

Call for Proposals

Taking the cultural safety approach to support the retention and educational success of Indigenous students

Concerted Action

Summary

Year of competition:	2019-2020
Deadline (notice or letter of intent):	Wednesday, November 21, 2018, 4:00 p.m.
Deadline (application):	Wednesday, February 20, 2019, 4:00 p.m.
Amount:	\$297 205
Duration of funding:	3 years
Announcement of results:	Week of April 22, 2019

Proposed by:

The Ministère de l'Éducation et de l'Enseignement supérieur (MEES), the Société du Plan Nord (SPN), the Secrétariat aux affaires autochtones (SAA) and the Fonds de recherche du Québec – Société et culture (FRQSC).

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1. Objectives

The scientific community is invited to respond to this call for proposals. The main objective is to test, **with Indigenous communities**, the potential of the cultural safety approach when taken with **Indigenous students who attend schools in the linguistic school boards located north of the 49th parallel and north of the Saint-Laurent river and the Golfe du Saint-Laurent**, with a view to providing better support for the retention and educational success of Indigenous students.

More specifically, the action-research project funded under this call for proposals should include:

- testing, in close collaboration with the Indigenous communities, of the cultural safety approach in the context of Indigenous students who attend schools in the linguistic school boards north of the 49th parallel and north of the Saint-Laurent river and the Golfe du Saint-Laurent
- analysis, with all the stakeholders, of the potential and pitfalls of the cultural safety approach in the context of Indigenous students who attend schools in the linguistic school boards north of the 49th parallel and north of the Saint-Laurent river and the Golfe du Saint-Laurent; to encourage the students to stay in school and to foster their educational success
- encouragement of the development of scientific knowledge about the cultural safety approach in the context of Indigenous students who attend schools in the linguistic school boards north of the 49th parallel and north of the Saint-Laurent river and the Golfe du Saint-Laurent by situating it among the other theories of cultural and intercultural education and by identifying its characteristics and impacts on the paths of Indigenous students in transition between different educational settings
- fostering of the development of the next generation of researchers working on these topics by the addition of an optional amount of \$100 000 (in addition to the grant provided under this competition), earmarked for funding one or more postdoctoral fellowships directly linked to the funded action-research project

For this research-action project, the **target population** consists, with a few exceptions, of Indigenous students who are enrolled in **preschool, elementary or secondary education (including vocational training and adult education)** at schools in the linguistic school boards, located **north of the 49th parallel and north of the Saint-Laurent river and the Golfe du Saint-Laurent**.^{1.1}

The term “linguistic school boards” refers to Québec’s English and French school boards.

In this case, the target population also includes students attending schools in the Commission scolaire du Littoral, although it is not a linguistic school board. Unlike the special status of the Cree and Kativik school boards, which stems from the northern Québec agreements, the special status of the Commission scolaire du Littoral is due to its being a bilingual board. Students attending the Naskapi School are not part of the target population for this project.

^{1.1} This is the same territory as that covered by the Plan Nord. To get a better look at this territory, go to: <https://plannord.gouv.qc.ca/en/territory/>

2. Context

The Ministère de l'Éducation et de l'Enseignement supérieur (MEES), the Société du Plan du Nord (SPN), the Secrétariat aux affaires autochtones (SAA) and the Fonds de recherche du Québec – Société et culture (FRQSC) have joined forces to present this call for proposals to Québec's scientific community.

The economic and social development of the Nord-du-Québec, with respect for and in collaboration with the Indigenous peoples who live in this area, is the key focus of the [Plan Nord toward 2035: 2015-2020 Action Plan](#). The priorities presented in the action plan include promoting the retention and academic success of Indigenous students so that they may attain the highest level of education and ensuring that as many young people and adults as possible obtain basic qualifications.

In recent years, the many challenges faced by Indigenous communities in the area of education have been widely documented by the scientific community,^{2.1} Indigenous communities and the various bodies that represent or work with them.^{2.2}

Following the launch of the [Québec Policy on Educational Success](#) in the fall of 2017, MEES created the Provincial Round Table on the Educational Success of Indigenous Students, primarily to identify ways to meet their needs. The measures developed by this round table will be eventually incorporated into the [Government Action Plan for the Social and Cultural Development of the First Nations and Inuit](#), overseen by the SAA. These initiatives are also aligned with the findings of the [Truth and Reconciliation Commission of Canada](#).

Among the innovative approaches based on close collaboration with Indigenous communities and their ongoing involvement, those associated with cultural safety seem, at first glance, to offer good possibilities for understanding the multi-faceted situation with regard to Indigenous education and for promoting retention and, more broadly, the educational success of Indigenous students.

The concept of cultural safety originated in New Zealand at the end of the 1980s after findings revealed that there were major disparities in the health of Māori and non-Māori, and that the cultural dimension was not taken into account in the delivery of health care to the Māori. Since 1992, the concept of cultural safety has been incorporated into Bachelor of Nursing programs and covered on the examination for entrance into the nursing profession.^{2.3} The concept of cultural safety is characterized by three elements: 1) it involves an equal partnership based on mutual respect between two people of different cultures; 2) it requires active participation in which the skills and knowledge of each person are used for the benefit of both; 3) it promotes the protection of cultural identity and well-being from a social justice perspective.^{2.4}

In Canada and Québec, this concept is also brought up, in scientific and grey literature, with regard to the delivery of health and social services intended for Indigenous communities. It is presented mainly as a philosophy or approach to be adopted even though it might lead to concrete actions or initiatives and impact the development of programs and policies.^{2.5}

The use of this approach in education is not as widespread in Québec as elsewhere,^{2.6} which is not for lack of interest.^{2.7} The main focus has been on the use of the cultural safety approach in the context of post-secondary education. Some of the work tends to show, for example, that

setting up culturally adapted educational spaces encourages the retention and educational success of post-secondary students from Québec's First Nations.^{2.8} The contribution of this approach in the development of evaluation tools for measuring the receptive vocabulary competencies of Inuit students in Québec has also been studied.^{2.9} For the most part, these articles focus on the limitations of evaluation tools created with a Eurocentric perspective. The cultural safety approach was also used in an experiment conducted in connection with the implementation of an initial teacher-training program in British Columbia.^{2.10} Even with these advances, the research to date has neither documented nor tested processes that would enable this approach to be developed concretely and used in the field.^{2.11} Furthermore, these processes have not been studied in settings where Indigenous students are in contact with non-Indigenous people or are transitioning between different schools.

Given its nature, the cultural safety approach seems to be a promising way to address the transitions experienced by students from Indigenous communities when they start attending schools in linguistic school boards. These transitions can occur in different contexts and be repeated several times along a student's educational path, for example, when a student moves from one level of education to another or from one sector to another. These transitions can also be repeated several times during the same school year as well as throughout a student's schooling.

This is the context for the objectives of this call for proposals as well as for the research needs presented in the following section.

^{2.1} For example: Vatz-Laroussi (2005); Pressau (2006); Morris (2006); [Garakani \(2015\)](#); [da Silveira \(2015\)](#); Moldoveanu (2015 and 2017), [Lévesque et al \(2015\)](#). Also visit the document databank [Autochtonia](#) to consult the full set of Québec scientific publications (in French and in English) on each of the First Nations of Québec, the Inuit of Nunavik, Indigenous women, the Métis population and the urban Indigenous presence.

^{2.2} These include [MEESR \(2015\)](#) and [projects funded](#) by the Fonds pour la persévérance scolaire des jeunes autochtones (FPSJA).

^{2.3} To learn more, see Ramsden, Irihapeti. *Cultural safety and nursing education in Aotearoa and Te Waipounamu*, a thesis submitted to the Victoria University of Wellington in fulfilment of the requirements for the degree of Doctor of Philosophy in Nursing, 2002. Also see [Guidelines for cultural safety, the Treaty of Waitangi and Maori Health in Nursing Education and Practice](#). Wellington, New Zealand: Nursing Council of New Zealand, 2011.

^{2.4} For an in-depth analysis of the concept, see: Blanchet Garneau, Amélie, and Jacinthe Pepin. "La sécurité culturelle: une analyse du concept," *Recherche en soins infirmiers*, 4, no. 111 (2012). Also see: *Special Issue: Fostering Cultural Safety Across Contexts*. *AlterNative: An International Journal of Indigenous Peoples* 13, no. 3 (2017).

^{2.5} Brascoupé, Simon, and Catherine Waters. "Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety to Aboriginal Health and Community Wellness." *Journal of Aboriginal Health* 5, no. 2 (2009). Health Council of Canada. *Making Health Care Delivery Culturally Safe For Aboriginal People In Urban Centres*. Ottawa: Health Council of Canada, 2012. Secrétariat aux affaires autochtones. *Do More, Do Better: Government Action Plan for the Social and Cultural Development of the First Nations and Inuit 2017-2022*. Québec: Gouvernement du Québec, 2017. Lévesque, Carole. "Pour l'amélioration de la qualité de vie et des conditions de santé – Promouvoir la sécurisation culturelle." *Revue Droits et libertés* 34, no. 2 (2015).

^{2.6} Macfarlane, Angus, et al. "Creating Culturally-Safe Schools for Māori Students," *The Australian Journal of Indigenous Education* 36, no. 1 (2007).

^{2.7} Lévesque, Carole. *Éléments de réflexion et pistes d'action pour améliorer les conditions de vie des Autochtones, combattre le racisme et promouvoir la sécurisation culturelle au sein des services publics*. Val-d'Or. Oral presentation before the Commission Écoute Réconciliation Progrès, 2017.

^{2.8} Dufour, Emmanuelle. (2015) *La sécurité culturelle en tant que moteur de réussite postsecondaire: Enquête auprès d'étudiants autochtones de l'Institution Kiuna et des espaces adaptés au sein des établissements allochtones*. (Master's thesis submitted to the Université de Montréal, Montréal, 2015). Colomb, Emmanuel. (2012). *Premières nations: essai d'une approche holistique en éducation supérieure*. Québec: Presses de l'Université du Québec, 2012.

^{2.9} Stoffer, Jasmin. (2017). "The importance of culturally safe assessment tools for Inuit Students," *The Australian Journal of Indigenous Education* 46, no. 1 (2017).

^{2.10} Edward B. Harrison, et al. "Moving from the Margins: Culturally safe teacher education in remote northwestern British Columbia." *McGill Journal of Education* 47, no. 3 (2012).

^{2.11} Aseron, Johnnie, et al. "Cultural safety circles and Indigenous Peoples' Perspectives: Inclusive Practices For Participation In Higher Education." *Contemporary Issues in Education Research* 6, no. 4, (2013).

3. Research Needs

3.1 Important considerations

As stated in Section 1, the actions proposed must be in line with Chapter 9 of the [Tri-Council policy statement - Ethical conduct for research involving humans](#) and consistent with the 2014 [First Nations in Quebec and Labrador's Research Protocol](#) and the [Guidelines for Research with Aboriginal Women](#).

NOTE

See the boxed text in the "Objectives" section for the definition of "**target population**" within **the context of this competition**.

3.2 Transversal needs

In order to be deemed relevant in this competition, proposals must meet all the requirements listed below and address the specific needs stated in the following section:

- **Collaboration with Indigenous communities is essential** to the design and completion of the research project as well as to the deployment of the strategy to mobilize knowledge. Thus, starting with their letter of intent, applicants who wish to participate in this competition must demonstrate such collaboration, either by providing one or more letters of agreement or, if it is not possible to have such agreements signed before submitting the letter of intent, letters of support proving that they have taken steps toward setting up this collaboration. In the spirit of research carried out in Indigenous communities, researchers are invited to adopt a participatory research philosophy for this collaboration. To meet the requirements and the eligibility criteria connected with the action-research component, researchers are encouraged to associate themselves with Indigenous resource persons or Indigenous organizations recognized in their communities who will work alongside them to enhance the relevance of the process, facilitate the research process and maximize the impacts. Thus, **collaboration with the Indigenous communities** may take the form of a partnership and a shared leadership and governance, among others.
- People who are working in schools at linguistic school boards and in Indigenous communities who would like to propose a project in connection with the research needs set out in this call for proposals but who do not know which researcher to contact can consult the website of the institution with which they would like to collaborate in order to ascertain the research interests of its researchers or reach out to the faculty, department or people with whom they would like to collaborate.
- Proposals must include a research schedule that takes into account the school and cultural calendars of the Indigenous communities with whom the research will be carried out.
- Proposal budgets must include expenses for translating the information-gathering tools (into the language of the Indigenous communities who are participating in their research) and for French and English versions of the final research report.
- Proposals must take into account initiatives that Indigenous communities have already carried out or are carrying out.
- Given the complexity and multidimensional nature of the issues addressed, the proposals must favour a multidisciplinary approach and use of different types of knowledge (scientific and practice settings, traditional Indigenous knowledge). The teams must also seek out experts in the area of education and research by and for Indigenous communities.

3.3 Specific research needs

In order to show how the cultural safety approach will be tested, the proposals must contain the answers to each of the following questions:

- 1) From the perspective of the retention and educational success of Indigenous students, what practices stemming from the cultural safety approach seem most promising for easing their entrance and integration into the schools of the linguistic school boards?

The research could focus on one or more of the following transitions that can occur along the educational path of Indigenous students:

- early childhood education / preschool education in the schools of the linguistic school boards
- preschool education in the community schools / elementary education in the schools of the linguistic school boards
- elementary education in the community schools / secondary education in the schools of the linguistic school boards
- elementary education in the community schools / elementary education in the schools of the linguistic school boards
- secondary education in the community schools / secondary education in the schools of the linguistic school boards
- secondary education in the community schools / vocational training in the centres of the linguistic school boards
- secondary education in the community schools / adult education in the centres of the linguistic school boards

Within the context of the transitions, the following may be taken into consideration:

- the points of view of the institutional stakeholders
- the points of view of the students
- the points of view of the teaching and professional staff
- the points of view of the families
- the points of view of other members of Indigenous communities

Although the specific research needs to address the issue of transitions, the bulk of the action-research project must be carried out with Indigenous students **attending the schools of the linguistic school boards**. In addition, to broaden the scope of the research findings and their impacts, the funded action-research project must be carried out in different distinct settings, that is to say:

- in at least one Indigenous community
- in at least two different schools of the linguistic school boards

- 2) In comparison with other cultural and intercultural education theories, what added value does using the cultural safety approach bring?
- 3) What are the best methods and tools to adapt and transfer these cultural safety practices in different settings?

The findings of the action-research project funded under this call for proposals must contribute to the advancement of knowledge with regard to the relevance and applicability of the cultural

safety approach to the situation of Indigenous students who attend schools of the linguistic school boards located north of the 49th parallel and north of the Saint-Laurent river and the Golfe du Saint-Laurent in order to provide better support for the retention and educational success of Indigenous students. The findings must also help to better guide and equip school staff (from Indigenous communities as well as from local communities nearby, in addition to the communities in which the project will be carried out) who are interested in this approach and want to apply it in a more concrete fashion.

4. Conditions Governing the Competition and Grants

- This Concerted Action program provides funding for an action-research project.
- An amount of \$297 205 has been budgeted for the grant.
- **An optional additional amount of \$100 000 has also been budgeted for the granting of postdoctoral fellowships by the funded team within the context of the project (the maximum grant under this competition therefore totals \$397 205).** The number and duration of the fellowship(s) will be decided by the funded team. To obtain this additional grant, an explicit demonstration of the connection between the mandates of the postdoctoral fellows and the needs of this Concerted Action must be provided in the letter of intent and application for funding forms.
- The funding period for the grant is three years, and it is set to begin on May 1, 2019.
- The final report must be submitted no later than three months after the end of the grant period, that is, by July 31, 2022. For the grant, 25% of the funds for the final year will be withheld until the final report has been approved by the FRQSC.
- An interim report must be submitted at the halfway point of the grant period, that is, on October 31, 2020. It must cover the progress made and the preliminary findings at this stage, if applicable, and may be presented during the follow-up meetings organized by the FRQSC.
- A report on the activities and findings of the postdoctoral fellowship recipient(s), if applicable, must be submitted in an appendix to the interim and final reports.
- The grant must be used to finance operating expenses directly related to the carrying out of the action-research project.
- Letters of intent and applications for funding may be written in French or in English. However, the project title and summary must be in French.
- This Concerted Action is intended for university, clinical or college researchers who may act as principal researchers or co-researchers. Retired persons may act only as co-researchers.
- For the action-research component, the only component open in this competition, **the team members must include a co-researcher designated as *Representative of the practice setting*** with *Other researcher, practitioner or artist* status. In addition to co-researchers, teams may include collaborators with any of the statuses admissible for grants ([Common General Rules](#), 5-7).
- For action-research projects, collaborating practitioners who belong to the regular research team (with *Other researcher, practitioner or artist* status) may be released from their regular duties. In such cases, a certain amount from the available budget must be allotted for each project under this component.^{4.1}

- **A researcher may submit only one letter of intent and one application as principal investigator in this competition.**
- **A researcher (including the principal investigator) may act as a co-researcher for no more than four letters of intent and four applications in this competition.**
- This Concerted Action is governed by the rules established by the FRQSC in its [Common General Rules](#) and [Concerted Actions program](#) regarding the eligibility of applications, eligible expenses,^{4.2} intellectual property,^{4.3} amounts allocated, funding periods, eligibility rules and definition of different statuses.
- All the information needed to prepare and submit letters of intent and funding applications is presented in the [Concerted Actions program document](#). This call for proposals contains information only on the criteria used to determine a project's relevance and on the scientific evaluation process.
- Since this call for proposals is part of the [Concerted Actions program](#), principal investigators who receive funding **must** attend the **two annual follow-up meetings** required by the program. These meetings are attended by members of the funded teams, Concerted Action partners and one or more members of the FRQSC. They are organized by the FRQSC for the purpose of monitoring the research work. Research findings may also be shared with program partners. Refusal to attend the meetings may lead to suspension of the grant or fellowship payments. Travel expenses for these activities must be included in the grant or fellowship budget.
- Recipients of fellowships or grants must strive to ensure that their research findings are presented in clear, accessible language to maximize their potential impacts for those groups most likely to benefit from the research. The FRQSC has developed a guide to writing scientific reports (Guide 1:4:20),^{4.4} available in French only, to help grant recipients in writing their final research reports. All additional information included in the appendices forms an integral part of the report.
- Once the final report has been filed, the FRQSC will organize a knowledge transfer meeting to share the findings with a wider audience of potential users. The principal investigators of all funded projects are required to attend. Travel costs for this activity must be provided for in the grant's budget.
- Recipients of grants or fellowships paid as a result of this competition must acknowledge, in all reports, papers or other communications, including all presentations made at follow-up meetings and in final reports, that the research was funded by the Fonds de recherche du Québec – Société et culture, in collaboration with the Ministère de l'Éducation et de l'Enseignement supérieur (MEES), the Société du Plan Nord (SPN) and the Secrétariat aux affaires autochtones of the Ministère du Conseil exécutif (SAA) under the Concerted Actions program. The FRQSC will send fellowship and grant recipients a reminder to ensure this condition is met.
- College researchers who are listed as principal researchers or co-researchers in an application may receive a statutory grant of \$7 000 a year and may apply for release from their teaching duties under the Program to release college researchers from their teaching duties.^{4.5} These grants are subject to the availability of credits.
- As is the case in all Fonds Société et culture programs, recipients of fellowships and grants under the Concerted Actions program must comply with the [Policy for the Responsible Conduct of Research](#) of the Fonds de recherche du Québec.

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- 4.1 See [Appendix 3](#) for information on participation by collaborating practitioner in projects submitted under the action-research project component.
- 4.2 See [Appendix 2](#).
- 4.3 See [Appendix 1](#).
- 4.4 [Guide pour la rédaction du rapport scientifique conçu à l'intention des décideurs, gestionnaires et intervenants \(1:4:20\)](#).
- 4.5 [Program to release college researchers from their teaching duties](#)
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5. Component of This Competition

Action-research project

An action-research project is predicated on the need to understand, explain and transform practices in a given field. Action-research is aimed at helping the community concerned identify and problematize its challenges, establish a critical summary of its problems and develop, implement or improve tools for solving these problems.

Transformation is at the heart of action-research projects; the process leading to this transformation as well as the transformation itself must generate new knowledge. The projects submitted as part of this component must therefore contribute to the advancement of knowledge and the development, testing and transformation of practices.

Action-research projects require the participation of all the stakeholders involved, be they from a university or a practice setting. They require a commitment on the part of the participating researchers and representatives from the practice setting to the planning and operationalization of the research, and the resulting steps or methods of intervention.

To reflect the characteristics of this type of research, the co-researchers must enlist at least one representative from the practice setting. This is an eligibility requirement for obtaining a grant under this component.

For more details about the different statuses of people involved in the project and the characteristics and requirements associated with each status, consult [Appendix 3](#).

6. Letter of Intent: Content and Evaluation Criteria

Those interested in the funding opportunities made available through this competition must produce a letter of intent by completing the electronic form in the principal investigator's E-Portfolio, available at [FRQnet](#). At this stage, only the principal investigator's CV ([Canadian Common CV](#)) and [Detailed Contributions](#) are required. They must be completed using the forms provided for that purpose, which are available in the website's toolbox.

The letter of intent is a qualifying criterion. Applicants will be disqualified if they do not obtain the minimum pass mark of 70%.^{6.1} For additional information on how to prepare the letter of intent and how relevance is assessed, applicants are invited to consult the rules of the [Concerted Actions program](#). The evaluation criteria for the letter of intent are as follows:

Action-Research Project		
Criteria	Indicators	Weighting
Relevance of the project to the objectives and needs identified in the call for proposals	<ul style="list-style-type: none"> • Relevance of the project to the objectives of the call for proposals • Project's ability to meet the needs identified in the call for proposals • Effort to address the needs identified in the call for proposals 	<p>45 points</p> <p>Criterion with a pass mark of 70%.</p>
Anticipated impact	<ul style="list-style-type: none"> • Impact of the project on the development or improvement of practical applications • Potential impact of the findings on the orientation and application of public policies and programs 	25 points
Transfer of knowledge and links with partners	<ul style="list-style-type: none"> • Scope and quality of knowledge transfer strategy with respect to the different potential users of the findings, including Concerted Action partners • Involvement and degree of collaboration of partners from the community and potential users of the findings, including Concerted Action partners 	30 points

The recommendations of the Relevance Committee will be forwarded to the Scientific Evaluation Committee. Applicants must take into account the comments and suggestions made during this stage, or must justify their decision not to do so.

^{6.1} See [Appendix 3](#).

7. Application for Funding: Content and Evaluation Criteria

Applicants retained at the relevance evaluation stage will be asked to submit a completed application for funding, using the form in the principal investigator's E-Portfolio, available at [FRQnet](#). Applicants will be disqualified if they do not obtain the minimum pass mark of 70% for their application. The evaluation criteria for the application are as follows:

Action-Research Project		
Criteria	Indicators	Weighting
Project	<ul style="list-style-type: none"> • Contribution to the development, testing and improvement of practices (5 pts) • Originality and contribution to the advancement of knowledge (10 pts) • Clarity of the problem, appropriateness of the theoretical approach and precision of the objectives (10 pts) • Appropriateness, rigour and justification of the methodological approach, and realistic timetable (10 pts) • Consideration of the Relevance Committee's comments (5 pts) 	<p>40 points</p> <p>Criterion with a pass mark of 70%</p>
Competence	<ul style="list-style-type: none"> • Quality of the team's experience and achievements (transfer activities, papers, conferences, student supervision, tools, publications, grants, etc.) (10 pts) • Evidence to show that the team's expertise is relevant to the project (10 pts) 	20 points
Collaboration and anticipated impact in the target community	<ul style="list-style-type: none"> • Anticipated practical benefits of the action-research project for researchers and partners from the target community (10 pts) • Quality of the partnership between the team and the community (10 pts) 	20 points
Anticipated impact and transfer strategy	<ul style="list-style-type: none"> • Importance and scope of impacts beyond the target community (5 pts) • Knowledge dissemination and transfer strategy to ensure that knowledge is acquired by potential users of the findings, including Concerted Action partners (5 pts) 	10 points
Contribution to training	<ul style="list-style-type: none"> • Range of student research training activities included in the project, and variety of proposed tasks and responsibilities for students (10 pts) 	10 points

8. Important Dates

The **letter of intent** form, completed online in the E-Portfolio on [FROnet](#), must be submitted by 4:00 p.m. on **Wednesday, November 21, 2018**, together with all required supporting documentation. The letters of support from partners must be scanned and inserted in the "Other Documents" section of the electronic form.

The results of the relevance evaluation are scheduled to be announced by email during the week of December 12, 2018.

The **application for funding** form, completed online in the E-Portfolio on [FRQnet](#), must be submitted^{7.1} **by 4:00 p.m. on Wednesday, February 20, 2019**, together with all required supporting documentation. The letters of support from partners must be scanned and inserted in the “Other Documents” section of the electronic form.

All documents required for the purposes of this competition must be submitted using the methods described above before the competition closes. No reminders will be sent and no documents may be added after the submission deadline. A file submitted within the deadline but that does not contain all the necessary documentation will be declared ineligible by the Fonds.

As stated in section 3.3 of the [Common General Rules](#) of the Fonds de recherche du Québec, “Applicants bear full responsibility for their application and must ensure that it is complete and meets all requirements of the desired program.”

Documents submitted after the deadline and documents that are not permitted under the program rules but are nevertheless included in the application file will not be submitted to the Evaluation Committee.

The official announcement of the competition results will be made during the week of **April 22, 2019**.

The project is scheduled to begin on **May 1, 2019**.

^{7.1} Once the application has been completed, please do not forget to submit it. Applicants can check in the “My forms” section of the E-Portfolio at any time to see if the application has been sent. Once it has been approved, the statement “Submitted to the Fonds” should appear, no later than the competition deadline date and time. This confirms that the Fonds has received the application.

9. Information

For additional information on this competition

Marc Bélanger

Program Officer

FRQSC

Telephone: 418-643-7582, ext. 3192

Email: actions-concertees.sc@frq.gouv.qc.ca or marc.belanger@frq.gouv.qc.ca

For questions and assistance with technical problems

Élizabeth Pelletier

Administrative Technician

FRQSC

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10. Appendix 1 – Information for Funded Researchers and Partners on the Conditions Governing Intellectual Property

Recognition of intellectual property rights

In accordance with current research practices and the action plan for the management of intellectual property in universities and institutions of the health and social services network where research activities are conducted, the Concerted Action partners and the Fonds Société et culture recognize that the original raw data, interim research and findings of research funded under this program are the intellectual property of the funded researchers. A research agreement may provide for the sharing of the intellectual property between the funded researchers and the community that collaborates in the research (e.g. a research agreement with a First Nations, Inuit or Métis community in Canada).

Original raw data and interim research

All requests to use the original raw data and interim research for the purposes of reproduction, translation, public communications (by any means whatsoever) must be addressed directly to the funded researchers and, if applicable under a research agreement, to the community that is collaborating in the research. The funded researchers and the community that is collaborating in the research, if applicable, are the sole proprietors of this data and work and are the only ones authorized to provide such information, in compliance with the rules* governing the use and dissemination of personal information gathered in the course of a research project. At the same time, so that the parties can get a proper return on the investment made in this Concerted Action, the FROSC will invite the funded researcher, as part of its follow-up process, to take part in the activities for disseminating current or future findings while the research is underway.

*Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, *Tri-Council policy statement: Ethical conduct for research involving humans*, 1998 (with the modifications made in 2005 and 2011, it became the *Tri-Agency Framework: Responsible Conduct of Research*, http://www.rcr.ethics.gc.ca/policy-politique/files/Framework2016-CadreReference2016_eng.pdf); *Policy for the Responsible Conduct of Research*, September 2014 (<http://www.frqsc.gouv.qc.ca/documents>)

Final report and research findings

The partners may use the final report for the purposes of reproduction, translation, public communication (by any means whatsoever), public demonstration, further research studies, etc. They may also use any research findings that have been publicly disseminated by the researchers (in the context of a scientific publication, a presentation, a colloquium, a conference or an online publication). The FROSC must ensure that the funded researcher holds all the rights that entitle him or her to make these results available. For this purpose, the following statement is included when the grant is awarded:

By accepting the grant, the funded researcher grants a non-exclusive and transferable copyright licence to the Secrétariat and other financial partners, and to the FRQSC, on the final report and the research findings that have been made public. This licence allows them to reproduce, translate, make public by any means whatsoever, represent or demonstrate these findings in public, and carry out further research studies based on these findings. This licence is granted without territorial limits and for an unlimited period of time.

The FROSC undertakes to obtain, electronically, an agreement from the funded researcher that he or she accepts the terms and conditions governing the grant, on the understanding that, under

section 9 (n) of this protocol, the FRQSC will provide the partners with all documents, reports and information that they may reasonably request in order to monitor the activities of the FRQSC in connection with the Concerted Action. Where applicable, the funded researcher will obtain the required authorizations from the community that is collaborating in the research.

Appropriate citations

The partners and funded researchers agree to observe customary academic citation rules in all circumstances, including any further studies based on the research findings.

Acceptance of the grant

By accepting the grant, the funded researcher grants the partners a non-exclusive, non-transferable copyright licence on the final report, without territorial limits (worldwide) and for an unlimited period of time, for which the grant constitutes consideration. This licence is granted to the partners. The funded researcher assures the partners that he or she holds all the rights that entitle him or her to consent to the assignment of copyright in accordance with this agreement.

11. Appendix 2 – Eligible Expenses for this Competition

(For information purposes only)

Category	Action-Research Project
...ing benefits)	
...n (including benefits)	
...uding benefits)	
...uding benefits)	
...eration (including benefits)	
...ships	*
...ncluding benefits)	
...(including benefits)	
...cluding benefits)	
...es	
...uties	
...esses)	
...g costs, maintenance, installation, repairs)	
...ent	

ted Action must be provided in the letter of intent and application for funding forms.

12. Appendix 3 – Clarifications Regarding the Participation of Partners in Projects Submitted Under the Action-Research Component

Roles and their ramifications on the type of eligible expenses

Representatives from the practice setting in which the action-research project is to be carried out will be involved in the process to varying degrees. The nature of their involvement will determine whether they will be considered a co-researcher or whether their name will appear in the “Collaborators” section. Each role is governed by different rules regarding eligible expenses and grant application requirements.

Co-researchers

Representatives from the practice setting who are listed as co-researchers must make a significant contribution to the different steps in the project, both in terms of identifying knowledge needs and in conceptualizing and carrying out the project. Their contribution is justified by their familiarity with the practice setting and their knowledge of the field.

Representatives from the practice setting who fulfill this definition have *Other Researcher, Practitioner or Artist*^{12.1} status and must submit an abridged CV (maximum of two pages) summarizing the following project-related elements, in the order listed: 1) training; 2) experience; and 3) publications or other scientific achievements, if applicable. This abridged CV must be included in the application and will be taken into consideration during the evaluation of the team composition criterion.

The principal investigator can allocate a portion of the budget to release the practice-setting representative from regular duties in order to devote time to research. The amounts requested must be indicated under the budget item “Support for researchers and partners” in the budget projection table. Under no circumstances should this compensation constitute a salary. It may, however, be used to pay expenses related to the person’s involvement in the project and, if applicable, to compensate the employer for the person’s replacement during the duration of the activity.

Detailed reasons for the amounts requested, along with a description of the tasks to be performed by the practice-setting representative, must be included in the file attached to the “Budget” section of the form.

Member listed in the “Collaborators” section

A representative from the practice setting whose name appears in the “Collaborators” section of the form will make occasional or specific contributions to one or more aspects of the action-

^{12.1} A representative from a practice setting is a person who comes from a practice setting such as a public, government or non-government body or a private company. He or she may also come from an educational institution, but must not hold a position as a paid researcher.

research project because of his or her knowledge of the practice setting. Such persons take part in the research process and may, for example, help forge contacts with the practice setting.

13. Appendix 4 – Scores and Ratings Grid

	%	RANKING	DESCRIPTION
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Fulfillment of the criterion . . .



ACCEPTANCE RECOMMENDED	90-100%	Outstanding (A+)	<ul style="list-style-type: none"> ... demonstrates strengths or skills that exceed the standard of excellence¹
	80-89.9%	Excellent (A) <u>STANDARD</u>¹	<ul style="list-style-type: none"> ... meets the standard of excellence¹ Improvements may nevertheless be possible or conceivable.
	70-79.9%	Very good (B)	<ul style="list-style-type: none"> ... partially meets the standard of excellence¹ ... includes minor to moderate weaknesses or deficiencies requiring adjustments or improvements

70% → Pass mark for a qualifying criterion and recommendation threshold for funding

ACCEPTANCE NOT RECOMMENDED	60-69.9%	Good to weak (C)	<ul style="list-style-type: none"> ... does not meet the standard of excellence¹ ... includes significant or major weaknesses requiring substantial improvements or adjustments
	59.9% and below	Inadequate/ Insufficient (D)	<ul style="list-style-type: none"> ... does not meet the criteria or cannot be evaluated because certain information is missing or incomplete

FAIL (F)

The application for funding (or letter of intent) **has not achieved a pass mark for a qualifying criterion or has not met the recommendation threshold for funding.**

¹ **STANDARD OF EXCELLENCE:** Exhibits a level of originality, relevance, precision or quality that meets the best standards in the field, taking into consideration the community (e.g. students, researchers, practitioners) to which the program applies.