

IDG BOOT CAMP RESOURCE MANUAL

Table of Contents:

Five week schedule of topics	page 2
Establish Scholars' Proposed Vs Ongoing Research examples	pages 5 - 8
IDG Application Form, Annotated	pages 10 - 19
IDG Reviewers' Template	pages 21 - 23
Evaluation Categories Checklist	page 24
Academic vs Proposal Writing	page 26
Reviewers' Expectations	page 27
Algorithm for Framing Academic Research Arguments	page 29
Grant Writers' Checklist Worksheet	pages 30 - 32
Timeline Task Worksheet	page 34
Timeline Samples	pages 35 - 36
Budgeting: Building the Case for Funding	page 38
Eligible expenses (including student costs)	pages 39 - 42
Training (Students, Effective Research Training)	pages 44 - 46
Knowledge Mobilization	page 48 - 49
Open Access as Knowledge Mobilization	page 50 - 51
Definitions (SSHRC key concepts)	pages 53 - 58
Revisions Since Previous Application examples	pages 60 - 62
Summary page; tips and examples	pages 64 - 82
Editing Finale: Reducing Words, Saving Space	page 82

IDG BOOT CAMP [five weeks]

Weekly Schedule (Subject to change)

Week 1: *“Start writing, no matter what. The water does not flow until the faucet is turned on” — Louis L’Amour*

- Introductions [name, department, weirdest thing]
- Components of the IDG application form; understanding the IDG evaluators' scoring system; CCV reminder.
- Clarifying: proposed vs ongoing research for established scholars, Aboriginal Research; Research-Creation; Co-Applicants & Collaborators in the IDG world; Open Access.
- Crafting a proposal: Genre writing distinctions.
- Writing exercises: The research question; starting with why: 3 tweets to justify the research; speaking, to write persuasively (elevator pitch).
 - Partnering Up. Homework: Write a persuasive answer to these questions: Why is this research necessary? Why is it necessary now? Who is it necessary for? Then re-write it into six or fewer sentences.

Week 2: *“Don't tell me the moon is shining; show me the glint of light on broken glass” — Anton Chekhov. “Organize, don't agonize” — Nancy Pelosi.*

- Demonstrating Feasibility:
 - Methodology
 - Task / Personnel / Timeline
 - Including students: Effective Research Training
- Detailed description part 1:
 - Going linear: Connecting the research question/problem and project plan/ methodology.

Week 3: *"The true sign of intelligence is not knowledge but imagination" — Albert Einstein.*

"The budget is not just a collection of numbers, but an expression of our values and aspirations"

— Jacob Lew.

- Mind Map exercises:
 - Expected research outcomes and benefits
 - Audience-focused Knowledge Mobilization;
- Goldilocking your budget (Eligible expenses and what not to leave out)

Week 4: *"The worst enemy to creativity is self-doubt" — Sylvia Plath. "If you can't explain it simply, you don't understand it well enough" — Albert Einstein*

- Acing the Challenge:
 - The Detailed Description 2: Literature review must reinforce the research problem, purpose, planned activities, audience for mobilization.
- Demonstrating Capability

Week 5: *"Substitute 'damn' every time you're inclined to write 'very;' your editor will delete it and the writing will be just as it should be" — Mark Twain. "I rewrote the ending of Farewell to Arms, the last page of it, 39 times before I was satisfied" — Ernest Hemingway*

- Understanding the craft of the Grant Summary
- Murdering your darlings
- Fatal Errors / How to irritate the reviewers



Established Scholars: Proposed Versus Ongoing Research

In my research domain, Gender, Family, and Policy Studies, I have explored the extent to which social policies support families to care for their most vulnerable family members: babies, preschool children, and children with disability. I have focused, to date, on the extent to which various social policies support the care work of families for young children (child care study), children with disability (sustainable families study), vulnerable lone-mother families (welfare reform study), the transition to parenthood (mobilizing intergenerational support study), and parenting quality (Triple P Parenting Program study).

The research outlined in this proposal focuses on a new and exciting direction in my research: the employment of mothers. I will use my established methodological expertise in critical policy analysis to examine this new topic area. My interest in this subject arose when I received media inquiries about current Organization for Economic Cooperation and Development (OECD) and Statistics Canada reports, showing how women in Canada overall, and women in Alberta specifically, have lower employment rates than some other high-income OECD countries. I began to consider the extent to which social policy in Canada supports, or inhibits, mothers' access to employment. As a result, my new research direction will explore the underemployment of women in Canada and consider the implications of this for maternal well-being, women's economic security, and gender equality. I intend to start with coupled mothers, because two-parent families with children are the most common family type in Canada (Statistics Canada, 2016). Furthermore, categorized as an at-risk group, low-income, lone mothers have been studied extensively in Canada and elsewhere, whereas coupled mothers' employment decisions are understudied. Furthermore, it is often assumed that coupled mothers' decision to truncate employment is an unencumbered choice rather than a decision made within a context of limited options. I would like to query this assumption, using mothers' experience to provide insight about mothers' lower employment rates.

The work detailed in this proposal launches Phase One in my research through providing an in-depth exploration of the phenomenon of truncated employment for mothers of preschool children. I received one small faculty grant in 2015 (\$5,000) for a project called "Do Mothers Work as Much as we Think?" to examine data from the Canadian Labour Force Survey to query mothers' hours of work across Canada. The manuscript from this statistical analysis (Breitkreuz & Stanton, under review) will inform the in-depth qualitative research proposed in this Insight Development Grant (IDG) by providing detailed information on Canadian mothers' number of hours of employment not currently available in the scholarly or grey literature. In the IDG, I will gather in-depth information about mothers' experiences to further explain the patterns of mothers' life course decisions about employment. I will explore mothers' decisions to work part-time, or leave the workforce, when children are pre-school. These experiences will be juxtaposed with current government policies that aim to prioritize supports for mothers' labour-force attachment. In sum, I will frame mothers' employment in terms of a particular life course phase (e.g. mothers of pre-school children) and policy environment (e.g. provincial and national discussions about enhancing child care policy and proposals to increase mothers' labour force attachment).

Future research plans for this topic include expanding my inquiry to look at mothers' employment patterns with school-aged children and mothers in other provinces. In addition, in future phases of this research, I intend to spearhead a cross-national comparison of the employment of mothers, examining their experiences in Ireland, Australia and Canada. I have arranged meetings with Dr. Michael Rush at the University College Dublin in Ireland and Dr. Kay Cook at Swinburne University in Australia to explore the feasibility of a joint project.

Administering Organization

Organization University of Alberta

Department/Division Human Ecology

Personal information will be stored in the Personal Information Bank for the appropriate program.
PROTECTED B WHEN COMPLETED

Established Scholars: Proposed Versus Ongoing Research

Established Scholars: Proposed Versus Ongoing Research

My research in the past has been focused on contemporary poetry and literary translation, but I have dealt mostly with the specific period of the historical avant-gardes (1920s-1940s) in Latin America and the formation of national identities within those artistic and literary movements. While I have done a bit of work on environmental approaches to literature, I have not yet published a major work in this area. My forays into that field have been limited to conference presentations on general approaches to literature and environment in Latin America (not exclusively poetry), and occasional papers in journals.

This project would be the first major step towards a full-fledged study of environmental poetry in Latin American (for me, and for the discipline as a whole). I see this project as achieving two important goals: first, establishing a corpus of contemporary ecopoetry from Latin America, i.e., mapping the field; second, providing me with the necessary background and breadth of scope (i.e., spadework) for a monograph on the subject. The short critical notes and biographies that will accompany the poems will begin to draft a direction for such a monograph. Currently there are no comprehensive anthologies environmental poetry from Latin America, nor works of ecocriticism focused on poetry that bridge the divide between Spanish America and Brazil. My ambition is to contribute to both of those endeavours through this project.

Administering Organization

Organization University of Alberta

Department/Division Modern Languages and Cultural Studies

Invitations

Role	Last Name	First Name	Organization	Department
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Activity Details

Certification Requirements

Does the proposed research involve humans as research participants? ☐ Yes ☒ No

Does the proposed research involve animals? ☐ Yes ☒ No

Environmental Impact

Established Scholars: Proposed Versus Ongoing Research

Fox's previous research focused on (1) participatory and community-based research with Kanaka Maoli and urban Aboriginal hip hop artists to understand their leisure forms, (2) Indigenous critiques of existing leisure perspectives, and (3) theoretical manuscripts to re-conceive leisure theories based on Indigenous scholarship. From this research, articles and book chapters emerged sketching a gap between Indigenous worldviews and leisure research & practice. Working from participatory and community-based research, Fox and community/academic colleagues explored the problematic intersection between dominant leisure scholarship & recreation over looked the problematic nature of imposing western dominant leisure forms. Missing from the analysis was a clear historical Indigenous perspective about the differences. The Hawaiian-language newspapers, with submissions by Kanaka Maoli across the islands and society, is an exciting repository of knowledge rarely used in general scholarship let alone directed toward the role of leisure discourses in colonial encounters and living in the contact zone.

McDermott's ongoing research is grounded in qualitative research methods including in-depth interviews, participant observation, and textual (e.g., media) analyses in various areas including physically active leisure practices, health, and sport. Her theoretical expertise in feminist theory, post-structuralist (Foucauldian) theory, phenomenology (Merleau-Ponty), and Marxist cultural theory adds theoretical richness around colonial structures and power as well as understanding the ambiguity of the contact zone.

The current project primarily focuses on historical analysis of Kanaka Maoli submissions to Hawaiian-language newspapers (1834-1948). The key areas requiring re-tooling and new skills include: (1) Historical research methodology and analysis. Fox's research about the first woman editor of the Canadian Alpine Journal and McDermott's historical media analysis provides a basic foundation for moving in this direction. (2) Working in the Hawaiian-language and with translators. Fox's competency in the Hawaiian-language (conversational speech and modern newspaper reading-level) allows for basic searches. This project allows her to strengthen her Hawaiian-language competency and engage with scholarship about translation processes and challenges. (3) Developing a working knowledge of Kanaka Maoli mo'olelo. Nuanced meaning of Hawaiian words, including kaona or concealed meaning, is grounded in their stories, ecological meaning-systems, daily practices, and arts. To develop a level of fluency requires substantial reading, archival and museum visits, interacting with Kanaka Maoli elders and practitioners, and participating in various events. Both of us can build on our experiences in community and participant observation as we extend into this new area. (4) Sophisticated theoretical range. Each of us brings theoretical expertise from different areas and will extend into postcolonial, cultural studies, Kanaka Maoli scholarship, and Indigenous theories. The challenge is to work across these theories, foreground Indigenous perspectives, and strengthen the critique by Indigenous scholars. (4) Digital Research Skills. Although digital databases provide an easier access to the newspapers, they also require specific skills related to digital archives and repositories including search techniques and strategies, working with digital meta-data, and analyzing key differences between digital and material archives.

Established Scholars: Proposed Versus Ongoing Research

While the proposed research draws from my experience conducting community-driven research on *Helicobacter pylori* infection in northern Canadian Indigenous communities, investigating impacts of microbial genomics research on Indigenous communities who participate in such research has a science policy focus this is not part of my ongoing research. My ongoing work addresses concerns of northern Indigenous communities about health risks from *H. pylori* infection, with aims focused on describing the community health burden, identifying effective antibiotic treatment, conducting policy analysis aimed at recommending cost-effective and culturally appropriate strategies to improve clinical management and developing effective strategies for engaging communities in research.

My previous and ongoing research has focused on health, and specifically, public health and clinical aspects of infectious diseases associated with cancer. In contrast, the current proposal focuses on science policy rather than health. While this new line of inquiry involves *H. pylori*, a bacterium that causes cancer, the aim of the proposed research does not focus on epidemiology, prevention, or clinical management.

H. pylori bacteria have colonized stomach tissue in human populations for tens of thousands of years, and because strains of the bacterium have undergone genetic mutation as humans migrated from Africa across continents around the world, genetic characteristics of bacterial strains can be used to draw conclusions about ancestral origins of the humans that harbor the strains and about the migration patterns of the human hosts' ancestors. I have been approached by international scholars interested in collaborating on genomics research. While of great scientific value, sharing microbial genomics data pertaining to microbes obtained from humans allows researchers to use the data without consulting the humans who contributed the specimens that yielded the data. While this does not violate current ethical standards, when the genomics data are used to draw inferences about the human hosts and the microbes they pertain to come from identifiable communities, communities may have a legitimate stake in the results of such research, because the results may impact them in ways researchers do not anticipate. With respect to *H. pylori*, research participants belonging to small Indigenous groups may see it as a violation of their rights if bacterial genomics research conducted without their consent yields publicly disseminated conclusions about them.

When I led the formation of the CANHelp Working Group starting in 2006, I had no experience conducting research with the expectation of community consent; I had to develop new approaches to meet this expectation in my ongoing health research. Consent for uses of bacterial specimens derived from community projects was fully uncharted territory. In my ongoing projects, we seek approval from community project planning committees for research activities pertaining to bacterial strains, an approach accepted as community consent by our northern research partners. Collaborations beyond my research program, with sharing of *H. pylori* genomics data in open-access repositories, however, removes the opportunity for community consent. The proposed research seeks to gather information for developing microbial genomics data sharing practices for research involving Indigenous communities that protect the interests of communities while permitting beneficial scientific advances from *H. pylori* genomics. This new line of inquiry focused on science policy incorporates PhD thesis work of my co-applicant, Dr. Janis Geary, and provides an opportunity for her to begin developing her own program of research under my mentorship.

Administering Organization

Organization University of Alberta

Department/Division Medicine

Invitations

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

Application - Insight Development Grants

Identification

Applicant

Family Name: **RESEARCHER**

First Name: **PROFESSOR**

Middle Names: **FUNDME**

Current Position: **ASSISTANT/ASSOCIATE/PROFESSOR**

Primary Affiliation: **University of Alberta**

Department/Division: DEPARTMENT
FACULTY

Application

Application Title **"Sample IDG, 2018"**

Research group **SELECT FROM DROP-DOWN WINDOW. SEE THE OPTIONS HERE:
<http://www.sshrc.ualberta.ca/Toolkit/Resources/SSHRCResearchGroups.aspx>**

Multidisciplinary evaluation (required) ☐ Yes ☐ No

PLEASE CONFER WITH GAP DIRECTOR, OR RSO RESEARCH FACILITATOR, OR SSHRC PROGRAM OFFICER BEFORE YOU MAKE ANY OF THESE REQUESTS

Joint or special initiative

Is this a [research-creation project](#)? ☒ Yes ☐ No

Does your proposal involve [Aboriginal Research](#) as defined by SSHRC? ☒ Yes ☐ No

Scholar Type

Are you an [Emerging Scholar](#) or [Established Scholar](#)? EMERGING SCHOLARS:
-NEVER BEEN A TRI-COUNCIL PI [CONNECTION & KNOWLEDGE SYNTHESIS EXCLUDED].
-LESS THAN 5 YEARS IN TENURABLE POSITION

Confirmed Scholar Type _____

Established Scholars: Proposed Versus Ongoing Research

Established Scholars: Proposed Versus Ongoing Research

3800 CHARACTERS [INCLUDING PUNCTUATION AND SPACES] TO EXPLAIN HOW THE PROPOSED RESEARCH IS DISTINCT FROM PREVIOUS / ONGOING RESEARCH.

PROPOSED PROJECTS SHOULD BE CLEARLY DELIMITED AND IN THE EARLY STAGES OF THE RESEARCH PROCESS.

SSHRC PROGRAM OFFICERS WILL REVIEW APPLICATIONS TO ENSURE THEY MEET THE CRITERIA BEFORE ALLOWING THEM TO BE SEEN BY THE ADJUDICATION COMMITTEE.

WITH ESTABLISHED SCHOLARS, THEY MAY LOOK AT PAST RESEARCH AND PUBLICATIONS TITLES AND VENUES, AND COMPARE THEM TO JOURNALS SPECIFIED FOR KNOWLEDGE DISSEMINATION IN THIS IDG PROPOSAL.

EMERGING SCHOLARS AND NEW FACULTY SHOULD NOT CONCERN THEMSELVES WITH DEMONSTRATING THAT THIS RESEARCH IS 'NEW' RELATIVE TO PRIOR DOCTORAL [OR EVEN POST-DOCTORAL] RESEARCH. UNLESS YOU HAVE A SUBSTANTIAL BODY OF PUBLICATIONS (EG: 2 - 3 / YEAR) ON EXACTLY THIS TOPIC, YOU WILL BE UNDERSTOOD TO BE DOING PRELIMINARY RESEARCH THAT WILL BE IN THE EARLY STAGES OF ESTABLISHING A RESEARCH PROGRAM.

Administering Organization

Organization University of Alberta

Department/Division

Invitations

Role	Last Name	First Name	Organization	Department
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Activity Details

Certification Requirements

Does the proposed research involve humans as research participants?

☐ Yes ☐ No

YOU WILL NOT BE REQUIRED TO SHOW ETHICS CLEARANCE IN THE APPLICATION, BUT WILL HAVE TO RECEIVE IT BEFORE SPENDING RESEARCH FUNDS. RSO / RESEARCH FACILITATOR CAN EXPLAIN MORE.

RESEARCH ETHICS OFFICE: <http://www.reo.ualberta.ca/en/Research-Ethics.aspx>

Does the proposed research involve animals?

☐ Yes ☐ No

Environmental Impact

A. Will any phase of the proposed research take place outdoors and on federal lands in Canada, as interpreted in section 2(1) of the [Canadian Environmental Assessment Act, 2012](#) (CEAA 2012)?

☐ Yes ☐ No

B. Will any phase of the proposed research take place outdoors and outside of Canada?

☐ Yes ☐ No

C. (i) Will the grant permit a designated project, as listed in the CEAA 2012 [Regulations Designating Physical Activities](#) (RDPA), to be carried out in whole or in part?

☐ Yes ☐ No

OR (ii) Will any phase of the proposed research depend on a designated project, as listed in the RDPA, being carried out by an organization other than the granting agency?

☐ Yes ☐ No

Keywords

List up to 10 keywords that best describe the proposal.

ENSURE THE KEYWORDS ARE CONCISE AND SPECIFIC., EXAMPLES OF GOOD KEYWORDS:., GENDER, MASCULINITY, DISABILITY, 18TH CENTURY, CAESAR AUGUSTUS, COMICS, WILDFIRE, ENERGY TRANSITION

Disciplines

Indicate and rank up to three disciplines relevant to your proposal, with #1 the most relevant and #3 the least relevant.

1.
2.
3.

Areas of Research

Indicate and rank up to three areas of research relevant to your proposal, with #1 the most relevant and #3 the least relevant. If you select "Not Subject to Research Classification" in #1, the system will automatically remove any other areas of research when you save this page.

1.
2.
3.

Temporal Periods

Indicate up to two historical periods covered by your proposal.

	From	To
	Year	Period
1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>

Geographical Regions

Indicate and rank up to three geographical regions relevant to your proposal, with #1 the most relevant and #3 the least relevant.

- 1.
- 2.
- 3.

Countries

Indicate and rank up to five countries relevant to your proposal, with #1 the most relevant and #5 the least relevant.

- 1.
- 2.
- 3.
- 4.
- 5.

Revisions since previous application

WHILE OPINIONS VARY, WITH SOME RUMOURS IMPLYING THAT RESPONDING TO PREVIOUS APPLICATIONS TELLS THE COMMITTEE THAT AN APPLICATION HAS NOT SUCCEEDED IN THE PAST, THE FACT IS THAT 60-80% OF APPLICATIONS WILL NOT HAVE SUCCEEDED.

ADJUDICATION COMMITTEE MEMBERS POLLED IN 2016 STATED THAT THEY OFTEN REMEMBERED SEEING AN APPLICATION PREVIOUSLY, AND FELT RESENTFUL IF IT SEEMED THAT THE APPLICANT HAD NOT RESPONDED TO PREVIOUS SUGGESTIONS OR SCORING FROM THE ADJUDICATORS.

OUR ADVICE IS TO USE THIS SPACE TO HIGHLIGHT IMPROVEMENTS MADE TO A REVISED APPLICATION.

DO SO HUMBLY, SUCCINCTLY AND WITH DIRECT REFERENCE TO ITEMS YOU WANT THE COMMITTEE TO CREDIT. THERE IS NO NEED TO FILL THE SPACE.

NEVER IMPLY CRITICISM OF PREVIOUS READERS. NEVER ARGUE WITH FEEDBACK FROM A PRIOR EXTERNAL READER. NEVER SAY "THE PREVIOUS READERS DID NOT UNDERSTAND". IF A READER DID NOT UNDERSTAND, IT WAS BECAUSE YOU DID NOT MAKE IT UNDERSTANDABLE.

Summary of Proposal

3800 CHARACTERS [INCLUDING PUNCTUATION AND SPACES] TO SUMMARIZE THE RESEARCH PROPOSAL. YOU WILL BE EXPECTED TO INDICATE:

- 1: THE PROBLEM / ISSUE TO BE ADDRESSED [THE 'RESEARCH QUESTION']
- 2: THE POTENTIAL CONTRIBUTION OF THE RESEARCH IN ADVANCING KNOWLEDGE, INCLUDING [WHERE APPLICABLE] WIDER SOCIETAL BENEFIT, VALUE TO OTHER DISCIPLINES, OR TO NON-ACADEMICS; INCLUDE HOW THE RESEARCH RESULTS WILL BE USED, AND BY WHOM / WHICH AUDIENCES.

TIPS:

- 1: BEGIN WITH A SHORT, EVOCATIVE, INTEREST-CATCHING SENTENCE.
- 2: EXPECT TO INCLUDE THREE PARAGRAPHS: 1 OUTLINES THE PROBLEM AND CONTEXT; 2 OUTLINES HOW THE RESEARCH WILL BE DONE; 3 OUTLINES EXPECTED RESEARCH RESULTS, OUTPUTS, BENEFITS AND BENEFICIARIES [INCLUDING ANSWERING THE 'WHO WILL CARE?' QUESTION].
- 3: USE SUBTITLES. EG: "CHALLENGE", "PROBLEM" or "RESEARCH QUESTION"; "METHODS" "FEASIBILITY", "OUTCOMES", "BENEFITS TO SOCIETY"
- 4: DO NOT SUCCUMB TO THE TEMPTATION TO COPY AND PASTE FROM THE DETAILED DESCRIPTION.
- 5: DO NOT SUCCUMB TO THE TEMPTATION TO USE ALL 3800 CHARACTERS.

fyi: **SAMPLE WINNING GRANT DESCRIPTION FROM DR. JEAN DEBERNARDI, ANTHROPOLOGY, 2012:**

This program of research explores the revival of tea culture and tea arts in contemporary China and promotion of that culture through commerce, education, museum exhibits, invented rituals, and the global network of Confucius Institutes. The study of tea culture as a form of material identity offers a lens on change in contemporary China, including the upsurge of regional identities, the impact of foreign investment and tourism on local communities, and the importance of not only of government programs but also commerce as a force in materializing regional and national cultural identities.

The research will focus on three major themes:

- 1: The resurgence of interest in Chinese specialty teas and tea arts in Fujian and Zhejiang Provinces, and public and private support for this resurgence in formal programs of education;
- 2: The role of historical legends, rituals, and the performing arts in promoting regional forms of tea culture in Zhejiang and Fujian Provinces, including modern interpretations of Chan (Zen) Buddhist tea culture;
- 3: The globalization of Chinese tea culture through both international commerce and the Confucius Institutes, which are widely promoting Chinese language and arts, including tea arts, in a program of cultural diplomacy.

FYI: THE CHARACTERS USED TO THIS POINT = 2,050.

Roles and Responsibilities

7600 CHARACTERS TO DESCRIBE:

- 1] The relative roles, responsibilities and contributions of the team, including applicant, any co-applicants and collaborators, any named students;
- 2] If including co-applicants, collaborators or students, include specific contributions each will bring to the project, and how their specific capability will ensure the project's feasibility; document the relative proportion (in percentage) of each member's contribution to the proposed project. Justify the rationale for any international collaborations;
- 2] Indicate the proportion of your research time to be spent on this project in relation to any other ongoing research projects or programs (excluding prospective grants); Do the same for any other team members;

NOTE:

Team applications: if the adjudication committee determines that the applicant [PI] is not responsible for, or equipped to exercise, leadership of the research, the Feasibility score may be lowered.

Including students: You may refer by name to specific students IF you are confident that they will accept work on the project, if they bring a specific expertise to the work to be done, such that their expertise elevates the Capability and Feasibility scores.

BE CLEAR AND SPECIFIC ABOUT WHO WILL DO WHAT WORK FOR THE PROJECT.

Roles and Training of Students

3800 CHARACTERS TO DESCRIBE THE SPECIFIC ROLES, TASKS AND RESPONSIBILITIES OF STUDENTS AND RESEARCH ASSISTANTS.

IT IS IMPORTANT TO DEMONSTRATE THAT THE STUDENTS /RAs WILL BE CONDUCTING ACTIVITIES THAT CONSTITUTE "EFFECTIVE RESEARCH TRAINING".

SEE THE SSHC GUIDELINES HERE: http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/effective_research_training-formation_en_recherche_efficace-eng.aspx

EXAMPLES OF APPROPRIATE TASKS [DEPENDING ON LEVEL OF STUDENT EXPERIENCE] MAY INCLUDE:

- INTERVIEWING, SURVEYING, FOCUS GROUPS, OBSERVATIONS, QUESTIONNAIRE ADMINISTRATION
- DATA COLLECTION / INPUT / CLEANING / CODING / CRUNCHING
- TRANSCRIPTION
- TRANSLATION
- COLLATING CONTENT FOR POSTER PRESENTATIONS
- DATA VISUALIZATION

-SUPERVISING JUNIOR STUDENTS
 -ARCHAEOLOGICAL EXCAVATING
 -PRELIMINARY OR SECONDARY ANALYSIS OF SURVEYS, INTERVIEWS, FOCUS GROUPS, LITHICS, CERAMICS, TEXTILES
 -CONFERENCE COMMUNICATIONS COORDINATION
 -EVENT PLANNING
 -DRAFTING OP-ED COLUMNS, OTHER KNOWLEDGE MOBILIZATION
 -LITERATURE REVIEW / CITATION CHECKING
 -BIBLIOMETRICS / IMPACT CHECKING
 -PSYCHOLOGY EXPERIMENTS
 -BOOK INDEXING, COPY-EDITING
 -MUSEUM / GALLERY EXHIBITS
 -ARTIFACT ARCHIVING
 -VISUAL ANALYSIS (PHOTOGRAPHS, PAINTINGS, DRAWINGS...)

EXAMPLES OF BENEFITS / OPPORTUNITIES THAT STUDENTS WILL RECEIVE FROM THEIR WORK ON THE PROJECT:

-LEARNING EXCEL, SPSS, SAS, ATLAS Ti, NVIVO, OTHER DATA ANALYSIS SOFTWARE
 -WORKSHOPS RE: RESEARCH ETHICS, FIELD RESEARCH, RISK PREVENTION, CAREER DEVELOPMENT
 -GALLERY, MUSEUM EXHIBITING
 -PUBLIC COMMUNICATIONS, USE OF SOCIAL MEDIA

IT IS NOT NECESSARY TO PROVIDE ALL THE TRAINING YOURSELF. IT IS SUFFICIENT TO SHOW WHAT UALBERTA PROVIDES AND SAY THAT YOUR STUDENTS WILL BE GIVEN TIME DURING THE PROJECT TO TAKE THE TRAINING.

YOU MAY WANT TO INCLUDE A ROUGH CHART OR BULLET LIST OF STUDENT TASKS, TIME AND COSTS TO THE PROJECT [THE LATTER WILL HAVE TO MATCH YOUR REQUEST FOR FUNDING SECTION]. IE:

RESEARCH TASKS.....STUDENT.....TIME.....COST.....PHASE

FOCUS GROUPS x 10.....	MA x 2.....	50 hrs.....	\$\$.....	1
TRANSCRIPTION.....	MA x 4.....	300 hrs.....	\$\$.....	1
DATA CODING.....	PhD x 1.....	300 hrs.....	\$\$.....	2
THEME [PRELIM ANALYSIS]..	PhD x 1.....	300 hrs.....	\$\$.....	2
DATA VISUALIZATION.....	PhD x 1.....	200 hrs.....	\$\$.....	3

CHARACTERS USED: 2,454.

Knowledge Mobilization Plan

2000 CHARACTERS TO OUTLINE THE KNOWLEDGE MOBILIZATION PLAN.

INCLUDE:

1] OVERALL PLAN TO INCREASE THE ACCESSIBILITY, FLOW AND EXCHANGE OF RESEARCH RESULTS / KNOWLEDGE PRODUCED BY THE PROJECT WITH APPROPRIATE ACADEMIC AND NON-ACADEMIC AUDIENCES OR PARTICIPANTS, AND ELABORATION ON THE PURPOSE OF THE KNOWLEDGE MOBILIZATION ACTIVITIES AND/OR OTHER GOALS.

AIM TO COVER 3 BROAD CONSTITUENCIES, LOCAL AND INTERNATIONAL: ACADEMICS; POLICY/DECISION MAKERS &/OR EDUCATORS; COMMUNITY STAKEHOLDERS, KNOWLEDGE-USERS

2] KMb ACTIVITIES MUST BE AUDIENCE-SPECIFIC i.e.: ACADEMICS READ PEER-REVIEWED ARTICLES, BUT POLICY MAKERS AND COMMUNITY STAKEHOLDERS PROBABLY WON'T. DESIGN THE ACTIVITY AROUND THE RECIPIENTS AND HOW THEY NORMALLY LEARN / GET INFORMATION.

3] A SCHEDULE FOR ACHIEVING THE INTENDED KNOWLEDGE MOBILIZATION ACTIVITIES WITHIN THE LIFECYCLE OF THE GRANT

4] JUSTIFICATION OF THE TARGETED AUDIENCES AS OPTIMAL RECIPIENTS AND MOBILIZERS

NOTE:

ALL PEER-REVIEWED PUBLICATIONS COMING FROM SSHRC-FUNDED RESEARCH MUST COMPLY WITH THE TRI-AGENCY OPEN ACCESS POLICY: http://www.sshrc-crsh.gc.ca/about-au_sujet/policies-politiques/open_access-libre_acces/index-eng.aspx

APPLICANTS SHOULD KNOW SSHRC'S DEFINITION OF KNOWLEDGE MOBILIZATION:
<http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#km-mc>

CONSULT SSHRC'S GUIDELINES FOR EFFECTIVE KNOWLEDGE MOBILIZATION:
http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx

CHARACTERS USED: 1,555.

Expected Outcomes

Scholarly Benefits

Indicate up to three scholarly benefits of the proposed project. (required)

1.
2.
3.

Summary of Expected Scholarly Outcomes

1000 CHARACTERS TO ELUCIDATE THE 3 SCHOLARLY BENEFITS SELECTED FROM THE DROP-DOWN BOX, ABOVE, IN RANK ORDER OF SIGNIFICANCE:

EG:

1] PSYCHOLOGICAL THEORY WILL BE ENHANCED THROUGH INCORPORATION OF VARIABLE MASCULINITIES RESEARCH INTO JUNGIAN ARCHETYPES. THIS HAS IMPLICATIONS FOR COUNSELLING OF GENDER-FLUID INDIVIDUALS

2] SECONDARY SCHOOL CURRICULA WILL BE ENHANCED AS THE VARIABLE-MASCULINITIES RESEARCH RESULTS ARE INCORPORATED INTO THE TEACHER-TRAINING MODULES PROVIDED TO SCHOOL BOARDS AS PART OF THE KNOWLEDGE MOBILIZATION PLAN

3] STUDENTS IN THE PROJECT WILL LEARN GENDER-SENSITIVE INTERVIEW TECHNIQUES, CURRICULUM DESIGN AND GAIN PUBLIC PRESENTATION SKILLS

Societal Benefits

Indicate up to three societal benefits of the proposed project.

1.
2.
3.

Summary of Expected Societal Outcomes

1000 CHARACTERS TO ELUCIDATE THE 3 SOCIETAL BENEFITS SELECTED FROM THE DROP-DOWN BOX, ABOVE, IN RANK ORDER OF SIGNIFICANCE:

1]

2]

3]

Audiences

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

- 1.
- 2.
- 3.
- 4.
- 5.

Summary of Benefits to Potential Target Audiences

100 CHARACTERS TO DESCRIBE THE POTENTIAL BENEFITS TO:

-ABORIGINAL PEOPLES
 -ACADEMICS
 -ARTIST-RESEARCHERS
 -CANADIAN GOV'T
 -COMMUNITY ORGANIZATIONS
 -GENERAL PUBLIC
 -INTERNATIONAL ORGS
 -LIBRARIES
 -MEDIA
 -MUSEUMS
 -NGOs / NFPs
 -PRIVATE SECTOR
 -SCHOOLS (ELEMENTARY, SECONDARY, POST-SECONDARY)
 -SCHOLARLY ASSOCIATIONS
 -OTHER...

Funds Requested from SSHRC

▼ Year 1

Personnel costs			
Student salaries and benefits/ Stipends	Number	Amount	Justification
Undergraduate	1	\$3,080.00	Salary for 4th year student employed through the UAlberta Undergraduate Research Initiative. 150 hours of work @ \$20.5/hr (equivalent to National Research Council's ugrad rate): http://www.nrc-cnrc.gc.ca/eng/careers/students/pa
Masters	1	\$8,664.00	EXAMPLE FOR 1 STUDENT: Stipend (Award + Salary = 7805.2) + 11% Fringe (\$858.57), based on UAlberta's GRA Collective Agreement 2016-2018, for 12 hrs / wk over 4 months. (http://www.gsa.ualberta.ca/en/Co) Student's tasks will include questionnaire administration, data input, coding, preliminary theme analysis in Phase 1 of the project.

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
<div>1</div> <div>Doctoral</div>		\$13,620.00	EXAMPLE FOR 1 STUDENT: Stipend, based on UAlberta's GRA Collective Agreement 2016-2018, for 12 hrs / wk over 4 months: _____ Award portion (\$____) will be covered by the Department (see below). Student's tasks will include supervision of MA student, data checking, transcription, translation, in Phase 1 of the project.
Subtotal		\$25,364.00	
Non student salaries	Number	Amount	Justification
Postdoctoral			
<div>1</div> <div>Professional/Technical Services</div>		\$400.00	Interpretation fees. While PhD student X can translate from language 1, we need Sign Language interpretation for 5 focus groups, at 2 hours each. \$40/hr x 10 hours.
<div>1</div> <div>Other</div>		\$2,200.00	Dr. ____ will be compensated at the rate of \$100 per meeting; (2 meetings in Year 1 @ \$100 = \$200); Release time is requested for Ms. _____. This is in addition to the dedicated research time she is giving the project through her position at the ____ place. The extra time is requested for the time-intensive visits to the participants' schools: \$50 / hr x 4 hrs / wk over 10 wk in Year 1 = \$2000.
Subtotal		\$2,600.00	
Travel and Subsistence Costs for Research	Number	Amount	Justification
Applicant/Team Member(s)			
Student(s)			
Subtotal		\$0.00	
Travel and Subsistence Costs for Dissemination	Number	Amount	Justification
Applicant/Team Member(s)			RE: BUDGET: "All budget items must conform to the rates and regulations of the Tri-Agency Financial Administration Guide and of your organization, and must be fully justified. For each entry, justify all budget costs in terms of the needs of the project." "For each personnel costs category, enter the number of individuals to be hired and specify the total amount (\$) required. The number of, and budget costs for, all individuals hired must be justified relative to the project's needs."

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Student(s)			RE: TRAVEL COSTS: You must distinguish between types: Research purposes (e.g. data collection) or for Communication purposes (e.g., conference). Note: Projects whose primary objective is the digitization of a collection or the creation of a database are *not eligible for funding*.
Subtotal		\$0.00	
Other Expenses		Amount	Justification
Supplies			
Non-disposable equipment			
Subtotal		\$0.00	
Grand total year 1		\$27,964.00	

▼ Year 2

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Undergraduate			
Masters			
Doctoral			
Subtotal		\$0.00	
Non student salaries	Number	Amount	Justification
Postdoctoral			
Professional/Technical Services			
Other			
Subtotal		\$0.00	
Travel and Subsistence Costs for Research	Number	Amount	Justification
Applicant/Team Member(s)			
Student(s)			
Subtotal		\$0.00	
Travel and Subsistence Costs for Dissemination	Number	Amount	Justification
Applicant/Team Member(s)			
Student(s)			
Subtotal		\$0.00	

Personnel costs			
Student salaries and benefits/Stipends	Number	Amount	Justification
Other Expenses			
Supplies		Amount	Justification
Non-disposable equipment			
Subtotal		\$0.00	
Grand total year 2		\$0.00	
Grand total		\$27,964.00	

Funds from Other Sources

You must include all contributors (e.g., individuals, not-for-profit organizations, philanthropic foundations, private sector organizations) that are providing contributions for the project. Indicate whether or not these contributions have been confirmed.

If a funding source is not listed, you must:

- (a) type the source name in Funding Source
- (b) identify the contribution type
- (c) enter an amount.

If you have received, from a single funding source, more than one contribution of the same type (e.g., cash) and confirmation status, you must combine these into one entry (e.g., two \$20,000 confirmed cash contributions from a university become one \$40,000 confirmed cash contribution).

For examples of Canadian and international sources of eligible cash and/or in-kind support, see [SSHRC's Guidelines for Cash and In-Kind Contributions](#).

Note: All contributions must be indicated in Canadian currency.

Funding Source	Contribution Type	Confirmed	Year 1	Year 2	Total
UAlberta (Department of ____)	Supplement	Yes	\$3,600.00		\$3,600.00
Details	Department will cover the award portion of the collectively bargained rate for the doctoral student's 4 months contract.				
					\$0.00
Details					
					\$0.00
Details					
Grand total			\$3,600.00		

APPLICANTS ARE STRONGLY RECOMMENDED TO INCLUDE SOMETHING IN THIS SECTION.

FOR EXAMPLE: "\$1000 OF MY PROFESSIONAL DEVELOPMENT FUNDING WILL BE USED TO TRAVEL TO CONFERENCE XYZ".

OR:

"\$500 OF MY PROFESSIONAL DEVELOPMENT FUNDING WILL BE ALLOCATED TO PRINTING COSTS ASSOCIATED WITH THE KNOWLEDGE MOBILIZATION PLAN".

THIS STRATEGY HELPS TO IMPRESS PEER ADJUDICATORS.



**Peer Reviewer Assessment
 Form Insight Development
 Competition**

The template provided here is based on the one used by SSHRC's Evaluation committee members, with modifications for more extensive comments and guidelines for scoring. You may find it useful in tandem with any other comments you would like to offer. The value of this form is that it provides your colleague with feedback that aligns with the emphases and foci that SSHRC evaluators will use.

Note: If the colleague does not include their CV, some of the scores in the Capability section will likely be "N/A".

Name of researcher _____ **Date of review:** _____

Title of Proposal _____

Contact details for Peer Reviewer _____

Part1: Challenge – The aim and importance of the endeavor (50%)

Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Not Satisfactory 0 - 2.9	Satisfactory-Good 3 - 3.9	Good - Very Good 4 – 4.9	Very Good – Excellent 5 - 6
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					

Scoring: To achieve a score out of a possible maximum of 6 (similar to what SSHRC delivers), record the average of the points [add the points in each category and divide by the number of rows].	$\frac{n + n + n + n + n + n}{6}$	Score: /6
---	-----------------------------------	-----------

Part 2: Feasibility – The plan to achieve excellence (20%)

Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Not Satisfactory 0 - 2.9	Satisfactory-Good 3 - 3.9	Good - Very Good 4 - 4.9	Very Good – Excellent 5 - 6
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					
Strategies and timelessness for the design and conduct of the activity/activities proposed					
Scoring: To achieve a score out of a possible maximum of 6 (similar to what SSHRC delivers), record the average of the points [add the points in each category and divide by the number of rows].	$\frac{n + n + n + n + n + n}{5}$				Score: /6

Part 3: Capability – The expertise to succeed (30%)

Sub-criteria (No specific weighting assigned to each sub-criterion)	N/A	Not Satisfactory 0 - 2.9	Satisfactory-Good 3 - 3.9	Good - Very Good 4 - 4.9	Very Good – Excellent 5 - 6
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.					
Potential to make future contributions.					
Scoring: To achieve a score out of a possible maximum of 6 (similar to what SSHRC delivers), record the average of the points [add the points in each category and divide by the number of rows].		$\frac{n + n + n + n}{4}$			Score: /6

		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





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 underlining 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).



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.





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 widgeits/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]



SSHRC Grant Writer's Checklist

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

How is your grant proposal an original <i>and</i> significant contribution to knowledge?	
What 10 key references are required to ensure your literature review demonstrates deep, rigorous and cutting-edge knowledge of your research area?	
What key points can you include to demonstrate 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 impact beyond the academia (IF IT WILL):	



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 time of the grant?	
What are your key budget items? How will you justify them?	
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 which 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. How do you know that the plans you've made are the best for answering your research question?	



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

List the past research experiences, publications or creative works that prove you are highly capable of fulfilling the role in the project (if not PI, you still need to list your capabilities)	
List any other evidence of KMb activities (aside from above) that can show impact on non-academics? Collaborations with stakeholders, media, etc?	
Summarize your contribution to development of talent: Have you supervised student employees? Served as an academic advisor? Supervised any theses or dissertations? Taught classes (what sizes)? Use numbers.	
What 3 things would you like the adjudicators to notice, as proof of your potential to make contributions in the future? (eg: rate of past output; quality of past output; honours/awards/accolades; impact factor of publications; media influencer...?)	



Project Workflow Sheet

[illegible]

Adams, Active engagement in mathematics, Timeline

The following table lists the tasks related to the project, the person(s) responsible for the task, the person(s) assisting, and the expected timeline of implementation. The months of the year are represented by the first letter of the month, starting with July. N/A = Not available

	Task	Person responsible	Person assisting	Year 1												Year 2											
				J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Start-up	Recruitment of PhD student	Adams	McGarvey	X																							
	Project details planning	Adams, McGarvey, David	PhD student	X	X																						
	Project meetings quarterly	Adams	All				X			X			X			X		X			X			X			
	Ethics and operational approval applications	Adams	PhD student		X	X																					
	Recruitment, consent form distribution/ collection and scheduling	David	PhD student				ONGOING																				
		Adams, David, PhD student	MSc student								Case 1	Case 2	Case 3	School N/A	Case 4	Case 5	Case 6										
Trials	Trials with 6 case study participants. Including for each case:	Establish student goals (David), Establish pre-existing skills and abilities (PhD student), Materials Preparation (PhD student), Trial of each strategy - observation, robot for concrete & computer for virtual manipulatives (PhD student, MSc student)																									
	Case data preparation	PhD student	MSc student							X		X		X				X		X		X					
	Post trials interview	David	Adams								X		X		X			X		X		X					
	Instruction kit preparation	PhD student	MSc student								X		X		X				X		X		X				
Analysis&Dissem.	Cross-case analysis	Adams, PhD student	McGarvey														X	X	X					X			
	Project reports and publications	All																						X	X	X	

Active engagement in mathematics, Timeline

The following table lists the tasks related to the project, the person(s) responsible for the task, the person(s) assisting, and the expected timeline of implementation. The months of the year are represented by the first letter of the month, starting with July. N/A = Not available

	Task	Person responsible	Person assisting	Year 1												Year 2											
				J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Start-up	Recruitment of PhD student	Adams	McGarvey	X																							
	Project details planning	Adams, McGarvey, David	PhD student	X	X																						
	Project meetings quarterly	Adams	All				X			X			X			X		X			X			X			
	Ethics and operational approval applications	Adams	PhD student			X	X																				
	Recruitment, consent form distribution/ collection and scheduling	David	PhD student				ONGOING																				
		Adams, David, PhD student	MSc student								Case 1	Case 2	Case 3	School N/A	Case 4	Case 5	Case 6										
Trials	Trials with 6 case study participants. Including for each case:	Establish student goals (David), Establish pre-existing skills and abilities (PhD student), Materials Preparation (PhD student), Trial of each strategy - observation, robot for concrete & computer for virtual manipulatives (PhD student, MSc student)																									
	Case data preparation	PhD student	MSc student							X	X	X				X	X	X									
	Post trials interview	David	Adams							X	X	X				X	X	X									
	Instruction kit preparation	PhD student	MSc student								X	X	X				X	X	X								
Analysis&Dissem.	Cross-case analysis	Adams, PhD student	McGarvey												X	X	X						X				
	Project reports and publications	All																					X	X	X		



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 Guide¹. 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 apply².)
- 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	1 Month 4 Weeks			4 Months 16 Weeks		
	Salary + Est. Benefits + Award			Salary + Est. Benefits + Award		
	Hours/ Week	RA or TA		RA or TA		Hours/Term
Doctoral		Doctora	Master's	Doctoral	Master's	
\$24.99	12	2231.75	2118.17	8926.98	8472.68	192
Masters	8	1487.85	1412.09	5951.38	5848.38	128
\$23.07	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 details³).

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 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 Guidelines⁴, 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 http://www.gradstudies.ualberta.ca/en/awardsfunding/assistantships/~/_media/Faculty%20of%20Graduate%20Studies/common/IPGuide.pdf

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
[Update values as per current GSA collectively bargained rates; Est. increases = 5%/yr].

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





Effective Student Research Training—FAQs

SSHRC encourages the development of future researchers; the ‘Student Research Training’ section of a SSHRC grant application is importantⁱ.

Common questions about student training:

How important is it to include students in my grant?

Very important. Plan to have a portion of your budget dedicated to the employment of students. BUT: don’t pad the budget with unnecessary students. Don’t think you can fund a grad program with your grant.

How many students should I include in my grant?

As many as are required to ensure the work is completed so that you achieve your objectives. No more, no less. You are a mentor, not an employment agency. The necessity of student inclusion must be clearly demonstrated in the research design, methods and knowledge mobilization.

My department/faculty does not have a graduate program. How can I involve students in this grant?

Undergraduate and graduate students, and post-doctoral fellows can be included in your research. Explain the context of your work environment and make the case for undergraduates: *“My department does not have a graduate program; however, I have recently completed a pilot study with the support of an undergraduate student as part of the Undergraduate Research Initiative (URI) at the UofA. I anticipate involving two undergraduate students through URI.”* Be sure the type of research responsibilities are suitable for the level of student—undergraduates and graduate students have different experience and expertise so make sure the work is appropriate. FYI: www.uri.ualberta.ca/

My work is conceptual and doesn’t involve field work. How can I involve students in this grant?

Students gain skills from *reading literature*—analysis and synthesis, developing a conceptual framework based on the literature, translation of documents; from *preliminary analysis of data*: identifying trends/themes, creating timeline/chronologies of events or policies, coding of narrative or text; from *participating in writing*: co-author articles, compositions, co-present at conferences and other public forums; from *developing products* (e.g. websites) and *maintaining networks* (e.g. blog), etcⁱⁱ.

Should I name the student I intend to involve in my grant?

If you have worked with or are supervising a student whose research interest aligns with your grant, it is useful to list that student. This solidifies the overall plan for the research. It is not, however, a strike against you if you do not know exactly who you will hire.



Must the student(s) I include be conducting thesis/dissertation research on my topic?

This is good, but NOT required. Because the SSHRC Talent program funds graduate students and post-doctoral fellows, SSHRC considers students should be seeking their own funding for their own research. Again, the students you propose to include must be justified by the research design and methodology.

May I include travel expenses for students in the budget?

Yes. Including students in data collection, review of archives, etc. is lauded as this adds to their research experience and skills development. Having students co-present with you at conferences provides them with opportunities for networking and the experience of preparing for an important skill (public speaking).

What else do I need to know about including students?

It's not enough to include students because you need their labour and want to teach them about your subject matter and discipline. Effective Research Training recognizes that PI's offer mentoring, and other value-added opportunities including: research or teaching assistantships; career development workshops; online training modules; intersectoral experience and/or internships with external partners. As PI you may not be able to offer all of these individually, but the institution overall, can. Your task in the proposal is to make that evident.

ⁱ **Useful resources:**

SSHRC Guidelines for Effective Research Training: http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/effective_research_training-formation_en_recherche_efficace-eng.aspx

University of Alberta Undergraduate Research Initiative: www.uri.ualberta.ca/

SSHRC Talent Program: http://www.sshrc-crsh.gc.ca/funding-financement/umbrella_programs-programme_cadre/talent-eng.aspx

ⁱⁱ SSHRC specifically recognizes that 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.



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 |





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.

Taken for Grant-Ed: Strategy Approach to Knowledge Mobilization

Numerous models for knowledge mobilization exist in the literature. The strategy approach (Cooper, 2011; Cooper & Levin, 2010) emphasizes Products, Events, Networks and Media.

Products: What products (tangible deliverables) are appropriate for mobilizing knowledge in your context?

Examples: books, publications in journals (academic, professional), reports, fact sheets, resource kits, documentaries, concept papers, policy background papers, newsletters, PowerPoint presentations, literature reviews, annotated bibliographies, tutorials, FAQs, promotional materials, artefacts, exhibits, curriculum, DVD, research snapshots, success stories...

Events: What events would serve to mobilize knowledge?

Examples: academic conference presentations, panels, symposiums, retreats, public lectures, focus groups, poster sessions, workshops, annual meetings, awards ceremonies, festivals, parades, awareness events, virtual meetings, consultations with appropriate audiences, courses/seminars, webinars...

Networks: What networks can facilitate knowledge mobilization?

Examples: list-servs, communities of practice, directories, online forums, RSS feeds, steering committees, wikis, e-bulletins, electronic SharePoint, Facebook communities, community clubs...

Media: What media opportunities can be used to mobilize knowledge?

Examples: newspaper/magazine articles, editorials, blogs, Twitter, posters, YouTube, radio, television, Facebook, podcasts, press release...

TIP → Reach and impact are greater if you utilize the people, processes and structures that are embedded in systems. Consider existing websites, events and networks. Use publications and other resources that are normally distributed, rather than creating new ones (e.g. buy real estate on a community organization's website that already has traffic).

Cooper, A. (2011). *Knowledge mobilization intermediaries in education across Canada*. Unpublished doctoral thesis, University of Toronto, Ontario, Canada.

Cooper, A. & Levin, B. (2010). Some Canadian contributions to understanding knowledge mobilization. *Evidence & Policy*, 6(3), 351-369.



Tri-Agency Open Access Policy (Feb 2015): *Some Impacts for Grant Applicants*¹

1] **For Researchers:** OA policy impacts Grant Budgets and Knowledge Mobilization Strategy

- **Budget:** Publishing is pricey. Some academic journals require authors to pay article processing charges (APCs) to make manuscripts freely available upon online publication. The cost of publishing in open access journals is an eligible expense under the Use of Grant Funds, as part of the dissemination of research results. ie: “Page charges for articles published, including 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*).”

In this way, APCs are equal to other results dissemination costs such as:

- Developing Web-based information, including website maintenance fees
- Dissemination of findings via videos, CD-ROMs
- Preparing a research manuscript for publication
- Translation costs associated with dissemination of findings
- Holding a workshop or seminar, the activities of which relate directly to the funded research.

However, as many researchers realize, APC charges can be high; they can eat a large chunk of a research grant budget. Further, in today’s neoliberal capitalist world of academic publishing where a few private companies own most of the prestigious journals, scholars have legitimate concerns about using public funds to support for-profit business; even worse is the fact that some journals fall into the category of ‘predatory publishers’ – publishing anything, just for the APC fee. Paying APC charges are not the sole option for a researcher. The AO policy simply requires that any peer-reviewed publication be freely available, online, within 12 months of publication. That can be through self-archiving, such as in a library repository, or with the journal itself. Academic journals have various rules about how to enable this, and whether there is a fee. It is up to the researcher to know about these issues, to know what their preferred journals permit, and to be conscious of best practices in your discipline.

This added learning curve is stressful for researchers. One helpful resource is the Directory of Open Access Journals: <https://doaj.org> The DOAJ’s list of journals was 10,386 as of March 2015.

¹ Please also see: *OPEN ACCESS: Advantages & Challenges for Humanities & Social Sciences Researchers. Notes from a panel discussion March 25 2015.*



- **Knowledge Mobilization Plan:** The Open Access Policy will affect researchers' plans for Knowledge Mobilization (results dissemination and integration).

The better grant applications will be those where the PI indicates in the research grant application, what their KM plan will be, and how peer-reviewed publishing will factor. While in the past this meant you could say "I will publish three articles in peer reviewed journals" now you need to know whether an APC cost will have to go into your budget. Further, because your colleagues sitting as adjudicators on a SSHRC evaluation panel are just as concerned as you about the costs to the public purse, you are going to have to justify any APCs included in your budget. I suggest this justification could be made on the basis of:

- a. Past evidence of publishing in a venue that matches the calibre of the journal whose APCs you are proposing to include in your budget. In other words, journals with expensive APCs are very likely to be the ones with high rejection rates. You should be able to convince the evaluation committee that your publishing potential is strong.
- b. Intended audience: If your audience are not likely to be reading the latest issue of an academic journal or can wait for a peer-reviewed article to become open access, then it's not a reasonable cost to add to your budget.

2] Impact for Academic Journals: OA policy impacts applications to [Aid to Scholarly Journals](#) and inclusion in the [Directory of Open Access Journals](#).

Eligibility for support from the Aid to Scholarly Journals includes offering open access.

All journals accepted into [DOAJ](#) after March 2014, must have the following information displayed against them:

- Does the journal have APCs or Submission charges?
- If so, how much and what is the currency of those charges?
- What is the URL where that information is *clearly displayed and stated* on the journal web site?
- If there are no charges, what is the URL where that information is *clearly displayed and stated* on the journal web site?

In both instances, meeting the inclusion criteria creates added time, labour and financial investments for journal editors and publishers. *These added expectations are burdens for academic journal publishers and editors, but offer great benefits to scholars.*

3] Impact for Book Publishers: Current OA policy does not refer to monographs. However, the Federation for the Humanities and Social Sciences' Awards to Scholarly Publications Program (ASPP), will actively support Open Access publishing of ASPP-funded books, and currently has a Draft Policy on Open Access: <http://www.ideas-idees.ca/issues/open-access-aspp>



Emerging scholar: An emerging scholar is someone who has not yet had the opportunity to establish an extensive record of [research achievement](#), but is in the process of building one.

[Applicants](#) identifying themselves as an emerging scholar must demonstrate that they have not applied successfully, as principal investigator or project director, for a grant through any of SSHRC's funding opportunities.

In addition, they must meet at least one of the following criteria:

1. have completed their highest degree no more than five years before the competition deadline (SSHRC considers only the date of completion of the first doctorate); **or**
2. have held a tenured or tenure-track university appointment for less than five years; **or**
3. have held a university appointment, but never a tenure-track position (in the case of institutions that offer tenure-track positions); **or**
4. have had their careers significantly interrupted or delayed for health or family reasons within the past six years.

Established scholar: Someone who has established—or who, since the completion of his or her highest degree, has had the opportunity to establish—a record of [research achievement](#).

Record of research achievement: Includes any identifiable contributions made by applicants to the advancement, development and transmission of knowledge related to the disciplines supported by SSHRC.

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.

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. 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.

IG: Co-applicants must be affiliated with an eligible Canadian post-secondary institution. If not affiliated with a Canadian institution, they can only have the status of **collaborator**; grant funds cannot be used for the **direct costs** of Collaborators 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 principal investigator should something happen to that person.

Aboriginal research: Research that builds on traditions of thought and experience developed among, and in partnership with, First Nation, Inuit and Métis peoples in Canada, as well as indigenous peoples in other parts of the world. Aboriginal research can encompass all academic fields, as well as domains of knowledge specific to First Nations, Inuit and Métis cultural traditions.

Those who conduct aboriginal research, while coming from diverse cultural traditions, are committed to respectful research involving both aboriginal and non-aboriginal perspectives. This understanding of aboriginal research represents a shift away from research *on* and *for* Aboriginal Peoples, to research **by and with** Aboriginal Peoples.

All research involving Aboriginal Peoples must be undertaken in accordance with the 2nd edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, [Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#).

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 to SSHRC'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.



Aboriginal Research

SSHRC Definition:

Research that builds on traditions of thought and experience developed among, and in partnership with, First Nation, Inuit and Métis peoples in Canada, as well as indigenous peoples in other parts of the world. Aboriginal research can encompass all academic fields, as well as domains of knowledge specific to First Nations, Inuit and Métis cultural traditions.

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Some inspirational examples from University of Alberta:

“Please describe in your own words why/how your project fits the concept of Aboriginal Research”

MARY INGRAHAM, PhD

Professor Of Musicology, Department Of Music, Past President, Canadian University Music Society

Performing Counter-discourse: The Lake / N-ha-a-itk

This project engages the voices settlers and natives in the creation of a new performance context for Barbara Pentland and Dorothy Livesay’s 1952 opera *The Lake*. The Lake dramatizes a late 19th century Canadian settler-native encounter involving the spirit of Lake Okanagan, Nxaʔxʔitkw (known locally as Ogoopogo), who serves simultaneously as a metaphor for sustainability to local indigenous communities and as an object of fear and derision to colonizers. Extensive cross-cultural collaboration with the Syilxw community in recontextualizing the stories told in the opera resulted in a new production in 2014 entitled *The Lake / N-ha-a-itk* that invited storytelling without reference to chronological time and that exposed the slippage and gaps in ways of telling and ways of knowing. Subverting the dominant discourse and genre of opera was not the goal for this collaboration; rather, the multiple voices heard in the new production allowed performers and audiences to experience uniquely the echoes generated within and around indigenous and non-indigenous worlds and to consider what it means to ‘belong’ in contemporary, intercultural society.



BEVERLY LEMIRE PhD

Henry Marshall Tory Chair, Department of History & Classics

Object Lives and Global Histories in Northern North America: Networks, Localities and Material Culture c. 1700s-2000s

This project involves interdisciplinary collaboration between scholars of different backgrounds and areas of expertise. Our collaborators include Aboriginal and non-Aboriginal people, working in academic and non-academic positions. Many members of our team have long collaborations with indigenous communities, working to explain past histories. Our project team learns from each other, moving toward the goal of better understanding the long-term exchanges of material goods into, through and out of Northern North America. This topic demands a full recognition of all the peoples involved in this process, all the actors involved in the shaping of material culture over time, including its representation in collections in Canada and the wider world. This project involves "Aboriginal Research" as they were central to this history.

KEAVY MARTIN PhD

Associate Professor, Department of English and Film Studies, Adjunct Professor, Faculty of Native Studies

Beyond Reconciliation: Indigenous Arts & Public Engagement after the TRC

The 5 key points from my Statement of Alignment:

1. This highly-collaborative initiative is dependent on the participation of a majority of Aboriginal researchers who have been central to the development of the project's goals, methods, and priorities.
2. The project prioritizes the support and training of Indigenous scholars, artists, and students.
3. We are committed to the use of Indigenous research methodologies.
4. The project contributes significantly to the development of infrastructure for ongoing research into the topics of residential school legacy and restitution.
5. Finally, the larger thematic focus of this project promotes serious engagement amongst scholars, artists and the public with issues that are central to the wellbeing and self-determination of Indigenous peoples.



Date modified:
2014-07-15

Application for a Grant Instructions (Web)

Insight Grants

Research-Creation

All SSHRC applicants are required to indicate whether or not their proposal includes “Research-Creation”.

Definition:

Research-Creation is “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 to SSHRC’s established merit review criteria. Research-creation proposals may receive a more tailored adjudication, including evaluation by experts in research-creation, review of artistic merit, and collaboration with the Canada Council for the Arts. A proposal could be assigned to a dedicated committee, if justified by the number and nature of the proposals received.

The adjudication of research-creation proposals will include a review of artistic merit

When submitting a proposal with Research-Creation components, please be prepared to include documentation of creative outputs in the [Research Contributions](#) section of the proposal. You will also be permitted to add [Research-Creation Support Material](#).

Research Contributions (maximum four pages):

Research Contributions are attached as an electronic copy to the application form. This attachment is mandatory for all team members. The content is restricted to the six years previous to the date of the proposal’s submission. Be sure to address the [Capability](#) evaluation criteria listed under [Evaluation and Adjudication](#) in the funding opportunity description.

Research-Creation Support Material (maximum one page):

Research-Creation proposals may include a website link to provide samples of work that best illustrate the qualifications of the team and/or the nature of the proposed research-creation. Reasonable efforts will be made to view or listen to support material; however, due to technical challenges, SSHRC cannot guarantee that the samples will be accessed. Please consider that reviewers will have very limited time per application to view, read or listen to



Date modified:
2014-07-15

Application for a Grant Instructions (Web)

Insight Grants

samples of work. Note that only links provided in the support material attachment will be used by merit reviewers.

If including a website link, please follow these instructions:

- Provide the complete and exact URL and indicate the path to access the intended support material on the website.
- Include a list of up to three works or excerpts of works to which you would like to direct the reviewers (e.g., images, audio, video, written material, etc.). Please provide titles, dates of creation/production, and a brief context for the works presented. Explain why you are including these items, and how they relate to your proposed project.
- Ensure that the website and all links involved will be operational up to six months after the application deadline.
- Specify the browser and version that should be used.

Sources:

<http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/definitions-eng.aspx#a22>

http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/research_creation-recherche_creation-eng.aspx

Grant Assist Program, Office of the Vice-President (Research):

<http://www.sshrc.ualberta.ca/>

G.A.P Resource Centre:

<http://www.sshrc.ualberta.ca/ResourceCentre.aspx>

Senior Coordinator, Social Sciences and Humanities, Grant Assist Program:

Heather.YoungLeslie@ualberta.ca

780 492 0842

HMRC 750B



Alakas, Brandon, IDG 2016:

Revisions since previous application

Since my previous Insight Development Grant application, I have worked to address recommendations that fell under the categories of "Challenge" and "Capability" from the SSHRC committee evaluation.

With regard to "Capability," or the demonstration of expertise required to succeed, I was awarded the Killam Small Operating Grant as seed money for this project. I have also begun preliminary research on William Bonde and have narrowed the scope of my planned archival research. With this work now accomplished, I have been able to reduce the amount of time devoted in the first-year of my grant to an initial literature survey on Syon Abbey and William Bonde.

In order to elevate my "Challenge" rating, I have presented, with the funding support from my Killam grant, new research this past July on William Bonde's devotional writing at an international conference in Exeter, UK, commemorating the sixcentenary of Syon Abbey's foundation, "Continuity and Change in the Birgittine Order." Having the opportunity to share preliminary work with prominent international scholars in Britain was beneficial for a number of reasons. First, sharing my research agenda with other Syon scholars allowed me the opportunity to solidify further the list of manuscripts I will need to consult in the archives at Exeter and at Oxford in order to proceed with my larger project. Also, by networking with European researchers, I have located venues currently being planned for 2017 for disseminating my research more broadly.

The initial progress that I have thus far made will enable me to complete my initial literature survey on Syon as well as my more targeted research on William Bonde's Directory of Conscience by the end of the 2017 academic year. I will be able to begin disseminating my research by May 2017.

This early progress will also allow me to devote more time to creating my library installation timed to coincide with the quincentenary of the Reformation in 2015, "Other Voices of the Reformation: English Religious Devotion on the Eve of the Reformation."

Using my start-up funds in the previous year, I also purchased supplies such as an Ipad with a scanning app that will be used by me and my research assistant in the transcription of archival documents copied during my research trip. These expenses have now been removed from my IDG application.

IDG, 2018. Arnhold, A.

Indicate up to two historical periods covered by your proposal.	From		To	
	Year	Period	Year	Period
	1.	<input type="text"/>	<input type="text"/>	
	2.	<input type="text"/>	<input type="text"/>	

Geographical Regions**Indicate and rank up to three geographical regions relevant to your proposal, with #1 the most relevant and #3 the least relevant.**

1. Western Canada
2. Central Canada
3. Atlantic Provinces

Indicate and rank up to five countries relevant to your proposal, with #1 the most relevant and #5 the least relevant.

1. Canada
- 2.
- 3.
- 4.
- 5.

Revisions since previous application

In evaluating my previous application, the committee commented that the proposal was very interesting and promising, but should explore potential outcomes and theoretical implications in more detail. I agree that I had not been very clear in stating the importance of having a basic description of Canadian English speech prosody as an indispensable foundation for both theoretical and applied research. I have revised the application, most importantly the summary and the detailed description, to better reflect the stimulating effect I expect this research to have, if funded. I have also made clearer how the theoretical description (an inventory of accents and boundary tones) would be derived from the collected data.

The committee further judged that the methods could benefit from more refinement. In response, I have clarified and added more details to the methods section of the detailed description. I have also added preliminary results from a pilot study I conducted since the last application. The completion of this pilot study fulfilled the first phase (two months) of my previous research plan, giving more time to the remaining phases and streamlining the plan.

Revisions since previous application

This proposal was submitted last year. I have addressed sub-criteria that had the lowest scores (being rated as good) in the last proposal: challenge, feasibility and capability

For the Challenge Criteria, we reconsidered aspects of the project that relate to the originality and contribution to existing knowledge. Specifically, we considered recent legislation on Gay-Straight Alliances (GSAs) and focused this research on how GSAs impact home aspects (e.g. relationships with parents, siblings) that will further support the new legislation. Thus, we further clarified the significance of this research regarding the insight it will provide on the impact of students' participation in GSAs (as extracurricular programs) on their home and school relationships. We honed and reduced the objectives of this study to highlight the significance of participating in GSAs for the well-being of youth with regards to their self-determination, relationships, experiences with bullying and victimization and the diversity of youth attending GSAs. These objectives answer the research questions of this project and contribute new knowledge to the field, addressing those research moments and gaps in the Sexual and Gender Minority (SGM) literature. We also strengthened the section on roles of team members and students. This proposal elaborates on the training for students with clarification of the tasks and skills that students will acquire and the substantial opportunities in every phase of the project.

For the Feasibility criteria, we reevaluated our objectives for the project and assessed the practicability of attaining these objectives for the 2-year timeline. The data collection strategies are time efficient and suitable for the scope of this project (i.e. three questionnaires, focus groups and a subset of individuals (max. 10) for interviews).

For the Capability criteria, the roles and descriptions of the applicant and co-applicant are clearly specified. We have a solid research team with combined expertise from the principal investigator, co-investigators, collaborators and students who will be graduate research assistants and have work experience and knowledge in the field.





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. ☹



Family name, Given name

Ball, Allen

Summary of Proposed Research

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.

Canada is at war. Its role, particularly in the enduring Middle East conflicts, is ambiguous--are we peacekeeping, peacemaking or peacebuilding? I felt compelled to gain a deeper understanding of these roles by directly experiencing Canadians at war. Following a competitive application process (evaluated by a peer assessment committee, composed of representatives from The National Gallery of Canada, The Canadian War Museum, Library and Archives of Canada, Canada Council for the Arts and the Directorate of History and Heritage), I accepted a volunteer post in the Canadian Forces Artist Program, funded by Canada Forces, Directorate of History and Heritage, in December 2005. This resulted in my tour of duty under the auspices of Operation CALUMET between June 2-11, 2007, at the Multinational Force and Observers North Camp, El Gorah, Northern Sinai. The operation's mission is to police adherence to the historic Camp David Accord between Egypt and Israel.

The significance of the Multinational Force and Observers mission, and its ongoing impact on the regional political landscape, is largely forgotten by the media, whose attention has long been directed toward more seductive contemporaneous and violent struggles, such as those in Afghanistan, Iraq and the war on terror in general. In fulfillment of the Canadian Forces Artist Program's mandate, my mission was to witness and document the working lives of Canadians serving in the armed forces at El Gorah.

Central to my work was the ability to situate these Canadians spatially within the specific cultures of their respective work environments. The photographic images taken during my tour depict: meetings between the physical landscape of El Gorah; the large-scale architectural presence of the Multinational Force and Observers; and, military personnel situated within their role-specific daily tasks within the immense physical infrastructure of the base. These images reflect and record the way in which contemporary military strategy has moved away from traditional forms of military engagement, and illustrate the increasing significance of new communication technologies and social labour in military operations. Consistent with Michael Hardt and Antonio Negri's observations on contemporary warfare, regarding the general, global, and permanent state of exception from the rule of law (2001), my fieldwork documented military functions that were decorporealized, bodiless or virtual interventions.

This proposal addresses the most significant and widest distribution of my research project, Photography in a State of Exception: Documents of Contemporary War. It employs the primary data gathered during my tour of duty, and pilot project data from my upcoming art installation and interdisciplinary forum at the Liu Institute for Global Issues, University of British Columbia. Photography in a State of Exception advances my interrogation of contemporary warfare through the application of a new methodological approach: immersive digital photography. This innovative application of commercial digital print media utilizes large-scale, interactive installations to situate the audience within the geographically and socially remote spaces of Canadians at war.

This immersive approach represents and challenges the phenomenological experience of war on numerous levels. Specifically, what is the relationship between the concept of spectacle---in respect to war---and everyday life? How does the spectacle of the suffering of others affect us? Moreover, how an artist can represent their experience of modern war? My project, Photography in a State of Exception, directly engages with the concrete problems associated with the representations of global conflict in our image-saturated contemporary milieu.



Family name, Given name

Ball, Allen

IDG - 2014

Summary of Proposed Research

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Challenge

It's called the Santa Cruz Massacre. Caught on British video tape, the deaths of 250 pro-independence East Timorese mourners galvanized the world, clarifying its censure of the occupying Indonesian military, seen picking off the victims, one by one, as they tried to escape a walled Catholic cemetery. Twenty four years later, East Timor is now independent and the massacre has become a day of remembrance, complete with drumming school children and crowds singing songs from the resistance. But while the parades begin in the city square, they end in a cathedral, with a mass. Music's place in the Catholic Church's movement from an agent of Portuguese colonization to a site of indigenous resistance is the focus of this project. I will seek out traces of musical sound and embodied performance in archives usually read for doctrine or policy. But what new strategies do we need to recover such ephemeral experiences from a record of violence and political stances? Most scholars view the conflict era (1975-1999) with the lens of political science, international relations, or peace and conflict studies. Religion's place in the struggle is noted: the 1996 Nobel Peace Prize was awarded jointly, placing Bishop Carlos Belo alongside revolutionary leader José Ramos-Horta. Yet attention to the tenor of Catholic belief in the lives of the East Timorese—to the rise and fall of a liturgical voice, the sound and solidarity of a procession—is markedly absent, leaving a narrative that skews to the global at the expense of the local and the conditional. While the Nobel limelight affirmed the Church's political role, the emotional, symbolic, and performative ways by which it won the support of East Timorese individuals were lost in the glare.

Feasibility

I aim to recuperate past sites of performance through the records of the conflict period, and interpret them with an ethnographic ear, guided by East Timorese interlocutors. The project proceeds in three phases over two years. **Phase one** constructs as detailed as possible a timeline of the conflict, with the help of a MA student; a PhD student will document the stance of the Catholic Church towards East Timor. We will use the records of the UN and the Vatican, and mark out possible sites of performance. Careful reading of archives is crucial as Indonesia limited access to the territory during its occupation. **Phase two** will use my knowledge of Catholic and indigenous ritual to reconstruct an interpretive performance history of the conflict. I will visit the UN archives, and the Australian National Film and Sound Archive to mine extensive footage of occupied East Timor for performances, services, and interviews. **Phase three** brings me to the field, where I will interview East Timorese clergy and parishioners about the annexation period and its performative events, to fill in, add to, and complicate official accounts. Records are kept at the diocese (Dili, East Timor) level, and I will use vital local knowledge to interpret this material.

Capability

This project requires archival, ethnographic, and area studies skills. I have spent seventeen years (three years in situ) working with members of one of Indonesia's largest religious and ethnic minorities, speaking national and local languages. I have gone on an exploratory research trip to East Timor to establish contacts and develop the framework for this study. For four years, I was a case study leader on a European Research Council grant, where I gained archival skill in finding sound in unlikely sources, and then used ethnographic work to further understand the implications of this historical data for interpreting indigenous musical cultures.

Impact

My findings will be useful to scholars in ethnomusicology, religious studies, and Southeast Asian studies. The fine-grained narrative I aim to produce will be illustrative to scholars of the conflict as well, adding a symbolic and individual dimension to data that is usually interpreted broadly and impersonally. The Canadian public, confronted in the recently released Truth and Reconciliation



Family name, Given name

Byrne, Siobhan; IDG 2011 [MULTID CMTTE]

Summary of Proposed Research

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.

While many of the global anti-war networks forged in the aftermath of the September 11, 2001 attacks have disappeared from the public view, women-led peace networks appear to be flourishing. Feminist international relations scholars have, however, largely shied away from studying these new networks, having long-ago outlined the emancipatory limitations of equating women with peace (see: Tickner 1997; Elshtain 1988; Carroll 1987; Sylvester 1987; Leonardo 1985). As a consequence, such movements are not viewed as an important source of knowledge about international relations.

Those few scholars who are commenting on women's peace groups are typically doing so in one of three ways: either through an explication of earlier critiques of feminist peace politics (see: Alison 2009; Charlesworth 2008; El Bushra 2007; Otto 2006); through a sympathetic celebration of the creativity of new feminist engagements (Goss and Heaney 2010; Moghadam 2009; Rojas and Heaney 2009; Featherstone 2004) or through a focus on women's peace groups in conflict zones only (Kaufman et al. 2010; Al-Ali & Pratt 2009; Giles & Hyndman 2004). In this debate, there have been surprisingly few in-depth case studies of even the most popular examples of feminist transnational peace groups. The goal of this study is to develop new knowledge about transnational social activism through a systematic case study analysis of CodePink: Women for Peace.

The CodePink network was founded in the fall 2002 as a response to the US-led invasion of Afghanistan. Characteristically armed with pink parasols and dressed in lingerie costumes, CodePink activists have built a popular peace movement over the last decade with national offices in New York City, San Francisco, Washington and Los Angeles and 250 local chapters in cities like Toronto, Berlin, and Osaka. CodePink has certainly come to exemplify the radical anti-war left -- their flamboyant style and colourful protests include 'nearly nude' public actions against companies manufacturing cosmetics in the Gaza Strip, 'bikini brigade' protests in New York Central Park, and infiltrating the Republican National Convention wearing lingerie and carrying signs reading: give George Bush the pink slip (Baltimore 2010; Emmich 2009; Santora et al. 2004).

Sympathetic scholarly appraisals suggest that groups like CodePink exploit gendered tropes in a way that reflects an anti-essentialist 'third wave' feminist approach to activism. Through interviews with organizers and participants, observation and analysis of CodePink public actions and a detailed historical analysis of CodePink's place in a longer tradition of women-led peace activism, this research project will test the claim that CodePink's style distances its activism from the essentialist peace politics of the 1980s and offers a new mode of feminist peace activism -- one that is perhaps better equipped to build a network that exemplifies the kind of diversity imagined by critical feminist scholars and activists and one that can formulate an inclusive transnational response to new security challenges in the international realm.

Having secured ethics approval, I conducted a small pilot study of CodePink activism from June to August 2010, interviewing six Canadian and American activists who had participated in a 'reality tour' of the Gaza Strip. While there has been some literature on new examples of women-led peace groups, it has been largely theoretical and very general. Further, very little empirical work has been done on post-9/11 examples. Drawing on CodePink as a case study, I would like to develop this research further and contribute a much needed systematic analysis of the relationship between feminism and pacifism in the post 9/11 period.



Family name, Given name

Cobb, Russell;

IDG 2013

Summary of Proposed Research

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This pilot project will lay the groundwork for the creation of a digital, interactive map of the city of Edmonton. The main objective of the project is to begin to construct a prototype for an interactive digital framework that makes meaning of the raw data on various aspects of urban life and community development that the city of Edmonton makes freely available. This map will put into practice theories about the transformation of urban life that have been developed in over the past twenty or so years and engage scholars in the digital humanities with an interactive platform for urban storytelling. There is an incalculable amount of urban data that has come available in the last decade on the development of urban culture and growth in Edmonton and Western Canada. At the same time, the widespread availability of digital mapping, cloud-based information storage, social networking and mobile devices has constituted a sea change in the way people manage their everyday existence within the city, and especially the way they relate to the very act of narrating and creating memories. As a cross-disciplinary team of professors, scholars and practitioners in the humanities, we wish to explore the possibilities for an interpretative tool that would bring together those as-yet separate realms of urban information and representation.

Four specific objectives will complement our creation of the map prototype of Edmonton. An important part of the development will be the creation of a network of researchers, students, practitioners and community-involved citizens interested in urban theory and cultures, as well as in the burgeoning field of digital humanities. A second part will focus on devising criteria to select, and then gathering the most relevant data on Edmonton urban life: historical maps, crime statistics, public art, and green space are just a few elements that might be considered and consulted. A third objective will focus on developing a set interpretative themes that will reveal the narrative aspects of city life in order to produce new meanings out of it. Finally, the preliminary results of this Insight Development Grant should allow for the development of a major, multi-year collaborative research that will not only consolidate the digital map initiative, but also lead to substantial comparative work on new representations of everyday life in major North American cities. There is an undeniable need for cross-disciplinary research on cultural representations and community developments in urban hubs like Edmonton, which are increasingly taking the centre stage in our understanding of city life in 21st century Canada: multiculturalism, property, private life, consumption, transport, urban design and citizenship. Canadian researchers have recently taken leading positions in those fields. Most of the time however, the focus on Canadian urban life is restricted to the case examples of Toronto, Vancouver or Montreal. Our team of researchers, offering a pool of experience drawn from resolutely different backgrounds and origins, is deeply involved in the Edmonton academic community through the University of Alberta, and in its broader urban community via numerous activities, initiatives and interests. Ultimately, the Edmonton Pipelines project hopes to take a leading role in shaping the discourse of digital urban narratives in the 21st century, moving the prairie metropolis from the periphery to the centre of what it means to live in a modern North American city.



Family name, Given name

Cui, Ying;

IDG, 2013

Summary of Proposed Research

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The 21st century is characterized as the era of the knowledge-based economy due to rapid changes occurring in technologies and advanced computer-based systems. According to the Adult Literacy and Life Skills survey (Statistics Canada and OECD, 2005), however, 40% of Canadian adults do not have literacy skills at "the level considered by experts as a suitable minimum for coping with the increasing demands of the emerging knowledge society and information economy". As the knowledge requirements of Canadians' jobs are growing rapidly, fostering a high quality education system that helps all Canadian students develop the knowledge and skills they need to succeed in the labour market is central to the future success of Canada in the global economy.

Large-scale assessment has become an important method for monitoring student achievement and the quality of educational systems in Canada. Conventional large-scale assessments assign general scores to students on a continuous scale representing the overall amount of knowledge students have acquired within the test domain without specific information about students' strengths and weaknesses that can help teachers design effective instructional interventions. Test scores are typically useful in informing educational decisions such as grade promotion/retention, graduation, eligibility for scholarship, or certifications. However, this type of test results is not helpful in guiding learning at the classroom level. To make costly large-scale assessments more practically useful, cognitive diagnostic assessment serves as an important effort to redesign large-scale assessments so as to improve their diagnostic value in producing more instructionally relevant results that support classroom teaching and learning (cf. Leighton & Gierl, 2007). The cognitive diagnostic assessment approach is aimed at providing students with detailed information regarding whether or not they have mastered each of a set of specific skills measured on the test. These results have the potential to lead to greater utility of large-scale assessment results for informing instructional practices.

The objectives of the proposed research are to (1) evaluate the strengths and limitations of our two new statistical indexes (Cui, Gierl, & Chang, 2011) in applied settings for examining the consistency and accuracy of the results produced by cognitive diagnostic assessments, and (2) implement these new indexes into software that will be disseminated broadly to researchers and practitioners to promote more effective use of cognitive diagnostic assessment. The proposed research will address one of the most fundamental questions in the area of cognitive diagnostic assessments: how consistent and accurate are the classification results produced by a cognitive diagnostic assessment? The importance of this question cannot be overstated because it is directly linked to the future success of cognitive diagnostic assessments. Inconsistent or inaccurate skill diagnosis can cause the misinterpretation of students' skill profiles, which can lead to faulty remediation decisions. This may not only result in a waste of students' and teachers' time and effort, but may also adversely affect students' educational and future employment opportunities. The proposed research will provide researchers and test developers with a useful tool to evaluate the consistency and accuracy of diagnostic results and, therefore, promote the future success of cognitive diagnostic assessments. Through the better integration of testing, teaching and learning, we can provide higher quality education to our students to equip them with the knowledge and skills they need to succeed in the labour market, which ultimately leads to a higher quality of life for Canadians.



Family name, Given name

Gierl, Mark;

IDG 2013

Summary of Proposed Research

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Internet-based computerized assessment represents yet another area where digital media is proliferating. Education assessments are now routinely administered over the internet where students respond to test items containing text, images, tables, diagrams, sound, and/or video. Many popular and well-known exams such as the Graduate Management Achievement Test (GMAT), the Graduate Record Exam (GRE), and the Test of English as a Foreign Language (TOEFL iBT) are administered by computer over the internet. Canadian testing agencies are also implementing internet-based computerized assessments. For example, the Medical Council of Canada Qualifying Exam Part I, which is written by all medical students seeking entry into supervised clinical practice, is administered with computer. Alberta Education, as another example, will introduce a computer-based assessment for elementary school students in 2011, as part of their Diagnostic Mathematics Project. But the advent of computer-based testing has also raised new challenges, particularly in the area of item development. Large numbers of items are needed to develop the banks necessary for computerized testing because items are continuously administered and, therefore, exposed. As a result, these item banks must be continually replenished to minimize item exposure and maintain test security. Because testing agencies are now faced with the daunting task of creating thousands of new items for computer-based assessments, alternative methods of item development are desperately needed. One method that may be used to address this challenge is through automatic item generation. Automatic item generation represents a relatively new but rapidly evolving research area where cognitive and psychometric theories are used to produce tests that include multimedia test items generated using computer technology. Automatic item generation requires two steps. First, content specialists develop item models, which are comparable to templates or prototypes, that highlight the features in the assessment task that must be manipulated. Second, these item model features are manipulated to generate new items with the aid of computer-based algorithms. With this two-step process, hundreds or even thousands of new items can be created from a single item model.

The research objectives of our two-year SSHRC Insight Development Grant are threefold: First, we will develop new methods for creating item models. These methods will be developed by working with content specialists who will develop item models in two content areas (mathematics and science) and at two grade levels (6 and 9). These models will then be used for automatic item generation. The practical outcome from this objective will be new methods, guidelines, and exemplars for developing item models to measure complex performances on computer-based tests. Second, we will evaluate the characteristics of these item models by comparing them across content areas and grade levels as well as assessing their generative capacity (i.e., the number of items that can be generated from a single item model). The practical outcome from this objective will be new research on the factors that affect item model development and their resulting generative capacity. Third, we will train one Ph.D. graduate student in educational measurement by having this student assist with the design and implementation of the study. The practical outcome of this objective will be advanced training in technology and assessment thereby providing the student with essential knowledge and skills relevant to her or his progress as a graduate student and a future social science researcher.

Summary of Proposal

Goodman, Karen; IDG 2018

Genomics research (studying all the genetic information in an organism) can generate valuable scientific knowledge. For Indigenous peoples, it offers knowledge regarding biological matters that concern them. The norms and expectations for openly sharing the data created, however, were developed to primarily benefit science and scientific researchers, and guidelines for genomics research do not consider the special context of research with Indigenous partners, who have been historically exploited by academic institutions. Despite this negative history, Indigenous communities may still wish to engage in genomics research, and therefore it is important to identify the societal impacts of the research on the communities who seek it. The goal of our proposal project is to collaboratively identify the potential impacts of sharing genomics data from a *Helicobacter pylori* (*H. pylori*) genomics project.

Since 2007, over 1200 residents of Indigenous communities in the Northwest Territories (NWT) and Yukon (YT) have participated in research to learn more about *H. pylori* infection. Based on community concerns about the infection, the Canadian North *Helicobacter pylori* (*H. pylori*) Working Group formed in 2006-2008, bringing together Indigenous community members, their healthcare providers, territorial health authorities, and academic researchers. The working group has demonstrated that the community concerns were well founded, including estimating that this bacteria that infects the stomach lining of humans is 2-3 times more prevalent in northern Canadian Indigenous communities than across southern Canada. The research team also identified a higher prevalence of more severe disease outcomes in northerners infected by the bacteria. Concerned by the increased health burden, communities have advocated to study the bacteria in more detail. While genome sequencing of the collection of bacteria isolates from 258 individuals has the potential to answer community questions about the nature of the bacteria, if the genomic data is shared there are also potentially harmful impacts on the communities. This is because sharing genomic data in an openly accessible database, as is the standard for genomic data, could result in other researchers investigating the ancestry and migration of Arctic Indigenous Canadian communities without informed consent from the communities.

Our proposed project seeks to address these challenges by generating information required to develop data sharing processes that respect community values for *H. pylori* genomics research. Specifically, we aim to:

- 1) Describe the current policies that govern sharing of microbial genomics data generated by Indigenous research partnerships;**
- 2) Identify the potential impacts of *H. pylori* genomics data sharing on the Indigenous communities and groups whose members donate specimens**

We will use a community-driven research approach that uses knowledge exchange between partners to collect data and achieve our aims. We will study the existing policies that determine how genomics data is governed, and examine how these governance structures impact communities partnering in research. We will also bring together community and academic partners to discuss the process and research norms of genomics, the history of research in the communities, and research protocols in NWT and YT. We will collect data on the impacts of genomics research in a shared-learning environment, where Indigenous and academic research partners can work together to generate data and produce research outputs that provide insight into the societal impacts of genomics projects on Indigenous communities who request the research.

Personal information will be stored in the Personal Information Bank for the appropriate program.
PROTECTED B WHEN COMPLETED



Family name, Given name

Laidlaw, Linda

IDG, 2011

Summary of Proposed Research

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.

In the discussion paper, Inspiring Action, Alberta Minister of Education Dave Hancock states, "...we know the world is changing, and that education must change with it to prepare students for a future none of us can predict." While Hancock refers to preparing for the future, we contend that children already exist within a constantly changing milieu of digital media and electronic technologies. Except, however, when it comes to experiences in classrooms, where practices tend to be firmly entrenched in the 20th century. As Luke (2007) suggests, most of the learning that children are doing in relation to digital media is "being done after three o'clock, by them and not us." As with any rapid innovation, education systems have not yet adapted to and embraced the changes that are increasingly a part of children's daily lives, although in the contexts of the project investigators in Alberta and Australia, there are indicators of increasing receptiveness to change and interest in new uses of digital media within education. The proposed research attempts to respond to this interest, focusing on the area of "new literacy" practices through developing and examining digital media experiences at the level of Kindergarten instruction. The initial two-year phase of the project is primarily interested in examining the possibilities for using touch screen (ipad) technologies with young learners when they are used as a means to facilitate the creation, modification and use of children's own multimodal texts. It is anticipated that future phases will follow Phase 1 teachers in a continued involvement with digital media in the classroom, as well as extending the project to additional Canadian and international classroom sites. The project will use theoretical frames from complexity thinking (Davis & Sumara, 2006), following from work addressing innovation and adaptive practices in healthcare, business, and digital technologies. As well, the project will bridge ideas from complexity with the renowned Italian Reggio Emilia preschool programmes, which offer innovative early childhood examples of how tools, media, children and teachers might come together in an approach that asks, of all its community members, "What kind of future can we construct together?" (Rinaldi, 2001, p. 45)

The proposed research has five general objectives. First, it aims to develop a new pedagogical approach for teaching narrative skills that combine digital technologies, drama, and children's literature to extend students' capacities of reading, creating, and interpreting narrative. Second, it will examine the digital media and "new literacy" skills and understandings that children bring to school. Third, it aims to investigate innovative approaches coming from early childhood education, through the preschool programs of Reggio Emilia, in concert with emerging theories of innovation within complexity science. Fourth, the project intends to develop a new model of working within classroom educational research, involving a master teacher as a collaborator and partner in the proposed project. Finally, through the proposed work of the project, we intend to develop, document and evaluate teaching and research practices emerging from the data of this research.

The proposed research is conceived as a two-year plan, involving three interconnected research activities: classroom implementation and observation, where the main activities of the project will occur; teacher dialogue meetings, which will be organized for teachers participating in the project, and Reggio Emilia Program inquiries.

It is expected that the research will result in both academic and professional publications, including a digital book and multi-media demonstration examples aimed at teachers and parents.

Comics aren't just for kids anymore. With the explosion of the popularity of graphic novels over the past decade, our study investigates the uses that adult readers make of such texts, and in particular, adults readers who desire to become teachers.

Using graphic novels as our objects of inquiry, and emphasizing the rhetorical strategies of multimodality, this proposed research aims to address how the aesthetic experience of reading comics explicitly focused on adolescent life may be enjoyable, educative, and meaningful for adults becoming teachers. While numerous contemporary educational researchers have heralded the use of comics in the classroom, the emphasis of their enthusiasm is typically reserved for its instrumental uses in pedagogical spaces with adolescent and child readers. Noticing a dearth in empirical studies that focus on how actual readers make sense of the multimodal design of graphic narratives, our research joins in the contemporary conversation of the productive uses of comics in educational environments, but shifts the direction away from young adults and children, and toward the reading experiences of preservice teachers (at the University of Alberta) and undergraduate students (at the Ontario College of Art and Design) intending to enroll in teacher education programs in the future. Since adult readers often underestimate the skills required to access the narrative complexities and ambiguities of comics, this study promises to make conspicuous the typically unacknowledged processes involved in reading such works. In theorizing this project's social significance, we will turn to a psychoanalytic theory of reading experience, and in particular, Winnicott's (2005) theory of play, transitional objects and cultural experience. Along with exploring the interplay of psychoanalytic knowledge and theories of cultural reception, this project will also employ theoretical frames from new literacy studies, building on previous research around embodied reading, collaborative reading, and multimodal literacies.

The proposed research has four main objectives. First, it intends to examine how adult readers of graphic narratives make interpretive sense of the textual form of comics, which asks them to incorporate experiences of both a spontaneous and contemplative nature. Second, it aims to consider the embodied nature of collective literacy formations, in the particular context of interpreting multimodal texts. Third, it will work with two differently situated groups of readers, to investigate how their practices of symbolization, and their co-construction of knowledge, speaks to their projected position and emotional development as future educators. Finally, as a way to bridge the distance between our research sites, we will develop a methodology of written correspondence, of words and images, across our locations of data collection, and—interpreting this data—questioning between the lines of what is said and what is left unsaid in our participants' responses. This proposed research is envisioned as a two-year project, involving three occasions for data collection: paired and individual interviews, focus groups, and cross-site reflective correspondence.

The results of this study will be published in both academic and professional journals, and presented at numerous national and international conferences in Literacy Education, English Literature, and Teacher Identity and Development. Our findings will also be of interest to groups outside the academic community, such as practicing teachers and librarians.

Although bankruptcy should not be a side effect of sickness, many Canadians are pushed over this financial precipice by an illness or injury. In the United States, uncovered medical expenses wreak havoc on the finances of the ill and injured, whereas in Canada, the income lost while convalescing leaves many individuals struggling to make ends meet. Public programs, such as the federal employment insurance sickness benefit and provincial workers' compensation programs, are intended to insulate ill and injured Canadians from financial distress by providing them with replacement income. The frequency with which medical events trigger bankruptcy suggests that these programs are not fulfilling this goal; this project seeks to understand why.

This project will answer two questions:

1. What legal tests are used to determine eligibility for employment insurance sickness benefit and workers' compensation? The workers' compensation tests varies by province; this project focuses on Alberta law.
2. Do the tests make it more difficult for some people to access the programs because their medical conditions do not fit easily into the prevailing medical model of disease?

In the first phase of the project, to understand how eligibility is constructed, the research team will locate, analyze, and synthesize three sources of law:

1. Legislation, regulations, and policies: The legislative branch articulates the eligibility tests for the employment insurance sickness benefit and workers' compensation in statutes, and the executive branch fleshes them out in regulations and policies. The research team will analyze these document to determine how 'eligibility' is defined on paper.
2. Written judgments: When individuals disagree with how an eligibility test has been applied to them, they can appeal to administrative tribunals, and, ultimately, the courts. The research team will synthesize written decisions from appeals where an applicant's eligibility was at issue. The goal of this synthesis will be to identify how tribunals and judges have interpreted the eligibility tests.
3. Secondary literature: The research team will analyze journal articles, monographs, annotated legislation, and encyclopedias to understand how scholars and practitioners have interpreted primary legal sources. This scholarly synthesis of law will be useful for individuals seeking to access income support programs, and the lawyers who assist them.

In the second phase of the project, to assess if the law views some medical conditions with more skepticism than others, the research team will draw on social science accounts of the medical model. The medical model postulates that ill health is caused by malfunctioning in a person's brain or body. It seeks to identify the cause of the malfunctioning and to prescribe interventions that improve functioning. Some conditions (e.g., cancer, heart attack) accord with the medical model better than others (e.g., back pain, mental illness), and are accorded greater legitimacy. This project will study how the medical model impacts assessments of eligibility. The resulting insights about the usefulness and limits of the medical model in the legal system will be of interest to scholars working at the intersection of law, medicine, and social sciences, and also to lawyers working in a range of areas, such as criminal and insurance law.

The findings from both phases of the project may provide guidance for law reform.

As principal investigator, I will prepare two peer-reviewed journal articles, one for each phase of the project. I will present the first article at the National Pro Bono Conference to an audience of Canadian lawyers, whose clients may need to access public income support programs. I will present the second article at the annual meeting of the Law and Society Association to an international audience of scholars, who are researching the intersections between law, medicine and the social sciences. I will give two public talks on the second article at Canadian research institutes, dedicated to the study of health law. The research team will prepare: (i) legal education materials to assist individuals, who are seeking access to income support programs, (ii) resource materials to build the capacity of non-profit organizations, who provide legal services to ill and injured Canadians, and (iii) policy briefs outlining the recommended changes to legislation, regulations, policies, and adjudicative practices.



Family name, Given name

Martin, Keavy;

IDG 2011

Summary of Proposed Research

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.

From sponsoring national events that include cultural revitalization workshops, storytelling and large-scale performances, to allowing residential school survivors to submit art, stories, and music that express their experience, artistic practices form an essential component of Canada's Truth and Reconciliation Commission (TRC). While important scholarly contributions have already examined the political and social contexts of reconciliation and redress, our proposed project will be the first of its kind to examine the role that the arts play in the culture of reconciliation in Canada. As scholars of Indigenous literature, music, theatre, the visual arts, and dance, we will investigate the aesthetics of reconciliation as it is embodied in the artistic performances commissioned or inspired by the TRC. This project comes at a time when Canadians have been required to confront the history of residential schools and to think about the meaning of reconciliation with Aboriginal people. Our contention is that art, with its ability to compel audiences, to mediate traumatic experience, and even to gloss over political divides, plays a complex and crucial role in this process.

Our project compares the aesthetic production of reconciliation and redress as it emerges in three contexts: those artistic practices that are a part of the TRC's national events staged in each region of Canada, commemorative events and artworks developed independently by First Peoples but initiated by the TRC, and artistic presentations that emerge independently in non-TRC related festivals of Indigenous performance. Toward this aim, and with the benefit of the wide-ranging artistic expertise of our collaborators, we will undertake fieldwork at these sites and develop the necessary theoretical frameworks by which to understand how the aesthetics of different artistic forms (narrative art, music, dance, theatre, film) elide, enable and affirm particular facets of reconciliation. Theoretically, our research will draw upon a range of aesthetic theory and on prior work regarding national projects of reconciliation and redress to examine how the material, aural, kinetic and tactile makeup of reconciliation is constructed.

Over the next two years, the TRC will stage five national events, and have two rounds of commemorative project commissions (totaling \$20 million). Our project is requesting funding to support our travel to the TRC's national events, commemorative events and two festivals that can only be engaged with by our team during the next two years. In studying these events, we will ascertain how artistic performances contribute to---or perhaps even govern---the process of reconciliation between Indigenous and non-Indigenous Canadians. Through collaborative research, we will seek to better understand both the positive benefits of the arts in processes of reconciliation, and ask challenging questions about the limits. Do artworks provide a more manageable way to process the attendant pain which is beyond communication for both survivors submitting artistic works as well as audiences attending artistic presentations? To what degree does art at the TRC's national events provide a more accessible format by which to engage the wider public with the history of residential schools? Alternately, to what degree does the aestheticization of this experience dilute those experiences as forms of entertainment? Such questions, we believe, call for a collaborative and interdisciplinary approach that can better engage with the multiple sites and artistic practices that take part in the aesthetics of reconciliation.



Family name, Given name

McHugh, Tara-Leigh; IDG 2012

Summary of Proposed Research

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.

The Problem:

There is a large body of sport literature that highlights the many psychosocial, emotional, and developmental benefits of sport participation for youth, yet little literature has focused on the specific benefits for Aboriginal youth. The research that does exist suggests that sport influences youth identity, and can produce feelings of strength, pride, and passion. As well, it has been suggested that sport participation by Aboriginal youth can promote the development of leadership skills and individual life skills. Recognizing the many benefits of sport, Sport Canada's Policy on Aboriginal Peoples' Participation in Sport seeks to enhance Aboriginal peoples' access to, and experience of, sport. Nevertheless, there is a lack of understanding regarding Aboriginal peoples' meanings of 'sport', 'community', and 'culture', which has limited opportunities for the enhancement of sport participation for Aboriginal youth. Thus, the purpose of the proposed program of research is twofold: (1) to better understand the meanings of the terms 'sport', 'community', and 'culture' to Aboriginal youth in Edmonton, Alberta and (2) to use these new understandings to identify ways in which fostering a sense of community, which incorporates Aboriginal cultures, can be used to enhance sport opportunities for Aboriginal youth in Edmonton, Alberta.

This project was developed in consultation with Aboriginal youth and stakeholders from local partner schools and an Aboriginal organization; thus, the goals and processes are respectful and relevant to the needs of the participants. Participatory action research (PAR) that is informed by critical theory will guide this project; 15 one-on-one semi-structured interviews with Aboriginal youth and 10 interviews with adult stakeholders will be conducted. Youth will also engage in focus groups to share their knowledge; all data will be analysed using content analysis. By ensuring that youth and stakeholders are involved in verifying and sharing the findings, this research will have many potential contributions.

Potential Contribution:

Findings will advance knowledge in that it will shed light on an important area of research that has received relatively little attention in the sport literature. A better understanding of Aboriginal youths' meanings of the terms 'sport', 'community', and 'culture' will support the identification of ways to enhance Aboriginal youth sport participation. Thus, the sport literature will be advanced by this significant and original research. Findings will also advance knowledge in that it will provide a practical example of how Aboriginal youth can and should be actively involved in research that respects their knowledge and honours their authority. There is a lack of sport research that has involved Aboriginal youth, and the participatory and collaborative nature of this research will be documented and shared so that future researchers can optimize on our lessons learned from this critical process.

Findings will also be of significant interest to many outside of the academic community. Specifically, Aboriginal youth will be involved in research that respects them as the experts of their experiences. This research will also benefit Aboriginal youth, partner schools, Aboriginal organizations, and members of the general public in that it will lead to practical benefits (i.e., identification of ways to enhance sport opportunities for Aboriginal youth). Findings from this research may also influence sport policy at a local (e.g., school) and broader (e.g., City of Edmonton, Canadian Sport Policy) level. Finally, this proposed research may serve as a framework for others looking to identify ways to enhance sport participation among Aboriginal youth.



Family name, Given name

Moore, Sarah;

IDG 2016

Summary of Proposed Research

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.

Word of mouth (WOM) occurs when consumers communicate with one another about consumption experiences. WOM is a fundamental process in marketing: 61% of consumers rely on WOM to guide their purchases. Traditionally, WOM takes place face-to-face, between consumers and their families or friends. However, digital media has changed WOM radically in terms of how consumers share consumption experiences and with whom experiences are shared. Now, consumers converse with thousands of other consumers through online forums, email, and websites such as Amazon.com.

Previous work in marketing has shown that WOM, whether traditional or digital, impacts consumers and firms. After hearing positive WOM, consumers are more likely to try or buy a product, and vice versa after hearing negative WOM. Because of this, WOM influences the profits of companies whose products are being talked about. However, past work has not focused on WOM as a conversation (only as a single interaction) or on how specific language use in WOM might impact consumers. We address these gaps and show that conversation and content uniquely impact important outcomes for consumers and firms. To accomplish this, we introduce a new concept from psychology into marketing: linguistic mimicry.

Linguistic mimicry measures how closely individuals match others' word use in conversation, using newly developed text analysis software. As with other forms of mimicry (e.g. gestures, facial expressions), linguistic mimicry acts as "social glue" that reflects and creates bonds between people. However, prior work has examined neither the consequences of mimicry in a marketing context, nor variables that predict linguistic mimicry. We investigate this concept in the context of online WOM.

We will collect data from web forums and conduct laboratory experiments to examine a) social variables that predict linguistic mimicry and b) the consequences of linguistic mimicry for consumers. We predict that individuals will engage in different levels of mimicry depending on whom they are conversing with. Mimicry should be determined by similarity with others; for example, forum members who have belonged to the forum for the same amount of time should mimic each other more than those who have belonged for different amounts of time (e.g. old vs. new members). In addition, mimicry will impact consumers' attitudes and behaviour. Mimicking others will lead consumers to feel a greater sense of affiliation with those they mimic, which should increase posting frequency and information sharing outside the forum (e.g. Twitter). Further, being mimicked by others will have important consequences, depending on who is doing the mimicking. Individuals who are mimicked by those of a similar social group (e.g. old members mimicking old members) will likely feel more affiliation and post more frequently, while those who are mimicked by dissimilar members (e.g. new members mimicking old members) will likely feel less affiliation and post less frequently.

This work will benefit academics, practitioners, and consumers. We address gaps in the academic literature by identifying antecedents and consequences of linguistic mimicry in online WOM. Further, we open the door for other marketing research in this area by introducing the concept of linguistic mimicry and the tools to analyze it. Practitioners will be able to use this work to manage the consequences of WOM in the marketplace; for example, firms might alter the design of their forums, Facebook, or Twitter feeds to manage the types of social information available to forum participants. Finally, by understanding the impact of engaging in online conversation, consumers will be able to think critically about the new world of WOM and manage their interactions within it.



Family name, Given name

Supernant, Kisha;

IDG 2012

Summary of Proposed Research

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.

The history of the Métis Nation is embedded within the history of nation-building in Canada, evoking images of Louis Riel, Red River, and rebellion. The land rights of the Métis in Canada, however, remain an unresolved issue in the early part of the 21st century. In the years following the landmark 2003 decision of the Supreme Court of Canada in *R. v. Powley* to recognize Aboriginal rights of Métis people, a debate arose around the boundaries and locales of Métis traditional territory. Historical and archival research has been used to both support and refute Métis rights to land beyond settlements. With a few exceptions (Kermoal 2006), most work on historical sources usually include only one side of the story, capturing narratives and information collected by those in power and leaving out many important aspects of the daily lives of Métis peoples. In this vein, Foster notes that "life outside the trading post in the wintering bands is...dimly perceived" (2001:187), yet it is life away from fur trade posts that defines the territory of the Métis. Working closely with the Métis National Council during all project stages, we will undertake a collaborative archaeological research project to identify the daily life of the Métis beyond the posts.

Our pilot project will address the question of Métis territory and identity via the remains of Métis landscapes in the archaeological record. Instead of a solely historical or archival approach to the emergence and spread of the Métis Nation, we will examine the material culture and spatial arrangements of known over-wintering sites in the Canadian Parklands to produce an alternative narrative of Métis history and territory that is more inclusive of Métis perspectives. Archaeologists approach material culture and landscape analyses in unique ways that allow for the exploration of the differences and similarities between the historical record and the material record of the day-to-day lives of past peoples. We will examine the archaeological record to test how Métis patterns can be distinguished from settler or First Nations material culture and use of space, highlighting the importance of geographic mobility during the merchantile fur trade as a defining characteristic of a Métis cultural landscape. We will focus on identifying, mapping, and testing a sample of Métis over-wintering sites in Alberta, Saskatchewan, and Manitoba, combining the results of the archaeological analysis with historical and archival documents to illustrate key areas where the Métis Nation began to coalesce. These areas of coalescence provide an opportunity to construct an alternate narrative of Métis history and territory by tracing the creation of a Métis cultural landscape in the western parklands and grasslands.

This project represents a new research direction for the PI (Supernant), building on her doctoral work on the relationship between building practice, landscapes, and identity-making in the archaeological record in British Columbia (Supernant 2011). The director of the Métis Archival Project (MAP) at the University of Alberta and the newly established Rupertsland Centre for Métis Research is a co-investigator (Tough), so our project will work closely with these initiatives to combine archaeological mapping data with the existing databases. Nathalie Kermoal will provide a necessary perspective on material culture with her knowledge and pioneering work on the daily lives and material culture of the Métis. Combining multiple forms of knowledge will contribute to important questions about the cultural landscape and traditional territory of the Métis and provide information that will have real-world legal implications for contemporary Métis struggles for recognition and rights to land beyond mere points on a map.

Summary of Proposal

[Research Creation]

PROJECT SUMMARY

In light of new critical scholarship on the acute crises of global climate change, human resource consumption, and the environment we ask in this project "What is a contemporary landscape?" and "How can rethinking our relationship to the environment in terms of the new social ecology (rather than the binary of culture and nature) help us to find new solutions to the challenges of global warming?" This intercultural, collaborative research-creation project will situate traditional bodies of skill-based maker knowledge within a theoretical framework—specifically, I will explore the history of ideas and images in traditional Chinese Daoist Shan Shui ink and brush images, along with Western romantic landscape paintings that are rooted in Kant's idea of the 'sublime.' We will create a collaborative body of artworks, harnessing and interweaving the material processes of these two distinct intellectual and artistic traditions to interrogate the historical present.

China has recently become the largest economy in the world, along with being the biggest producer of greenhouse gases, even while paradoxically being the leading investor in renewable energy research. Canada has long had an interest in environmental issues and now that China is Canada's second largest trade partner, these shared interests will surely grow. Cultural geography makes clear that the natural environment provides a setting for cultural processes and belief systems to develop; the resulting landscapes thus form a diverse social and geographical archive of human endeavour. This ecological framework will inform our work, supporting our production of visual art that simultaneously functions at the aesthetic, cognitive, and ethical levels. As a research-creation project, we make a claim for the intrinsic presence of a research component in all traditional media-based artistic production that aims to produce critically informed work through material knowledge and experimentation.

I have two key collaborators that make this project feasible. Zheng Beizheng, Professor in Art and Design at the Zhengzhou University of Light Industry, and I will initially work together on research and development of form, experimenting with combinations of process and medium (combining oil, ink, and digital print on various supports) that represent each country's material traditions. We will document and record this collaborative exchange. Professor Hua Wei, an art historian specializing in the history of traditional Chinese landscape painting, will work with us to situate our artistic creation in relation to that tradition, as well as exploring ways that the production of innovative new form and content within these paintings can engage audiences to focus attention, ask questions, and reveal new knowledge.

This project will encourage dialogue and raise awareness at an intercultural level through its exchange of scholarship, an art exhibition in Edmonton and Zhengzhou, an exhibition catalogue, and four critical essays published in both English and Mandarin. Mandarin is the 3rd most commonly spoken language in Canada, and 5% of Canadians can claim Chinese heritage. In addition, this project aligns with multiple Canadian government and institutional imperatives to strengthen cultural and research ties between the two countries.

This project will also create a new international research network between the University of Alberta and the Zhengzhou University of Light Industry. It will address research questions that are of interest to a wide variety of audiences in both Canada and China, and it will provide two graduate students at the University of Alberta with exceptional professional training experience.

Summary of Proposal

A pre-service teacher in Alberta is standing nervously in front of a class with a lesson plan about Indigenous perspectives. *How will the students react? Will they engage respectfully? What will I do if they do not?*

Social studies classrooms in Alberta are diverse. We have students from a wide variety of backgrounds, and we study divergent peoples, places, and time periods. Teachers say that navigating this territory can be intimidating, especially when they want students to engage respectfully with non-dominant worldviews.

There is an increased need to explore ways teachers can remove barriers to intercultural understanding.

Research in social psychology has illuminated unconscious defensive processes that prevent us from tolerating opposing worldviews. Terror management theory (TMT) recognizes that human motivation is multifaceted and layered, and yet our terror of death is the worm at the core. All animals seek to avoid death, but we know that humans can experience existential terror even in the absence of an immediate threat. Thus, we create defensive shields against this terror, including our cultural worldview, which tells us how we belong to a group that will endure after us. The problem with rigidly adhering to a cultural worldview to curb our existential terror is that all worldviews are somewhat arbitrary, and thus require continual validation from others in order remain believable. Therefore, exposure to cultures of people with alternate worldviews, especially those that are radically different from one's own, potentially undermines one's faith in their worldview and the psychological protection it provides, thus triggering defensive compensatory actions like derogation as well as attempts to assimilate or even annihilate. TMT has been supported by hundreds of experiments in multiple countries. Yet, until this project it has not been employed in an educational context.

This qualitative research project involves pre-service social studies teachers learning and implementing terror management theory (TMT). Through focus groups before and after their practicum placements, as well as reflective journals during their classroom experience and individual interviews in a subsequent year, I will explore how TMT can be a theoretical basis to foster respectful engagements with opposing worldviews.

This project will involve pre-service teachers learning about worldview threat, as well as developing educational strategies to apply TMT to their everyday lives in classrooms. The research is thus immediately impactful on the teacher community, but further knowledge mobilization will occur at teachers' conventions, in practitioner-oriented journals, and through the development of a website with open-access resources (e.g., videos, lessons plans) for teachers. The research will also be disseminated at academic conferences and in peer-reviewed journals to further scholarly conversations about intercultural dialogue and antiracist efforts.

Although all the hopes for humanity cannot rest on the shoulders of teachers, they have a massive impact of the lives of students and their families. TMT provides an opportunity to engage with our mortality in a way that can help us tolerate uncertainty regarding our own worldview, and thus help us relate in more amicable ways with those who hold different views. It is vital that those involved in the educational endeavour—teachers, researchers, policy-makers, and curriculum writers—disrupt the norms of inequalities that plague not only our classrooms, but also broader society. Such a task requires a complex set of tools and dispositions, and terror management theory is an important part of the puzzle to better human relations.



Family name, Given name

DeBernardi, Jean

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.

This program of research explores the revival of tea culture and tea arts in contemporary China and promotion of that culture through commerce, education, museum exhibits, invented rituals, and the global network of Confucius Institutes. The study of tea culture as a form of material identity offers a lens on change in contemporary China, including the upsurge of regional identities, the impact of foreign investment and tourism on local communities, and the importance of not only of government programs but also commerce as a force in materializing regional and national cultural identities.

The research will focus on three major themes:

1. The resurgence of interest in Chinese specialty teas and tea arts in Fujian and Zhejiang Provinces, and public and private support for this resurgence in formal programs of education;
2. The role of historical legends, rituals, and the performing arts in promoting regional forms of tea culture in Zhejiang and Fujian Provinces, including modern interpretations of Chan (Zen) Buddhist tea culture;
3. The globalization of Chinese tea culture through both international commerce and the Confucius Institutes, which are widely promoting Chinese language and arts, including tea arts, in a program of cultural diplomacy.



Taken for Grant-Ed: Cutting Words, Saving Space

A common presentation for grant writing is to leave white space. Too many applicants believe they cannot possibly leave out one line, that every single character must be filled! Need some ideas for paring down your writing?

Lengthy phrase...	Replace with...
For the reason that... Due to the fact that... Owing to the fact that... In light of the fact that... On the grounds that...	Because, since, why
Despite the fact that... Regardless of the fact that...	Although, even though, regardless
In the event that... If it should happen that... Under circumstances in which...	If
On the occasion of... In a situation which... Under circumstances which...	When
As regards... In reference to... With regard to... Concerning the matter of... Where _____ is concerned...	About
It is crucial that... There is a need or there is a necessity for... It is important that...	Must, should
Is able to... Is in a position to... Has the opportunity to... Has the ability to...	Can
Not different...	Similar
Not many...	Few
Not have...	Lack
Not consider...	Ignore
Not often...	Rarely
Not allow...	Prevent
Not admit...	Deny
Not accept...	Reject
In order to...	To
At the same time as...	Before, when, as, after

Source: The Writing Center, UNC at Chapel Hill. Retrieved from: <http://writingcenter.unc.edu/handouts/style/>