

SSHRC Partnership Grants: Proposal Development Workshop

Catherine M. Sabiston, PhD, FCAHS
**Canada Research Chair, Physical Activity
and Mental Health**
University of Toronto



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION
Mental Health & Physical Activity Research Centre

SSHRC Background

- >24 SSHRC grants:
- **Insight grants**
 - 2013 (co-i), 2014 (co-I x2), 2014 (PI) & (co-i), 2016 (co-i), 2017 (PI), 2017 (co-i), 2020 (co-i), 2021 (PI), 2020 (co-i)
- **Partnership Engage Grant**
 - 2019 (co-i) & 2023 (PI)
- **Partnership Development Grant**
 - 2016 (PI), 2018 (co-i), 2022 (co-I x 2), 2023 (co-i)
- **Insight Development Grant**
 - 2015 (co-i), 2018 (PI), 2018 (co-i), 2019 (co-i), 2023 (co-i)
- Reviewer for Insight and PDG, multidisciplinary committee

SSHRC PG: Attempt #1

We have developed the largest partnership of expert researchers and organizations focused on body image and sport in the world. **The overall goal of this partnership is to improve the sport experience for girls by reducing body image concerns.** Our **six partners** will play a crucial role in achieving this goal: the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS), the Ontario Physical and Health Education Association (Ophea), Fast and Female, National Eating Disorder Information Centre (NEDIC), Special Olympics Ontario (SOO), and Maple Leaf Sport and Entertainment (MLSE) Launchpad will work collaboratively with our researchers to achieve the following key objectives:

1. Document and describe how intersectionality affects girls' experiences of body image and sport (i.e., elucidating the experiences of adolescent girls who are involved in sport or not, and who identify across a variety of intersecting social positions including, but not limited to, gender and sexual identity, (in)visible disability, race/ethnicity/culture, and socioeconomic status).
2. Develop, deliver, and assess supportive resources to parents, coaches, and other social influencers (e.g., spectators, referees, teammates) on the impact of body image in sport.
3. Design, implement, and evaluate resources for adolescent girls for optimal impact on body image in sport both acutely and over time.

SSHRC PG: Attempt #2

Partnership for Equitable, Diverse and Inclusive Participation, Access, and Quality Experiences in Youth Sport.

Sabiston, C. M.

Co-applicants:

Academic: Cheri Bradish, David Legg, Corliss Bean, Cathy Van Ingen, Diane Mack, Lyndsay Hayhurst, Joe Baker, Leah Ferguson, Richard Norman, Timothy Chan, Erica Bennett, Janelle Joseph, Isabelle Dore, Mathieu Belanger, Marie-Eve Mathieu, Nick Holt, Tara-Leigh McHugh, Jay Scherer, Leisha Strachan, Sarah Teetzel, Eva Pila, Audrey Giles, Francine Darroch, Rochelle Eime, Sergio Lara-Bercial

Industry/Community Partners: Canadian Tire Jumpstart, Canadian Women and Sport, Free Play for Kids, Spirit North, Future of Hockey Lab, Fast and Female, Global Athlete, Ever Active Schools, Ontario Physical and Health Education Association (Ophea), Calgary Adapted Hub, Canada Basketball, Badminton Canada, The Carnegie Initiative, icoachkids Global Movement, MLSE Launchpad, Canadian Centre for Ethics and Sport, Canadian Parks and Recreation Association, New Brunswick Health Research Foundation, University Partners: Brock University, Carleton University, Centre Hospitalier de l'Université de Montreal, Mount Royal University, Western University, Toronto Metropolitan University, Université de Sherbrooke, University of Alberta, University of British Columbia, University of Manitoba, University of Ottawa, University of Saskatchewan, York University, University of Toronto. Collaborators: Ross Murray, Margo Adam, Madison Vani, Kristen Lucibello, Sasha Gollish, Corentin Monteil, Laura Hallward, Shannon Herrick, Francois Gallant.

Project Objectives

What could an equitable, diverse, and inclusive sport system look like?



- ***Intersecting Identities:*** Document and describe how intersecting identities affect girls' experiences of, or exclusion from, community sport
- ***National Sport Data Collection System:*** Develop a National Sport Data Collection system to follow sport participation, identify trends, and examine predictors and outcomes for girls.
- ***Resources & Programs:*** Develop, deliver, and assess supportive resources to improve sport participation and outcomes. These resources will become standards for sport practices.
- ***Sustainable Partnerships:*** Integrate and mobilize knowledge to develop an open-access toolkit for organizations to collaborate, engage and contribute in a sustainable partnership model for researchers and community partner leaders.

SSHRC Adjudication Process



Stage 1

- pass (or not)
- committee evaluation form



Stage 2

- receive reviews and address reviewer comments
- pass (or not)

Project Director:	Catherine Sabiston
File Number:	895-2022-0023
Title:	Partnership for Equitable, Diverse and Inclusive Participation, Access, and Quality Experiences in Youth Sport

Stage 1 Reviews

1. Challenge—The aim and importance of the endeavour (40%):

Sub-criteria (No specific weighting assigned to each sub-criterion)	Unsatisfactory	Satisfactory to Good	Good to Very Good	Very good to Excellent
originality, significance and expected contribution to knowledge;				X
appropriateness of the literature review;			X	
appropriateness of the theoretical approach or framework;				X
appropriateness of the methods/approach (including the co-creation of knowledge);				X
appropriateness of considerations related to equity, diversity and inclusion in the research design, as applicable (e.g., questions, methods, theoretical framework, literature review, analysis and interpretation, and knowledge mobilization activities);				X
quality of training and mentoring to be provided to students, emerging scholars and other highly qualified personnel, as well as opportunities for them to contribute, and quality of equity, diversity and inclusion considerations in the recruitment, training and mentoring plan;				X
potential for the project results to have influence and impact within and/or beyond the social sciences and humanities research community; and				X
identification of progress indicators.			X	

2. Feasibility—The plan to achieve excellence (30%):

3. Capability—The expertise to succeed (30%):

Sub-criteria (No specific weighting assigned to each sub-criterion)	Unsatisfactory	Satisfactory to Good	Good to Very Good	Very good to Excellent

Committee comments:

The committee agreed that the originality and importance of the proposal was clearly and convincingly stated. It appreciated that EDI was a central focus and it agreed that the EDI strategy for the recruitment of participants was a strength of the proposal. The committee found that the theoretical framework was clearly articulated, and that the student training and mentoring plans were excellent. It commended the strong and genuine partnerships and the clear governance structure. It agreed that the team is excellent with relevant experience and expertise.

The committee made some suggestions for the development of the Stage 2 proposal. While the proposal notes that it will use Indigenous knowledge systems, the committee would have liked to have seen more details surrounding this aspect of the proposal. In addition, the committee encouraged the team to further include non-binary and transgender youth in the study. Finally, the committee agreed that progress indicators could have been more clearly presented.

Timelines

- >Internal deadlines
- >Internal reviews
- >SSHRC deadlines

Checklist for Stage 2

Stage 1 -> Stage 2... not a lot of overlap!



• Stage 1

- **Project Goals and Objectives (8 pages)**
 - Overall goals and specific objectives
 - Originality, significance, and contributions to knowledge
 - Theoretical and methodological approaches
 - EDI considerations
 - Training and mentoring of HQP
 - Influence, impacts, and progress indicators
 - Appropriateness of the duration
 - EDI plan for promoting a diverse team
 - Governance plan
 - Host institution support
 - Knowledge mobilization
- **Description of team (3 pages)**
 - SSHRC Online: accept invitation, verify, and submit
 - Letter of support
- **Budget, including developmental funds justification (\$20,000)**
- **Potential partnerships & contributions (1 page)**
- **Contribution plan (1 page) – make sure you grab the information from the letters of support**

Stage 2

- **Goal and project description (8 pages)**
 - Overall goal and specific objectives
 - Partnership approach suitable for research objectives
 - Relevance and significance of the formal partnership for the partner organizations
 - Originality, significance, and contributions to knowledge
 - Theoretical approaches
 - EDI considerations for research design
 - Methodological approach (objectives)
 - Data management
 - Timeline appropriateness
 - Outputs and outcomes and impacts
- **Previous SSHRC funding (1 page)**
- **Budget justification (4 pages)**
- **Description of Formal partnership (4 pages)**
 - Partnership approach appropriateness and valuable
 - Involvement of partner organizations in intellectual leadership
 - Partner organization roles and participation in EDI plans
 - Anticipated challenges and mitigation plan
 - Benefits of Partner Organization for being involved in partnership
 - Expertise of partner organizations, integrated and essential
 - Partnership evolution since Stage 1
- **Potential partner organizations and other contributors (2 pages)**
 - Invited to participate
 - Will be invited
- **Governance Plan**
 - Choice of management and governance arrangement and leadership
 - Nature of participation in the governance structure
 - EDI plan for diverse and inclusive team
 - Involvement of key partner organizations in the decision making process
 - Host institution involvement
 - How will issues be resolved
 - Accountability and decision-making authority
 - **Referred often to Evidence of Formal Partnership = MOU and other documents
- **Training and mentoring (2 pages)**
 - Training, mentoring, and employability activities
 - Team capacity
 - Anticipated number of HQP to be trained and mentored
 - EDI plan for HQP
 - Specialized skills developed
 - Career development opportunities
- **Knowledge mobilization plan (2 pages)**
 - Approaches to engage appropriate target audiences
 - EDI considerations and KM activities
 - Justification for KM activities
 - Timelines
- **Contributions Plan (4 pages)**
 - Confirmed contributions from the host institution
 - Confirmed contributions from the partner organizations
 - Proposed contributions from the partner organizations
 - Contributions from other sources
 - Plans to continue to seek and secure cash and/or in-kind support
 - The support benefits the partnership
 - Table of: Confirmed and unconfirmed support
- **Expected outcomes (SSHRC template) - < 1 page**
 - Intellectual, economic, social, and cultural outcomes
 - EDI focus
- **Attachments**
 - MOU (signed by all partner organizations)
 - Evidence of formal partnership
 - Co-developed commitment, terms, rules, and processes
 - Rules of Engagement
 - Decision-making process
 - Conflict resolution
 - EDI Action plan
 - Data sharing agreement

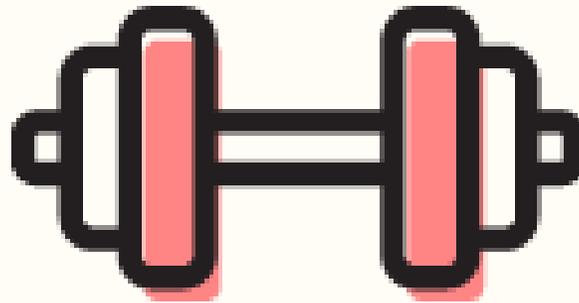
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Specific Tips



Stage 1

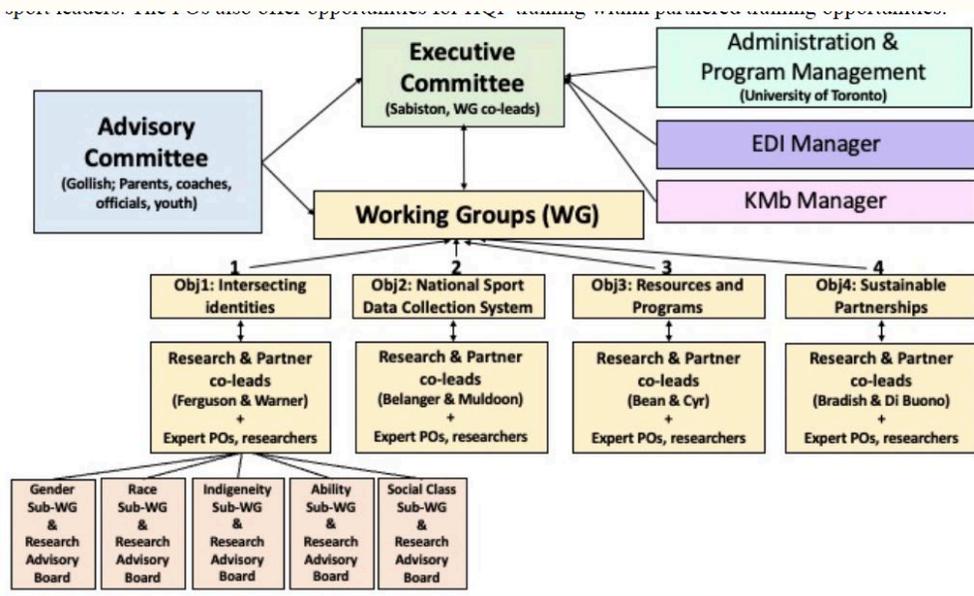
- Convince the reader of the need for this partnership, at this time
- Challenge, Feasibility, Capability
- Theory, framework, methods
- **Genuine authentic partnerships**
- Project director/co-director experience in leading research team(s), mentorship/training
- Progress indicators
- Write clearly, for a general audience

Stage 2

- Address review comments
- Experts will review (external)
- Ask, ask, ask.... Confirm contributions from partner organizations and Host institution
- EDI in research and practice
- Training and mentoring
- KM
- Outputs, outcomes, and impact

General Tips





Tips

- Use colour
- Use the instructions – even in titles
- Attachment can be detailed

Evidence of formal partnership attachment

SABISTON: Sport4All - GOAL AND PROJECT DESCRIPTION 1

OVERALL GOAL AND SPECIFIC OBJECTIVES. The overall goal of this Partnership for Equitable, Diverse and Inclusive Participation, Access, and Quality Experiences in Youth Sport (Sport4All) is to improve community sport participation, access, and quality experiences for girls. This partnership will adopt an intersectional lens to understand and address girls' access to, participation in, and experiences with community sport, considering how equity-owed status and gender interacts with race, Indigeneity, ability, and social class.^{1,2} This timely approach, which addresses the objectives of the Insight and Connection programs, is needed because sport has a history of being inequitable and exclusive. We are also responding to the social demands arising from the COVID-19 pandemic that have created an opportunity to "build back better"⁴; sport leaders and parents, athletes, and governments have been implored to use the pause and limits on sport to consider the ways to make sport more equitable going forward.⁵ Our significant national partnership will address core issues of equity, diversity, and inclusion (EDI) in community youth sport. Gender, race, Indigeneity, ability, and social class are *de* major barriers to youth sport participation and are key identity factors that present and create inequitable experiences,⁶⁻¹⁰ especially in recreational and community-based sport. Sport4All is focused on this recreational sport and *not* on high performance and professional sport. Community sport is the fabric of Canadian youth development, with 84% of Canadians agreeing that participation in community-level sport builds character, 91% saying sport can contribute to well-being and resilience, and 82% believing sport strengthens community culture.^{11,12} Empirical findings from qualitative, quantitative, and mixed methods studies, many of which are published from our team, consistently support these outcomes.

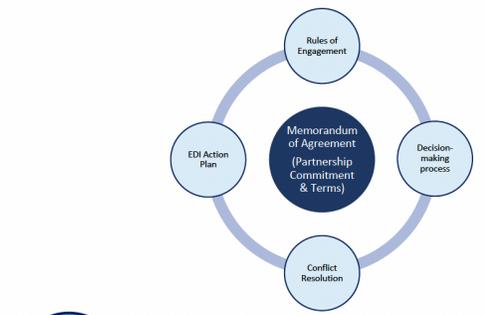
Our goal is to make sport a possible opportunity for all youth and is driven by the main research question: "What could an equitable, diverse, and inclusive sport system look like?" We are a team of 31 national and non-profit sport organizations and academic institutions, 35 diverse Canadian and international research experts, and numerous grassroots sport end users and trainees, with Canadian Tire Jumpstart and Canadian Women and Sport as lead partners. These two lead organizations have tracked the pulse of community sport participation for years, and are leaders in actions that need to happen now to address EDI challenges in sport. They recognize the need to innovate in design, planning, delivery, and evaluation of youth sports services in Canada, and have identified an urgent need to collaborate with POs and researchers on the following key objectives and guiding research questions (RQ):

- (1) Document and describe how intersecting identities affect girls' experiences of community sport.
 - RQ: How does gender intersect with race, Indigeneity, ability, and social class to foster, limit, or exclude sport participation for girls?
- (2) Build a National Sport Data System to collect meaningful and timely data on community sport experiences and participation trends, and to identify predictors and outcomes of quality sport.
 - RQs: What are the cross-sectional and longitudinal experiences and participation trends in youth sport for girls with intersecting identities? What factors propel girls to disengage or shift sport experiences? What factors predict sport participation initiation and maintenance?
- (3) Develop, deliver, assess, and standardize supportive resources for community sport leaders and girls to help foster participation, access, and quality sport experiences.
 - RQs: What resources are needed to help foster quality sport for all girls involved in sport? Are unique resources and supports needed for diverse identity factors?
- (4) Integrate and mobilize the research outcomes to develop an open-access toolkit (e.g., data collection, evaluation platforms, resources, programs, and strategies) for organizations to collaborate on, engage in, and contribute to the timely EDI issues in Canadian youth sport, and to secure a sustainable partnership model for researchers and community leaders.
 - RQs: How do we ensure EDI standards in community youth sport for girls? What does an innovative community youth sport institute look like?

A PARTNERSHIP APPROACH IS KEY TO THE RESEARCH OBJECTIVES. All partner organizations (POs) have co-developed the objectives, and they all contribute meaningfully and uniquely to the research activities. The partnership is impactful, made up of the key youth sports service providers and funders in

SABISTON: Sport4All – EVIDENCE OF FORMAL PARTNERSHIP

CO-DEVELOPED SPORT4ALL COMMITMENT, TERMS, RULES, AND PROCESSES.



Rules of Engagement (ROE):

General rules of engagement are founded on the core MOA principles of commitment to Sport4All. ROE are specific to the dynamic of the group working on the unique objectives and projects (e.g., unique ROE, founded within the guiding principles (see below), for the executive committee, the advisory committee, all 4 working groups (and sub-working groups). These specific ROE will be developed upon confirmation of funding and within the first 3 months of the formal funded partnership.

Guiding Principles of the ROE:

Description of Partnership. The purpose of this partnership is to collaboratively change the Canadian community sport landscape. The following key priorities for this work represent the initial co-developed objectives: (1) Document and describe how intersecting identities affect youths' experiences of community sport; (2) Develop a National Sport Data System to collect meaningful and timely data on community sport experiences and participation trends, and identify predictors and outcomes of quality sport; (3) Develop, deliver, and assess supportive resources for community sport leaders and youth to help foster participation, access, and quality sport experiences; and (4) Integrate and mobilize knowledge of the tangible outcomes throughout this project to develop an open-access toolkit for organizations to collaborate, engage, and contribute to the timely issues in Canadian sport; all while securing a sustainable partnership model for researchers and community partner leaders.

Working Group 1: Intersecting identities (Objective 1): Expertise needed in social justice, sociology, critical theory, community-based action research, ownership, control, access, and possession (OCAP)

Marika Warner (Director of Research and Evaluation, Maple Leaf Sports and Entertainment (MLSE) Launchpad) and Dr. Leah Ferguson (Métis Scholar and Associate Professor, University of Saskatchewan) will co-lead the research activities of this group, which are focused on understanding and addressing intersectionality in girls sport.

This group is comprised of 13 additional co-applicants and collaborators with extensive experience using research methodologies (community-based participatory research, collaborative practices, qualitative, trauma-informed practices) across various intersecting identities (race, gender, ability, social class, Indigeneity). Research is approached from a critical theory and/or social justice lens, while respecting principles of OCAP. This group will lead 10 unique studies across Canada and combine for two integrated studies focused on intersectionality.

Group Members: R Norman (race, gender), J Joseph (race and Indigeneity: post-colonial feminism), L Hayhurst (Indigeneity, social class), A Giles (Indigeneity), F Darroch (social class), J Scherer (social class), D Legg (ability), J Baker (ability), E Bennett (gender, intersectionality), S Teetzel (gender – trans and non-binary), M Adam (gender), R Eime (youth sport), S Herrick (PDF; gender)

Key POs: MLSE Launchpad, Carnegie Initiative, Future of Hockey Lab, Global Athlete, Spirit North, FreePlay for Kids, Calgary Adapted Hub, Ophea, Canadian Parks and Recreation Assoc.

Working Group 2: Data (Objective 2): Expertise needed in survey design, analytics, data management; Supported by hire in Data management at U of T

Liz Muldoon (Canadian Centre for Ethics in Sport) and Dr. I Mathieu Bélanger (Professor, Université de Sherbrooke; Director of Research, Centre de formation médicale du Nouveau-Brunswick) will co-lead the research activities of this group, which is poised to develop a National longitudinal data collection system. Dr. Bélanger's SSHRC-funded longitudinal cohort study (MATCH) follows adolescents over 15+ years and is a leveraging database for Sport4All.

This group is comprised of 6 additional co-applicants and collaborators who have expertise in national survey design, implementation, and data management, as well as advanced statistical analyses skills.

Group Members: T Chan (sport analytics), I Doré (epidemiology), C Montiel (PDF; longitudinal design), R Murray (PDF; sport theory), F Gallant (PDF; longitudinal data analysis), S Lara-Bercial (international expert; large data collection)

Key POs: Canadian Centre for Ethics in Sport, Badminton Canada, Canada Basketball, iCoachKids, New Brunswick Health Research Foundation

Working Group 3: Research and Programs (Objective 3): Expertise needed in program design, program evaluation, intervention

Danielle Cyr (Knowledge Mobilization Manager, Canadian Women and Sport) and Dr. Corliss Beun (Assistant Professor, Brock University) will co-lead the research activities of this group, which is set to develop, implement, test, and standardize resources and programs aimed at girls' experiences in sport.

This group is comprised of 10 additional co-applicants and collaborators who have extensive using qualitative and quantitative research methodologies, as well as intervention and program evaluation utilizing cooperative and community-based participatory approaches. The POs have developed resources and programs; and these as well as newly developed resources and programs will be evaluated in 14 different studies for large-scale use.

Group Members: TL McHugh (Indigenous programs), E Pila (gender inclusive and diverse resources), D Mack (program evaluation), L Hallward (PDF; gender and body size program), N Holt (youth sport and parent resources), C van Ingen (trauma-informed program), I Strachan (Indigenous and youth sport resources), K Lucibello (PDF; gender resources), M Yari (PDF; gender resources), ME Mathieu (program evaluation)

Key POs: Canadian Women and Sport, Fast & Female, iCoachKids, Ever Active Schools, Canadian Parks and Recreation Association, Ophea

Working group 4: Sustainable Partnership (Objective 4): Expertise in partnership, sport management, governance, policies

Marco Di Buono (President, Canadian Tire Jumpstart Charities) and Cheri Bradish (Associate Professor, Toronto Metropolitan University and Director of Future of Sport Lab) will co-lead the research activities of this group, which will develop a shareable toolkit, standardized practices for community youth sport, and focus on legacy plan.

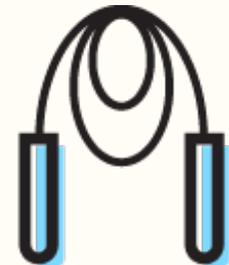
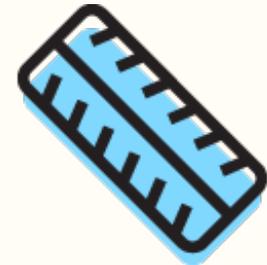
This group is also comprised of an additional co-applicant, who will lead the advisory group that works with the executive committee. Dr. Gollish has expertise in quantitative research, as well as community service and is positioned as an athlete role model.

Group Members: Sasha Gollish (engineering, sport management, athlete), all researchers

Key Pos: All (Canadian Tire Jumpstart Charities, Canadian Women and Sport, Fast & Female, iCoachKids, Ever Active Schools, Canadian Parks and Recreation Association, Canadian Centre for Ethics in Sport, Badminton Canada, Canada Basketball, MLSE Launchpad, Carnegie Initiative, Future of Hockey Lab, Global Athlete, Spirit North, FreePlay for Kids, Calgary Adapted Hub, New Brunswick Health Research Foundation, Ophea)

Tips

- **Language = SSHRC (vs CIHR)**
 - Co-applicant versus co-investigator
 - PI versus PD
 - Partner organizations versus industry partner
 - Experts and end-users versus stakeholders
 - Advisory groups within governance structure
- **Help partner organizations and co-investigators**
 - Instructions
 - Screenshots
 - Direct contact and link to team members (and check in)
- **Universities are partner organizations**
- **International co-applicants & partner organizations**
- **Tailored and individualized template letters (with caution)**
 - Authentic partnership
- **Ask to see the letter before uploaded**
- **Keep a “live” table of contributions**



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SSHRC Partnerships Grants Embedding EDI Considerations

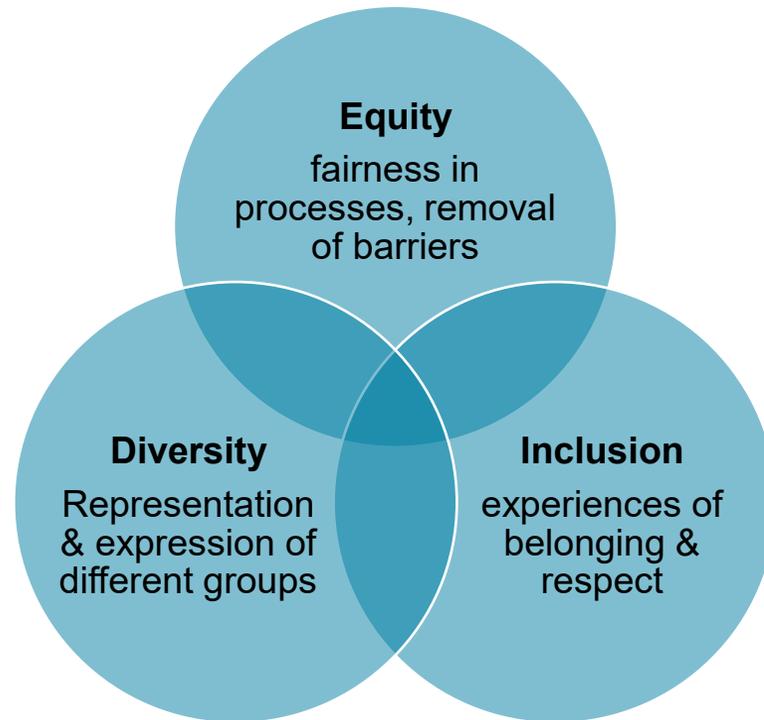
November 2, 2023

Presented by:

Andrea Gill
Research Equity & Development
Strategist
Research Services Office



Equity, Diversity and Inclusion Overview



EDI goes beyond a counting or box-checking exercise

EDI strategies and approaches should be:

- **Specific**
 - Include concrete steps or actions
- **Intentional**
 - Respond to barriers or challenges in the disciplines/fields
- **Ongoing**
 - Not a one-time effort

Partnership Grants – EDI-RP and EDI-RD

EDI in Research Practice (EDI-RP):

- Promoting diversity and participation from members of under-represented groups
- Fostering an equitable, inclusive, and accessible research environment
- Embedding equity and inclusion in training and mentorship opportunities

EDI in Research Design (EDI-RD):

- Research design and methods that integrate equity, diversity, and inclusion principles
- Can include GBA+, antiracist frameworks, decolonizing approaches, intersectional approaches, etc.
- Consideration of diverse identity factors (sex, gender identity/expression, ethno-racial identity, Indigeneity, disability, age, socio-economic status, immigration status, etc.)

Partnership Grant EDI Expectations & Requirements

EDI-RP

- Training and mentoring plans for HQP, including EDI considerations in recruitment, training, and mentoring
- EDI plan for promoting a diverse team, inclusive working environment, and equitable opportunities within the partnership
- Participation of partner organizations in the EDI plan, as applicable
- Institutional commitment to EDI and support for the partnership EDI plan (host organization involvement)

EDI-RD

- EDI considerations in the research design and methods
 - Must provide rationale if these considerations are not applicable
- EDI considerations in knowledge mobilization plans

EDI is evaluated as part of the **Challenge** and **Feasibility** criteria

EDI-RP General Guidance

- Concision is key (space is limited!)
- Familiarize yourself with systemic barriers and challenges in your field
 - Policies or practices that result in members of under-represented groups having less access to research opportunities
 - These barriers may be unintentional
- Apply an EDI lens to recruitment, training, mentoring, governance, etc.
- Avoid broad or generic statements about EDI
 - Go beyond listing/quoting institutional policies
- A clear plan will be persuasive to reviewers *and* enable the team to realize its EDI commitments

EDI-RP General Guidance, cont.

- Provide specific actions that proactively and intentionally support EDI
 - Identify and describe concrete steps or measures (say **how** you will advance EDI)
 - Implement practices that intentionally address barriers in the discipline(s) or in research more broadly (**why** these practices?)
 - Tailor these actions to the needs of your team, partnership, and discipline
 - Carry out practices over the life of the partnership
- Describe practices already in place, where possible
- Do not include identifying personal information or demographic data about team members or trainees
 - How a person identifies is confidential
 - A commitment to EDI is about more than counting (it is not sufficient to say the team is already diverse)

Promoting a Diverse Team (EDI-RP)

- Take intentional steps to attract a broad and diverse pool of team members/trainees
- Ensure that opportunities to join the team are openly posted and inclusive to all
- Engage in proactive recruitment
- Take steps to mitigate the impact of unconscious bias in the selection process
 - Use inclusive definitions of excellence when identifying/selecting trainees
 - Implement consistent and equitable evaluation/selection processes

Training & Development (EDI-RP)

- Ensure that training and development opportunities are distributed openly/fairly and can be equitably accessed, relative to training level
 - Track and monitor these opportunities
 - Build these equitable opportunities into the budget, milestones and/or workplan
- Ensure that all HQP have access to a mentor/sponsor within the team
- Use mentorship/individual development plans
- Build EDI capacity into the training plan

Inclusion (EDI-RP)

- Adopt an intentional, proactive approach to create an inclusive environment
- Develop an EDI statement and/or team code of conduct
 - Create accountability around inclusion (both in governance structure and day-to-day operations)
- Implement flexibility and accommodation in scheduling
- Ensure that meetings and events are accessible and inclusive
- Promote clear and effective communication and decision-making
- Share and promote University and relevant partner resources that support EDI and wellness

EDI-RP in Partnerships

- Create opportunities for the partner organizations to contribute to the EDI plan, drawing on their experience (as applicable)
 - Another way of weaving evidence of genuine partnerships throughout the application
 - Engage partners/their expertise in co-creation of the EDI plan
 - Partners can also review/provide input into a draft EDI plan
- Consider the role of partner organizations in the governance framework
 - Include partners in implementation or oversight of the EDI plan
- Provide equitable opportunities for trainees to engage with partners
- Create accommodation and flexibility in scheduling for partners
- Provide EDI education for partners/share EDI resources (e.g., how the partners will benefit)

EDI-RD: Some Key Considerations

- Applications must provide a rationale if no part of the research would benefit from EDI analysis.
- Are sex/gender, race/ethnicity, or other identity factors (e.g., age, language, Indigeneity, immigrant status, region, socio-economic status, etc.) relevant and integrated in the research?
 - How might these factors strengthen or expand the research?
- Who will use or be affected by the research findings? Who should be consulted or engaged?
 - Will members of this community/population shape the objectives of the study?
- Is there a diversity of approaches/authors reflected in the secondary research consulted?
- What are the knowledge gaps in the literature regarding sex, gender, race, or other identities?

EDI-RD: Some Key Considerations, cont.

- Has the team made assumptions about diversity/identity factors? Are these assumptions based on empirical evidence?
- How will the team obtain information for each diversity factor under consideration?
- How will best practices/protocols be followed for the collection of this information?
- If the research uses population data, will the data be disaggregated by sex, gender, and/or other identity factors?
- Who will own or retain research data/findings from under-represented or vulnerable communities? Will communities participate in data interpretation?

EDI-RD: Knowledge Mobilization

- How are EDI considerations (including accessibility) embedded into outputs, outcomes, and potential impacts?
- Will there be diverse end-users, or will application of the research have an impact on diverse populations? On historically marginalized populations?
- How will the partner organizations be engaged in knowledge mobilization activities?
- How could findings be used by diverse communities (including communities served by partner organizations)?
- What forms of knowledge mobilization will best reach those groups?
- How can the team and partners make findings/publications accessible and usable to these communities (language and venues)?

Resources

- SSHRC, [Guide to Addressing EDI Considerations in Partnership Grant Applications](#)
- NFRF, [Best Practices in EDI in Research Practice and Design](#)
- NSERC, [Guide on Integrating EDI Considerations in Research – Section 2: EDI Considerations for Research Teams](#)
- VPRI, [Addressing EDI in Your Research Funding Application](#)
- CIHR, [Individual Development Plans](#)
- [“Evidence-Based Strategies for Improving Diversity and Inclusion in Undergraduate Research Labs,” *Frontiers in Psychology* \(2019\)](#)
- [“Inclusivity for all: How to make your research group accessible,” *Science* \(2020\)](#)

SSHRC PG stage 1 application

- 1. Narrative sections of the proposal**
- 2. Invitations**
- 3. Budget elements**
- 4. Internal deadlines**
- 5. Resources**

Stage 1 PG Proposal Narrative Sections

- **Summary (1 page)**
- **Goal and Project Description (8 pages)**
- **Description of Team (3 pages)**
- Host Organization Involvement – UofT Letter of Engagement (2 pages)
- List of Potential Partner Organizations and Other Contributors (1 page)
- **Contributions Plan (1 page)**
- Partner Letters of Support
- SSHRC CV, “Research Contributions and Relevant Experience” (5 pages), and “Career Interruptions” (1 page, only if applicable) – for Project Director and any Co-Directors (but not co-applicants (at stage 1) or collaborators)

*****NOTE:** the above sections in **bold type** are perhaps those considered the primary documents for applicants who choose to submit for internal peer review and editorial review (deadline information on later slide)

Proposal Summary (1 page)

- Describe the challenges the partnership will address
- Describe the overall goal and objectives of the partnership
- Describe the partnership, Which partner organizations are involved and how are they engaged?
- Summarize the intended outcomes, impacts and benefits to your partners and beyond.

***NOTE: always “preview” the text that you enter in this field (or any free text field) in the PG application to ensure that it is all legible.

Goal and Project Description (8 pages)

- Goal and objectives
- Originality, significance and expected contribution to knowledge in SSH
- Theoretical and methodological approaches (including lit review, data management)
- EDI in Research Design
- Training and mentoring plans (including EDI-RP)
- EDI in team and partnership (EDI-RP)
- Governance and decision making (EDI-RP)
- Host institution involvement
- Knowledge Mobilization (EDI-RD)
- Duration and progress indicators (potential influence and impacts of the project)
- Expected outcomes, impacts and influence

Description of Team (3 pages)

- Expertise needed to achieve the objectives
- Roles, responsibilities and contributions of key participants (i.e., project director, co-directors, co-applicants, collaborators, other participants)
 - What expertise do they contribute?
 - What sector and/or partner they represent?
 - What are their specific roles and responsibilities for the partnership?
 - How do they enhance the partnership?
- Highlight previous collaboration among the partnership team

List of Potential Partner Organizations and Other Contributors

Potential Partner Organizations

Organizations you plan to engage who are not yet confirmed partners.

- Indicate whether they have been invited and your plan to engage them
- Include email addresses and website links

Other Contributors

(Non-partner) Organizations and individuals who are likely to make cash and/or in-kind contributions

- E.g., philanthropic foundations, private sector

Invitation sections of PG stage 1 application

- Co-Directors
- Participants (i.e., Co-Applicants or Collaborators)
- Invited Partner organizations

Co-Directors

- This is where you can invite one or more [Co-Directors](#) to the application if the proposal uses a Co-Director governance approach
- Once added, a Co-Director will receive an email from the [SSHRC site](#) to accept the invitation to the application (they need an account in the SSHRC site to accept the invitation)
- Co-Directors (even at stage 1) have to complete a SSHRC CV, Research contributions and relevant experience (5 pages), and Career Interruptions (1 page, not mandatory)
- SSHRC has instructions for Co-Directors: https://www.sshrc-crsh.gc.ca/funding-financement/instructions/pg-sp-1/co-director-co-directeur_cv-eng.aspx

Participants

- This is where you can invite individuals to the proposal as [Co-Applicants](#) or [Collaborators](#) (click on links to see SSHRC's definition of each role).
- Once added, a Co-Applicant or Collaborator will receive an email from the [SSHRC site](#) to accept the invitation to the application (they need an account in the SSHRC site to accept the invitation)
- They do not have to complete a SSHRC CV, or the Research contributions and relevant experience and Career Interruptions documents at stage 1 (at stage 2, Co-Applicants do need to complete more)
- SSHRC has instructions for Co-Applicants [here](#), and for Collaborators [here](#).

Co-Directors, Co-Applicants and Collaborators

From [PG stage 1 guidelines](#):

Individuals are eligible to be co-directors and co-applicants if they are formally affiliated with any of the following:

- Canadian eligible postsecondary institution; not-for-profit organization; philanthropic foundation; think tank; or municipal, territorial or provincial government.
- International postsecondary institution.

Any individual who makes a significant contribution to the project is eligible to be a collaborator. Collaborators do not need to be affiliated with an eligible Canadian postsecondary institution.

Individuals from the private sector or federal government can participate only as collaborators.

Note the difference

- Formal Co-Directors, Co-Applicants, and Collaborators invited to the application are **individuals**.
- Invited Partners on the other hand are **organizations** (though you do have to include a contact at the partner organization in the “Invited partners” section, as someone on their end has to accept the invitation on behalf of the organization and upload their letter of engagement).

Invited Partners

- Partner organizations are invited to the application through the “Invited Partners” section (a contact for the Partner must be added).
- Once a Partner organization contact is added to this section, that person receives an email from the SSHRC site with a link to accept invitation on behalf of partner organization.
- Partner contact does not need an account in the SSHRC site to accept the partner invitation.
- Must complete some administrative fields (contact information) and must also upload their Letter of Engagement.
- SSHRC has instructions for invited Partner organizations [here](#).

Budget elements of PG Stage 1 application

- Full project budget estimate, no justification
- Budget and budget justification for \$20k development grant to prepare Stage 2 application
- Contributions Plan
- Host Institution Letter of Engagement
- Partner Letters of Engagement to date
- Funds from other sources

Evaluation criteria related to budget elements

Under **Challenge (40%)**:

- appropriateness of methods/approach;
- quality of training and mentoring of students, emerging scholars, and HQP;
- potential for results to have impact.

Under **Feasibility (30%)**:

- quality and genuineness of the partnership and associated management and governance arrangements and leadership;
- indications of other planned resources, including leveraging of cash and in-kind support from the host institution and/or from partner organizations;
- quality and appropriateness of the knowledge mobilization plans.

Full project budget

- Budget summary required at Stage 1, but no justification needed
- Up to \$500,000 per year over 4–7 years to a maximum of \$2.5M
- Can be generalized but must clearly align with proposed activities
- Must follow Tri-Agency Guide on Financial Administration

	2020	2021	2022
Average award size	\$2.49M	\$2.48M	\$2.4M
Average duration	6.4 years	6.2 years	6.6 years

Stage 1 - development budget

- **\$20,000 maximum**

Purposes

- further refine the question(s) to be addressed;
- establish partnership arrangements, a governance structure and/or an approach/methodology; and
- consolidate the partnership's collaborative activities
 - No research
 - Activities must take place between grant start (July 1, 2024) and Stage 2 application deadline (end of Oct 2024)

Budget tips

- Costs should clearly relate to the current state of your partnership, your project objectives, your team and list of proposed partners
- In the justification, explain how each cost is calculated and why it is needed – provide a good level of detail
- No research expenses
- [Tri-Agency Guide on Financial Administration](#) for eligible costs
- Use [UT per diem](#) for travel subsistence (\$100 international, \$80 in Canada; or less if appropriate)

Contributions Plan

Detail your plan to secure [cash and/or in-kind contributions](#)

The plan must describe:

- the confirmed or proposed contributions of the Host Institution;
 - UofT is Host Institution, letter will describe contributions from all relevant UofT units
 - Confirmed contributions are MUCH stronger than proposed contributions
 - Examples of contributions include space (team and events), student support IT, data management and other facilities, dedicated staff time, [MRPM](#)
- the confirmed or proposed contributions from partner organizations and/or other sources;
- how you will seek and secure cash and/or in-kind support in Stage 1 and during the life of the grant (4 to 7 years); and
- how the support will benefit the partnership.

A note about cash and/or in-kind contributions

- SSHRC has guidelines related to cash and in-kind contributions [here](#).
- The guidelines speak to the kinds of contributions that SSHRC considers eligible/ineligible. These are applicable to contributions being made by the host institution (UofT) or formal partner organizations.
- Examples of ***ineligible*** contributions:
 - Indirect/overhead costs
 - The time that faculty members contribute to the project (though the time contributed by a non-faculty member (like individuals from a community partner organization) could be considered an eligible in-kind contribution)
 - Grant funds from CFI, CIHR, NSERC, SSHRC or any tri-agency program.

Host Institution Letter of Engagement – Stage 1

The letter must be on official letterhead, endorsed by OVPRI (though it is to be drafted on the PI's end in cooperation with their divisional research office), and must include:

- **the host institution's plans to be involved in supporting the partnership (eg infrastructure, cash and or in-kind support, services, training etc.);**
- A statement confirming the institution's commitment to equity, diversity and inclusion and details of the support it will provide to advance the partnership's EDI plan;
- an overview of the institution's research and related priorities and strategy and how the partnership will advance those objectives (so how it aligns with the University's strategic research objectives).

For more information, please see the UofT SSHRC PG stage 1 webpage (in particular, deadline #3):

<https://research.utoronto.ca/funding-opportunities/db/partnership-grants-stage-1>. Full description of the letter and what is required to be part of it are included in the PG application instructions [here](#).

Partner Letter of Engagement – Stage 1

Each letter should be written on official letterhead and include the following:

- a statement that the partner organization is willing to participate in developing a Stage 2 application;
 - the reasons for the partner organization's involvement in the partnership; and
 - the anticipated cash or [in-kind contributions](#), **if known** at this stage.
- Letters are the voice of the partner
 - Educate the committee (what does the partner do, why is the project important to them, what outcomes do they expect)

Funds from other sources

From the [PG stage 1 instructions](#):

“List all contributors (e.g., host institution or organization, individuals, not-for-profit organizations, philanthropic foundations and private sector organizations) providing cash and/or in-kind contributions for the proposal. Indicate if these have been confirmed.”

So confirmed or unconfirmed amounts from all contributors (including UofT as the host institution, and any formal partners) can be added in this table, though should align with your “Contributions plan” document and the letters from the host institution and partners (if they include any contribution amounts) as the “Funds from other sources” table doesn’t allow for any context for the amounts listed.

Partnership Grant stage 1 – Internal deadlines for UofT Project Directors

#1 - Wednesday, November 15, 2023 - internal [Expression of Interest](#)

#2 - Wednesday, December 13, 2023 for Internal Peer Review and Editorial Review (reviews to be completed by January 15, 2024)

#3 - Monday, January 29, 2024 - MRA deadline, administrative review for UofT Letter of Support

#4 - Monday, February 5, 2024 - Deadline for online submission of completed/final application by Project Director for admin review by RSO prior to being forwarded to SSHRC by final deadline of Feb 10, 2024.

For full details on the above: <https://research.utoronto.ca/funding-opportunities/db/partnership-grants-stage-1>

Resources for Proposal Development

SSHRC PG Application Materials

- [PG Program Description](#)
- [PG Application Instructions](#)
- SSHRC [CV Instructions](#)
- Instructions for [Co-Directors](#), [Co-Applicants](#), [Collaborators](#), and [Partner contacts](#) at Stage 1

SSHRC Guidelines and Resources

- [SSHRC Partnerships Toolkit](#)
- Guidelines for [Effective Knowledge Mobilization](#)
- Guidelines for [Effective Research Training](#)
- Guidelines for [Addressing EDI in PG applications](#)
- Guidelines for [Cash and In-kind Contributions](#)
- Tri-Agency [Guide on Financial Administration](#)
- Merit Review of [Indigenous Research](#)

Models of Successful Proposals

- Divisional Research Office
- SSHRC [Competition Results](#)
- SSHRC [Awards Search Engine](#)
- SSHRC [Competition Statistics](#)

Divisional Proposal Development Supports

- Speak to your Divisional Research Office early in the process

Research Services Office

- [RSO Partnership Grant Program Page](#)
 - Deadlines, Submission Process
 - Internal Resources and Contacts

Research Services Office Contacts

Mark Bold, Research Funding Manager (SS&H)

mark.bold@utoronto.ca

Andrea Gill, Research Equity & Development Strategist

amk.gill@utoronto.ca