




SSHRC CRSH

Social Sciences and Humanities Research Council  
Conseil de recherches en sciences humaines



SSHRC IG WORKSHOP

July 7, 2023

Organized by the Faculty of Education



# SSHRC Insight Grants

Introduction and land acknowledgment



Ms. Jennifer Hancock, Research Officer



Dr. Alex Levine, EDID Research Officer



Dr. Donna Kotsopoulos; Dean and Professor



Dr. Paul Tarc; Associate Professor



Q&A



We acknowledge the **Anishinaabek, Haudenosaunee, Lūnaapéewak** and **Chonnonton** Nations, whose traditional lands we are gathered upon today.





**Ms. Jennifer  
Hancock**  
Research Officer



# SSHRC Insight Grants (IG) – Administrative Overview

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Jenn Hancock (she/her)

Research Grants Officer, Grants Management & Services Team

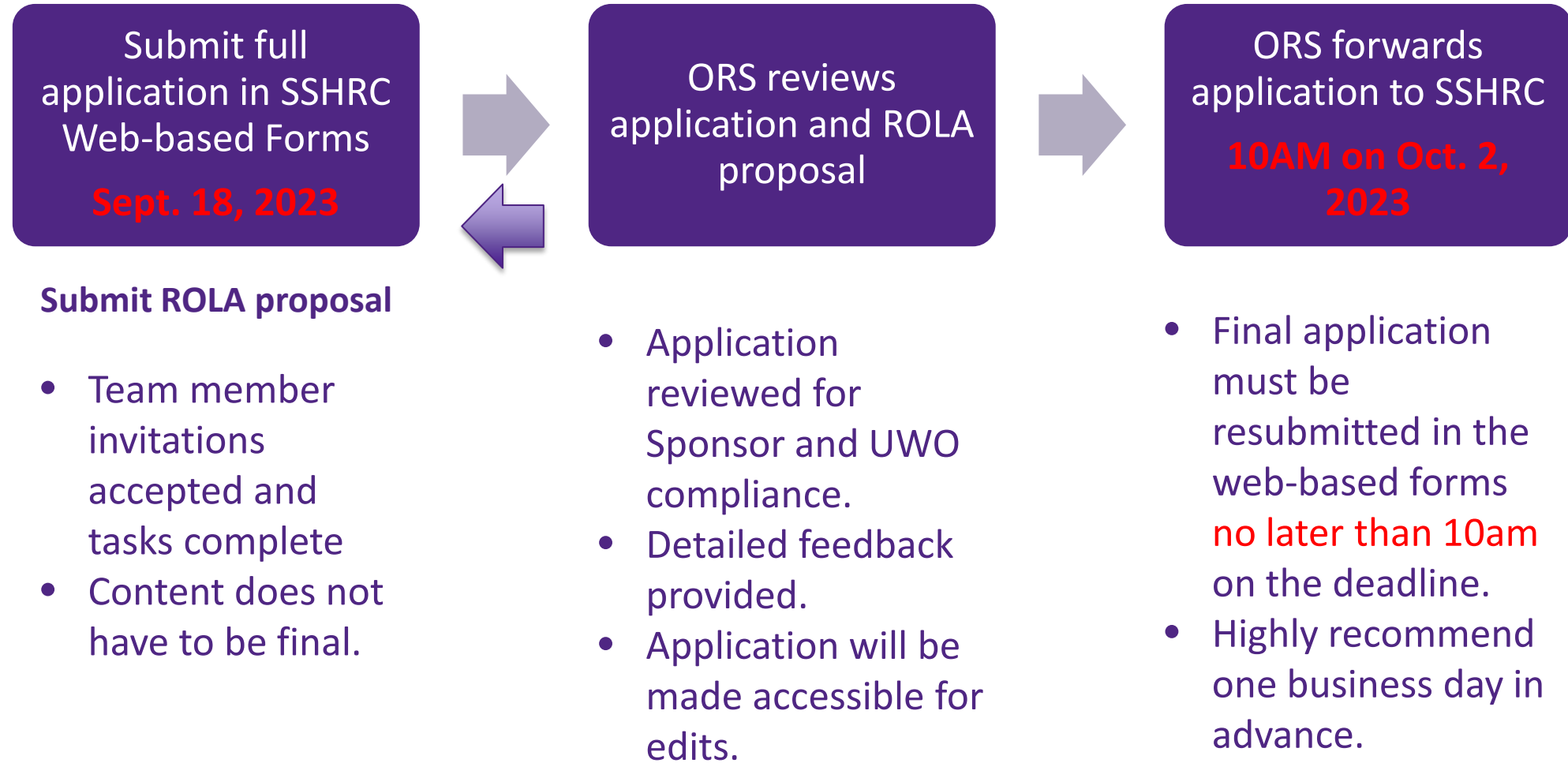
[jhanco@uwo.ca](mailto:jhanco@uwo.ca)

7 July 202

# IG Competition Overview

Overview and Deadlines	
Value	Stream A: \$7000 to \$100,000 Stream B: \$100,001 to \$400,000
Duration	2 to 5 years
Internal ORS deadline*	Monday, Sept. 18, 2023
Sponsor deadline	Monday, Oct. 2, 2023
Results	April 2024
Applicant Eligibility	Primary and research-eligible appt. with Canadian postsecondary institution.
Co-Applicant Eligibility	Same as Applicant. Not at foreign institution.
Collaborator Eligibility	Any individual. Can be international.

# ORS Review and Submission Process



# Starting an application: SSHRC Web-based Forms



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada



Social Sciences and Humanities Research Council  
www.sshrc-crsh.gc.ca

Français | Home | Contact Us | Help | Search | Canada Site

## Web-based forms: registration and login

Create, edit and save SSHRC online CVs, applications and Final Research Reports using your internet browser.

**Browser Tabs/simultaneous use of multiple browsers:** SSHRC's system does not support browsing simultaneously with multiple browsers or multiple tabs. Doing so will result in loss of data.

**Browser back button:** Avoid using your browser's back button. Use the website navigation instead.

As of January 29, the SSHRC application platform will **no longer process applications to Research Data Centres (RDCs)**. Applications for RDCs, Federal RDCs and to the Biobank must be submitted using the new [Microdata Access Portal \(MAP\)](#), an online tool for researchers to apply for access to Statistics Canada microdata. If you have any questions, please contact [statcan.mad-damdam-mad.statcan@canada.ca](mailto:statcan.mad-damdam-mad.statcan@canada.ca)

### New users

Complete the registration information to [register](#) with SSHRC's on-line system.

[Click here](#) to receive a missing account activation email.

### Registered users

Enter your primary email address and password to access your portfolio. If you forget your password, do not re-register; instead, go to the [Forgot your password?](#) page.

Sixty minutes after your last interaction with our system (e.g., Save, Preview, etc.), your session will be terminated and you will have to log in again. We recommend you save your work every 10 to 15 minutes.

For your own protection, change your passwords regularly, and keep them safe and confidential; do not divulge them to anyone. SSHRC will not be held liable for any loss of your data should you neglect to protect your password.

### SSHRC Web CV

If a **co-applicant** has updated their SSHRC web CV after having accepted an invitation, they **must click "Refresh CV" in the Accepted Invitations section** of their Portfolio. Once an application is submitted, any updates made to CVs **will not be reflected** in the CVs presented for adjudication.



# Committees

## 24 Committees

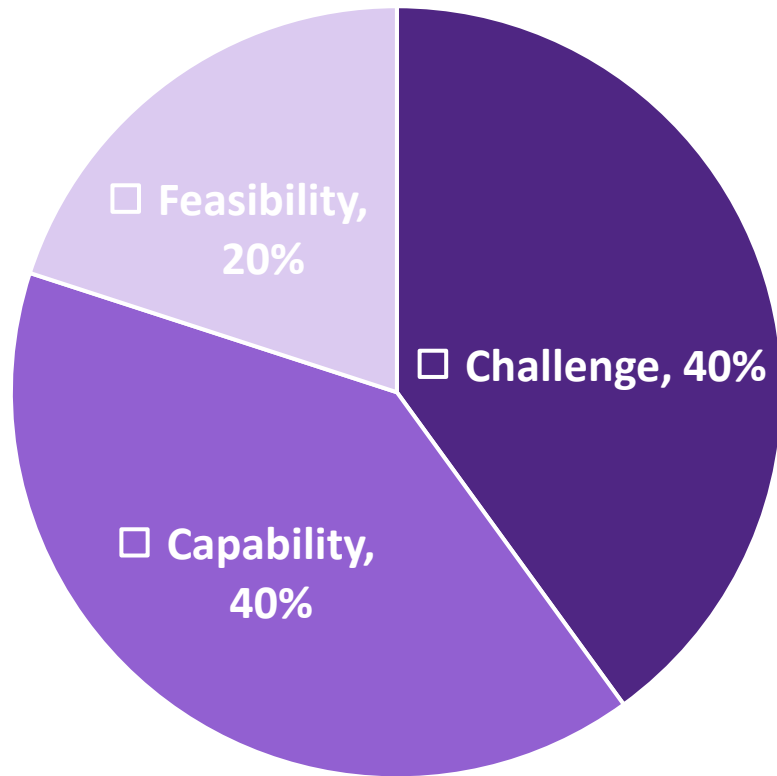
- Multidisciplinary or interdisciplinary humanities
- Multidisciplinary or interdisciplinary social sciences
- Tri-Agency Interdisciplinary Peer Review Committee (TAIPR)

### TAIPR

- For proposals that would significantly benefit from peer review with a Tri-Agency interdisciplinary committee
- Researchers submit via the agency responsible for the project's dominant research area
- Single peer review committee assesses relevant applications from all three agencies
- TAIPR Evaluation Criteria applied consistently across applicable Calls. Differ from the standard competitions' selection criteria (Merit of the proposed research/Anticipated Outcomes/Applicant(s) record)

# IG Evaluation Criteria

[https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/insight\\_grants-subventions\\_savoir-eng.aspx](https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/insight_grants-subventions_savoir-eng.aspx)



## Challenge (40%)

- Aim and importance of the endeavour. The ‘What’.
- E.g. Originality and significance.

## Capability (40%)

- The expertise to succeed. The ‘Who’.
- E.g. Past experience in training students, contributions, knowledge mobilization activities, etc.

## Feasibility (20%)

- The plan to achieve excellence. The ‘How’.
- E.g. Budget justification and timelines.

# Budget Considerations

- Works on principle of '*minimum essential funding*'
  - Be reasonable and justify proposed expenditures
  - Relate clearly to research objectives and methodology
  - Describe other sources of funding (i.e. in-kind)
- Cannot remunerate anyone on the Research Team (applicant, co-applicant, collaborators)
- Funds cannot be used for Collaborator research costs (only information exchange, planning and dissemination costs are eligible)
- Funds cannot be used to pay presenter/speaker costs
- Time release/course buy-outs not an eligible request
- Refer to: [Tri-Agency Guide on Financial Administration](#)

# Competition Statistics

Year	UWO Success Rate	National Success Rate	UWO Avg. Requested \$	UWO Avg. Awarded \$
2020	Overall: 17/45 (37.8%) (A) 5/15 (33.3%) (B) 12/30 (40%)	Overall: 52.5% (A) 56.65% (B) 49.65%	\$182,397.00	\$157,803.00
2021	Overall: 26/43 (60.5%) (A) 11/19 (58%) (B) 15/24 (62.5%)	Overall: 51.7% (A) 56.44% (B) 48.55%	\$206,508.00	\$197,090.00
2022	Overall:21/42 (50%) (A) 5/12 (42%) (B) 16/30 (53.3%)	Overall: 44.5% (A) - (B) -	\$222,039.00	\$201,829.00



# Resources

- UWO [Insight Grants webpage](#)
- UWO Grants Management & Services Team (contact: [researchoffice@uwo.ca](mailto:researchoffice@uwo.ca))
- [SSHRC Insight Grants program page](#)
- [SSHRC Insight Grants Application Instructions](#)
- [SSHRC Web-based Forms](#)
- [SSHRC Upcoming Webinars](#)
  - **English:** August 17, 2023 (1:00 pm to 2:30 pm)
  - **French:** August 17, 2023 (10:00 am to 11:30 am)



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[westernu.ca/research](https://westernu.ca/research)

**Dr. Alex Levine**

(she/her)

**EDID Research  
Officer**



# Let's Define EDID:

- **Equity:** Ensuring fair and just opportunities for all individuals
- **Diversity:** Embracing and valuing differences in racial identity, ethnicity, gender identity, sexuality, ability, etc.
- **Inclusion:** Creating an environment where everyone is included, feels valued and empowered to contribute
- **Decolonization:** Challenging and addressing the legacy of colonialism in research and academia



# No diversity without inclusion

- We must recognize and value diversity
- This is accompanied by intentional efforts to inclusion
- Done by valuing        respecting, and welcoming all

Cultivating a sense of Belonging:  
being valued for you.



# Equity is the Process, Equality is the Goal

Equity requires the identification and removal of barriers, so that people of all identities and backgrounds are treated fairly

This is done with informed and tailored approaches removing such barriers, leading to equal opportunities and access to resources







# Reconciliation, Decolonization and Indigenization

**Reconciliation:** Acknowledging and addressing past wrongs done, speaking the truth

**Decolonization:** Challenging and addressing the legacy of colonialism in research and academia

**Indigenization:** Incorporating Indigenous Knowledge systems alongside and equal to Euro-western knowledge systems (not the replacement of either)

# Why Incorporate EDI and Decolonization in Research Funding Applications?

- Addressing historic and systemic biases and barriers in academia and research
- Shifts organizational and cultural values and practices
- Embedding EDID in our research ecosystem facilitates a more inclusive and representative research community leading to:
  - Fostering innovation and creativity
  - Enhances the quality and relevance of research



**Where do I start?**

**How to Incorporate Equity,  
Diversity, Inclusion, and  
Decolonization in My Research  
Funding Application**

# Research Design

## **Ask and Reflect:**

- Assumptions & biases
- Power differential
- Accessibility
- Alignment & relevance

## **Parts of Research Design:**

- Research Questions
- Population & Recruitment
- Methodology including analysis
- Data Collection & Tools/Equipment
- Deliverables
- Knowledge Exchange + Translation

[https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership\\_edi\\_guide-partenariats\\_guide\\_edi-eng.aspx#appendix-b](https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership_edi_guide-partenariats_guide_edi-eng.aspx#appendix-b)

# Design: Sex and Gender Based Analysis+

SGBA+ is an analytical and EDI approach which accounts for key social determinants that may affect your research questions, including ethnicity, income, age, racial identity and education (and more).

We know that sex (biological differences) and gender (socially constructed roles, behaviours, expressions and identities) are two important socio-demographic factors that affect e.g. health experiences and outcomes.

How are equity-deserving groups influenced by your research outcomes – and are they considered in your research discourse?

# Research Design and Practice

## **EDID in Research Design**

### **at each stage of the research process**

- How is the research planned and carried out?
- Who are the research participants?  
What data will you collect/use?
- Who is impacted by this research? Do I incorporate SGBA+ approaches?

## **EDID in Research Practice**

### **considerations for research teams**

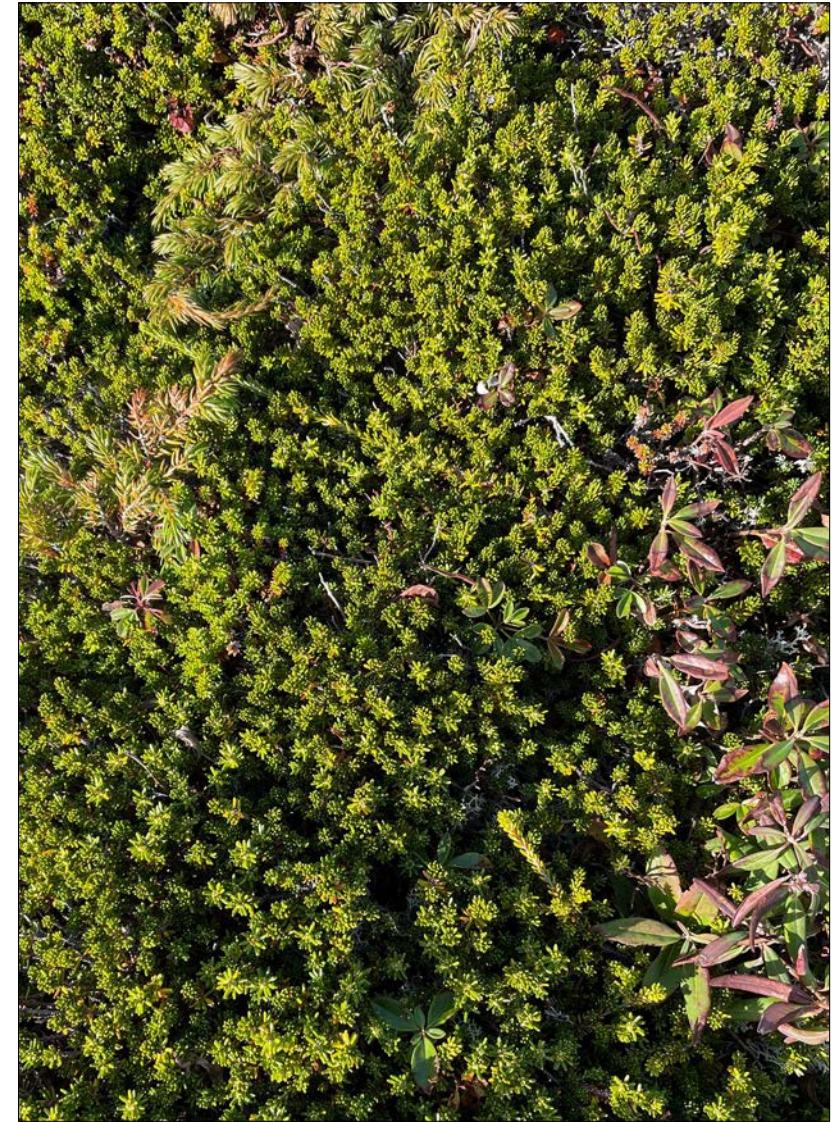
- Who works, collaborates and contributes to the research?
- The research environment
- Intentionally creating and maintaining a high performing, diverse team

[https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership\\_edi\\_guide-partenariats\\_guide\\_edi-eng.aspx#appendix-b](https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership_edi_guide-partenariats_guide_edi-eng.aspx#appendix-b)



# Tips for Applications

- Space is always limited, so be specific.
- Provide concrete examples of actions/strategies you will undertake to overcome barriers you have acknowledged e.g. promote inclusive recruitment
- Do not lean on adhering to general 'EDI practices or policies' or stating you will follow EDI best practices.
- Describe **HOW** you will do this.
- Include Budget lines to support your strategies!



# Knowledge Mobilization

## Definitions

“A two-way exchange between researchers and research users, to share ideas, research evidence, experiences and skills. Knowledge exchange refers to any process through which academic ideas and insights are shared, and external perspectives and experiences brought into academic. Knowledge exchange is the means by which impacts can be achieved...”

“...(it) goes beyond just telling people things –  
how do you know they are listening?”

*Economic and Social Research Council, UK via LSE*

# Knowledge Mobilization

## Definitions

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

*Social Sciences & Humanities Research Council (SSHRC), 2019*

# Successful mobilization plans:

- Have a clear vision for the impact the researcher wants to achieve through their work
- Involve collaborative partnerships
- Are based on research that is in demand by knowledge users
- Have roles and responsibilities for the partners, collaborators, and knowledge users
- Involve multiple outputs that are tailored to the knowledge user
- Are flexible to allow adjustments through the research process
- Allocate appropriate time and budget

# Resources



# For More on Knowledge Mobilization

- Research Impact Canada: Freely available resources about KMb (webinars, modules, tools, guides)- <https://researchimpact.ca/resources/>
- Western Research Knowledge Exchange & Impact (webpages, resources, upcoming training) <https://www.sickkids.ca/en/learning/continuing-professional-development/knowledge-translation-training/#sktt>
- Western Research Level Up for Research Excellence Series (recorded sessions on impact, EDI, knowledge exchange, etc.) - [https://www.uwo.ca/research/Restricted\\_All/2022\\_LvlUp\\_postsession\\_resources.html](https://www.uwo.ca/research/Restricted_All/2022_LvlUp_postsession_resources.html)





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## Lunch & Learn: Incorporating EDI-D in Grant Applications

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 **Thursday, June 22,  
12 – 1p.m.**

 **Zoom**

This Lunch & Learn is for research scholars and will cover the basic concepts of Equity, Diversity, Inclusion & Decolonization (EDI-D), as well as key EDI-D principles and best practices in research.

We will then dive into how to incorporate EDI-D approaches in your research design and practice and how to describe these in your grant applications.

[Link to recording](#)

# Reflective Questions

[https://uwo.ca/research/services/why\\_edid.html](https://uwo.ca/research/services/why_edid.html)

For more information about key parts of the research project to consider including EDI, Western Research has created a comprehensive list of questions and examples for your perusal.

## QUESTIONS AND EXAMPLES FOR INCLUDING EDI IN YOUR PROJECT

*Western ID and Password Required*

### Key parts of the research project to consider including EDI

The following section provides some critical self-reflection questions along with some examples to help you begin to think through what meaningful EDI integration can look like in your area and work.

▸ Research team composition
▸ HQP trainees recruitment and hiring practices
▸ EDI education and training—self and team
▸ Lab and teaching practices/culture
▸ HQP mentorship and professional development
▸ Community engagement/outreach
▸ Program evaluation and measurement
▸ Knowledge exchange/translation/mobilization and dissemination
▸ Safe physical space, policies and practices that promote inclusion

# Implications for Indigenous Knowledges, Lands, and/or People?

*Katie Big-Canoe, Indigenous Research Officer, Western Research*

Learn how to answer/understand this question when your research is not perceived as Indigenous research.

**The objectives of this session will be to understand that Indigenous research is more than qualitative/community-based research:**

- Learn about the lands where their research takes place
- The Indigenous people who live there & history
- The methodologies and/or materials they are working with
- Perhaps there is a place for relationship building and/or (eventual partnerships) and if so – how to begin engaging respectfully.

[https://www.uwo.ca/research/about/wr\\_conf\\_LvlUp22.html](https://www.uwo.ca/research/about/wr_conf_LvlUp22.html)

# Partnerships in Research

[https://www.uwo.ca/research/about/wr\\_conf\\_LvlUp22.html](https://www.uwo.ca/research/about/wr_conf_LvlUp22.html)

## Building Intentional, Reciprocal and Long-Lasting Partnerships in Research

*10 a.m. – 12 p.m.*

*Alexandra Levine, Equity, Diversity, Inclusion and Decolonization Research Officer, Western Research*

The aim of this session is to explore and provide concrete approaches to building research partnerships, with principles of inclusion and co-creation at the forefront, including approaches to patient engagement. The session will consist of three sections:

1. How to intentionally include diverse voices in your research, by Alexandra Levine (PhD), EDID in Research Officer, Western Research
2. What does a successful research partnership look like? Two examples from the health sector: "Nothing about us that isn't led by us" Shokoufeh Modanloo (RN, PhD), Assistant Professor, School of Nursing; "Building authentic and sustainable partnerships for meaningful engagement" Katie Kowalski (PT, PhD), Postdoctoral Researcher, School of Physical Therapy
3. What practical steps should I take? Resource guides, and support available when establishing partnerships with patients and communities, by Maria Ramey (PhD), Patient Engagement in Research, Lawson Health Research Institute Grants Development Team

**We will address and discuss questions such as:**

- What are some ways in which you can integrate diverse perspectives throughout your project?
- What understanding and capacity do you need to engage diverse, and often underrepresented, groups within the research environment?
- How one can foster a climate in which researchers, health care providers, decision-makers and policy-makers understand the value of patient involvement throughout the research process?



# Western University Resources

EDID in Research EDI:

[https://uwo.ca/research/services/why\\_edid.html](https://uwo.ca/research/services/why_edid.html)

The best of the Western Research Conference and the annual Knowledge Exchange School into a series of virtual sessions: [https://www.uwo.ca/research/about/wr\\_conf\\_LvlUp22.html](https://www.uwo.ca/research/about/wr_conf_LvlUp22.html)

Engagement and Partnership in Research Community-Based Participatory Action

- Research by Elena Wilson, <https://philpapers.org/rec/WILCPA-22>
- Thambinathan and Kinsella, 2021:  
<https://journals.sagepub.com/doi/epub/10.1177/16094069211014766>

Knowledge Exchange

Western Research Kex: <https://uwo.ca/research/services/kex/index.html>

# Western University Resources

- EDID educational resources: <https://www.edi.uwo.ca/>
  - Inclusive Language: <https://www.edi.uwo.ca/resources/reports/Inclusive-Language-Guide.pdf>
- Countless resources from The Office of Indigenous Initiatives: <https://indigenous.uwo.ca/>
  - Including: <https://teaching.uwo.ca/pdf/teaching/Guide-for-Working-with-Indigenous-Students.pdf>
- Programs for Trainees to develop professional skills
  - School of Graduate and Postdoctoral Studies Own Your Future: <https://www.uwo.ca/ownyourfuture/>
  - Centre for Teaching and Learning: <https://teaching.uwo.ca/programs/index.html>
- BrainsCAN: Lab Manual and Inclusive Labs  
[https://brainscan.uwo.ca/about/equity\\_diversity\\_inclusion/edi\\_lab\\_manual.html](https://brainscan.uwo.ca/about/equity_diversity_inclusion/edi_lab_manual.html)
- Research Western:  
[https://uwo.ca/research/services/why\\_edid.html](https://uwo.ca/research/services/why_edid.html) (new resources coming soon!)
- The Science of Effective Mentorship in STEMM:  
<https://nap.nationalacademies.org/resource/25568/interactive/index.html>



# External Resources

Implicit Association Test: <https://implicit.harvard.edu/implicit/langchoice/canada.html>

1. [Tri-agency Equity, Diversity and Inclusion Resources](#). Includes key resources on information and best practices for EDI and Indigenous Rights, and online training modules for researchers.
2. [NSERC Guide on Integrating Equity, Diversity and Inclusion Considerations in Research](#).
3. [San Francisco Declaration on Research Assessment \(DORA\)](#) which recognizes that scholarly outputs are not limited to published journal articles but can include a broader range of outputs
4. [TCPS 2 \(2018\) – Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#)

# The Canadian and broader context

## Resources for self education:

By Blair Imani

- Account: @blairimani, #SmarterInSeconds on tiktok and instagram
- Book: *Read this to get smarter about race, class, gender disability and more (in picture)*
- Other social media accounts:  
ig: @zhaawnong @oncanadaproject @mattxiv

## **Podcasts:**

- CBC:Telling Our Twisted Histories
- CBC:Unreserved
- CBC:The Secret Life of Canada
- Code Switch
- Not Past It

Link:

[A playlist on spotify, of some EDID episodes](#)





Telling our Twisted Stories. Host Kaniehti:io Horn brings us together to decolonize our minds—one word, one concept, one story at a time.

<https://www.cbc.ca/listen/cbc-podcasts/906-telling-our-twisted-histories>



Free

Indigenous Canada – UoA course offered for free on Coursera. From an Indigenous perspective, this course explores key issues facing Indigenous peoples today from a historical and critical perspective highlighting national and local Indigenous-settler relations.

<https://www.coursera.org/learn/indigenous-canada>

Indigenous Canada  
University of Alberta



**mbwaach'idiwag – podcast by** waasizoanangkwe, Sara Mai Chitty, Curriculum & Pedagogy Advisor, Office of Indigenous Initiatives at Western <https://mbwaachidiwag.libsyn.com/>



Sisco is a consulting firm specializing in Indigenous community-based consulting, based in London, ON.

<https://siscoconsulting.ca/>



INDIGENOUS CORPORATE  
TRAINING INC.

Bob Joseph, who's organization, offers free e-books on terminology to know and use, and how to work with Indigenous Communities.

<https://www.ictinc.ca/free-ebooks>

**Dr. Donna  
Kotsopoulos**  
Dean &  
Professor





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# Success in grant writing: Research planning and strategy

**Donna Kotsopoulos**

# 1. Two conditions

- a. PE
- b. Research funding eco-culture



2. Internal success
3. External success
4. Features of a successful grant
  2. Adjudicating Template
  3. Budget
  4. Boilerplate language
  5. NO response – hard rule

## 5. Committee Evaluation

- a. Role of External reviewers
- b. Automatic unsuccessful
- c. Feedback

## 6. Do you have a research plan/strategy?

The importance of backwards mapping

- a. Publications
- b. Grant applications
- c. HQP



Western  
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# Dr. Paul Tarc

Associate Professor



## *On giving advice...*



*Translating and Mobilizing 'A New Social Contract for Education:'  
Illuminating and supporting teachers' worldly and critical pedagogies*

The research – bringing theory and our  
‘conceptual/ experiential baggage’ to a very  
open/inductive exploration of teachers’ praxes as  
responsive to global crises, with a ‘diverse’ team

# Advice



tell a story  
compelling



Dig into your research trajectory to ‘find’ your question



# Keep it simple





Select co-investigators and collaborators with specific roles and contributions in mind



# Get multiple eyes on the application



...and start early

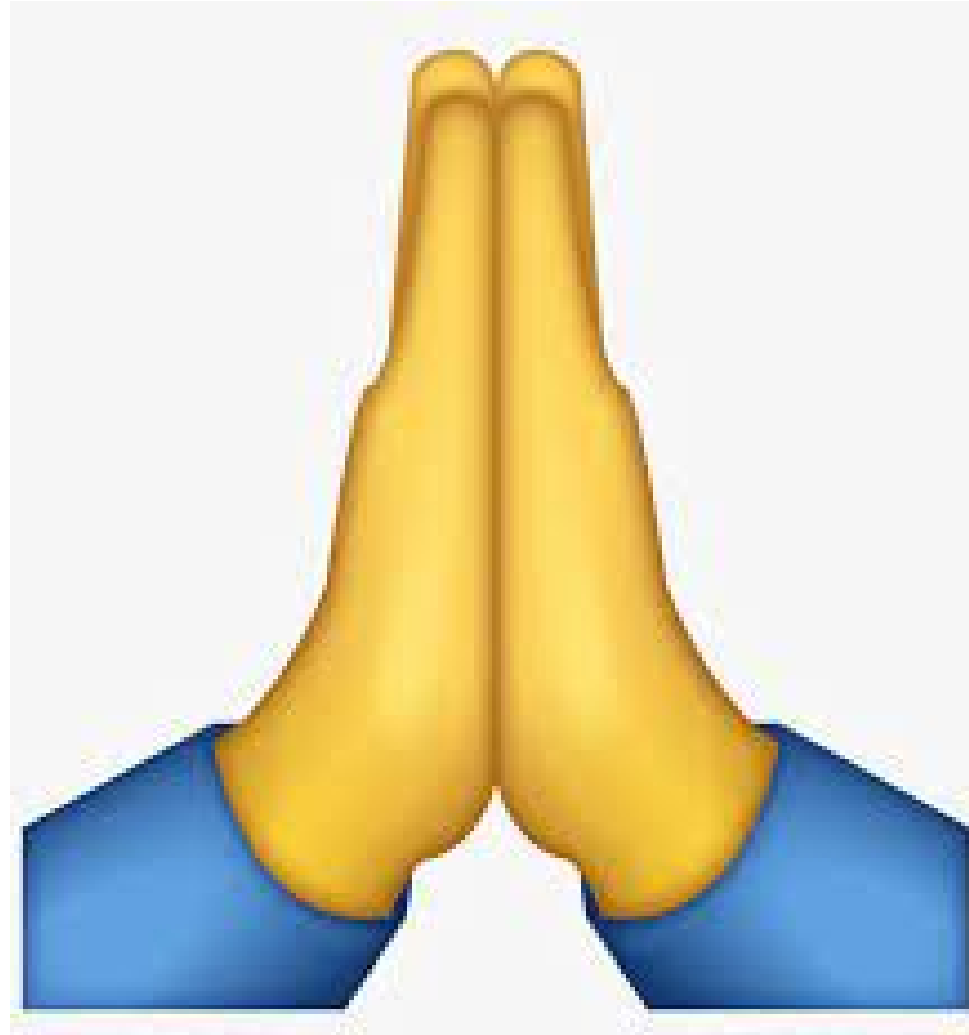
start

You can't know or predict who will adjudicate your application



Paul Tarc

[ptarc2@uwo.ca](mailto:ptarc2@uwo.ca)







## Contact:

**Jennifer Hancock**, Western Research Officer [jhanco@uwo.ca](mailto:jhanco@uwo.ca)

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**Donna Kotsopoulos**, Dean & Professor [dkotsopo@uwo.ca](mailto:dkotsopo@uwo.ca)

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**Connor Hassan**, Administrative Assistant, Faculty of Education [chassan@uwo.ca](mailto:chassan@uwo.ca)

## Useful Links:

[SSHRC Insight Grant](#)

[UWO- SSHRC Insight Grant](#)

[Applicant Instructions](#)

[ROLA](#)

[Western Research](#)

[Equity, Diversity & Inclusion at Western](#)

[Knowledge Exchange & Impact](#)

[Researcher Toolbox](#)

[Developing Research Budgets](#)

[Education Research Toolbox \(Researchers\)](#)

[Guidelines for Cash and In-Kind Contributions](#)

[Grant Holder's Guide](#)

