators to your SSHRC grant, ask yourself:

1. Is a team-based approach **necessary** to answer my research question and/or address the challenge, or am I positioned to do this alone?
2. Will all team members contribute **meaningfully**? Mentorship of junior colleagues is looked upon favorably, but only if the junior colleague clearly has a connection to the project (e.g. topically, theoretically, and/or methodologically). Reviewers can tell if you are trying to enrich a CV.
3. How well do I know the **work ethic, decision making style**, and **conflict resolution approaches** of my potential co-investigators?
4. How **self-aware** am I regarding team leadership? Will my work ethic, decision making style and conflict resolution approaches **complement** or **clash** with my partners'?
5. How confident am I with **managing a funded research project**?
6. Do I have **previous success** working with your potential research partners on previous projects, co-authoring manuscripts, securing funding, etc.?
7. What is the context of my potential research partner(s)? Different university? Different country? Different faculty? Different research culture? Non-academic context? How will these **practical realities** play into the research experience?
8. Will my project benefit from **complementary skills, knowledge**, and **experiences**? Or is the similarity going to lead to overlap and delimit the learning potential?
9. Is collaborative research central to the research culture in my discipline or department?
10. When I envision conducting the study with partners, do I like what you see?

This is not a simple inventory in which 6 "yes" answers mean you should include co-investigators, etcetera. These are simply preliminary questions to consider before adding a name to the application. As your colleagues about their experiences.

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GRANT ASSIST PROGRAM
Social Sciences & Humanities

Taken for Grant-Ed: Considering Collaborating on a Research Grant?

Research collaboration is trending in response to:

- Increased mobility, connectedness, and shared interest among researchers
- Funding context (e.g. SSHRC's Partnership Development Grants, Partnership Grants)
- Acknowledgement of the complexity of problems and the consequent need for inter-sectoral, multi-disciplinary pursuits to addressing them

Any of the above may be your impetus for pursuing a team-based research grant. As a beginner in team-based research, what do you need to consider?

1. Assess researchers' capacity for collaboration, not only their technical expertise and academic background
2. Account for the potential team members' career stages—this impacts not only what they can contribute but how they will work as a team member in light of what they want to get from it (e.g. tenure, international recognition, publications, research experience, process knowledge)
3. Researchers in an early career stage may see team research as risky; researchers in a later career stage may treat team research as second nature—think about balance
4. A research team will work if the vision is shared. If you self-generate an idea and expect others to simply execute the plan to achieve it, you may encounter numerous motivation challenges
5. Teams are mutually dependent—because everyone plays a role, the success of one makes possible the success of others. All team members must be willing to share decision making and give up autonomy.
6. The academic outcomes may be front and central to your research project; however, remember that intangible elements like enhanced work style, improving the quality of the methodology, and creating networks are outcomes that funders consider important.
7. Incorporating team meetings and a process for generating feedback is an important part of a partnership grant. You must consider how and when this will happen.
8. Effective team leaders have self-awareness. Consider your leadership style, how you communicate, your approach to conflict resolution, and approach to giving and receiving feedback.
9. "Forming" the team is the beginning step—this can be top-down or bottom-up. Successful team functioning, however, requires considerable time. You need to work out how you will get there.
10. Collaborative research takes more time than individual projects. Work with a team because the challenge REQUIRES it, not because you think it will be easier and faster.

Bennett, L. M., & Gadlin, H. (2012). Collaboration and team science: From theory to practice. *Journal of Investigative Medicine, 60(5), 768-775.*

Dimensions of Effective Research Training

Research training should build both academic (research and teaching) competencies *and* general professional skills that would be transferable to a variety of settings.

SSHRC considers that:

- 'Academic skills' are skills that are valuable for both academic *and* non-academic careers.
- Research practices are changing;
- Business, not-for-profit and government organizations rely on skills students and postdoctoral researchers are able to develop through the social sciences and humanities.

Effective research training enables students and/or postdoctoral researchers to acquire valuable skills in areas such as:

- research methods and theories;
- publication and research communication;
- knowledge mobilization and dissemination;
- teaching in diverse settings and with various technologies;
- digital literacy;
- data management and analysis;
- research ethics;
- interdisciplinary research;
- consultation and community engagement;
- project and human resources management;
- leadership and teamwork; and/or
- workshops and conferences organizing, presenting

It is unlikely that ONE supervisor/applicant can provide training in all of the areas listed. The host institution may offer additional resources to ensure the best possible training is provided, and that optimal research results are achieved. Alternative research training options may include:

- research or teaching assistantships;
- career development workshops;
- online training modules; and/or
- internships with external partners

However: SSHRC Adjudication Committees have been leery of funding projects where student involvement is not *clearly essential to successful outcomes.*

Therefore, whenever possible and applicable, applicants should:

- demonstrate strong links between project Goal(s), Objectives and graduate student / postdoctoral inclusion as part of Methodology.
- include international &/or intersectoral opportunities for students.
- offer graduate students' & postdocs access to research resources and collaborators
- be specific about mentoring, training, and institutional support, including workshops, conference presentations, co-authorship, leadership opportunities.
- enable skills acquisition for potential transition to non-academic careers
- Consider a Mitacs Student Internship.

Source: http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/effective_research_training-formation_en_recherche_efficace-eng.aspx |

To contact the Grant Assist Program's Director for Social Sciences & Humanities:
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UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

PROFESSIONAL DEVELOPMENT

Professional Development Opportunities Guide

Professional Development Requirement

All incoming graduate students are required to complete the University of Alberta **Professional Development Requirement**, which includes the **Individual Development Plan (IDP)** and **eight hours of professional development (PD) activities**. Although a requirement for most new students, all students benefit from these career planning activities and are strongly encouraged to complete them.

The following are the opportunities to help students fulfill the requirement and fuel their careers:

Sessions and Events

- The **IPD information sessions** is a three-part series to help graduate students understand how the IDP/PD requirement works and offers an opportunity for them to work on their IDP in a workshop style session, and assists them with determining their next steps. Part two and three count as professional development activity hours. Part two is also available as an **online course**.
- **MyGradSkills** features 18 free on-line sessions that take about an hour each and focus on career development, communication, entrepreneurship, research, and teaching & learning.
- **Professional Development Weeks:** Each year FGSR organizes a spring (May) and summer (July/August) PD Week that focuses on getting graduate students into the job market.
- **Graduate Teaching and Learning Weeks** take place in the Fall (August/September) and Winter (January) with a variety of sessions offered. These sessions focus on wide ranging topics related to teaching and communication principles.
- By completing the **Graduate Student Safety Certificate**, you will be safer, your lab will be safer and you will have an important additional qualification when pursuing opportunities in the future.
- Watch for FGSR's annual career symposium, **Invest in Your Future**.

Resources and Career Counselling

- **Professional Development Resources:** Many career resources are available the FGSR website, from resume help to networking advice and past presentations.
- **Counselling and Clinical Services** offers a variety sessions that that help you understand common mental health topics, including depression, anxiety, dealing with stress and identifying students at risk.
- **Student Success Centre** offers wide-ranging sessions from managing major projects and writing sessions to creating engaging presentations. One-on-one individual consultations are also available and count as professional development. Some services involve a fee.
- **The Career Centre** offers support and advice to those looking for work in or outside of academia. Services include career coaching, individual advising (on career management, work search, CVs, resumes, interviews and LinkedIn profiles), the Transition to Career (T2C) program (online learning, coaching and experiential learning), funding for professional development, career fairs, employer information sessions, and online job postings. Some services involve a small fee.

Internships, Mentor Programs, Job Shadowing, and Graduate Assistantships

Students can gain valuable work experience, develop a network, and explore various career paths through an internship, mentor program, job shadowing, or graduate assistantship.

- **Graduate Student Internship Program (GSIP):** In partnership with the Career Centre, FGSR offers valuable work experience through paid internships in the private, public, and not-for-profit sectors.
- **Alberta Graduate Internship Listing** is a complete listing of internship opportunities.
- **MITACS Accelerate Internships** are open to students in all disciplines. Mitacs works to build partnerships that support industrial and social innovation in Canada.
- Mentoring opportunities:
    - The **Undergraduate Research Initiative**, WISEST and HRYS are opportunities for graduate students to build their supervisory and management skills in a low risk and short term commitment.

    - The **Graduate Mentoring Program** offers the opportunity for mentors and mentees to regularly meet to work together to develop the skills, knowledge, attitudes, and connections mentees need as they transition into the world of work. There is a small fee for this service.
    - **UAlberta Venture Mentoring Service** creates exciting opportunities for passionate students and entrepreneurs to connect with experienced mentors to inspire, engage, and learn.
- **Job Shadow Week:** Every November and February students have the opportunity to engage with professionals within Edmonton to gain valuable insight into careers in a specific sector.
- **Office of Sustainability:** Students can become an agent of change with **Leading Sustainability at Work** or a **Sustainability Scholar**, an internship program with the City of Edmonton.

Graduate Teaching and Learning (GTL) Program

The Graduate Teaching and Learning Program is a multi-tier program that offers new and exciting opportunities for training in university instruction. GTL opportunities are initiatives designed to help develop the teaching and learning skills of graduate students. The GTL Program is open to all graduate students and post-doctoral fellows, and focuses on the practical side of teaching and pedagogical knowledge. There are 4 levels:

Level 1: Introduction to teaching and learning: classroom basics
Level 2: Developing practical teaching skills with feedback and reflection
Level 3: Pedagogy and course design: deepening understanding
Level 4: Building a foundation of scholarship in teaching and learning

- **Graduate Teaching and Learning Workshops:** Learn how to develop a teaching philosophy and dossier. Attend round table discussions on topics like assessment, flipping the classroom, and more.
- **Centre for Teaching and Learning (CTL):** Take advantage of CTL's teaching sessions offered year round. CTL can also provide one-on-one assistance with course development.
- **FGSR Teaching Circle:** The Teaching Circle is aimed at graduate students and the larger teaching community. Come and informally discuss teaching issues and grow a network of colleagues. For information email: Dr. Deanna Davis **deanna.davis@ualberta.ca**
- **FGSR Teaching Circle Facebook Group:** Learn about teaching development opportunities across campus, develop a network of teaching colleagues, and stay current with teaching and learning trends.

FGSR Community Volunteer Program

The **Community Volunteer Program** connects graduate students to the greater community. More than 500 graduate students volunteer in our community activities each year. This includes a partnership with the Edmonton Public Library "On the Edge: Speaker Series" and the Telus World of Science "Dark Matters."

The program recruits volunteers from all disciplines to share their knowledge and experience with students in kindergarten to grade 12 students and lifelong adult learners. For instance, there are opportunities for graduate students to rehearse their 3MT presentations for high school student audiences.

Join the **FGSR Community Volunteer Program Facebook Group** to find opportunities.

Stay Informed

Sessions, events, internship, mentorship and volunteer opportunities and more…are all promoted through the newsletter and social media.

- **FGSR Professional Development E-Bulletin:** This weekly newsletter highlights professional development and volunteering opportunities across campus. **Sign up today!**
- **Like our Facebook Page** and/or **follow us on Twitter:** Learn about PD opportunities across campus, current with job market trends, and stay on top of important deadlines.

Contact the Professional Development Team

Email: gradpd@ualberta.ca Website: uab.ca/gradpd (780) 492-0691

Graduate Student Assistantship Collective Agreement
Information Sheet for Graduate Students (September 1, 2018)

The Collective Agreement is a binding contract between the Board of Governors and the Graduate Students' Association.

Please note that as negotiations for the next Graduate Student Assistantship Collective Agreement (CA) are still ongoing, the current CA remains in effect until a new agreement is concluded.

The Collective Agreement describes the terms and conditions that apply to the academic employment of graduate students.

Graduate students who have concerns or questions should contact the Graduate Students' Association.

Beth Richardson
Vice-President Labour
email: gsa.vplabour@ualberta.ca

Julie Tanguay
Associate Director
email: gsaad@ualberta.ca

Departments who have concerns or questions should contact Faculty and Staff Relations, Office of the Provost and Vice-President (Academic).

Susan Buchsdruecker
Faculty Relations Officer
susan.buchsdruecker@ualberta.ca

For complete information in all cases refer to the Collective Agreement.
www.ualberta.ca/graduate-students-association

The University of Alberta has a Collective Agreement governing the Graduate Assistantships. Under Alberta's *Labour Relations Code* (Sect 58.4 (1)(c)), the Graduate Students' Association (GSA) has the exclusive authority to act in representing graduate students in negotiating an agreement with the Board regarding the employment of graduate students. The Office of the Provost and Vice-President (Academic), together with the Faculty of Graduate Studies and Research, are responsible for negotiating the terms of the Collective Agreement with the Graduate Students' Association. Faculty Relations in the Office of the Provost and Vice-President (Academic) provides support in the interpretation and application of the provisions of the Collective Agreement.

Resources:

- Graduate Student Assistantship Collective Agreement: http://www.hrs.ualberta.ca/MyEmployment/Agreements.aspx
- Graduate Students' Association: http://www.gsa.ualberta.ca
- Semi-Monthly Pay Schedule: http://www.hrs.ualberta.ca/HiringandManaging/PayAdmin

GRADUATE ASSISTANTSHIPS
Graduate assistantship duties are to help prepare the graduate assistant for further academic and professional opportunities. They cannot include administrative, clerical or technical work, or personal services for the assistantship supervisor.

There are 3 types of Graduate Assistantships: 1) Graduate Teaching Assistantships (GTA) which includes Principal Instructors (GTA-PI), 2) Graduate Research Assistantships (GRA), and 3) Graduate Research Assistantship Fellowships (GRAF).

Graduate Teaching Assistantship (GTA)
The duties of a Graduate Teaching Assistant (GTA) are primarily in support of teaching and teaching related duties. Such duties may include, but are not limited to: preparing and conducting seminars; discussion groups and laboratory sessions to supplement lectures; maintaining regular office hours to meet with students; assisting in the preparation and administration of examinations; and grading examinations, term papers, and laboratory reports. The relationship between the Graduate Assistantship Supervisor and the GTA is an employment relationship.

Graduate Teaching Assistantship – Principal Instructor (GTA-PI)
GTA-PIs are appointed as GTAs but are the primary instructor for a course. Duties may include lecturing, course and lecture planning, preparing assignments and examinations, grading/marking, and other related work. To reflect these responsibilities GTA-PIs are paid at a higher rate (see Collective Agreement Appendix B).

Graduate Research Assistantship (GRA)
The duties of a Graduate Research Assistant (GRA) are primarily in support of a faculty member's academic research. Such duties may include, but are not limited to: collecting/coding/analyzing data; literature reviews; library research; writing reports; designing conference presentations; and preparing materials for submission to funding agencies. The relationship between the Graduate Assistantship Supervisor and the GRA is an employment relationship.

Graduate Research Assistantship Fellowship (GRAF)
A Graduate Research Assistantship Fellowship (GRAF) is a form of financial assistance provided to graduate students to allow them to focus on their education and training, as it relates to their own thesis or directed research project. The relationship between the Assistantship Supervisor and GRAF is not an employment relationship. The GRAF is normally funded through restricted funds (supervisor's research grant) and may form part of a funding package to support the graduate student in their graduate studies. The value of the fellowship may vary by discipline and by the requirements of the restricted funds supporting the GRAF. There is a minimum stipend if it is to be considered a fully-funded GRAF (see Collective Agreement Appendix B).

HOURS OF WORK

- ✓ A graduate student registered full-time may hold a GTA (including a GTA-PI) for up to a maximum average of 12 hours per week. A graduate student registered part-time may hold up to a 6 hour per week GTA.
- ✓ A graduate student registered full-time may hold a GRA for a maximum average of 12 hours per week. A graduate student registered part-time may hold up to a 6 hour per week GRA.
- ✓ There are no working hours attached to a GRAF as it is not considered employment.
- ✓ The total numbers of hours in combined appointments including a GRA and GTA (GTA-PI) shall normally not exceed 12 hours. Exceptions require agreement of the Graduate Assistant, the Graduate Supervisor, Appointing Officer, the GSA Vice-President Labour (when appropriate), and approval of the Provost (or designate). A graduate student can hold a GRAF and also be appointed as a GRA and/or GTA up to a maximum of 12 hours per week.

REMUNERATION AND INCOME TAX

- ✓ For a GTA and GRA, the stipend consists of two components: 1) award and 2) salary. The salary component is treated as employment income and is subject to Income Tax, Canada Pension Plan, and Employment Insurance deductions. The award component is not treated as employment income and is not subject to Income Tax, Canada Pension Plan, and Employment Insurance deductions. The stipend rates are set out in Appendix B of the Agreement.
- ✓ For a GRAF, the stipend consists of a fellowship. Since the payment is treated as a fellowship, the income is not considered employment and is not subject to Income Tax, Canada Pension Plan, and Employment Insurance deductions.

ANNUAL PERFORMANCE INCREASE

A GTA or GRA whose work in the previous academic year was satisfactory and is receiving an appointment in a subsequent year is entitled to a 5% increase to the salary component. This is in addition to the annual negotiated salary increase.

VACATION

A graduate assistant is entitled to one week of vacation leave without a reduction in pay for each four-month University term. Vacation leave is in addition to days when the University is closed. There is no vacation pay at the end of a contract or termination in lieu of vacation time not taken. Graduate assistants may not carry forward unused vacation time from one four-month University term to another, without the advance written consent of the Appointing Officer, Graduate Supervisor, and all relevant Graduate Assistantship Supervisors. In some cases, vacation carry forward may not be allowed based on the funding sources.

DEPARTMENT AND GRADUATE ASSISTANT RESPONSIBILITIES

- ✓ **Letter of Appointment**

The Department must prepare a Letter of Appointment set out in the Collective Agreement Appendix A. The Letter of Appointment must be signed by the Appointing Officer (Dean/Chair/Associate Chair) and must be acknowledged and signed by the graduate student. If a student is being appointed as a GRA and/or GRAF and supported from restricted funds, the Letter of Appointment must also be signed by the faculty member holding the funds. **Graduate students should ensure they receive and keep a copy of their Letter of Appointment**.

- ✓ **Valid Study Permit (and Work Permit if applicable)**

International graduate students must ensure they have a valid permit to work in Canada and provide it to their department. Graduate students who are registered full-time in a graduate program and holding a valid Study Permit are eligible to work on campus. Graduate students who are registered part-time must hold a valid Study Permit and Work Permit to work on campus.

- ✓ **Payment**

Departments must submit an HR Smart Form to Human Resource Services (and **attach the Appointment Letter**) by the scheduled payroll deadlines in order to ensure

on-time payment to graduate assistants. For international graduate students, departments must attach a copy of the Study Permit/Work Permit (if applicable). **Payroll Operations will not process a payment without a copy of the Appointment Letter and appropriate Study/Work Permit.**

✓ **Social Insurance Number (SIN)**
All graduate students who wish to work in Canada need to obtain a Social Insurance Number. Departments must require graduate students to inform them of their SIN within three business days of when they start work. A non-Canadian or Permanent Resident will have a SIN number that begins with the number "9".

✓ **Time Use Guidelines**
At the beginning of each University term, the Assistantship Supervisor and the GTA, GTA-PI, or GRA must meet and complete an Assistantship Time Use Guideline as set out in Appendix C of the Collective Agreement. The Time Use Guideline ensures that both the GTA/GRA and Assistantship Supervisor are in agreement with the assistantship responsibilities and expectations. It is *recommended* that academic supervisors discuss expected tasks for each term with a GRAF.

Departments must ensure GTAs/GRAs are trained for the duties to be performed and must include training as part of the assistantship. The Assistantship Supervisor must ensure that the GTA/GRA receives appropriate supervision over the term of the assistantship. **A copy of the completed Time Use Guideline (Appendix C) will be held in the GTA's/GRA's personnel file.**

✓ **Amendments to Terms and Conditions**
Any subsequent amendments to the Letter of Appointment must be made in writing and signed by the Appointing Officer, Assistantship Supervisor (if applicable), and the graduate assistant. Any changes to duties and responsibilities must be made no later than the end of the first week of the term and agreed to by the graduate assistant.

TERMINATION OF GRADUATE ASSISTANTSHIP
A graduate assistantship cannot be terminated without just cause and written justification. In cases where the graduate assistantship can no longer be funded through restricted funds, the Department will be responsible for providing funding to the graduate assistant at a level equivalent to the original graduate assistantship appointment.

LEAVES AND DEFERRALS
An impending or current leave cannot be used as the basis for denying an offer of a graduate assistantship for a future Academic Term

Paid Maternity and Parental Leave Benefits
Graduate students who have held assistantships for one four-month University term are entitled to six weeks of maternity leave at 100% of stipend and 10 weeks of parental leave at 75% of stipend. Graduate students not eligible for maternity leave may take up to 16 weeks of parental leave at 75% of stipend. To activate the leave, the graduate student must complete a *Paid Maternity and/or Parental Leave and/or Deferral of Assistantship Form* as set out in Appendix D of the Collective Agreement. Graduate students holding assistantships which are three hours or less a week are not eligible for paid maternity and parental leave benefits.

Medical Leave
Graduate students holding assistantships are entitled to up to three weeks of paid medical leave at 100% of stipend. To qualify for such leave, a graduate student must submit a medical certificate to the Assistantship Supervisor. Graduate students holding assistantships which are three hours or less a week are not eligible for paid medical leave.

Compassionate Leave and Bereavement Leave
Graduate assistants are entitled to up to three weeks paid Compassionate Leave to address an immediate family medical emergency, which places primary responsibility for care and support on the graduate assistant. Graduate assistants are entitled to up to one week of Bereavement Leave. A combination of Compassionate Leave and Bereavement Leave will not exceed a maximum of three weeks. The Dean, FGSR, may approve a Compassionate Leave for a graduate assistant who can demonstrate that they have primary responsibility for the care and support of a person who is not a

member of the Graduate assistant's immediate family, or Bereavement Leave following the loss of such a person. The leave is normally paid by the same funding source paying the assistantship stipend. Graduate assistants whose appointments are three hours or less a week are not eligible for paid Compassionate and Bereavement Leave.

Jury Duty Leave

Graduate students holding assistantships who have received a summons to appear in court for the purposes of jury selection or service will be granted paid leave from their scheduled duties provided that upon return to work, they provide written confirmation of the date(s) and time(s) on which they appeared and/or were served by an appropriate official of the court. The leave with pay will be reduced by any amounts received by the graduate assistant for jury duty.

Deferral of Assistantship

A graduate student may request a deferral of an assistantship due to medical, compassionate, maternity/parental reasons by completing the *Paid Maternity and/or Parental Leave and/or Deferral of Assistantship Form* as set out in Appendix D of the Collective Agreement. Requests for deferrals will also be considered for graduate students holding assistantships who are also serving as GSA President, or a Vice-President.

SAFETY, HEALTH and WELLNESS

It is the University's responsibility to develop a safe work environment. A Graduate assistant can reasonably expect to pursue their work in a safe and respectful environment. The University and each graduate assistant need to recognize and accept their responsibilities to maintain a safe work environment through compliance with applicable health and safety legislation and regulations. Departments will provide graduate assistants with training, orientation and information needed to perform their work duties in a safe manner. If a graduate assistant considers their workplace to be unsafe or that another person is performing work in an unsafe manner, they need to immediately report the condition to the authority in charge of safety, the Graduate Assistantship Supervisor, and/or Department Chair. If the Department Chair and Graduate Assistantship Supervisor deem the conditions unsafe, the graduate assistant will not be required to perform their duties, pending an investigation of the safety concerns. Graduate assistants have the right to contact the Office of Environment, Health and Safety and the Office of Safe Disclosure and Human Rights, if their concerns are not being addressed by the Department Chair to their satisfaction. A graduate assistant who in good faith exercises their rights will not be subject to the withholding of pay, applying discipline or terminating a Graduate Assistantship.

DISPUTE RESOLUTION

The purpose of the dispute resolution process in the Collective Agreement is to resolve issues, problems, complaints and grievances in a timely and effective manner and strive to maintain harmonious and collegial working relations. Those involved in a dispute should first make reasonable efforts to resolve the dispute through informal, face-to-face problem-solving.

Graduate assistantship payments are initiated by the Department paying the graduate student. Departments must follow published University deadlines for processing pay information.

It is the Appointing Officer's responsibility to ensure that graduate students holding assistantships are paid in a timely manner and respond promptly to address any deficiencies.

Payroll Operations located in the University's Human Resource Services receives this departmental pay information/ authorization and processes the pay.

ASSISTANTSHIP PAY and TUITION DEDUCTIONS

- Graduate students must set up direct deposit in Bear Tracks before their first payment date.
- Graduate assistants are paid semi-monthly (twice a month), in arrears. For example, graduate students being paid for the September 1–15 period, should expect to receive their pay, via direct deposit, on September 25.
- Refer to the University's Human Resources website for the semi-monthly pay periods and pay dates.
- All payments are made by direct deposit to the graduate student's personal bank account.
- The University automatically deducts 80% of any remaining tuition and non-instructional fees owing from a graduate student's assistantship pay (including a GRAF). This includes any International Differential Fees.
    - Any Fall term tuition and fees owing as of October 1 will be deducted from the graduate student's semi-monthly October, November, and December pay, divided into six installments. (Keep in mind that the first October pay is for earnings from September 15 to September 30.)

Graduate students with questions about their assistantship pay should first refer to their Department graduate administrator.	○ Similarly, any Winter term tuition and fees owing as of February 1 will be automatically deducted from the graduate student's semi-monthly February, March, and April pay, divided into six installments. (Keep in mind that the first February pay is for earnings from January 15 to January 31.) ○ For Spring Term, tuition and fees owing are deducted in May and June, and in Summer Term, in July and August. ○ **GTAs and GRAs:** On Bear Tracks>My Paycheque, assistantship pay is listed in the "Hours and Earnings" box and is broken down into two lines, "Regular Salary" component and "Bursary" component. **For GRAFs**, pay is listed in the "Hours and Earnings" box as "Bursary". Any tuition and fees deducted are listed in the "After-Tax Deductions" box as "Teaching/Research Assistant". ○ Graduate students who have assistantships cannot exempt themselves from this payroll deduction. In order to have no tuition and fees deducted from graduate student assistantship pay, the full tuition and fees for the Fall, Winter, Spring, or Summer terms must be paid by the respective fee payment deadlines. ○ Automatic payroll deduction is only taken from assistantship funding. Installments are not withdrawn from any scholarship or other types of funding graduate students may be receiving. ○ Graduate students are responsible for any outstanding balance owing to the University for tuition or other assessed fees. ○ The University does not print or mail tax slips (T4/T4A); they are available through Bear Tracks in February of the year following employment. Graduate students must consent to receive their tax slips online through Bear Tracks. Consent is only required once.

Appendix C
Graduate Assistantship Time Use Guideline Form

This form must be completed by the Graduate Assistantship Supervisor and graduate student at the start of each University Term. This does not replace the requirement for a Letter of Appointment. The purpose of this form is to outline the estimated hours necessary to complete the assigned duties and to assure that the required duties can be performed within the assigned hours. Note: a Graduate Teaching Assistant and a Graduate Research Assistant performing duties which are not directly related to their own research cannot work more than 192 hours in a four-month term (average of 12-hours per week) regardless of the number of teaching and/or research assistantship appointments held.

a) Name of Student:

b) Assistantship Appointment from indicate state date to indicate end date

c) Average Hours Per Week: (as per letter of appointment)

☐ **GRADUATE TEACHING ASSISTANTSHIP**	
Sample of Duties and Responsibilities	**Average Hrs/Wk**
Preparation for labs/tutorials	
Attendance at lecturers	
Teaching labs/tutorials	
Office hours for students	
Grading assignments, essays, lab reports, exams	
Examination preparation Training	
Other – specify [Enter specific duties]	
TOTAL HOURS (as per letter of appointment)	

☐ **GRADUATE RESEARCH ASSISTANTSHIP**	
Outline Research Duties (e.g. literature searches, lab duties, data analysis**)**	**Average Hrs/Wk**
[Enter duties]	
TOTAL HOURS (as per letter of appointment)	

☐ **GRADUATE RESEARCH ASSISTANTSHIP FELLOWSHIP**
It is recommended that GRAFs and academic supervisors discuss expected tasks for each term.
[enter tasks]

☐ **Vacation dates reviewed** (one week per term vacation entitlement)

Name of Graduate Assistant	Signature	Date
Name of Graduate Assistantship Supervisor	Signature	Date

Original: Filed in Department Copies: Graduate Student and Graduate Assistantship Supervisor

Administrative Checklist Prior to Arrival of Postdoctoral Fellow

Before Postdoc Arrives

Faculty Member/Unit Designate Preparation	Yes	No/Not Required
• Confirm eligibility (no more than 5 years after completion of PhD)	☐	☐
• Transfer of any grants if required/stipend considerations	☐	☐
• Complete **FVCA form** for foreign nationals	☐	☐
• Issue an **Appointment Letter**	☐	☐
• Make space allocation considerations	☐	☐

Postdoc Preparation		
• International Postdocs need their **Work Permit**. Depending on Citizenship, a **Temporary Resident Visa** also may be required **before arriving** in Canada.	☐	☐
• Obtain Travel Insurance and discuss any reimbursements	☐	☐
• Read through the **Postdoctoral Fellows Office FAQ page**	☐	☐
• Obtain **housing**	☐	☐
• If arriving with family, apply for **daycare/schools** as necessary	☐	☐
• If required, apply for a **parking permit**	☐	☐
• Learn about the **Postdoctoral Fellow Association**	☐	☐

Once Postdoc Arrives

Once Postdoc Arrives - Need to do outside of U of Alberta	Yes	No/Not Required
• International Postdocs need to apply for **Social Insurance Number**	☐	☐
• Apply for **bank account**	☐	☐
• Apply for **Alberta Health Care Insurance** if staying 12 months or longer	☐	☐

Once Postdoc Arrives – Within Sponsoring Unit (Department/Faculty/Institute)		
Faculty Member/Unit Designate		
• Introduce Postdoc to the Administrative staff of hosting unit	☐	☐
Postdoc must provide Administrative staff:		
• Provide CV and original signed Appointment letter	☐	☐
• Complete **PDF Registration Form**	☐	☐
• Provide information for **Postdoctoral Fellows Pay/Benefits Action Form**	☐	☐
• Provide Social Insurance Number and banking information for Payroll	☐	☐
• Complete **Direct Deposit** to receive stipend if finances received through University of Alberta	☐	☐

Continued on next page

Once Postdoc Arrives

Once Postdoc Arrives – Within Sponsoring Unit (Department/Faculty/Institute)

Postdoc continued:

• International Postdocs paid by country outside of Canada need to complete a **Determination of Residency Status** for taxation purposes	☐	☐
• Complete **Personal Tax Credit Forms** (TD1 & TD1AB)	☐	☐
• Provide copy of Work Permit (International Postdocs only)	☐	☐
• Apply for the University of Alberta Health Insurance Plan if staying less than 12 months (contact **HR Benefits person** designated for your unit)	☐	☐
Departmental/Faculty/Administrative Unit	☐	☐
• Add Postdoc to faculty/department/unit mailing lists (will receive Employee Digest automatically)	☐	☐
• Update website with contact information for Postdoc	☐	☐
• Access to building/lab/facilities - swipe or key	☐	☐
• Create a UAlberta ID# and Campus Computing ID (CCID)	☐	☐
• Network mapped for computer access if applicable	☐	☐
• Provide all forms to the Postdoctoral Fellows Office		

Last stop - Once Postdoc Arrives - Postdoctoral Fellows Office

1. Department/Faculty/Unit Administration provides registration information to PDF Office. PDF Office notifies department/ postdoc of any missing documents
2. PDF Office verifies eligibility, benefits, and processes payroll.
3. Campus welcome and orientation package forwarded to postdoc by email
4. Postdoc will receive notification from Postdoctoral Fellows Office when they can go to **ONEcard Office in HUB Mall** for their University of Alberta ID card.
5. PDF Office provides reminder for postdoc to make last changes to health care benefits.

NOTE: Payroll can take up to two weeks to process requests and the earliest payroll deposit is typically two weeks later after processing. Therefore, payroll can take **at least a month** before a deposit is made into the PDFs bank account. Deductions taken off the pay may include CPP, EI, and WCB. Full library and other university services are suspended until HR has completed processing.

Expected Outcomes *Versus* Knowledge Mobilization

Successful SSHRC grants are those that clearly articulate a significant contribution. Applicants are required to explicate the *expected outcomes* and a plan for *knowledge mobilization*. You may be tempted to conflate these, but they are different.

Expected Outcomes

Expected outcomes are the results/impact you anticipate from your research in terms of the research question. Although you expect certain deliverables, such as publications in journals, these articles alone do not speak to what DIFFERENCE you'll make to the problem/question. Ask yourself:

What outcome do you anticipate **for the problem/challenge** you posed?
What difference will your research make to the **problem/challenge** you posed?
What impact will you research have on the **problem/challenge** you posed?

Example of a Study: *Scholars have argued that cell phones and other smart devices have permeated our social worlds; torn between our texts alerts and our surrounding environment, we are in a state of "continuous partial attention." While the literature has extensively explored the social impact of technology, economic impacts have been relatively ignored. This is surprising considering the prevalence of technology in the workplace. This study explores the question: What are the economic implications of technology use in the workplace?*

If this were the study, an expected outcome may be:

- ☑ To gain insight into the economic merits and demerits of technology use in the workplace.
- ☑ To inform the development of policy and practice regulating the use of technology in the workplace.

Knowledge Mobilization (KMb)

A definition: "Moving knowledge into active service for the broadest possible common good" (Cooper, 2013, http://www.amandacooper.ca/).

KMb is about HOW you are going to get the INFORMATION/FINDINGS from your research to the people who can use it (scholars, practitioners, policy makers, etc.). How do you MOBILIZE it from YOUR mind, your office and get it to others?

- ☑ Who is/are your audience(s)? (e.g. heads of companies, managers, labor union, policy makers?)
- ☑ What message do you need to get out? (e.g. changes in overtime, productivity in the last 10 years)
- ☑ In what form are you going to get the message out? What is most appropriate for the audience you want to reach? (e.g. report, one-page brief, conference presentation, YouTube, GoodReads…?)

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Taken for Grant-Ed:
KMb—Message, Target Audience, Messenger, Format, Evaluation

One way to think about your Knowledge Mobilization (KMb) plan for your SSHRC grant is to conceptualize it as do Lavis et al. (2003): message, target audience, messenger, format, and evaluation.

- ☑ **Message**: What is the knowledge/information you need to share?
  - Do not pull out the individual findings, but rather, the "actionable messages."

- ☑ **Target Audience**: Who are the users of the knowledge? (e.g. scholars, policy makers, practitioners)
  - Think of the context of your target audience—what will they use the knowledge for? What decisions do these people need to make?

- ☑ **Messenger**: Who is the best person/group to deliver the message? (e.g. you, community organization, government)
  - If the messenger is a group, an individual, or an organization, this will determine the methods you choose to share the knowledge.
  - YOU may be the messenger, and if you want to deliver the information to scholarly colleagues, a journal publication or a conference presentation may be the way.
  - If a community organization is the messenger, it may have an existing website that can serve as a useful communication tool to the public.

- ☑ **Format**: What is the appropriate form for sharing the knowledge? (e.g. newspaper, journal article, conference presentation, festival, website, radio)
  - Passive processes are generally ineffective. Aim for active engagement.
  - Think of the BEST format for your target audience.

- ☑ **Evaluation**: What is the effect (and on whom) you hope for?
  - Think about outcome measures that match the context of your audience. (e.g. if the target audience is teachers, what's the best way to find out if the information you've shared has made an impact?)

Lavis, J., Robertson, D., Woodside, J., McLeod, C., & Abelson, J. (2003). How can research organizations more effectively transfer research knowledge to decision makers? *Millbank Quarterly, 81*(2), 221-248.

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GRANT ASSIST PROGRAM
Social Sciences & Humanities

Crafting a Knowledge Mobilization Plan

Knowledge Mobilization:

- A range of processes that help move research results into society, as well as bring new ideas into the world of research (SSHRC Strategic Plan, Framing Our Direction 2010-2012).

Goal of KM:

- Ensure that public investments in social sciences and humanities research have the greatest possible impact—intellectually, socially & economically; stimulate further research and insights.

Key Elements of a KM Plan:

• Organized • Detailed • Realistic	• Creative • Student-enriching • Budgeted

Challenge: Draft a KM Plan

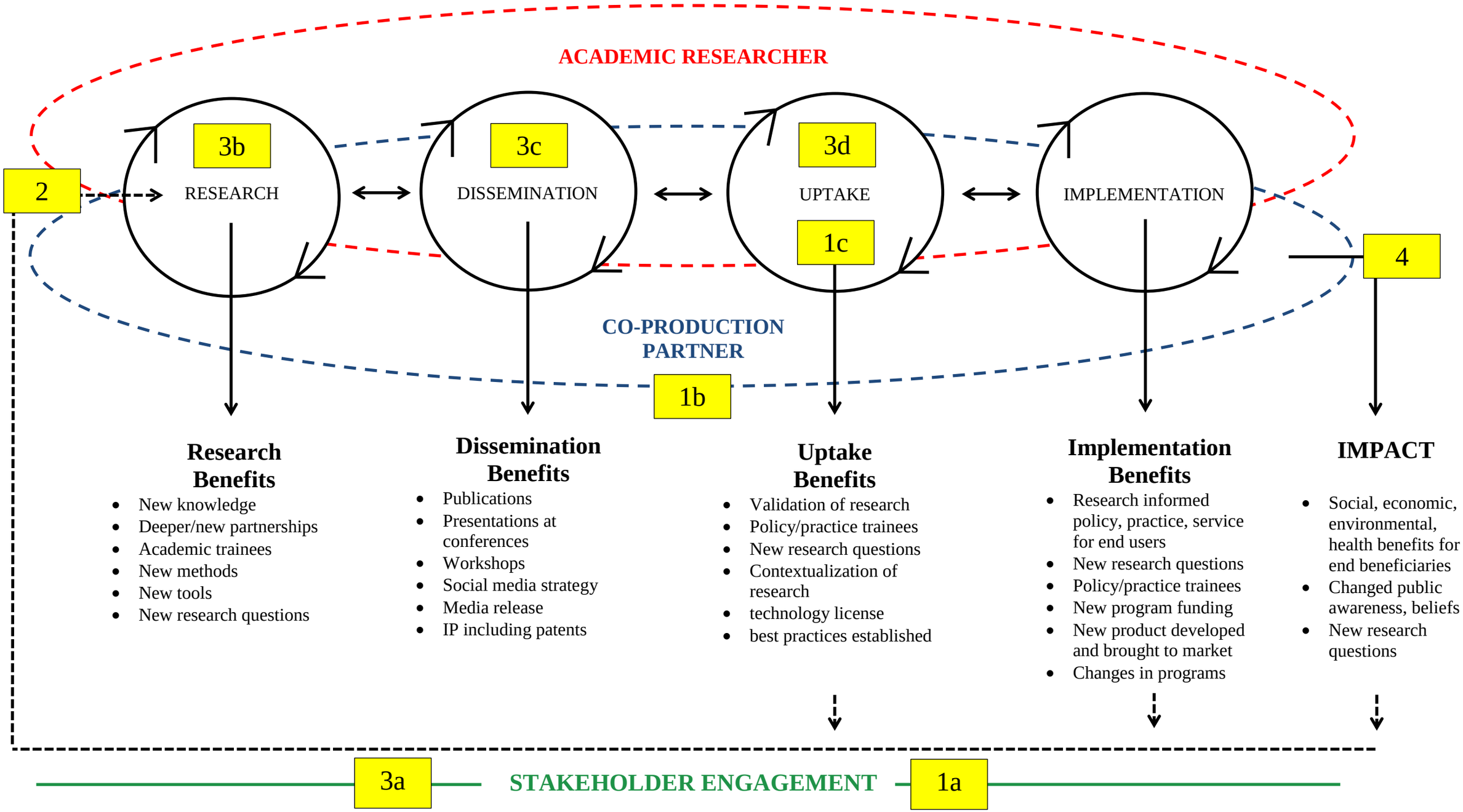
Your knowledge mobilization plan will describe *specific activities* to engage with *various audiences* and participants in order to facilitate a multidirectional flow and exchange of research knowledge among them. It will also describe the *timelines* for undertaking these activities.

The steps:

1. Briefly outline your **Expected Outcomes** for:
    a. Scholarship in your field
    b. Students' learning / your teaching
    c. Community stakeholders / policy makers
    d. Society / public
2. **List**: the possible communities of practice to benefit from, or be interested in, your research outcomes.
3. **Identify**: Two best ways *per group* to reach out and share your research outcomes.
   eg:
    a. For Scholars: The best journal and the best conference
    b. For Learning: in which class that you currently teach, will you include the outcomes of this research? Which graduate students that you supervise, will benefit from working with/on these research outcomes?
    c. What forums do the public &/or private sectors use?
4. **Identify**: how you'll know you've been *successful* in reaching each target audience or community of practice.
5. **List:** Who will do what? When? How much will it cost?

CO PRODUCED PATHWAY TO IMPACT

Phipps, D.J., Cummings, J. Pepler, D., Craig, W. and Cardinal, S. (2016) The *Co-Produced Pathway to Impact* describes Knowledge Mobilization Processes. *J. Community Engagement and Scholarship*, 9(1): 31-40.



Summary: Impact Strategy Assessment Checklist for Grant Applications[1]

1. **Goal(s) of your impact strategy.**
   - Make sure you can describe what you are hoping to accomplish / what change you are hoping to see because of your impact strategy. Write out your goal here.

2. **Overall: Check and <u>write down</u> the following from your impact strategy:**
   - ❑ Activities are clearly described and support an identified impact framework[2] (i.e. logic model) that connects the steps from research to impact? My activities include:

   - ❑ Audiences/End Users clearly described? My audiences/End Users include:

   - ❑ Project partners, roles and a plan for communication between research and partners clearly described? My project partners and communications are:

   - ❑ Timeframe and milestones clearly identified? My activities will occur when?

   - ❑ Anticipated benefits to the audience(s)/society are clearly described? The benefits will be:

   - ❑ Indicators and data sources to evaluate the impact are clearly described? My indicators and data sources are:

   - ❑ Budget and other resources sufficient for this strategy? My budget will be:

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[1] Developed by York's Knowledge Mobilization Unit and Kids Brain Health Network. Adapted from Broader Impacts checklist from National Alliance for Broader Impacts.

[2] For example: Phipps, D.J., Cummings, J. Pepler, D., Craig, W. and Cardinal, S. (2016) The *Co-Produced Pathway to Impact* describes Knowledge Mobilization Processes. *J. Community Engagement and Scholarship*, 9(1): 31-40. http://bit.ly/2ip5Hr6

RESEARCH IMPACT PLAN TEMPLATE

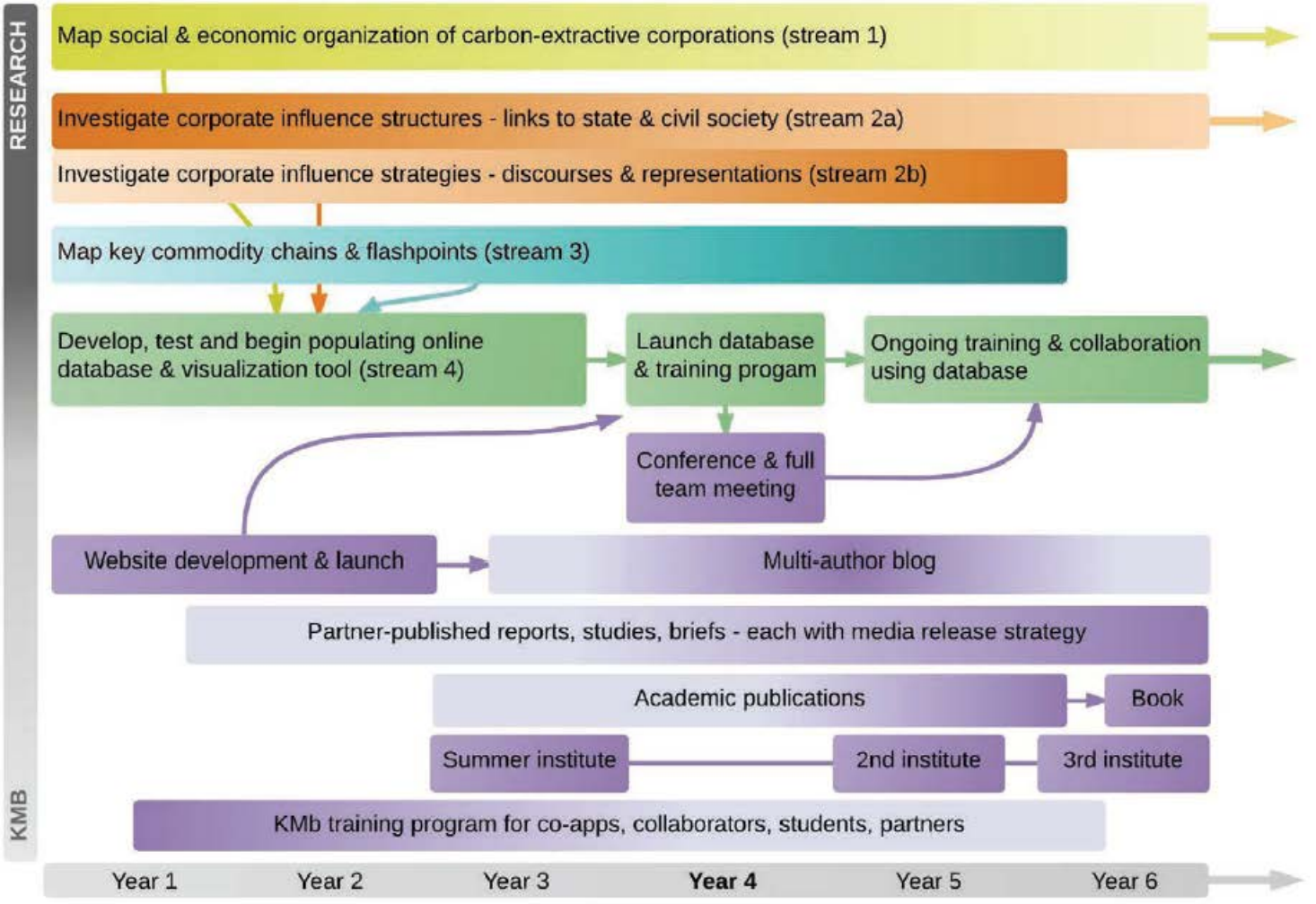
Project Title	
1. Partners/Audiences	1a. Stakeholders (who are you listening to): 1b. Co-production partners (who are you collaborating with): 1c. Audiences/Receptors (who are you disseminating to):
2. Goals: flip the problem[1]	
3. Activities: what activities will you do with those in #2	3a. Stakeholders (what will you do to listen to them): 3b. Co-production partners (what will you do to collaborate with them): 3c, 3d. Audiences/Receptors (what will you do to disseminate to them):
4. Impact: Describe the future state if you achieve your goals	
5. Evidence of Impact: Qualitative and quantitative data, data sources, when to collect data	
6. Budget/Resources for activities	

[1] Flip the problem: If you are researching high levels of teenage pregnancy then the goal of your research might be to reduce rates of teenage pregnancy.

KMb Activity	Timing	Primary audience(s)*										
		Cnd civil soc	First Nat's	Cnd academic	Students	Int'l academic	Int'l civil soc	Media/journo	Policy makers	Activist citizens	Broad public	Partnership team
Online database & visualization tool	Yr 4 launch	●	●	●		●	●	●		●		●
Major conference	Yr 4, fall	●	●	●	●	●	●			●		●
Train & support community of practice	Yr 4 launch	●	●	●		●	●			●		●
Partnership website & blog	Yr 2 launch	●	●	●	●	●	●	●	●	●	●	●
Social media engagement strategy	Yrs 2-6									●	●	
Public events/lectures	Yrs 2-6	●	●	●	●			●		●	●	
Studies, reports, briefs published by partners	Yrs 1-6	●	●	●	●	●	●	●	●	●	●	
Media/journalist engagement	Yrs 1-6	●	●					●	●	●	●	
Scholarly articles, books, conferences	Yrs 3-6			●	●	●			●			
UVic summer institutes	Yrs 2, 3, 5, 6				●							●
KMb training program for team	Yrs 1-6				●							●
Engagement with policy makers	Yrs 3-6								●			
Team meetings (virtual and in-person)	Ongoing				●							●

* Audience is a useful yet problematic term, as it can imply one-way communication. While some dissemination activities are planned, the majority of our activities will involve the co-creation and mobilization of knowledge.

Figure: Timelines for key research & KMb activities (shading indicates intensity of activity)



THE CONVERSATION

A quick guide to writing for The Conversation Canada

The Conversation Canada is a daily independent online publication, delivering analysis and explanatory journalism from the academic and research community directly to the public. It's a not-for-profit collaboration, where professional editors works directly with academics and researchers to publish articles for a wide audience. All of our content is published under Creative Commons, which means major and specialty publications around the world use our content with full attribution to the author and their university.

What types of stories are we looking for?

Most of The Conversation articles fall into one of these categories:

- timely, evidence-based analysis of issues making the news.
- timeless, plain English 'explainers' of complex issues.

Who can write?

To be a lead author on an article, **you must be a *current* researcher or academic**. Associate, adjunct or honorary roles with universities are usually fine. PhD candidates are also eligible. We don't publish undergraduate students or Masters candidates, unless they are writing as a co-author with a senior scholar. Authors can only write about their areas of expertise.

How to submit an article

The first step is to register as an author. After that is done, our website has a simple "pitch" form that asks authors to briefly summarize their idea. Once submitted, the pitch is sent to the appropriate editor for consideration.

What happens next?

Once the editors at The Conversation have received your pitch, they will respond within 48 hours and let you know if we like your idea. If so, the editor will send you an email that contains a link that allows you to submit the full story into our editorial system. Most authors write the story in Word and then cut and paste it into the system. Our editorial system allows for collaborative and transparent editing. The editor will send you email updates about the progress of your story. Authors must also do a final approval before the article can be published.

After publication

All authors have access to an individual analytics dashboard that shows how often the article has been viewed, what publications have published it, where it's been viewed around the world and other information.

Any further questions

Contact Scott White, Editor of The Conversation, at scott.white@theconversation.com or 416-388-5468.

UNIVERSITY OF ALBERTA
GRANT ASSIST PROGRAM
Social Sciences & Humanities

Building Your Case for Funding

Your proposed research study deserves funding because it addresses an important problem. *It is up to you to persuade the reviewers that your proposal should be funded*. How do you build your case? According to Derrington (2013) a strong case is made by demonstrating:

- ☑ Importance by…
  - Contextualizing the problem/issue/challenge
  - Using statistics and stating prevalence to demonstrate scope and emphasize need
  - Showing the (intellectual/conceptual) gap in the literature
- ☑ Success by…
  - Demonstrating you have a solution to the problem/challenge
  - Showing you know to whom the answer matters
  - Confirming you know how to work out the problem (fyi: a summary page for SSHRC does not ask for detailed methodology and method)
- ☑ Value by…
  - Outlining an appropriate budget (sufficient and necessary $$ requested)
  - Aligning the scope of the problem with the requested resources
- ☑ Competence by…
  - Confirming that YOU are the one to lead this proposed study
  - Confirming that your team / students are NECESSARY to address this problem (you can't do it alone)
  - Developing a CV (i.e. career) that positions you as expert to the problem

How do these four elements align with a SSHRC grant? In which sections are they addressed?

Derrington's Criteria	**SSHRC Proposal**	**SSHRC *Reviewers'* Criteria**
Importance	One Page Summary Detailed Description – "Objectives" section	Challenge (IG = 40%) (IDG=50%)
Success	Detailed Description—"Objectives" + "Methodology" (clear goal/objectives; provide a timeline)	Feasibility (IG = 20%) (IDG=20%)
Value	"Student Training" "Research Team" Budget + Justification of Budget	Challenge / Feasibility
Competence	"Previous and Ongoing Research" "Major Contributions" Your CV	Capability (IG = 40%) (IDG=30%) Emerging vs Established Scholars

Derrington, A. (2013). How to write a good research grant application: Content, structure, how to write and how to get ready. Retrieved from: http://www.researchfundingtoolkit.org/wp-content/uploads/2013/02/How-to-Write-a-Good-Research-Grant-Application.pdf

Grant Assist Program, Budget Tips for SSHRC Proposals

Heather Young-Leslie, Ph.D. Director, Social Sciences & Humanities Grant Assist Program

SSHRC grants may cover only direct costs involved in the conduct of research and the communication of research results. General financial regulations for SSHRC grants may be found in the Tri-Agency Financial Administration Guide[1]. Without specific SSHRC policies, institutional (U Alberta) policies apply.

Eligible expenses:

Compensation-Related Expenses include:

- Honoraria for Guest Lecturers
- Salary for Project Coordinators
- Interlocutor / participant incentives, recruitment costs
- Consultant, subcontracting and manuscript preparation costs
- Postdoctoral fellows' salaries or stipends; limited to two years' support.
- Trainees may be hired as research personnel, usually on a part-time / hourly basis.
- Students whose work constitutes part of the thesis or comparable academic requirement should be awarded a full or partial position. You need to budget for award + stipend + benefits (Collectively bargained pay scales and FGSR policies apply[2]. Estimate 2.5% salary increase / year)
- FGSR's Time-Use Guidelines say that a Research Assistant performing duties that are not directly related to their own research cannot work more than 192 hours in a four-month term.

Short-term Hourly Rate minimums	1 Month | 4 Weeks Salary + Est. Benefits + Award			4 Months |16 Weeks Salary + Est. Benefits + Award		
	Hours/ Week	RA or TA		RA or TA		Hours/Term
Doctoral		Doctora	Master's	Doctoral	Master's	
$19.79	12	2231.75	2118.17	8926.98	8472.68	192
Masters	8	1487.85	1412.09	5951.38	5848.38	128
$18.92	6	1115.88	1059.08	4463.51	4236.32	96
"Short term": i.e.: 6 hrs per week for up to 3 weeks.				Benefits est = 10% of Salary, excluding award).		

Travel and Subsistence Costs

- SSHRC-funded travel must be economy-fare, lowest-cost accommodation, and directly related to the research or dissemination of results.
- Single parent and nursing mothers may add limited child-travel.
- U Alberta's *Schedule of Allowable Expenses*[3] includes: airfares, extra baggage and seat-selection fees; ground transport (bus, car, taxi, train), car rental, parking; single-use economy occupancy or hosting appreciation ($20/day, maximum of $300); reasonable service gratuities; laundry for stays over 7 days; meals; conference fees; visas; immunizations; travel medical and cancellation insurance when leaving Canada; foreign exchange fees (Please see the Allowable Expenses schedule for full details[3]).

Per diems	Breakfast	Lunch	Dinner	Daily Meals Rate	*Or:* Actual costs as receipted
Canada & USA	$15	$15	$30	$60.00 (CAD or USD)	Incidentals: $10 / day
Rest of World	$20	$20	$45	$85	Own car: 0.50 / Km

1 http://www.nserc-crsng.gc.ca/Professors-Professeurs/FinancialAdminGuide-GuideAdminFinancier/index_eng.asp

2 Collective Agreement Sept 1, 2016 to Aug 31, 2018: http://www.gsa.ualberta.ca/en/CollectiveAgreement.aspx . See Appendices A, B & C. See also: www.hrs.ualberta.ca/en/PayandTaxInfo/SalaryScales.aspx

3 U of A Policies and Procedures On-Line (UAPPOL) https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Travel-Expense-Procedure-Appendix-A-Schedule-of-Allowable-Expenses.pdf

Grant Assist Program, Budget Tips for SSHRC Proposals

Heather Young-Leslie, Ph.D. Director, Social Sciences & Humanities Grant Assist Program

Sabbatical/Research Leave

Direct research expenses, including:

- Research assistance; fieldwork expenses, including travel and accommodations; shipping costs to move research equipment or materials to and from the sabbatical location; conference fees.

Equipment and Supplies

- Electronic equipment or services *when demonstrated not provided by institution and required by the research; includes phone, laptop, voice recorders, etc.
- Monthly charges for service (i.e. phone, internet) for portion used for research or safety.

Knowledge Mobilization / Communication of Research Results

Costs associated with the dissemination of findings and knowledge mobilization including:

- Web site information development; web site maintenance fees; videos, CD-ROMs, pamphlets, as appropriate to the audience.
- Costs associated with ensuring **open access** to the findings (e.g., costs of publishing in an open access journal or making a journal article open access). Page charges. Justify these very well!
- Costs of preparing a research manuscript for publication, i.e. indexing, proofreader, photos.
- Translation costs associated with dissemination of findings.
- Costs of holding a workshop or seminar, the activities of which relate directly to the funded research (including non-alcoholic refreshments or meal costs).

Some basic fees	Editing Manuscript prep	Translation	Catering	SIM Card	Open Access
	$50-100 / hr.	$89+ / hr.	$8-15 / person	$10 -50 (depends where)	$1K - 5K / article

Some helpful tips:

- Be frugal, not *cheap.* Make sure you have budgeted for all the real costs of the project.
  You can double-check the reasonableness of your total ask by dividing it by the number of months of the proposed research: A three year, $7,000 grant will tolerate a monthly spending of $194.40; a five year, $500K grant equals monthly costs of $8,333.30.
- Canada's Public Works and Government Services can translate documents into both official languages, into Canada's Aboriginal languages and in over 100 foreign languages.
- U Alberta's Modern Languages Department has access to Sign Language Interpreters
- Know U Alberta's Intellectual Property Guidelines[4], so as to understand how to properly include graduate students, post-doc fellows and collaborators; understand copyright protections.
- Speak with UAlberta Press for details on book manuscript preparation costs.
- Try http://www.taxifarefinder.com/ for costing ground transport.
- Directory of Open Access Journals: http://doaj.org/
- Buy a local sim card rather than pay roaming for foreign telephone use over 30 days.

[4] https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property/10-1-intellectual-property-guidelines

Graduate Student Assistantship Collective Agreement
Monthly Stipend Rates
Effective September 1, 2017 to August 31, 2018

The **overall** negotiated stipend (Award + Salary) increase effective September 1, 2017 is 2%. There was no increase to tuition; therefore, the award component will remain unchanged and the salary component will increase as follows: Doctoral: 3.56%; Master's: 3.68%; GTA-PI: 3.22%

Graduate Teaching Assistantship							
Hrs/Wk	Award (Fixed)	Salary (Minimum)			Total Stipend (Award + Salary)		
		GTA-Doctoral	GTA - Master's	GTA-PI	Doctoral	Master's	GTA-PI
12 hrs	900.03	1199.74	1107.40	1521.93	2099.77	2007.43	2,421.96
11 hrs	825.02	1099.78	1015.11	N/A	1924.80	1840.13	N/A
10 hrs	750.02	999.79	922.83	N/A	1749.81	1672.85	N/A
9 hrs	675.02	899.81	830.55	N/A	1574.83	1505.57	N/A
8 hrs	600.02	799.84	738.25	N/A	1399.86	1338.27	N/A
7 hrs	525.01	699.85	645.98	N/A	1224.86	1170.99	N/A
6 hrs	450.01	599.88	553.70	N/A	1049.89	1003.71	N/A
5 hrs	375.01	499.89	461.41	N/A	874.90	836.42	N/A
4 hrs	300.01	399.91	369.13	N/A	699.92	669.14	N/A
3 hrs	225.01	299.94	276.86	N/A	524.95	501.87	N/A
2 hrs	150.01	199.96	184.57	N/A	349.97	334.58	N/A
1 hrs	75.00	99.99	92.28	N/A	174.99	167.28	N/A

Graduate Research Assistantship					
Hrs/Wk	Award (Fixed)	Salary (Minimum)		Total Stipend (Award + Salary)	
		GRA-Doctoral	GRA - Master's	Doctoral	Master's
12 hrs	900.03	1199.74	1107.40	2099.77	2007.43
11 hrs	825.02	1099.78	1015.11	1924.80	1840.13
10 hrs	750.02	999.79	922.83	1749.81	1672.85
9 hrs	675.02	899.81	830.55	1574.83	1505.57
8 hrs	600.02	799.84	738.25	1399.86	1338.27
7 hrs	525.01	699.85	645.98	1224.86	1170.99
6 hrs	450.01	599.88	553.70	1049.89	1003.71
5 hrs	375.01	499.89	461.41	874.90	836.42
4 hrs	300.01	399.91	369.13	699.92	669.14
3 hrs	225.01	299.94	276.86	524.95	501.87
2 hrs	150.01	199.96	184.57	349.97	334.58
1 hrs	75.00	99.99	92.28	174.99	167.28

Graduate Research Assistantship Fellowship (GRAF)
The minimum full-time GRAF stipend for one month is $2099.77 for a doctoral student and $2007.43 for a master's student. Any support below this amount is considered partial GRAF support and is at the discretion of the faculty member holding the funds.

AGSA Collectively Bargained Rates, 2017-2018: Award + Salary + Benefits by Month & by Term

hrs / wk	Award / Month	1 Month | 4 Weeks						4 Months | 16 Weeks	
		PhD Salary	Benefits	Total PhD	MA Salary	Benefits	Total MA	Total PhD	Total MA
12	900.03	1199.74	119.974	**2231.744**	1107.4	110.74	**2118.17**	**8926.976**	**8472.68**
11	825.02	1099.78	109.978	**2045.778**	1015.11	101.511	**1941.641**	**8183.112**	**7766.564**
10	750.02	999.79	99.979	**1859.789**	922.83	92.283	**1765.133**	**7439.156**	**7060.532**
9	675.02	899.81	89.981	**1673.811**	830.55	83.055	**1588.625**	**6695.244**	**6354.5**
8	600.02	799.84	79.984	**1487.844**	738.25	73.825	**1412.095**	**5951.376**	**5648.38**
7	525.01	699.85	69.985	**1301.845**	645.98	64.598	**1235.588**	**5207.38**	**4942.352**
6	450.01	599.88	59.988	**1115.878**	553.7	55.37	**1059.08**	**4463.512**	**4236.32**
5	375.01	499.89	49.989	**929.889**	461.41	46.141	**882.561**	**3719.556**	**3530.244**
4	300.01	399.91	39.991	**743.911**	369.13	36.913	**706.053**	**2975.644**	**2824.212**
3	225.01	299.94	29.994	**557.944**	276.86	27.686	**529.556**	**2231.776**	**2118.224**
2	150.01	199.96	19.996	**371.966**	184.57	18.457	**353.037**	**1487.864**	**1412.148**
1	75	99.99	9.999	**185.989**	92.28	9.228	**176.508**	**743.956**	**706.032**

Source: https://www.ualberta.ca/faculty-and-staff/pay-tax-information/salary-scales

Family name, Given name
IG 2016 Form

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3		Year 4		Year 5	
Personnel costs	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends										
Undergraduate										
Masters										
Doctorate										
Non-student salaries and benefits/Stipends										
Postdoctoral										
Other										

Travel and subsistence costs	Year 1	Year 2	Year 3	Year 4	Year 5
Applicant/Team member(s)					
Canadian travel					
Foreign travel					
Students					
Canadian travel					
Foreign travel					
Other expenses					
Professional/Technical services					
Supplies					
Non-disposable equipment					
Computer hardware					
Other					
Other expenses (specify)					
Total	0	0	0	0	0

Funds from Other Sources

You must include all other sources of funding for the proposed research. Indicate whether these funds have been confirmed or not. Where applicable, include (a) the partners' material contributions (e.g. cash and in-kind), and (b) funds you have requested from other sources for proposed research related to this application.

Full organization name Contribution type	Confirmed	Year 1 Year 5	Year 2	Year 3	Year 4
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
Total funds from other sources		0	0	0	0
		0			

Personal infomation will be stored in the Personal Information Bank for the appropriate program.

Details of financial assistance requested
YEAR ONE
07/2005-06/2006
Name of Project

PERSONNEL

Project Director:

Project Director (PD) @ $30/hr (.6 EFT: 22.5 hrs/wk X 52 wks) **Years 1-3 inclusive.**
This project requires a PD with graduate degree in research and extensive experience in conducting qualitative health research. The PD will be responsible for day-to-day operations of the project, assist with recruitment and supervise data collection, and co-ordinate meetings/correspondence with the investigative team. Because of the large number of observations and interviews that need to be completed in the first 2 years of the project, the PD will conduct observations, focus groups and interviews. In addition, the PD will assume a major role in assisting with data analysis and supporting the investigative team's involvement in analyses. The PD will participate in all meetings of the investigative team and contribute to the preparation of reports and publications. In year 3 the PD's major contributions will be data analysis and preparations of manuscripts and presentations.

Monthly Salary:	2,925
Yearly salary	35,100
Yearly benefits (18%)	6,318
Total	41,418

TOTAL FOR PROJECT DIRECTOR YEAR ONE: 41,418

Research Assistant:

Research Assistant @ $23.50/hr (.5EFT or 18.75hrs/wk x 52 wks) **Years 1 and 2.**
From previous experience we have found that we need to match the gender of the interviewer with the gender of the interviewee. Therefore, if a female PD is hired we will hire a male RA (and visa versa). The RA will assist with the observations and participant interviews.The project requires an RA who has exceptional interviewing and observational skills. In both Year one and Year two the RA will conduct fieldwork and interviews and assist with focus groups. The RA will assist with the recruitment of participants, conduct fieldwork, observations, individual interviews, prepare interviews/field notes for analysis, and assist with coding of data. The RA will also attend meetings of the investigative team to ensure continuity between data collection and analysis.

Monthly Salary	1,909
Yearly Salary	22,908
Yearly Benefits (18%)	4,123
Total	27,031

TOTAL FOR RESEARCH ASSISTANT YEAR ONE: 27,031

Transcriptionist:

Transcription services are required for **Year 1 and 2.**

For budgeting puposes we are assuming that half of the follow-up interviews will be conducted by telephone and will require transcription

Year 1 -40 initial participant interviews and 10 follow-up telephone interviews x 5 hours each x $20 per hr.	5500
Benefits (18%)	660
Total	6160

TOTAL FOR TRANSCRIPTIONIST YEAR ONE: 6,160

Computer IT Support:

Technical support is required for project-related software and hardware; installation, trouble shooting, maintenance within a university department network environment. In addtion the IT support will assit with the development of a blog and posting materials on the website.

Monthly Salary	117
Yearly Salary	1,404
Yearly Benefits (18%)	253
Total	1,657

TOTAL FOR IT SUPPORT: 1,657

TOTAL PERSONNEL YEAR ONE: 76,266

Details of financial assistance requested
YEAR ONE
07/2005-06/2006
Name of Project

MATERIALS, SERVICES, AND SUPPLIES: Year 1-3 Inclusive		
Office supplies	1,200	
Includes audio cassette tapes, stationary, toner cartridges, etc. Based on an analysis of costs for similar projects, we estimate $100/mo for office supplies for each year of the project.		
Telephone	600	
Includes charges for long distance calls (in relation to recruitment, telephone interviews for participants in various British Columbian communities, and calls to co-I in another province) at an average of $50/month.		
Photocopying and Printing	500	
Photocopying of data, reports, etc. for team meetings and miscellaneous photocopying is estimated to be $500/year for each year of the project.		
Honoraria for Participants	800	
Each participant will be given a $20.00 gift certificate for their individual interview. We will interview 40 participants in the first year of the study. Therefore 40 x $20 = $800		
Refreshments for focus groups	200	
8 focus groups will be held the first year (Name who will be involved in focus groups). Refreshments will be provided at these events ($25/focus group)		
TOTAL MATERIAL, SERVICES, SUPPLIES PER YEAR		**3,300**
EQUIPMENT		
Two DS4000 Olympus Digital Voice Recorders	1,356	
Due to the volume of fieldwork and interviews we will require two recorders with high quality omni-directional microphone capacity.		
Dictaphone – Olympus AS 4000 Transcription system	396	
The increasing number of qualitative interviews done on multiple, concurrent projects in the our research unit, and the length of time required to transcribe interviews, has created a need to purchase a transcriber to facilitate efficient access to audio-taped data.		
Software	1,130	
NVivo qualitative data software program, single license + extra manual + tax and shipping.		
Desktop computer + Monitor	2,600	
The project director will require a designated work space and desk top computer in our research unit. (H24-2218 :: HP/Compaq XW6000 Dual Intel Xeon 2.8GHz HyperThreading Technology / 1GB DDR / 80GB HDD / DVD-ROM/CD-RW Combo / Windows XP Pro / Workstation)(S08-1916 :: Sony SDM-S93 / 19-Inch / 1280 x 1024 / Two-Tone Grey / Thin Frame LCD Monitor)		
TOTAL EQUIPMENT		**5,482**
TRAVEL AND MEETING COSTS		
Travel for Data Collection for Year 1		
We need to cover travel and accomodation cost for the PI and research staff to conduct fieldwork and participant interviews. In year 1 we will conduct approximately 40 interviews in two communities. We will cluster fieldwork and participant interviews so that they can be done in a time efficient manner. The PI, PD, will make an intial trip to each community to discuss strategies for data collection and begin to set up interviews. Some intial focus groups may be held as the inial meeting. The PD and RA will the return to the community 2 weeks later to conduct fieldwork in each community and data collection.		
Community One – (Vancouver - Year 1): We will collect data in the Vancouver Region in year one. We anticipate that costs for this data collection will be minimal, involving some milegae reimbursement for the research team to travel to interviews and meetings.		
Mileage 500 km @ $.36/km	165	
Total travel costs for region one (Vancouver):		**165**
Community Two - (Name of Town– Year 1): Field work in Town will also occur in year one. The PI, PD, will make an intial trip to Town to discuss strategies for data collection and begin to set up interviews. Some intial focus groups may be held as the inial meeting. The PD and RA will the return to the community 2 weeks later to conduct fieldwork in each community and data collection.		
Ferry to Town (2 return trips)	170	
Mileage to and while in Town 1500 km @ $.36/km	540	

Accommodation in Town: 2 nights for PI and PD and then 20 nights (PD and RA)@ $80/night per person	3520	
Per diem: 3 days @$40/day per person (PI and PD)and then 20 days at the same rate (PD and RA)	1840	
Total travel costs for region two:		**6,070**

Investigative team meeting

One intensive day long face-to-face meeting of the investigative team we be held annually**(Years 1-3 Inclusive**). In Year one we will discuss the study progress and preliminary findings following data collection from region one. Costs associated with each meeting include travel for one co-I (BD).

Airfare -Out of Province City-Vancouver Return	600	
Accomodation (2 nights)	200	
Per diem 2 days @ $40/day	80	
Total	880	
Total Costs for Investigative Team Meeting		**880**
TOTAL TRAVEL AND MEETING COSTS YEAR ONE:		**7,115**
OPERATING GRANT TOTAL FOR YEAR ONE		**92,163**

Family name, Given name
XXX

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3		Year 4	
Personnel costs	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends								
Undergraduate	2	6,656	2	6,656	2	6,656	2	6,656
Masters	2	44,000	2	44,000	2	44,000	2	44,000
Doctorate	2	60,000	2	60,000	2	60,000	2	60,000
Non-student salaries and benefits/Stipends								
Postdoctoral	0	0	1	37,440	1	37,440	1	37,440
Other	2	67,600	2	69,628	2	71,717	2	73,868
Travel and subsistence costs		**Year 1**		**Year 2**		**Year 3**		**Year 4**
Applicant/Team member(s)								
Canadian travel		69,280		69,280		69,280		69,280
Foreign travel		4,260		4,260		4,260		4,260
Students								
Canadian travel		13,200		20,460		22,620		17,520
Foreign travel		0		2,130		2,130		2,130
Other expenses								
Professional/Technical services		12,400		12,400		12,400		12,400
Supplies		955		955		955		955
Non-disposable equipment								
Computer hardware		2,700		900		900		900
Other		2,140		2,140		2,140		2,140
Other expenses (specify)								
Workshop		39,500		39,500		39,500		39,500
Software Licenses		900		300		300		300
Knowledge Outreach		1,811		1,811		1,811		1,811
Total		325,402		371,860		376,109		373,160

Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en sciences humaines du Canada

Family name, Given name
XXX

Funds Requested from SSHRC (cont'd)

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 5		Year 6		Year 7	
Personnel costs	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends						
Undergraduate	2	6,656	2	6,656	2	6,656
Masters	2	44,000	2	44,000	0	0
Doctorate	2	60,000	2	60,000	2	60,000
Non-student salaries and benefits/Stipends						
Postdoctoral	1	37,440	1	37,440	0	0
Other	2	76,084	2	78,367	2	80,718
Travel and subsistence costs		**Year 5**		**Year 6**		**Year 7**
Applicant/Team member(s)						
Canadian travel		69,280		69,280		69,280
Foreign travel		4,260		6,390		6,390
Students						
Canadian travel		17,520		16,920		8,100
Foreign travel		2,130		2,130		0
Other expenses						
Professional/Technical services		12,400		12,400		12,400
Supplies		955		955		955
Non-disposable equipment						
Computer hardware		3,600		900		0
Other		2,140		2,140		2,140
Other expenses (specify)						
Workshop		39,500		39,500		39,500
Software Licenses		900		300		0
Knowledge Outreach		1,811		1,811		1,811
Total		378,676		379,189		287,950

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

PROPOSED CONTRIBUTIONS PLAN

!

CONTRIBUTIONS FROM NON-ACADEMIC PARTNERS

Partner Name	**In-Kind**	**Cash**	**Total**	***MITACS Matching Cash***	***# of MITACS Interns***
XXX Group	$52,500	$52,500	$157,500	*$52,500*	*7*
XXX Forest Inc.	$35,000	$35,000	$100,000	*$30,000*	*4*
NFP	$100,800	0	$100,800	*0*	*0*
NFP	0	$7,500	$15,000	*$7,500*	*1*
[redacted]	$70,000	0	$70,000	*0*	*0*
[redacted] Foundation	$60,000	$30,000	$120,000	*$30,000*	*4*
[redacted] Consultants	$47,600	0	$47,600	*0*	*0*
[redacted]	$35,000	0	$35,000	*0*	*0*
[redacted] Water	$140,000	0	$140,000	*0*	*0*
[redacted]	$33,000	0	$33,000	*0*	*0*
[redacted]	$15,660	0	$15,660	*0*	*0*
[redacted] LLP	$411,600	$52,500	$516,600	*$52,500*	*7*
[redacted]	$25,000	0	$25,000	*0*	*0*
[redacted]	$25,000	0	$25,000	*0*	*0*
[redacted]	$63,000	0	$63,000	*0*	*0*
[redacted]	$100,800	0	$100,800	*0*	*0*
TOTAL	**$1,214,960**	**$177,500**	**$1,564,960**	***Additional cash: $172,500***	***23 Interns***

Total contributions from non-academic partner organizations: **$1,564,960 (cash and in-kind).**

We have also secured confirmation from MITACS (a non-profit, national research organization) for 1:1 matching funds for cash contributions from our partners. These funds are not calculated in the "matching funds" (as they are a government source), but they will in fact be new funds that will enable additional resources to flow to the project, supporting an additional 23 interns.

Original Approval Date: August 20, 2012

Most Recent Editorial Date: July 11, 2017

Parent Procedure: Travel Expense Procedure

Travel Expense Procedure
Appendix A: Schedule of Allowable Travel Expenses

Office of Administrative Responsibility:	Supply Management Services
Approver:	Associate Vice-President (Finance and Supply Management Services)

Contact for questions about this procedure:	**SMS Customer Service** **780-492-4668** **customerservice@sms.ualberta.ca**

The following list identifies all travel expenses that are reimbursable to an Employee or Visitor (Non-Employee). If an expense does not appear on this list, it is not a reimbursable expense. An original itemized receipt must provide a description of the services purchased. Unsupported expenses where original itemized receipts are required will not be reimbursed. If the original receipt has been lost, the claimant must request the vendor to reissue the receipt. Photocopies of receipts and credit card receipts are not acceptable supporting documentation.

In all cases, documentation outlining the purpose of the travel must be included with the claim. This can include the traveler's meeting itinerary, conference schedule or other documentation outlining the specific travel details and purpose of the trip.

Reimbursable Expense	Expense Details	Required Supporting Documentation
Air Fare	Actual fares paid. Only the lowest available airfare can be charged. In all cases due regard for economy must be considered.	Original ticket receipt, including itinerary and proof of purchase (invoice).*It is a requirement to have the fare class booked and travelled displayed on the supporting documentation.
	Business, executive, or first class fares for flights outside of Canada and the USA (excluding Hawaii) are reimbursable with written pre-approval only.	If a business, executive, or first class fare was purchased, **written approval** by the claimants Dean or Vice President, prior to the travel being booked, must be attached to the claim.*Original receipt.
	Personal travel may be added but all additional costs are the sole responsibility of the employee.	Personal travel may be added to a business trip, however; all additional costs are the sole responsibility of the employee. The traveler is required to **submit written proof** supporting the cost of the travel without the personal portion and may only claim the lesser of the return fare from the original destination or return from personal destination added.
		BOARDING PASS RETENTION - Boarding passes are not required when one or all of the

		following are submitted with the original air travel ticket: receipts showing the breakdown of itinerary and costs, taxi receipts (where applicable), hotel receipts and certificate of conference attendance.
Associated Air Fare Costs: • Baggage Fees • • • Seat Selection Fees • Flight Cancellation Insurance	One checked bag to and from the travel location, (additional bags may be reimbursed with justification to exceed the limit attached to the expense claim). The exact cost to secure advanced seat selection. The exact cost to secure cancellation insurance.	In all circumstances, the original itemized receipt is required.
Accommodations	Limited to standard single occupancy (with a private bathroom) rate in a business class hotel, or whatever class of available accommodation is the least expensive/most reasonable. Bookings at conference hotels are encouraged, even if cheaper accommodation can be found in the city. If a conference hotel is not being booked, the traveler should book at one of the hotels on the University's travel agency site, which provides CAUBO and other special rates. The use of luxury accommodation (e.g. resorts or upgraded accommodations) will not be reimbursed without justification and prior written approval by the budget owner.	Original itemized receipt. Original itemized receipt and supporting documentation from the budget owner approving the upgraded accommodation.
Associated Costs (Accommodations) • Hosted by Family/Friends • Valet or Bellhops • Laundry Services	Purchase of gift as modest gesture of appreciation limited to $20 per day to a maximum of $300 for the entire stay. Reasonable gratuities for service. Reimbursement for actual cost (Limited to duration of travel over 7 days).	Original receipt required. Original receipt (if applicable) . Original receipt, unless included in hotel invoice.
Vehicle Rental	Limited to a compact, mid-size, or full-size vehicle depending upon justifiable need. Rental fees, kilometer charges, fuel charges, and insurance coverage are reimbursable.	Rental agreement or receipt. Document provided must include information on the type of vehicle rented, the breakdown of charges, and proof of payment.
Private Automobile	Kilometer allowance - $0.50 per kilometer. • Rough road supplement of $0.04 per kilometer. • Once maximum of 11,625 km per calendar year has been claimed, the reimbursement rate changes to $0.31 per kilometer.	Include Travel itinerary (google map printout). *No receipts required for km rate.
Ground Transportation e.g. Taxi, Bus, Train	Actual cost of fare paid plus gratuity (if applicable).	Original receipt required for all fares paid in excess of $75 incl. gratuity for the entire trip. Ground transportation under $75 for the entire

		trip – *no receipt is required.
Meals (Allowance Rates)	The maximum allowance rates that can be claimed are as follows. Faculties and units may set lower amounts prior to travel as deemed appropriate (e.g.: – group fieldwork where grocery purchases are the norm). **Travel within Canada or USA** Full day rate $60 CAD and $60 USD/day Breakfast only - $15 CAD/USD Lunch only - $15 CAD/USD Dinner only - $30 CAD/USD Travel outside Canada and USA Full day allowance rate $85 CAD/day Breakfast only - $20 CAD/day Lunch only - $20 CAD/day Dinner only - $45 CAD/day	Allowance Rates are mandated for travel meals. Meal costs that exceed the allowance rate may be reimbursed at the discretion of the approver but only if they are receipted; provide a reason for exceeding the allowance rate and deemed reasonable and appropriate. *No receipts required for allowance rates.
Receipted Travel Meals	Actual cost of meals including gratuities. Can only be claimed when the meal cost has exceeded the meal allowance rate and may be reimbursed at the discretion of the approver but only if they are receipted; provide a reason for exceeding the allowance rate and deemed reasonable and appropriate. The purchase of alcoholic beverages or meals otherwise provided (e.g. meals included in conference registration or cost of accommodation) cannot be claimed.	If a claimant paid for meals for others, reimbursement will be based only on original receipts, supported by a list of names of attendees and the business purpose of the expense. Claimant will not be reimbursed for the allowance rates for others. *Original receipts required.
Incidental Allowance Rate	A maximum of $10 per day can be claimed for incidentals. Incidentals can include newspaper, coffee, muffins, phone calls, tipping, etc. This rate can only be claimed when travel includes an overnight portion and is claimed in CAD currency only.	*No Receipts required for incidental allowance rates. The $10 rate is a maximum per day. If your expenses were less; you must claim the lower amount.
Hospitality	Reimbursement for actual cost. Refer to Hospitality, Working Sessions/Meetings and University Employee Functions Procedure for a summary of Eligible Expenditures.	Original itemized receipt to include date and purpose of event, number and names of attendees, and cost of alcohol per person (if applicable).
Parking	Actual cost of off-campus parking.	Original receipt, unless for metered parking.
Conference Fees	Limited to fees for required conference activities. Reimbursement for actual cost. *Optional conference activities, e.g. golf tournament are not reimbursable.	Original receipt; conference, meeting and event agendas.
Internet or Telephone Charges	Limited to portion of actual cost related to University business.	Original receipt required, unless included in hotel invoice.
Travelers Medical Insurance and Vaccinations	Limited to travel outside of Canada and the U.S. Reimbursement for actual cost.	Original receipt.
Visas and Travel Papers	Reimbursement for actual cost.	Original receipt.
Foreign Exchange	Reimbursement for actual cost or 7 day	If 7 day PeopleSoft average is applied – no

Fees	PeopleSoft average.	receipt required. If actual cost is applied, copy of University Travel Card or personal credit card statement displaying the actual charges must be attached.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]

Travel	When in the normal course of business activity, an individual must leave their **work area** to fulfill an academic research or general job duty or to attend a conference, seminar, meeting, workshop and field research relating to the individual's employment or fulfilling an academic obligation. **Work area** is defined as: any point within and up to 25 km outside the municipal area in which the claimant's office or primary place of work is located. For any claimant who does not have an office or primary place of work, the geographic area in which the employee is required by the terms of their employment to carry out their assigned duties. Reimbursement of travel expenses to the University/Edmonton for any employee who does not reside in the Edmonton area are not eligible unless explicitly noted in that employee's employment contract.
Original Itemized Receipts	The detailed receipt provided by the merchant/supplier. An online receipt or internet "invoice" is considered an original receipt in the case of an internet purchase. An original Visa / MasterCard chit is not considered an original receipt.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. **[▲ TOP]**

Hospitality, Working Sessions/Meetings and University Employee Functions Procedure

RESEARCH DATA MANAGEMENT PRIMER

Research Data Management (RDM)

- RDM refers to the processes applied throughout the lifecycle of a research project to guide the collection, documentation, storage, sharing, and preservation of research data.
- RDM practices are integral to conducting responsible research and can help researchers save resources by ensuring their data is complete, understandable, and secure.
- RDM practices also follow institutional and funding agency guidelines that protect their investments.
- The broader research community can derive maximum value from research data that can be accessed, shared, reused and repurposed.

The Research Data Lifecycle

* Life cycle model developed by the Leadership Council for Digital Research Infrastructure. For more information visit http://digitalleadership.ca

Defining Research Data

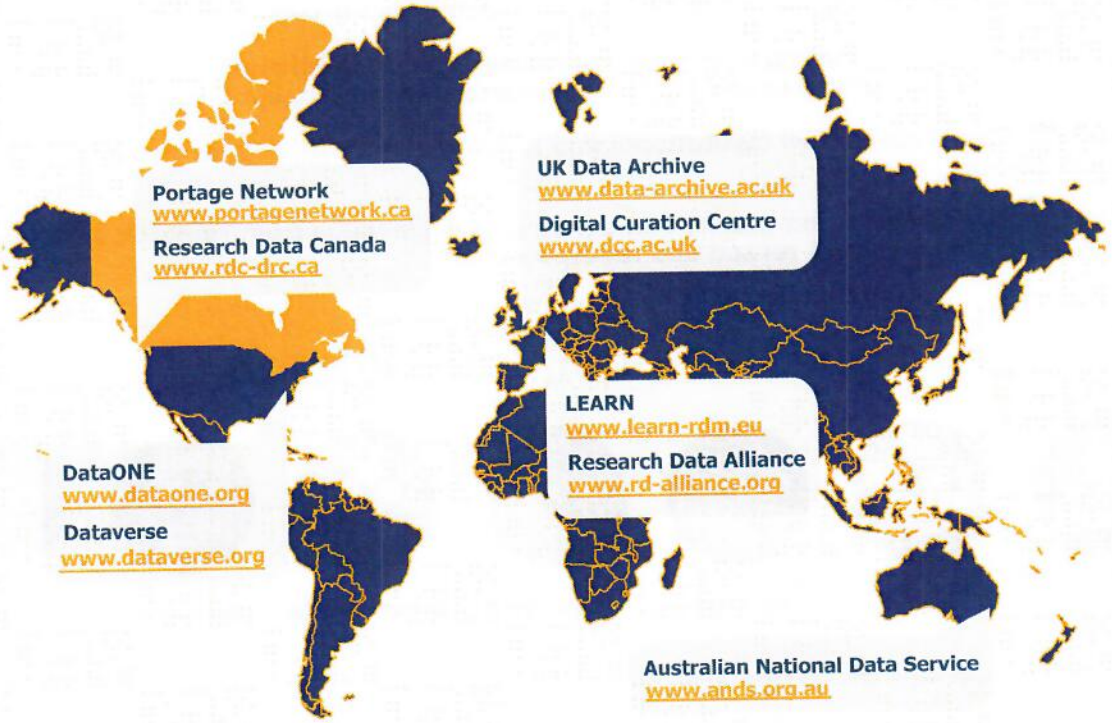
- Primary sources supporting research, scholarship or artistic endeavours
- Can be used as evidence to validate findings and results
- May take the form of experimental data, observational data, operational data, third party data, public sector data, monitoring data, processed data, or repurposed data
- All other digital and non-digital content have the potential to become research data

*Research data. (n.d.) In CASRAI's Dictionary. Retrieved from dictionary.casrai.org/Research_data

portage
SERVICES PARTAGÉS POUR LES DONNÉES DE RECHERCHE
SHARED STEWARDSHIP OF RESEARCH DATA

RESEARCH DATA MANAGEMENT PRIMER

Canadian and International RDM Resources



Canadian Policies Surrounding RDM

- Canada's "Action Plan on Open Government" outlines the development and adoption of policies, guidelines and tools to support the effective stewardship of scientific data.
- Canada's Tri-Council granting agencies (CIHR, NSERC, SSHRC) have adopted a "Statement of Principles on Digital Data Management", which identifies expectations and responsibilities for the management of data produced with public funding. Completing data management plans can help to meet these expectations and responsibilities.

portage
SERVICES PARTAGÉS POUR LES DONNÉES DE RECHERCHE
SHARED STEWARDSHIP OF RESEARCH DATA

"Good Enough" Research Data Management

(a brief guide for busy people)

This brief guide presents a set of good data management practices that researchers can adopt, regardless of their data management skills and levels of expertise.

1
Save your raw data in original format

1.1 Don't overwrite your original data with a cleaned version.

1.2 Protect your original data by locking them or making them read-only.

1.3 Refer to this original data if things go wrong (as they often do).

2
Backup your data

2.1 **Use the 3-2-1 rule:** Save three copies of your data, on two different storage mediums, and one copy off site.

2.2 Do not backup or store sensitive data on a commercial cloud (Dropbox, Google Drive, etc.).

3
Describe your data

3.1 **Machine Friendly:** Describe your dataset with a metadata standard for discovery.

3.2 **Human Friendly:** Describe your variables, so your colleagues will understand what you meant. Data without good metadata is useless. Give your variables clear names.

3.3 Do not leave cells blank - use numeric values clearly out of range to define missing (e.g. '99999') or not applicable (e.g. '88888') data, and describe these in your data dictionary.

3.4 Convert your data to open, non-proprietary formats.

3.5 Name your files well with basic metadata in file names.

4
Process your data

4.1 Make each column a variable.

4.2 Make each row an observation.

4.3 Store units (e.g. kg or cm) as metadata (in their own column).

4.4 Document each step processing your data in a README file.

5
Archive and preserve your data

5.1 Submit final data files to a repository assigning a persistent identifier (e.g. handles or DOIs).

5.2 Provide good metadata for your study so others could find it (use your discipline's metadata standard, e.g. Darwin Core, DDI, etc.).

UNIVERSITY OF ALBERTA
GRANT ASSIST PROGRAM
Social Sciences & Humanities

Taken for Grant-Ed: How the Proposal Summary Differs from the Description

SSHRC grants allow 5-8 pages for project description, depending on the competition (e.g. Insight Grants, Insight Development Grants, Partnership Grants, etc.). The Summary, however, currently is ONE text box of 3800 characters. Most funders want something similar, like an abstract. What is the purpose of this one-pager? How does it differ from the project description?

Key differences between Summary and Description (besides the word count!):

- ☑ The Summary is the promotional piece—when a project is funded, the Summary will be shared publicly i.e. House of Commons and other communications. EVERYONE (politicians, book publishers, CEOs of non-profit organizations, your banker, your grocer, etc.) must be able to read it and understand it and applaud the funders for investing in it!
- ☑ The Summary must capture the imagination and hearts of the reader. Provide a sentence or two to contextualize the problem, or launch into the importance or prevalence of the problem right away! Use statistics, facts, current events, etc. to help the reader connect. "According to Canadian Statistics on Children's Health" 85% of children are obese or overweight." THIS statement packs more seductive punch than "Childhood obesity is a big problem in Canada." OR, hit the taxpayer's pocketbook: "In 2013 the Canadian Government invested $43 M in programs to address childhood obesity. Tobacco reduction, the next highest health investment, cost taxpayers $24 M." (These facts are not real!)
- ☑ Methodology might be 'mentioned' in the summary, but in a general way. The instructions for writing the summary do not ask for methodology, so do not waste space on providing details about the research design. Do you think Ministers in the House of Commons care about that? (unless, of course, it is a study ABOUT methodology!). A statement such as, "This longitudinal and comparative case study will examine the factors that contribute to childhood obesity in rural, urban and suburban communities in territorial and provincial Canada" will suffice.
- ☑ The Summary must clarify what is to be gained and for whom. The expected outcomes should be clear and significant.
- ☑ The Summary contextualizes the problem by placing it within the literature in a general way. Do not use the Summary page to go into detail about the literature. A statement such as, "To date, studies have examined childhood obesity as if it were context-free, but urban, suburban, and rural communities are significantly different in resources and culture in our provinces and territories." Save the literature review for the Description.
- ☑ The Summary has no space for references (Jones, 2014). You can refer to knowledge/scholarship, but avoid in-text citations. Save that for the literature review in the Description.
- ☑ While the Description will be read by many on the committee, the Summary will be read by ALL. The Chair of some committees, for example, only reads the Summary. This 3800 character text box has a BIG job.
- ☑ NEVER cut 'n paste. A reviewer should not flip the page from the Summary only to find the same first paragraph in the Description. Never cut 'n paste. EVER. ☹

Taken for Grant-Ed: Academic Writing ≠ Grant Writing

Imagine you receive a grant reviewer's comment: *"Reads like a journal article."* You are automatically disgusted, right? Don't be…grant writing is NOT the same as academic writing. Excellent research ideas do not get funded because they are poorly written, not because the idea isn't fundable. Great idea + Poor writing = Unfunded grant ☹.

How grant writing differs from academic writing in *presentation*:

- ☑ Shorter sentences
- ☑ Use of **bold face**, *italics*, or <u>underlining</u> to highlight critical phrases or terms
- ☑ Use of bullets or numbering to make objectives stand out and easy to find
- ☑ Visuals are used to clarify conceptual ideas
- ☑ Writing is direct and concise—no flowery introduction or long-winded conclusion
- ☑ Level of writing is lower—avoidance of dense vocabulary, highly technical language

How grant writing differs from academic writing in *perspective*:

- ☑ When you write for a journal, your aim is to *explain* new knowledge (even if you are arguing for it); when you write for a grant, your aim is to *persuade*
- ☑ When you write for a journal, you end with your *conclusions*; when you write for a grant, you end with your *expected outcomes*
- ☑ When you write for a journal, you build logical progression so that your reader will follow your intellectual path; when you write for a grant you must sell a nonexistent project, convincing funders to invest scarce dollars
- ☑ When you write for a journal, you assume your reader comes to your pages already invested and ready to spend a lot of time with your work; when you write for a grant, assume your reader is impatient and looking for an excuse to stop reading
- ☑ When you write for a journal you may use large words and complicated sentences to reflect the seriousness of your work; when you write for a grant, this approach will be a turn-off for reviewers

GREAT for a *journal* article (lousy for a grant): "The objective of this study is to develop an effective commercialization strategy for solar energy systems by analyzing the factors that are impeding commercial projects and by prioritizing the potential government and industry actions that can facilitate the viability of the projects" (Porter, 2007, p. 41).

GREAT for a *grant*: "This study will consider why current solar energy systems have not yet reached the commercial stage and will evaluate the steps that industry and government can take to make these systems commercial" (Porter, 2007, p. 41).

Porter, R. (2007). Why academics have a hard time writing good grant proposals. *The Journal of Research Administration, 38*(2), 37-43).

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UNIVERSITY OF ALBERTA
GRANT ASSIST PROGRAM
Social Sciences & Humanities

Application for a Grant

Identification

This page will be made available to selection committee members and external assessors.

Funding opportunity
Insight Grants

Web Instructions: https://webapps.nserc.ca/SSHRC/Instructions-Help/ig_instr_e.htm

Joint or special initiative

EG: Belmont Forum; Canada Foundation for Innovation John R. Evans Leaders Opportunity Fund; Kanishka Project; Sport Participation Research Initiative

Application title

Applicant family name	Applicant given name	Initials

Org. code	Full name of applicant's organization and department
	University of Alberta; Department of .....

Org. code	Full name of administrative organization and department
	University of Alberta; Department of .....

Scholar type: Established ○ Emerging ○

If "Emerging", specify category: 1 ○ 2 ○ 3 ○ 4 ○

Research Group

Does your proposal require a multidisciplinary evaluation? *If yes, contact SSHRC program officer to discuss* Yes ○ No ◉

Is this a research-creation project? *creative + academic research practices, to further knowledge** Yes ○ No ○

Does your proposal involve Aboriginal Research as defined by SSHRC? *Partner with Indigenous Peoples* Yes ○ No ○

Does your proposal involve human beings as research subjects? If "Yes", consult the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and submit your proposal to your organization's Research Ethics Board. Yes ○ No ○

Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B. Yes ○ No ○

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total funds requested from SSHRC						

Research-Creation includes review of artistic merit.

Family name, Given name

Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role

Co-applicant ○ Collaborator ○

Family name	Given name	Initials

IG co-apps must be affiliated with an eligible Canadian post-secondary institution. Otherwise, list as collaborator.
FYI: Grant funds cannot be used for the direct costs of Collaborator's research.

Org. code	Full organization name

Department/Division name

Role

Co-applicant ○ Collaborator ○

Family name	Given name	Initials

Org. code	Full organization name

Department/Division name

Role

Co-applicant ○ Collaborator ○

Family name	Given name	Initials

Org. code	Full organization name

Department/Division name

Role

Co-applicant ○ Collaborator ○

Family name	Given name	Initials

Org. code	Full organization name

Department/Division name

Role

Co-applicant ○ Collaborator ○

Family name	Given name	Initials

Org. code	Full organization name

Department/Division name

Family name, Given name

Research Activity

The information provided in this section refers to your research proposal.

Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Use single words as much as possible.

Select terms which demonstrate the unique character of this particular project,

but don't exclude terms that are pertinent but implicit, Eg: gender; education; Indigenous; women; dance; marketing; literature, etc.

Disciplines

- Indicate and rank up to 3 disciplines that best correspond to your activity.

Rank	Code	Discipline	If "Other", specify
1			
2			
3			

Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1		
2		
3		

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
Year _____ BC ○ AD ○	Year _____ BC ○ AD ○
_____ BC ○ AD ○	_____ BC ○ AD ○

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

PROTECTED B WHEN COMPLETED

Family name, Given name

Research Activity (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1		
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1			
2			
3			
4			
5			

Family name, Given name

Response to Previous Critiques - maximum one page

Applicants may, if they wish, address criticisms and suggestions offered by adjudication committees and external assessors who have reviewed previous applications.

3800 characters (includes punctuation, spaces)

The adjudication committee will not have access to a previous application.

This is a good opportunity to flag an improvement or clarify something that was not clear due to lack of space in a prior application. But don't go overboard with adding extra text.

Do not fear that committees will think you are a failure if your previous proposal was not funded. We all know that 70-80% are not funded, each year.

Family name, Given name

Summary of Proposal

The summary of your research proposal should indicate clearly the problem or issue to be addressed, the potential contribution of the research both in terms of the advancement of knowledge and of the wider social benefit, etc.

3800 characters (includes punctuation, spaces)

Start with a clear, simple, snappy, short, memorable sentence. Have sympathy for the volunteer who has been reading many, many, applications. Recognize that some may only read your summary with any attention.

Give the reader some white space.

The best summaries include, at the very least, the following information:

The problem (practical or theoretical), the potential solution, and why this matters.

What the research will generate to solve the problem.
How the resarch will be done / what types of data or practice?

The research outcomes - what we will learn/know after the research is accomplished

Avoid:
Cliches
Trite sentimentalism
Diatribe

Family name, Given name

Expected Outcomes

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1		
2		
3		

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1		
2		
3		

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1		
2		
3		
4		
5		

Family name, Given name

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

3800 characters

Refer specifically to the 3 types of Expected Outcomes selected in the drop-down boxes of the previous section.

Try to include a statement re: open access, either here, or in the knowledge mobilization section. ie:

"Our publications will be accessible through the University of Alberta's open-access institutional repository: Education and Research Archive (ERA: https://era.library.ualberta.ca) within 12 months of publication. The ERA is listed in the Directory of Open Access of Repositories (Open DOAR) and is a certified repository by the Canadian Association of Research Libraries which also complies with the Tri-Agency Open Access Policy on Publications."

Family name, Given name

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3		Year 4		Year 5	
Personnel costs	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends										
Undergraduate										
Masters										
Doctorate										
Non-student salaries and benefits/Stipends										
Postdoctoral										
Other										

Travel and subsistence costs	Year 1	Year 2	Year 3	Year 4	Year 5
Applicant/Team member(s)					
Canadian travel					
Foreign travel					
Students					
Canadian travel					
Foreign travel					
Other expenses					
Professional/Technical services					
Supplies					
Non-disposable equipment					
Computer hardware					
Other					
Other expenses (specify)					
Total	0	0	0	0	0

SSHRC Committees will be instructed to consider the budget with care. Budgets that appear 'padded' by 30% will result in the application being unsuccessful.
Typical examples of padding:
-too many students, not enough tasks outlined specifically for the students (in methodology)
-too much travel, travelling to conferences to present research in the 1st years of the project (when no data is yet analysed)

Best practice: budget for exactly what you need. Your expenses must match your methodology. Create a timeline, workflow spreadsheet with the following columns: When (in the years of the project), What (will be done) Who (will do it), Cost (to your budget). Use this to plan and describe how you will accomplish your research.

Funds from Other Sources

You must include all other sources of funding for the proposed research. Indicate whether these funds have been confirmed or not. Where applicable, include (a) the partners' material contributions (e.g. cash and in-kind), and (b) funds you have requested from other sources for proposed research related to this application.

Full organization name Contribution type	Confirmed	Year 1 Year 5	Year 2	Year 3	Year 4
If you have received any funding for activities related to your project, include it here.	☐				
Allocating some of your professional expense funds to your project's costs (or conference travel) will impress the committee.	☐				
Do not include your grad students' own funding. Do include MITACS funding, be clear if it is confirmed or not.	☐				
Leaving received funding out could make your project look less likely to succeed, less feasable.	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
Total funds from other sources		0	0	0	0
		0			

Family name, Given name

Suggested Assessors

List Canadian or foreign specialists whom SSHRC may ask to assess your proposal.
List keywords that best describe the assessor's areas of research expertise. Please refer to the Suggested Assessors section of the detailed instructions for more information on conflicts of interest.

Family name		Given name	Initials	Title
Org. code	Full organization name	Keywords		
Department/Division name		Address		
Country code / Area code / Number / Extension		City/Municipality	Prov./State	Postal/Zip code
Telephone number		Country		
Fax number				
E-mail				

Family name		Given name	Initials	Title
Org. code	Full organization name	Keywords		
Department/Division name		Address		
Country code / Area code / Number / Extension		City/Municipality	Prov./State	Postal/Zip code
Telephone number		Country		
Fax number				
E-mail				

Family name		Given name	Initials	Title
Org. code	Full organization name	Keywords		
Department/Division name		Address		
Country code / Area code / Number / Extension		City/Municipality	Prov./State	Postal/Zip code
Telephone number		Country		
Fax number				
E-mail				

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Internal use	CID (If known)
125908	

Identification

Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name

Family name	Given name	Initials	Title

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	Permanent resident since (yyyy/mm/dd)	Other (country)	Have you applied for permanent residency?
◉ Canadian	◯	◯	◯ Yes ◯ No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
	◉ F ◯ M		◉ English ◯ French	◯ Yes ◉ No

Full name used during previous contact, if different from above

Contact Information

The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number	Secondary telephone number
Country code / Area code / Number / Extension	Country code / Area code / Number / Extension

Primary fax number	Secondary fax number
Country code / Area code / Number / Extension	Country code / Area code / Number / Extension

Primary E-mail

Secondary E-mail

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Web CV
2014/08/15

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Family name, Given name

Current Address

Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.

Address

City/Municipality | Prov. / State | Postal/Zip code

Country

Correspondence Address

Complete this section if you wish your correspondence to be sent to an address other than your current address.

Address

City/Municipality | Prov. / State | Postal/Zip code

Country

Temporary Address

If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.

Address

City/Municipality | Prov./ State

Country

Start date (yyyy/mm/dd)

End date (yyyy/mm/dd)

Temporary E-mail

Permanent Address in CANADA

Address

City/Municipality | Prov./ State | Postal/Zip code

Country CANADA

Temporary telephone/fax number

Country code | Area code | Number | Extension

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Family name, Given name

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1		
2		
3		

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From			To		
Year	BC	AD	Year	BC	AD
_____	○	○	_____	○	○
_____	○	○	_____	○	○

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1		
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./ State
1			
2			
3			
4			
5			

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Curriculum Vitae

Family name, Given name

Language Proficiency

	Read	Write	Speak	Comprehend aurally
English	X	X	X	X
French	X	X	X	X

Other languages

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position | Start date (yyyy/mm)

Org. code | Full organization name

Department/Division name

Position type: ◯ Tenured ◯ Non-tenure ◯ Tenure-track ◯ Non-academic

Employment status: ◉ Full-time ◯ Part-time ◯ Non-salaried ◯ Leave of absence

Position | Start date (yyyy/mm) | End date (yyyy/mm)

Org. code | Full organization name

Department/Division name

Position | Start date (yyyy/mm) | End date (yyyy/mm)

Org. code | Full organization name

Department/division name

Position | Start date (yyyy/mm) | End date (yyyy/mm)

Org. code | Full organization name

Department/Division name

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Family name, Given name

Academic Background

List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline		Did SSHRC support enable you to get this degree? ◯ Yes ◯ No	
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline		Did SSHRC support enable you to get this degree? ◯ Yes ◯ No	
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline		Did SSHRC support enable you to get this degree? ◯ Yes ◯ No	
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline		Did SSHRC support enable you to get this degree? ◯ Yes ◯ No	
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline		Did SSHRC support enable you to get this degree? ◯ Yes ◯ No	
Org. code	Organization			
Country				

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Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1			
2			
3			
4			
5			