

Welcome

SSHRC IG/IDG Workshop Series 2021



IMPROVE LIFE.



AGENDA

Introductory Remarks

Guest speaker: Luc Lebrun, SSHRC

Panel: Barbara Morrongiello, Psychology

Nita Chhinzer, Lang School

Thomas Sasso, Lang School

Q&A

Closing Remarks



SSHRC: Insight Development Grants

Professor Barbara A Morrongiello – Psychology Dept
(Member of IDG Psychology Committee)



SOME TIPS IN DRAFTING THE PROPOSAL

(~ 40% success rate usually)

CHALLENGE

- Be clear how this is novel FOR YOU (as well as the field)
 - Builds on or extends your past work by (best if YOU elaborate how)
 - New Conceptualization?
 - New Methods/Measures?



SOME TIPS IN DRAFTING THE PROPOSAL

- **FEASIBILITY**

- Be clear what objectives are
and that your measures fit these objectives
and your objectives link to your KT plan

{Don't need lots of details about analytic approach usually, unless this is unusual}



SOME TIPS IN DRAFTING THE PROPOSAL

- **Capability (mention.....)**
 - How your past work has impacted the field (Theory? Measures? KT?)
 - KT strategies past & planned
 - Do you have the skills to do what your KT plan is
 - (Can you point to past KT as proof?)
 - Do you have team members to help you do this?
 - Mentoring
 - Past success of your students? (e.g., tri-council funding success)
 - Plans for these trainees (what skills will they learn from the proposed research?)



PITFALLS TO WATCH FOR

- **Senior PI + More Junior one**
 - Onus is on PI to make the case how this is NEW FOR THEM (cannot assume that having a junior PI who is still learning is enough for IDG funding)
 - Evaluation is about the *team* so make it clear how there is complementarity (Why did you two come together on this? How is it novel for each of you?)
- **Budget**
 - Avoid travel in year 1 unless you can make a strong case for it
 - Open Access costs = \$2K max
 - What are student trainees doing (+ be reasonable in estimating their time!)



QUESTIONS?

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UoG SSHRC IG/IDG grant workshop 2021

Nita Chhinzer slides

Chhinzer@uoguelph.ca

Don't be shy to ask for help or questions as you need.

Learn, improve, keep trying...

Challenge

Solution

My example

Assumed that the audience knew my topic

Make it relevant to what is occurring in the environment today to a lay person

I presented my ideas to grad students at PhD brown bags and asked for feedback on what clarity they might need

Didn't clarify who I was as a researcher

Identify your research pedagogy/approach

I am a positivist, meso level, organizational events researcher, quant research methods, use secondary data

Assumed that it would be an HR person looking at the topic

Clarify all definitions and use sources to draw reader to your conclusions.

Different definitions of layoffs

What were weaknesses?

Address those proactively to improve likelihood of success

For me, it was research record (Capability @ 40%) that scored lowest. Bring on partner or improve research output. Be very detailed in research timelines and program of research.

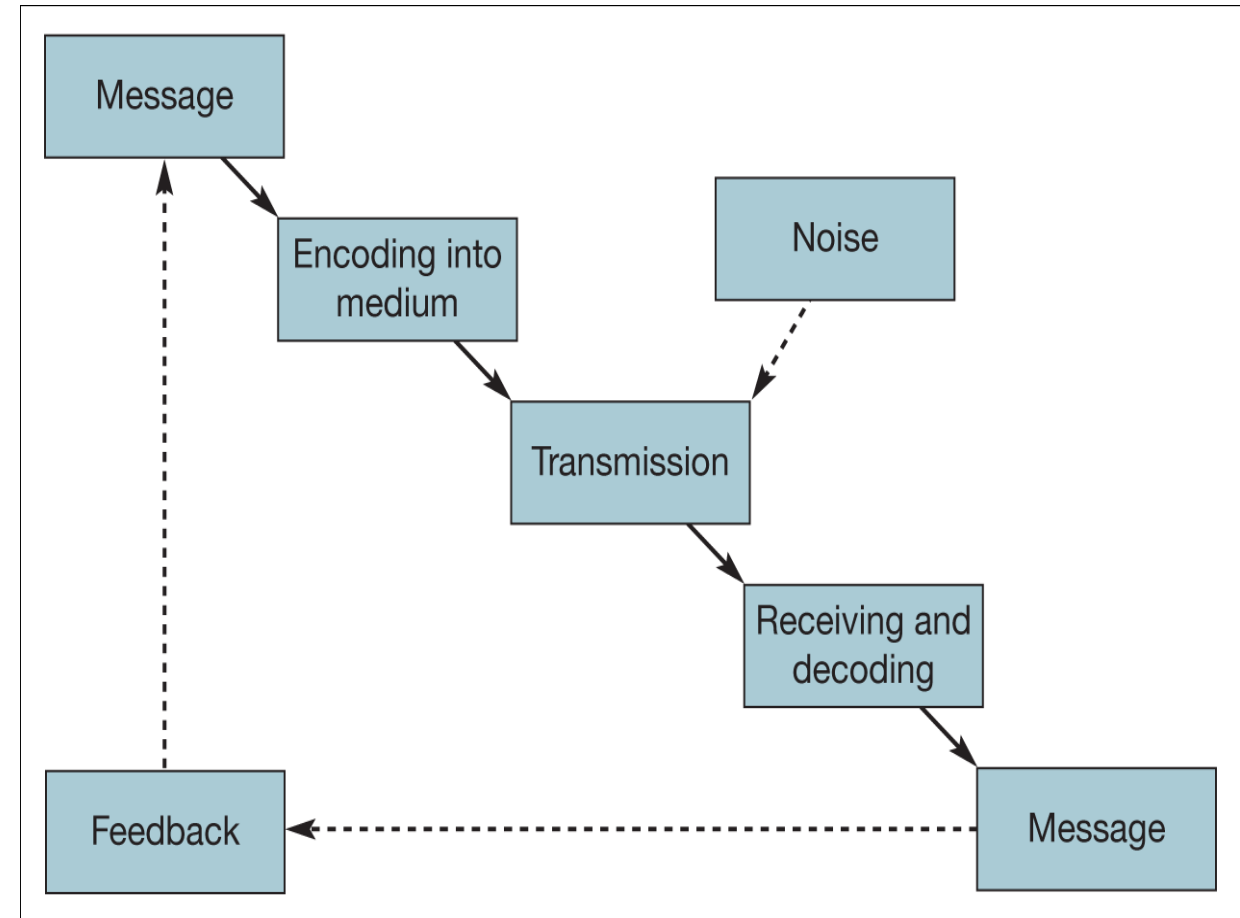
Table 1. Summary of variables to be used in program of research (by source)

Ministry of Labour Form 1- daily data	DataStream (Thomson-Reuters) – annual data	Labour Force Survey (Ontario or Canada)
Number of employees to be terminated via mass layoffs	Number of employees (excluding seasonal)	Average weekly wages by industry
Company name	Company name	Average hours worked
Full mailing address of layoff location(s)	Full mailing address of company headquarters	Labour force participation rate (by gender, age and status)
Date of notice provided to MOL/Employees (da/mo/yr)	Self reported primary industry - NAICS codes	Number of individuals on Employment Insurance
Date of proposed mass layoffs (start and end date if over a period of time)	Revenue and EBITDA (to generate sales per employee)	Employment rate (by gender, age, permanent/temporary employment)
Contact information of an individual in firm regarding mass layoffs	Cost of goods sold; Salaries plus benefits expenses	

<i>Summer 2020</i>	<i>Fall 2020</i>	<i>Winter 2021</i>	<i>Summer 2021</i>	<i>Fall 2021</i>	<i>Winter 2022</i>	<i>Summer 2022</i>	<i>Fall 2022</i>	<i>Winter 2023</i>
Lit review in general downsizing, change management, decision making topics, conceptualize papers broadly, complete trend analysis on layoffs to date			Complete data analysis and modelling of question 1	Submit question 1 manuscript to journal, build model for question 2	Data analysis for question 2, prepare manuscript	Submit question 2 manuscript to journal, build model for question 3	Data analysis for question 3, prepare manuscript question 3	Submit manuscript question 3. Work on completion of R&R's for manuscript or resubmission as required
	Submit concept model to AoM. Present basic trend analysis to Provincial Specialist, Employment Practices Branch, Ontario Ministry of Labour.	Present at AoM, use feedback to improve manuscript	Submit conceptual model of question 2 to ASAC conference.	Speak at Toronto/ Guelph HRPA event about downsizing broadly Present to Ontario Ministry of Labour regarding Q1.	Present conceptual model of question 2 at ASAC. Use feedback to improve manuscript. Submit proposal to HRPA annual conference (Jan 2023)	Prepare and submit symposium proposal for ASAC/AoM conference	Attend/ Speak at HRPA annual conference. Present to Ontario Ministry of Labour regarding Q2 & 3.	

Hints from management consulting about communication

- Communication is about
 - Understanding
 - motivating the reader to act
- Communication is a process
 - Your role is to highlight what is important
 - Never assume that a person will read your entire report
 - Make important sections obvious and highlight how your report is organized so that the reader can find parts with ease
- **GET FEEDBACK INTERNALLY TOO**



From Afterthought to Intention: EDI in Research

Thomas Sasso (they/he)

Assistant Professor, Department of Management

Lang EDI Coordinator

Contact: tsasso@uoguelph.ca

May 5, 2021



Tri-Agency Equity, Diversity, and Inclusion Action Plan

- Created in 2018 to be in place until 2025.
- Objectives:
 - Fair access to tri-agency research support
 - Equitable participation in the research system
- “We must create a culture where embedding equity, diversity, and inclusion (EDI) considerations into all aspects of research is second nature.”



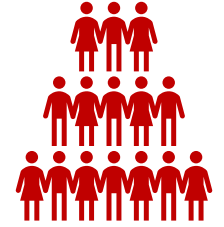
Bringing EDI into Research Projects

Research Topic Identification



- How does your topic relate to the diversity of individuals within your scope/context? Does your topic assume homogeneity of experiences?
 - If you are focused on people, understand that their identities may shape distinct intrapersonal, interpersonal, and systemic experiences.
- What background are you as a researcher bringing to the topic?
 - Engage in reflexivity to understand how your positionality may shape your perceptions of the topic.
- What perspectives could be missing from your understanding of the topic? Who have I consulted with in the design process?
 - Ensure you are consulting the work of diverse scholars.

Team Composition



- Who is on your research team and who is missing?
 - We often bring in collaborators for methods, but not often around EDI.
- What barriers could exist for individuals getting involved or having access to your team?
 - Some individuals get asked to collaborate more and some individuals find it easier to volunteer with research. But that means some folks miss out.
- How are we making research participation more accessible?
 - We need to consider financial, structural, and behavioural barriers for individuals to collaborate on research.

Highly Qualified Personnel Development



- What training or professional development opportunities exist or need to exist?
 - Select collaborators for skills not easily trained and create space and opportunity for developmental experiences.
- How can we scaffold learning for individuals involved in the research process?
 - Build in time for multi-level, formalized mentorship and feedback. Create outlets for stretch assignments.
- What are the outcomes for each member of the team?
 - Consider the needs of each person on the team. Foster open and explicit dialogue about outcomes throughout the process.

Research Methods



- What do our recruitment methods communicate to potential participants?
 - Review the images and language used in recruitment methods; assess the incentives and the degree these are meaningful; avoid unnecessary exclusions.
- Are the tools we are using accessible to diverse groups?
 - Check the language of our scales, use broad demographics, pilot your research with larger groups.
- Will our analyses allow us to examine the experiences of marginalized individuals and communities?
 - Incorporate qualitative options into quantitative work to ensure participant contributions can still be examined with small sample sizes.

Team Practices



- How are we monitoring the interpersonal dynamics within our research team?
 - Be mindful of microaggressions, stereotypical distribution of labour, tokenism, discriminatory processes, and exclusionary behaviours.
- Are we centering inclusion in our choices and structures?
 - Consider accessibility of locations and platforms; check your timelines for feasibility; create space for accommodation needs and discussions.
- How are we making decisions? How are we compensating for effort?
 - Establish transparent and accountable processes for your research teams.

Research Impact



- How are we disseminating our research findings from a place of inclusion?
 - Investigate Open Access journal opportunities; create social media releases; collaborate with relevant community groups for information release.
- Who is likely to be impacted by the findings of my research? How could my research findings be used against a community?
 - Engage in an intersectional analysis of your findings to consider the unintended implications of your findings to determine potential harm.
- Are we engaging our research team in opportunities for dissemination?
 - Foster opportunities for students to give conference talks; support early career faculty with authorship collaborations.

Key Takeaways

Incorporation of EDI in Research

Recognize your current research successes with EDI.

Acknowledge EDI limitations in research are areas for growth.

Ensure your EDI efforts focus on processes, people, and outcomes.

Identify collaborators who can bring EDI considerations into the forefront.

Prioritize flexibility in your research practice.

Be intentional about EDI practices.

EDI in research is a journey, not a destination.

Resources

- Equity, Diversity and Inclusion: Tri-Agency EDI action Plan for 2018-2025
 - https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Action-Plan_Plan-dAction_eng.asp
- Best Practices in Equity, Diversity and Inclusion in Research
 - <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>
- University of Guelph Equity, Diversity and Inclusion (EDI) Resource for Researchers
 - https://www.uoguelph.ca/research/alerts/sites/default/files/attachments/ORS%20EDI%20Quick%20Resource%20September2019_0.pdf