2019 Insight Development Grants

Application Logistics & Best Practices

13 December 2018

Diane Davies MSc
Research Projects Advisor
University Research Services
diane.davies@queensu.ca

Adrian Kelly PhD
Research Projects Advisor
University Research Services
adrian.kelly@queensu.ca

URS_IDG Webpage
### SSHRC Webinars

<table>
<thead>
<tr>
<th>WEBINAR</th>
<th>LANGUAGE</th>
<th>DATE AND TIME (EASTERN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insight Development Grants</td>
<td>French</td>
<td>December 18, 2018 10:00 a.m. to 11:30 a.m.</td>
</tr>
<tr>
<td>Insight Development Grants</td>
<td>English</td>
<td>December 18, 2018 1:30 p.m. to 3 p.m.</td>
</tr>
</tbody>
</table>
2019 Insight Development Grants

SPECTRUM OF SCALE, DURATION AND IMPACT

- **PARTNERSHIP ENGAGE GRANTS** ($7-25K)
- **PARTNERSHIP DEVELOPMENT** ($75-200K)
- **PARTNERSHIP GRANTS** ($500K-$2.5M)
- **CONNECTION GRANTS** ($7-50K)
- **INSIGHT DEVELOPMENT** ($7-75K)
- **INSIGHT GRANTS (A)** ($7-100K)
- **INSIGHT GRANTS (B)** ($100-400K)

- **SPECTRUM**:
  - **Small Scale**: Short-term, ≤ 1 Year
  - **Medium Scale**: Medium-term, 2 – 3 Years
  - **Large Scale**: Longer-term, 4+ Years

- **SIG** (Up to $7K)
- **Exchange**
- **Explore**

- **Tri-Council Programs**
- **NCEs**
- **CERCs**
2019 Insight Development Grants
How to Use the Canadian Common CV (CCV)

Step 1—Registering and Logging In

To Create a SSHRC CCV

1. Go to: [https://ccv-cvc.ca/](https://ccv-cvc.ca/). Select English.

2. In the top menu bar, select Login.
Research Portal

- Separate login from SSHRC web-forms; email address must be listed on your CCV
- User Profile: First name & family name same as CCV account
- Eligibility Profile
- Overview: Application, Attachments, CCV, Invitations
- Attachments:
  - Detailed Description (5 pgs)
  - Timeline (1 pg)
  - References (10 pgs)
- Instructions are integrated into application
Scholar Type

- **Emerging scholars**: Projects may build on and further the applicant’s (or team’s) graduate work and/or represent a continuation of their overall research trajectory.

- **Established scholars**: Provides support to explore new research questions and/or approaches that are distinct from the applicant’s previous/ongoing research. Not intended to support ongoing research for established scholars.
Emerging Scholar Applicants

- Have not applied successfully, as principal investigator or research director, for a grant offered as part of a funding opportunity from three organizations (SSHRC, NSERC, CIHR) with the exception of knowledge mobilization grants like Connection and Knowledge Synthesis grants.

- Meet at least one of the following criteria:
  - Have completed their highest degree in the past six years;
  - Have held a tenured or tenure-track postsecondary appointment in the past six years;
  - Hold a postsecondary appointment, but not a tenure-track position;
  - Have had their career significantly interrupted or delayed for health or family reasons within the past six years.
Evaluation Criteria

- **Challenge** – The aim and importance of the endeavour (50%)
- **Feasibility** – The plan to achieve excellence (20%)
- **Capability** – The expertise to succeed (30%)

See the [IDG description](#) for sub-criteria
Review Committees

- Multidisciplinary, disciplinary and thematic committees
- Number and type of committees depends on the number of applications received
- Three readers
- How to select your committee?
  - Who is your target audience (journals, conferences)?
  - See committee membership from past years
  - Submit a one page summary to SSHRC
2019 Insight Development Grants

01 Philosophy, classics, medieval and religious studies
02 History
03 Fine arts and research-creation
04 Literature
07 Economics
08 Sociology, demography and related fields
09 Geography, urban planning and related fields
10 Psychology
11 Political science and public administration
12 Education and social work
13 Anthropology, archaeology; linguistics and translation
14 Business, management and related fields
16 Communications, media studies, gender studies, library and information science, related fields
17 Law and criminology
21 Indigenous research
22 Multidisciplinary or interdisciplinary humanities
23 Multidisciplinary or interdisciplinary social sciences
2019 Insight Development Grants

Formatting

- Use all space provided – form and attachments
- Attachment formatting - 12 pt. TNR; ≥ ¾" margins
- Use of white space
- Required detailed description headings (objectives, context, methodology)
- Use of chart / table for timeline
- Packaging matters
2019 Insight Development Grants

Summary

- Hook and hold attention
- Clarity, simplicity, vitality
- No jargon
- Think ‘problem-and-solution,’ not ‘fill-a-gap’
- Context/Story + Methods + Impact
High household debt, low savings rates and the prevalence of financial fraud in Canadian society point to the pressing need to improve Canadians’ level of financial literacy. Canada’s national financial literacy strategy supports addressing this need by integrating financial literacy education into the formal education system. There is a consensus in the literature that financial literacy education must start early in life if it is to make a difference to financial decision-making. Young people are facing financially significant decisions at a younger and younger age. Traditionally, parents were expected to teach their children about financial matters and so this has not been part of teacher training.
Summary Sample cont’d

To address this gap, the Task Force on Financial Literacy, appointed by the Government of Canada in 2009, recommended that teachers rely on “ready-made curricula” provided by the financial industry. Financial services companies, such as Visa Canada and TD bank, have produced financial education resources aimed at children and intended for use by elementary teachers. The concern is that in providing these resources, the financial industry is in a conflict of interest between its interest in maximizing profits from the sale of increasingly complex financial products and services and teachers’ interest in helping students to become empowered consumers.
Detailed Description

- Objectives:
  - Drive all aspects of the application
  - Need to be clear and detailed
  - Bullet points can be useful
  - An overall project goal can precede the objectives
  - Phrase as what you plan to achieve using verbs: *describe, quantify, explore, explain, mobilize*
Objectives Sample

1. **Review and analyze** resources intended for elementary teachers in the Financial Consumer Agency of Canada’s Canadian Financial Literacy Database, and other, similar databases to **examine the extent to which** these resources promote the interests of the financial industry;

2. **Survey a sample** of Ontario teachers to **gain a preliminary understanding** of the extent to which they are incorporating financial literacy education into their classrooms and, if so, whether they rely on resources provided by the financial industry; and

3. **Conduct a “virtual revisit think aloud” assessment** of the utility of the Canadian Financial Literacy Database with selected survey participants to **gain insight** into how elementary teachers evaluate potential resources and whether the resource provider affects this evaluation.
Detailed Description

Context:

- Convince reviewers of need for the research – academically & practically
- Subsections: Lit Review and Theoretical Framework
- Persuasive writing
  - Larry McEnerney, University of Chicago, “Research Writing: The Problem of Value”
Detailed Description

- **Methodology:**
  - Clearly describe methods in detail
  - Take nothing for granted
  - Tie into objectives
  - Alternate plans if feasibility a question i.e. access to data
  - Only methods; not KM or training. However, may refer to those sections.
2019 Insight Development Grants

Knowledge Mobilization Plan

- Who are the knowledge users, what is being mobilized, how and when?

- Mobilize beyond academic community

- Creativity encouraged; if website – describe content

- [SSHRC Guidelines for Effective KM](#)

- [Meeting Tri-Agency Open Access Policy on Publications](#)
Knowledge Mobilization Sample

Project outputs will include two conference presentations and two published peer-reviewed, open access journal articles. Sharing our preliminary findings at the Asset Builders Learning Exchange (ABLE) Conference in Winter 2018 will help to inform implementation of the national financial literacy strategy. ABLE is a network of over 300 practitioners and policymakers working on financial empowerment of poor Canadians. Presenters and attendees at the 2015 ABLE Conference included the Financial Literacy Leader appointed by the federal government, and representatives of the financial industry and of community economic development organizations involved in financial literacy.
Knowledge Mobilization Sample cont’d

To disseminate research findings to a wider audience, including members of the media, we will use the Faculty of Law’s communications team to help disseminate findings to the general public through the Faculty website and social media. This will include a short video explaining our research, such as those found on the Queen’s Law YouTube channel: https://www.youtube.com/channel/UCYttS_hpEUhWd_ucYAcIZmA. Dr. Henderson will share research findings and publications through her Twitter account (@hendersongaile).
Student Training

- Describe role / involvement of students
- Appropriate for level of student
- Describe any training that will be provided to fulfill their role in the project
- Consider involvement of undergrads

[SSHRC Guidelines for Effective Research Training](http://www.sshrc.canada.ca)
2019 Insight Development Grants

Budget

- “Minimal essential funding”; need versus want
- Risk of application failing if 30% or more of expenses are inadequately justified or inappropriate
- Automatic failure if 50% or more of expenses are inadequately justified or deemed inappropriate
Budget cont’d

- Queen’s Tri-Agency Research Expense Eligibility and Documentation Guide
- Graduate Student Pay
- Travel
- Computers
- Supplies
Funds from Other Sources

- Not penalized if you do not have

- [SSHRC’s Guidelines to Cash and In-kind Contributions](#)

- URS requires written approval from an authorized authority
Final Thoughts…

- **NEED**: Application should evoke need for funding
- **TIMELY**: Why the application needs to be funded now
- **MEMORABLE**: Application should stand out ("headline gripping"); "tells a story")

Also…

- Describe, define, clarify & justify
Stylish Academic Writing

Helen Sword
The Writer’s Diet

A Guide to Fit Prose

Helen Sword
Online Application Form Support

SSHRC Helpdesk

- Tel: 613-995-4273
- Email: webgrant@sshrc-crsh.gc.ca
- Business hours: Monday to Friday, 8:30 a.m. to 4:30 p.m., ET