

SSHRC Insight Grant Workshop

September 2, 2020
1:00 – 2:30 pm via Zoom

Presenters:

Rachel Heydon

Anton Puvirajah

Perry Klein

SSHRC Grant Notes

Rachel Heydon

Know who and what you are thinking with & show it

- Grant Composing versus Grant Writing
- Responsibilities of research in a settler-colonial context: e.g., Professional Development and Training for Public Servants; Education for Reconciliation
- Know your gifts and why you do what you do
- Start way early: seed money, pilots, training & graduate students, KM to diverse audiences, working as RA, collaborator, and CI
- Honour existing great stuff: disseminating through channels that already have audiences, use existing knowledge re. KM, collaborations, asset-oriented design and language (respect the audience), own what you've done and what you know
- Respect your community: diverse readers, learn how to make best use of feedback, consult grant writing and editing resources (including for budgets), construct reverse outlines of successful applications, hire an editor (keep it super clean)

Know who will read your application & how

- Pick your assessors wisely (go for fair, someone who will “get it”, not necessarily the big wig, & ensure no conflict of interest)
- Pick your committee wisely (go for your scholarly “home”)
- Pick your composing wisely (write like a reader: jargon free; clear & concise; use topic sentences, stems, & match language to evaluation criteria; use bold/italics/headings; take responsibility for helping a diversity of readers *get it*)
- (Challenge): Pick your project wisely: why this project, why now, who for?
- (Feasibility): Pick each piece of the puzzle wisely: plot out the rhythm, demands, and resources
- (Capability): Pick your team wisely: Why these scholars for this project and this audience?

Sample Resources

- Thomson, P., & Kamler, B. (2016). *Detox your writing: Strategies for doctoral researchers*. Routledge.
- Walker, B. L., E. & Unruh, H. E. (2017). *Funding your research in the humanities and social sciences: A practical guide to grant and fellowship proposals*. Routledge.
- Kamler, B. (2001). *Relocating the personal: A critical writing pedagogy*. State University of New York Press.

SSHRC Grant Notes

Anton Puvirajah

General Notes

- Plan and prepare early
 - Maintain a notebook
 - Outline and visualize all grant components that need to come together
 - Project goals, context, theory, methodology/methods
 - Roles and Responsibilities of PI, Co-PI, Collaborators, post-docs, grad students
 - Knowledge Mobilization plan
 - Expected Outcomes → Scholarly Benefits, Societal Benefits, Benefit to Target Audience
 - Timeline
 - Complete/update CCV
 - Get everything done about a week earlier than deadline
 - Identify and approach Co-PI, Collaborator
 - Read proposal guideline
 - Attend webinar by SSHRC
 - Review grants
 - Apply for internal funding

Proposal Narrative

- Future global challenges
- Sensible timeline – [Gantt Chart](#)
- Clear goals that are realized in methods
- Communicate your capability
 - How have you prepared to take on this project
 - What is your background that makes to capable of doing this project
 - How it ties to your current research
 - How it will move it forward (personally and for the discipline)

Note on Outcomes

- Outputs is different from Outcomes
- Need to fill text in the research portal
 - Scholarly Outcomes
 - Societal Benefits
 - Benefits to Potential Target Audience

Final Thoughts

- Don't forget that there are other parts to the application beyond the narrative; don't leave them to the very end
- Have someone else read your proposal and give feedback, including Sonia Faremo

Gantt Chart

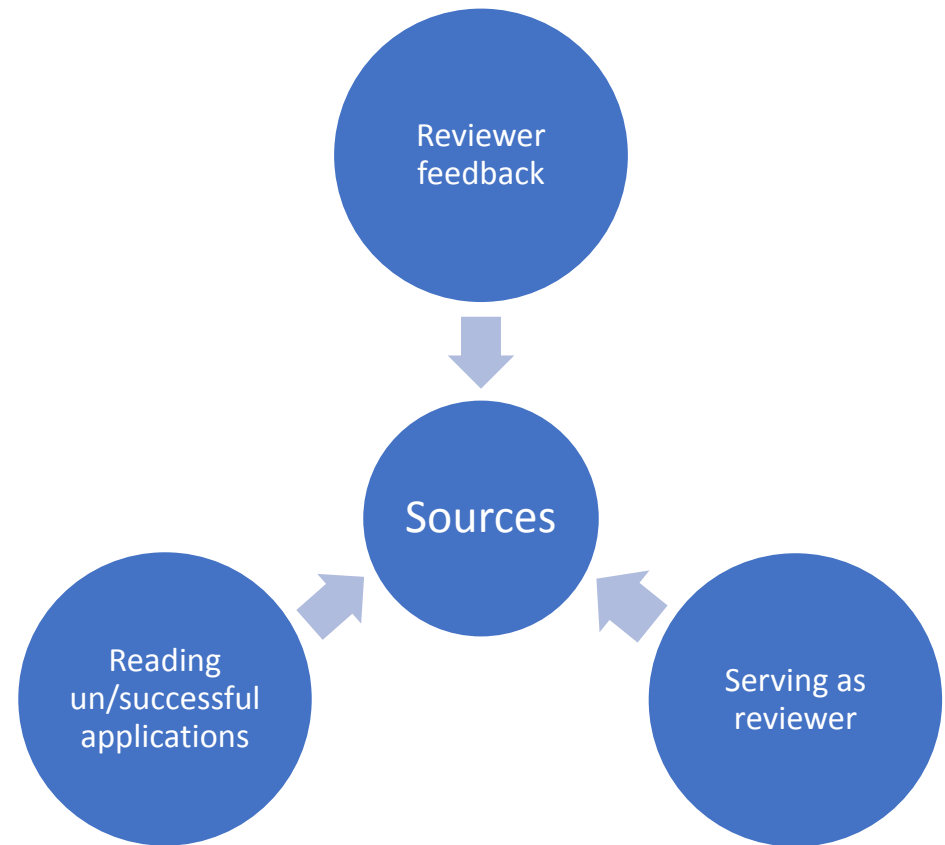
Task Name	Q1 2019			Q2 2019		Q3 2019
	Jan 19	Feb 19	Mar 19	Apr 19	Jun 19	Jul 19
Planning						
Research						
Design						
Implementation						
Follow up						

SSHRC Grant Notes: Considerations for Quantitative Research

Perry Klein

This session

- Applicable to grants beyond SIG, e.g., SSHRC Insight Development Grant, Partnership Grant, Canada Fund for Innovation JELF grant



Detailed Description

“Originality, significance, expected contribution to knowledge”

- Explicitly state the sense in which these will be “the first studies to do x”
- State specific propositions about what is known, and what is not known
 - Not enough to say that there has been “little research in this area.”
- Use hypotheses/ research questions to tie together parts of Detailed Description, including Method

Context: Lit review, theory

- Include both widely cited and very recent studies
- Reference to meta-analyses valuable
- Create a narrative about the discipline's progress on your topic, in which your study will bridge from the past to the future
- Theory should clearly lead to your specific hypotheses/questions

Methods

- Be as explicit and concrete about methods as possible in space available
- multiple studies? An option is to describe a typical study in detail, then briefly describe variations
- Consider a timeline or flowchart
- Include a statistical power statement, e.g., “With $N = 120$, assuming a small to medium effect size ($d = .40$), statistical power will be over 90% for main effects and over 75% for interaction effects.”

Explicitly “show” the quality of methods

- May provide a reference that explicitly addresses the quality of method
 - E.g., a previous meta-analysis that addressed quality
- Can enumerate a list of “look-fors”
- Explicitly state your previous experience using similar methods & instruments
- Pilot research with initial results strengthens feasibility

Other Sections

Research Team / Previous Output -- Contributions

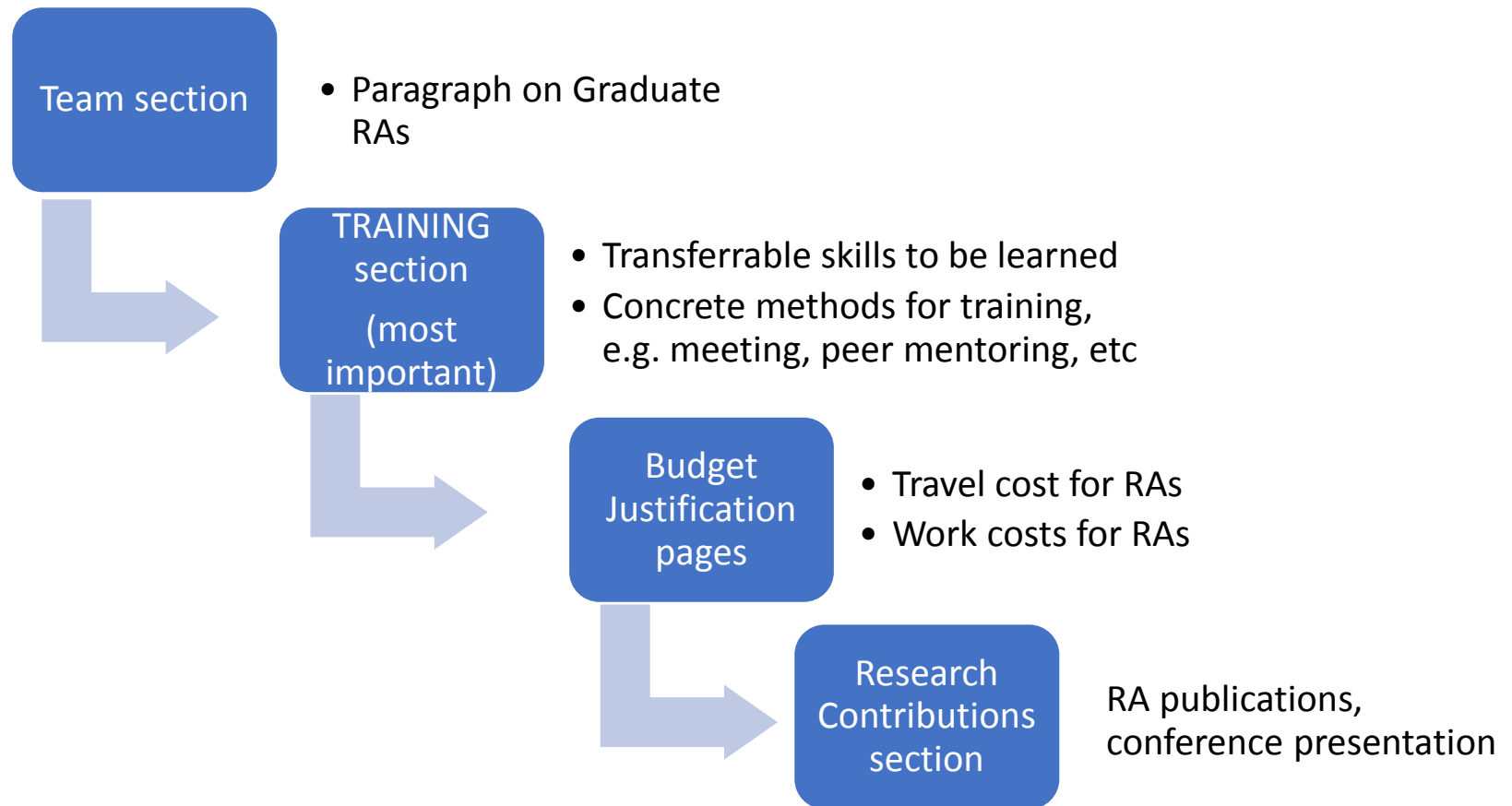
- Point is to show “**capability**”
- Create a narrative of your research program, connect past and future
 - Think of a one sentence summary to orient the reader, e.g., “For 20 years Dr. Klein’s research has focused on exploring cognitive processes in writing, and using this knowledge to make writing education more effective.”
- Include concrete evidence of success of each team member, e.g., “...has published over 30 peer-reviewed articles in this area...”
- Show that team members have diverse but complementary expertise

Be self-promoting...

...**but** in an evidence-based way

Weak...	Stronger...
“Dr. X is a leading international scholar.”	“Dr. X is an internationally recognized researcher / has been cited over 2000 times / published in top quartile journals, e.g., X, Y, and Z / chapters in books with international publishers such as Cambridge University Press / keynote speaker.”
“Dr. X is an outstanding graduate supervisor.”	“Dr. X’s has supervised n MA and n PhD students...students have published first-authored articles based on their theses in peer-reviewed journals such as M, N, and O.”
“Dr. X has made important contributions to the discipline.”	“Dr. X made a unique contribution to the discipline...by conducting the first study on intervention Y with population Z.”

A theme throughout the proposal: Training HQPs



- Refer to Policy on Training HQPs for ideas
- “It is likely not possible for the supervisor/applicant to provide training in all of the skills listed above...”

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

Training of HQPs

What will they learn?
transferrable skills

Training for research assistants in the current project will include the following elements, roughly in chronological sequence:

- a) To become oriented to the research program, students will read previous publications and attend a research presentation by the PI in this area.
- b) Graduate students will be trained in writing intervention methods, through a process of instruction, observing a model, role-playing with other students, and feedback from their peers and the instructional specialist.
- c) To be trained on monitoring treatment integrity, students will be familiarized with instructional procedures. A checklist of teaching behaviors will be used. Training will include observing and scoring a model, and feedback on scoring.
- d) Doctoral students will be trained in conducting writing assessments by the PI and their Assessment professor, as well as by Dr. Dominguez by way of an on-site visit and on-line resources she has

How will they learn it?
-concise but concrete

Costs related to HQPs

Budget Justification

Personnel Costs

Work to be performed by the graduate research assistants: For Years 1-4, the cycle will be similar. The two RAs will be trained in September for 40 hrs each. Weekly meetings = 1 hr/week x 48 wks/yr = 48 hrs each. Pretest/Post-test assessment (Oct-Nov, April-May) will require approximately 2 sessions x 1.0 hour per student x 160 students = 240 hours, split between two RAs. Instruction = 80 hours split between two RAs. Classroom observation to monitor treatment integrity (December-March) will require

Travel and Subsistence Costs

As stated in the Knowledge Mobilization plan, we plan to present at Canadian and International conferences, and to assist students in networking by supporting them in presenting at international conferences.

Travel and subsistence, applicant or team member, Canadian conference travel (purpose is communication). Example, Year 2 CSSE conference at a major Canadian city, e.g., St. John's, Newfoundland, June, 2020: \$675 travel; \$170 conference registration; 3 days x \$150 accommodation = \$450; 3 x \$60 meals and local travel = \$180; **Total = \$1475**

Year 4: Conference at major Canadian city, same cost estimate as Year 2, **Total = \$1475.**

Travel and subsistence for students, Canadian conference travel (purpose is communication):
Same costs as applicant (see above), **Year 2 = \$1475, Year 4 = \$1475.**

Budget and Budget Justification

- Break down the cost in as much detail as possible in space available
- Work with the Research office to build the budget
- Work with Research Office to include “in-kind”

Knowledge Mobilization Plan

- must be more than journal articles and conference presentations
- Read Guidelines on Effective Knowledge Mobilization:
http://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx
 - See “Turning Research Into Outcomes and Impacts”
- Address diverse kinds of audiences, e.g., researchers, educators, policy makers, public, etc.
- Interactive activities that engage audiences
- Consider involvement in various stages, e.g., planning, dissemination

Knowledge Mobilization Example

- Audience involved, when, how
- How will audience benefit / how will research benefit
- Best way to communicate

Knowledge Mobilization Plan

KM Objective: To create knowledge about early intervention in writing, and transfer this knowledge to researchers, teacher educators, teachers, and policy makers, to benefit elementary students.

Target Audience	Methodology	Time Frame	Justification
Researchers / teacher educators in special education, school psychology, speech-language pathology	Journal articles, some open access, e.g., <i>J. of Writing Research</i> . Drafts posted to <i>Scholarship@Western</i>	Submit in summer 2019, 2020, 2021, 2022, 2023.	Informs theory and methods in disciplines of special education, literacy education.
Researchers / teacher educators.	Conference presentations, e.g., <i>CSSE; ISAWR; AERA; EARLI</i> .	Spring 2020, 2021, 2022, 2023.	
Researchers.	Data archives (anonymized).	After each study, 2019-2023.	Advances research agendas in special education.
Network of teachers	Communication through website	Spring 2019	Disciplinary KMB that

Response to Previous Critiques

- Concise but concrete
- Revise to accommodate reviewers
- But can also decline to change something and justify if necessary

The reviewers made a several useful suggestions, which have been incorporated into the current proposal. In the sequence in which they appear in the proposal, they are as follows: Provided context concerning the response to intervention framework (R2); added demographic information and clarified criteria for selecting Tier 2 students (R1, R2); simplified the experimental design in the 2nd and 3rd year, so that rather than 2 x 2 between subjects, they are one way comparisons with conventional instruction (R2); detailed the duration of interventions (R2, R3); clarified which cohorts are assessed longitudinally (R1); added methods for increased knowledge mobilization to classrooms (R1).

Some general considerations...

- *Stay focused; don't try to do everything
- Explicitly address each question in the application; use terms from the call; bold them in your text
- Review “Instructions,” work in explicit references to the *criteria*, use the terms, bold them, especially, “**Feasibility**,” “**Challenge**” “**Capability**”
 - As well as the bullets under each criterion
- Keep emphases of the Tri-Council in mind: e.g., contribution to knowledge, training HQPs, knowledge mobilization
- Be concrete about proposed research, training, etc.
- Be evidence-based in claims about past success

Conclusion

- Step up to the plate
-again

