

Research Awards Guide



Foreword

This guide outlines the purposes, policies, ethical guidelines, funding guidelines and procedures governing the grants awarded by the McDowell Foundation. It is intended as a complement to both the Call for Research Proposals and the Research Grant Application form which lay out the information required in submitting an application for a research grant.

Circumstances will arise from time to time that are not addressed in either the Research Awards Guide or the Research Grant Application form. Prospective applicants who do not find the answers to their questions in these documents are advised to contact the Foundation office. Occasionally, it may be necessary to acquire a ruling from the Board of Directors or a recommendation from the Project Review Committee on eligibility, terms and policies where a situation has not been previously encountered by the Foundation.

Applicants are encouraged to seek assistance from the Foundation if they would like advice or information in the development of their applications. It is a goal of the Foundation to support teachers regardless of research experience in the design and implementation phases of research projects as needed. Information for applicants is posted on the Foundation website, www.mcdowellfoundation.ca. Additional assistance may be obtained by contacting the Foundation at the address given below.

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Application information is distributed with every Call for Research Grant Applications to all schools, local teachers' associations, professional growth networks, educational partners, the offices of the Deans of Education at the two Saskatchewan universities and others. Further information may be obtained directly from the Foundation website, www.mcdowellfoundation.ca, or from the Foundation office at the address given above.

The Foundation's Mandate and Purposes

The Dr. Stirling McDowell Foundation for Research Into Teaching Inc. is a non-profit charitable organization incorporated in 1991 to support research into teaching and learning.

The Foundation was created through the efforts of the Saskatchewan Teachers' Federation to fill a need expressed by teachers for locally based, teacher-oriented research into education. Teachers knew they needed to become more actively involved in the generation of knowledge about teaching and learning to ensure that research in education is practical and relevant to the work of the classroom teacher. It was believed that a research organization with intensive teacher involvement would provide individual teachers with opportunities and supports for research and the profession with an avenue for the ongoing development of teaching knowledge and skills.

The Foundation's mandate is to support research, inquiry and sharing of information that focuses on teaching and learning within the publicly funded PreK-12 education system in Saskatchewan. We strive to:

- Contribute to knowledge about teaching and learning to support and enhance student success.
- Encourage educational inquiry through a range of methodologies.
- Support the involvement of practicing teachers in research projects.
- Encourage and support individuals as well as organizations to determine and pursue areas of research and inquiry.
- Encourage experimentation with innovative ideas and methodologies related to teaching and learning.
- Ensure resources are available to continue to support research, inquiry and dissemination.

The Foundation depends on contributions from individual, corporate and organizational donors to fund its research projects. An endowment fund is being created through these donations to fund substantive research on an ongoing basis. As a registered charity under the *Income Tax Act*, the Foundation provides a tax-deductible option for teachers, superannuates, corporations, educational partners and others interested in education to support the improvement of teaching.

The Foundation's Structure and Processes

The Foundation is overseen by a Board of Directors appointed annually for a three-year term by the Saskatchewan Teachers' Federation. This Board, which may contain representation from teachers, superannuates and members of the community, sets policies, budgets and directions for the Foundation and oversees its administrative and financial operations.

The Board of Directors also appoints a Project Review Committee to screen, select and evaluate research projects. The membership of the Project Review Committee includes teachers and academics engaged in research into teaching and learning with teachers comprising the voting majority. It is this Committee that recommends to the Board of Directors which proposed research projects the Board will approve each year within the terms, budgets, policies and guidelines provided by the Board of Directors. The terms of reference currently provided for the Project Review Committee are:

1. Review and evaluate all research grant applications in accordance with the principles for the awarding of grants, eligibility criteria and ethical standards defined in the McDowell Foundation Grants Policy.
2. Advise an applicant of revisions or additions that would strengthen a project prior to the final evaluation of the research grant application.
3. Recommend to the Board of Directors whether a research grant application should be:
 - Funded.
 - Funded with budget and/or minor project revisions.
 - Funded with major project revisions and resubmitted to the Committee for final recommendation.
 - Not funded based on the principles for the awarding of grants, eligibility criteria or ethical standards.
4. Rank all approved applications in accordance with the preference criteria found in the Grants Policy and in consideration of the annual disbursement quota required by the Canada Revenue Agency.

5. Submit an annual report to the Board of Directors with its recommendations and rankings.

The following principles guide the Project Review Committee in its deliberations:

- The purpose of the McDowell Foundation is to support teacher-led research that enhances and supports teaching and learning in the province and beyond.
- The McDowell Foundation recognizes the importance of both academic-based research and classroom or community-based reflective practice-based research and does not privilege one form over another.
- The McDowell Foundation supports and celebrates the ongoing professional learning of teachers and acknowledges that this can occur through academic degree programs, collaborative work with colleagues, working with community-based or other organizations and/or classroom-based research and does not privilege one form of research over any other.
- The McDowell Foundation recognizes the need for ethical standards in research and has developed ethical guidelines that must be adhered to by all researchers.
- The McDowell Foundation celebrates teaching and learning research that situates research within the unique local context of Saskatchewan schools and communities and recognizes the importance of local context in research projects.
- The McDowell Foundation recognizes the importance of advancing social justice work and celebrates research that enhances equity and inclusion in Saskatchewan schools.
- The McDowell Foundation recognizes the importance of both Indigenous knowledge and Western paradigms and does not privilege one way of knowing over another.

Procedures and Criteria for Project Selection

The following policies and guidelines have been approved for the use of the Project Review Committee.

1. Application Procedures

- 1.1 Applicants are required to submit a **Notice of Intent** due in the fall of each year.¹
- 1.2 Upon receiving the Notice of Intent, the Foundation will contact the research team to provide grant writing support through workshops and other sources as well as an electronic copy of the grant application.
- 1.3 Completed first draft applications will be forwarded to the McDowell Foundation office in January. Applications will be screened to ensure that the information provided is complete and appropriate. If no additions or revisions are needed, applications will be reviewed by the Project Review Committee at an initial meeting.
- 1.4 The Project Review Committee will review all first draft applications and provide feedback to the applicants through the Foundation staff. The first review is not intended as a screening mechanism; however, research applications with little chance of success may be discouraged from continuing further in the process.

¹ Please note deadlines for submission may vary slightly from year to year and are available on the Foundation website under GRANTS or in the *Call for Research Grant Applications*.

- 1.5 Applicants will receive feedback from the Project Review Committee through Foundation staff and will have opportunity to revise their application prior to the final Project Review Committee review. Final applications are due in April and will be reviewed and ranked for funding purposes by the Project Review Committee.
- 1.6 Project Review Committee recommendations regarding the funding of proposed research projects will be communicated to the Board of Directors.
- 1.7 The Board of Directors will approve projects for funding based on the recommendations of the Project Review Committee at the spring Board meeting.
- 1.8 Both successful and unsuccessful applicants will receive notification of the Board's decision on their applications by Foundation staff.
- 1.9 The Board will not consider applications received after the draft application deadline that have not been reviewed by the Project Review Committee

2. Eligibility Criteria for Applicants and Projects

- 2.1 Individual and organizational applicants are both eligible.
- 2.2 Applicants' eligibility is not restricted according to place of residence or the place where the research will be carried out.
 - 2.2.1 Notwithstanding 2.2, applicants are expected to carry out their research in the context of publicly funded PreK-12 education. For eligibility purposes, the Foundation understands publicly funded education to include:
 - Schools that are governed by an elected board and receive full per-pupil operating grants from a provincial government.
 - Associate or alternate schools in Saskatchewan.
 - The historical high schools in Saskatchewan.
 - Schools operated by First Nations Bands with funding from the federal government.
- 2.3 Both short-term and long-term projects are eligible for funding, although long-term projects are required to reapply for funds yearly.
- 2.4 Educators and non-educators are eligible to apply.

3. Criteria for Assessing Research Projects

- 3.1 In order to be considered, proposed research must:
 - Contribute to knowledge about teaching and learning.
 - Focus on teaching and learning in the context of PreK-12 education.
 - Apply to and be supportive of public education.
 - Consider the dissemination and application of the research among teachers in Saskatchewan and elsewhere.
 - Meet the Foundation's ethical guidelines for research.
 - Meet accepted academic standards for research.
 - Respect the rights of all individuals and groups.

- 3.2 In addition, preference will be given to research projects that can be seen to:
- Provide direct benefit to teaching and learning in Saskatchewan and elsewhere.
 - Affect positive change in teaching and learning.
 - Involve teachers in a way that extends their ability and motivation as researchers.
 - Encourage individuals and organizations to reflect on and identify important issues related to teaching and learning that require study and discussion.
 - Address teaching and learning issues of wide scope and general significance.
 - Create opportunities for dialogue for teaching and learning.
 - Involve experimentation with innovative ideas and methodologies for teaching and learning.
 - Utilize innovative research methods and approaches.
- 3.3 At times, the McDowell Foundation receives money from donors to sponsor research on specific topics (e.g., reading), involving a specific category of researchers (e.g., primary teachers) or using a specific research method (e.g., action research). The specifications attached to these donations must be compatible with the Foundation's purposes and its criteria for selecting research projects. If this requirement is met, the additional criteria for accessing these designated grants will be communicated to potential applicants on the regular application form.

Funding Guidelines

The Foundation continues to develop and review working guidelines that assist the Project Review Committee in interpreting its mandate and priorities in assessing applications for funding. These guidelines are intended to clarify for applicants the kinds of research expenses the Foundation will and will not fund and to provide a consistent basis for decision-making. They are continually added to and refined as applications place new issues and possibilities before the Committee.

What Research Will Be Funded

1. The Foundation does not fund research into teaching and learning intended solely for the improvement of instruction and related processes such as curriculum development, piloting of teaching methods and materials, and the evaluation of programs, methods and materials. The Foundation's mandate emphasizes research as a contribution to knowledge about teaching and learning that can be disseminated to other teachers. Other agencies in education are responsible for curriculum development, materials development and program evaluation. Research may be distinguished from these related processes even when they are present as part of the research, by the presence of a clearly defined research question, systematic data gathering, the inclusion of a strong reflective component and the articulation of findings related to the work for dissemination to others.

Length and Format of Applications

2. The Project Review Committee requests that all applications follow the format laid out in the Research Grant Application form. Descriptions and related material intended to provide information about the proposed project should respect the guidelines provided regarding length—a maximum of five double-spaced pages in 12-point type. Excessively long applications may be rejected.

No Financial Benefit

3. As a charitable organization, the McDowell Foundation is not able to sponsor projects that have as their goal the development of a commercially viable product or program from which the researcher(s) may benefit financially.

Copyright

4. It is a condition of McDowell Foundation research grants that the Foundation must own the results of the research that it sponsors. Copyright on all research reports and other products created from the research must be assigned to the Foundation. However, recognizing that it furthers the objectives of the Foundation to have the research findings disseminated as widely as possible to teachers and others, the Foundation gives researchers permission to use their work and share their research findings in as many forums as possible, including journals, conventions, conferences, in-service sessions and workshops. In all presentations and publications of the research, researchers are required to give credit to the McDowell Foundation for its support of the work.

Please note that the Foundation does not own or attempt to copyright the data created from research projects. The copyright extends to the final report or alternative materials created in lieu of a final report (e.g., videos, websites, etc.) that are submitted to the Foundation.

Structure and Timing of Grants

5. McDowell Foundation grants are structured as an advance on research expenses. Applicants submit a proposed budget outlining their expected expenses as part of their application. Any grant monies that are unspent at the end of a project are returned to the Foundation.
6. Foundation grants will cover the costs of research activities for which expenses were incurred after the grant is awarded by the Board of Directors.

Amount and Number of Research Grants

7. The McDowell Foundation annually awards an amount approved by the Board of Directors for that year. Applications for large and small grants will be considered. The total amount awarded and the number of awards depends upon the number, quality, duration and costs of the applications received. The maximum grant award for any one research project per year will be \$20,000.

Originality of Research

8. The Committee will consider funding projects that replicate research done elsewhere provided they further the Foundation's objectives.

Research Toward an Academic Degree

9. The Foundation's research program is oriented primarily towards encouraging classroom teachers to take on the role of researcher in examining and improving teaching practice. McDowell Foundation grants do not exist to assist individuals in meeting the research requirements for Masters or doctoral degrees. Nevertheless, it is recognized that degree-oriented research may involve classroom teachers in a way that furthers the purposes of the Foundation and provides the teaching profession with valuable research models and results. Applications related to work towards an academic degree will, therefore, be considered on their merits. If applications are approved, there will be an expectation attached to the funding that the research findings will be provided to the Foundation in a more practical form than a Master's thesis or a PhD dissertation.

Conference Presentations

10. The McDowell Foundation expects that all Foundation researchers will present their findings at least once at the Learning From Practice Exchange of Teacher Knowledge and Research, sponsored by the Foundation. For those living outside of Saskatoon, the costs of presenting at Learning From Practice conference (i.e., travel, meals and accommodation) should be submitted as part of the budget for the research project at the time of application. A line in the proposed budget in the application form is provided for that purpose. Travel costs for the Learning From Practice conference should be included in this budget line at the current rate recognized by the Foundation. Applicants may choose to attend the Learning From Practice conference as a participant in a year prior to presenting and these costs can also be included as a budget item.

11. The Foundation will not rule out, but will not approve at the time of project selection, the granting of funds for the attendance of McDowell Foundation researchers at conferences to present the findings of the research the Foundation has sponsored. When projects are completed or near completion and the researchers have been accepted as presenters at a conference, they may apply to the Foundation for additional funding to cover a portion of the costs of conference attendance (i.e., travel, meals, accommodation and conference fees). A policy covering the eligibility of McDowell Foundation researchers for conference grants and the amounts of the grants has been established and will be reviewed from time to time. The Foundation will not cover conference presentation costs retroactively; that is, requests for reimbursement of costs involved in presenting Foundation research at conferences that have already taken place will be refused.

Publication of Research

12. The McDowell Foundation co-operates with researchers in editing and publishing a written report and/or other reporting materials at the end of each research project. The Committee will not provide funds for desk-topping, printing or graphic design because these services may be accessed through the McDowell Foundation to produce the final report or research results. However, the Committee will provide funds for editing and writing support or for the production of alternatives to written final reports if the need is clearly outlined in the project and included in the budget.

The Foundation will consider the granting of funds for the publication of research findings in journal articles, monographs, pamphlets, handbooks, books or teaching materials at the completion of projects. When projects are completed, the researchers may apply to the Foundation for additional funding to cover the costs of publication in addition to the final report.

Items Funded and Not Funded

13. The Project Review Committee is unlikely to recommend funding for items or services that may be considered the responsibility of schools or school divisions. The Foundation should not be regarded as an alternate source of funding for the learning program in schools.
14. The research opportunities provided by the Foundation are oriented primarily towards practicing teachers already employed by a board of education. Therefore, the Committee will not, as a rule, approve funding to cover a salary for those carrying out school-based research. Also, the Foundation recognizes that it would be inappropriate to provide salaries for individuals to be employed in carrying out a role within the school. Such employment would interfere with collective agreements and the employment of all school personnel must remain the responsibility of school divisions.
15. Researchers who apply for a grant from the Foundation may request money to personally pay for the services of assistants who will carry out functions within the research process, not educational functions within the school. Such funding will be provided only where the research has been initiated by teachers or university researchers and has not been developed for the purpose of creating employment. Also, the amount of money for research assistants should not signal that their role will overshadow or replace the role of the researcher(s) and any responsibilities to be assigned to a researcher assistant must be clearly outlined in the application.

16. Researchers who apply for a grant from the Foundation may request money to personally pay for services that assist them in carrying out the research. Such services, for example, might include transcription, expert advice on the development of survey instruments, editing or video or website development.
17. The Foundation will pay for substitute costs to release teacher-researchers (including school-based administrators) for a given period of time in order to carry out research. The amount of this release time has been capped by the Foundation at 10 days per teacher or administrator. This maximum appears to be within limits acceptable to most boards and directors of education. In order to promote a level playing field for both teacher-initiated research and division-initiated research, the Committee will not fund more than 10 days of release time per individual even if the school division is willing to provide more. Also, the Committee is opposed to using Foundation funding for release time to create "positions" in schools. The purpose of funding release time is to assist practicing teachers in undertaking school research. Where actual substitute costs are not determined at the time of application, a standard amount per day will be used as laid out in the application form.
18. Substitute teachers who apply for Foundation funding may request the equivalent of 10 release days in lieu of the sub time they may forfeit through their research commitments. However, they must recognize that this money will be taxable income to them.
19. Generally, teachers have access to the services of a variety of consultants who provide teaching and/or research advice as part of their work. These consultants include university faculty members, school division central office staff, officials from the Ministry of Education and STF office staff. Since the support provided by these individuals is part of their work, the Board of Directors will not consider funding any release time or fees for their services to a research project. It will, however, provide funds to cover any actual and reasonable travel expenses that consultants may incur in providing support to Foundation research projects.
20. At times, a school division office employee may participate in a Foundation research project as part of the research team. The Foundation will provide funding to obtain release time for such employees who may not be considered to be participating in research as part of their work. For example, the Foundation will consider providing release time for speech-language pathologists or Elders/Indigenous advisors.
21. At times, representatives of community organizations and agencies may participate in a Foundation research project as part of the research team. The Foundation will provide funding to enable such participation at the same rate that release time is provided to teachers who are participating in the research.
22. The Committee will not consider providing funds for researchers to attend conferences, bring in speakers or participate in informal or formal training programs to obtain skills and methodologies that may reasonably be assumed to already be in their possession if they are to carry out the proposed research. Further, the Committee will not provide financial support for conference attendance by researchers that may be characterized primarily as an individual professional development opportunity. For the Committee to support researchers' access to learning opportunities, the opportunities involved must provide the researchers and/or their teaching colleagues or subjects with knowledge and methods integral to the research (e.g., if the point of the research is to experiment with a particular intervention that must first be learned).
23. The Foundation does not fund honoraria or other gifts for research participants including students.

24. The Foundation recognizes that research carried out in a cross-cultural or community context may require flexibility in these funding guidelines to respect the cultural needs and expectations of research participants. Therefore, it may recommend funding gifts (e.g., money or blankets) to First Nations Elders and community members who are supporting and participating in McDowell Foundation research projects as well as other cultural gifts as deemed appropriate.
25. In most cases, the McDowell Foundation will not recommend providing money to cover child-care costs incurred by researchers in carrying out their research. However, some flexibility is provided if there are special circumstances that warrant such funding (e.g., money for child-care costs is necessary to allow parents to participate in a community-oriented research project). Information about such special circumstances should be provided to the Project Review Committee in writing, preferably at the time of application.
26. The Committee will consider covering some travel costs involved in a research project, as long as they do not relate to attendance at conferences (except Learning From Practice) or other individual professional development activities. Travel needed to make school visits, bring together researchers from various locations or access sources of information (e.g., libraries or consultants) may be funded. Travel includes mileage and, if necessary, accommodation and meals. Travel rates are set from time to time by the Foundation's Board of Directors and are indicated in the Research Grant Application form. In-city travel costs will not be allowed unless there are special circumstances that warrant such funding, such as the need to involve parents in a community-oriented research project. Information about such special circumstances should be provided to the Project Review Committee in writing, preferably at the time of application.
27. The Committee will consider funding the use of video production as a research or project dissemination tool. Researchers with permission release forms and appropriate ethical clearance may consider this.
28. Consideration would be given to funding technology that is essential and integral to the research (limited amounts). The Foundation should not be viewed as a source of funding for outfitting or upgrading classroom technology.

Examples of items for which the Committee will consider funding:

- Software/apps
- Secretarial assistance for the research
- Transcribing services
- Research assistants
- Costs of meetings with teachers (e.g., lunches, substitutes, travel to attend)
- Mailing
- Rental or lease of needed equipment that is not otherwise available (limited amounts)
- Teacher release time (10 days per teacher per school year)
- Technical services
- Travel to libraries, consultants and other sources of information
- Copying
- Telephone
- Supplies
- Professional books and teaching resources (limited amounts)

Examples of items for which the Committee typically will not recommend funding:

- Purchase of computers, camcorders, transcribing machines or other electronic equipment unless there are clear and direct ties to the research question(s) (electronic equipment rental may be considered).
- Honoraria to project participants or in-service providers.
- Gifts or incentives given to students or other participants in research projects.
- Class trips or learning activities that are not a direct and integral part of the research being conducted.
- Tuition fees for researchers enrolled in university graduate or undergraduate programs or other educational programs.
- The costs of printing and binding theses.
- Researchers' attendance at classes, workshops or courses designed to increase research skills.
- Post-doctorate salary, other educational program fees or salary while on leave from employment.

Ethical Guidelines

Ethical guidelines are provided to support researchers in developing and implementing research projects that contribute to knowledge in teaching and learning while ensuring that both researchers and research participants are protected from foreseeable harm. The McDowell Foundation believes that the advancement of educational knowledge must not take place at the expense of individuals or the public and that research must be done in ways that are respectful, professional and safe for all involved.

As a trustee of funds donated to support research into teaching and learning, the Foundation has a responsibility to ensure that the activities it supports respect both individual and collective rights and that both researchers and research participants are supported throughout the process. In all aspects of the process the professional standards of the profession must be adhered to by McDowell researchers.

The McDowell Foundation has adopted a set of ethical guidelines, which are outlined below. These guidelines have two purposes:

- 1) To assist researchers in developing research projects that are ethically sound and ensure students, teachers or the public are in no way harmed by the research activities.
- 2) To assist researchers in expanding their knowledge of ethical research to ensure all research activities follow accepted ethical protocols.

All applications to the Foundation for funds to support research involving human subjects must meet the standards for ethical conduct outlined in the Foundation's ethical guidelines.

The Foundation recognizes that many of the projects it funds take place within contexts that may have guidelines with respect to research ethics. For example, universities have research ethics committees to review and grant approval to all research conducted by university students or faculty members. Also, school divisions generally have their own requirements for research conducted within their jurisdiction by school division employees and others. Foundation researchers are expected to understand all ethical processes and guidelines that apply to their projects and to have ethical approval for their projects by the applicable authorities (e.g., university ethics committee, board or director of education). An indication that such approval has been acquired or is being sought should be part of an application for a McDowell Foundation grant and funds will not be released until documentation outlining this approval is provided to the Foundation.

Socially Just Research

In conducting research with individuals or groups with a religion, culture, disability, gender or other identity that is not shared by the researcher, researchers must recognize the risk of misunderstanding, incomplete analysis or even data appropriation. In such cases, a statement from the researcher recognizing potential power imbalances within the study and how they will work to create greater understanding will be expected as part of the application for funding. Researchers are also encouraged to include diversity and broad representation of participants within their research teams.

Special care must be taken to ensure that consent is informed and freely provided. For example, privacy and confidentiality are concepts that may be interpreted differently through various cultural lenses. Information must be given and consent received from the perspective of the research participants.

Information and materials should not be publicly exhibited, discussed or published without participants' informed consent. Permission to publish materials through school division policy does not apply to McDowell research, and researchers must take care to ensure that they have permission to use information or materials as part of the research project.

Researchers are responsible to groups and individuals engaged in the research to represent and reflect the unique framework within which the individuals or groups operate, regardless of the values and customs of the researchers. An inclusive and respectful process and outcome is the expectation of the Foundation in all research projects.

Definition of Human Subject

Ethical guidelines apply to all individuals who are a part of the research in any capacity including leads, researchers, collaborators, other team members and research participants. However, particular ethical protections are provided to "human subjects" or individuals who are a source of data in projects but not involved in designing, interpreting or disseminating the information.

Administrative or Institutional Approval

1. Research projects involving human subjects within the PreK-12 education system must be reviewed and approved by an appropriate authority within the educational jurisdiction(s) involved. Written approval from the director of education or other appropriate authority must be appended to the application for funding from the Foundation.
2. Written approval must also be sought and appended from the principals of schools used as research sites.
3. Where research involving human subjects is conducted in a group setting outside the PreK-12 education system, written approval must be obtained from an appropriate authority.
4. While administrative or institutional approval should not be advertised as an inducement to potential subjects, the researcher has the right to inform them of such approval.

Individual Rights

Subjects of research have the following rights:

- To know the precise nature and purpose of the research.
- To know any potential risks or benefits.
- To privacy and to assurance that information provided will be kept confidential.
- To refuse or withdraw from participation in the research.
- To accurate, respectful description of their cultural heritage and customs.
- To discreet use of personal information.

Informed Consent

1. Participants must be informed about the research in a way that respects their levels of comprehension and learning style. The information must describe its purpose, usefulness, expected benefits, methodology, effects, risks and possible alternatives. Participants must always be told of any factors that might lead them to refuse to participate.
2. Participants must understand that they may inquire about the research and discuss it with an outside resource person prior to providing consent.
3. Participants must understand that they may withdraw at any time up to publication, just as the study may be terminated at any time by the researchers.
4. The degree of confidentiality that will be maintained in the study must be explained to and agreed upon by participants.
5. Informed consent should be obtained from participants in writing. The wording on the consent form should be as close as possible to any description of the research given to the subject orally. It should contain all information essential to informed consent.
6. Where research involves children and youth, informed consent should be obtained from a parent or guardian and, where possible, the children. Children should be given individually the opportunity to refuse to participate or withdraw.
7. There must be no coercion, constraint or undue inducement used to obtain consent from participants, particularly when they are children, youth or other individuals or groups in a relationship where a power differential could operate to their disadvantage.
8. Where it is not practical or possible to obtain written consent, the procedures used to obtain verbal consent should be on record.

Deception as a Research Method

Deception in research is defined as intentionally withholding or providing misleading information to the research participants as part of the research design. Deception is not typically used as a research method in Foundation-funded research and would only be considered under rare circumstances. Research projects that require the withholding of information or the misleading of research participants would only be considered under the following conditions:

- A significant research advantage could result.
- No other research methodology will achieve the same ends.
- Nothing is being withheld that might cause the participant to refuse consent.
- There is no risk of harm to the participant and participants are informed about the deception and the reasons for it subsequent to their participation in the study.

Risk and Benefits

1. The researcher is responsible for designing and implementing research that avoids risks to participants or third parties as a result of conducting research or publishing the results. The Foundation will support researchers in developing and implementing projects that are ethically sound.
2. Risks to be considered and avoided may be physical, psychological, social, interpersonal, proprietary, reputational or cultural.

3. If risks can be foreseen but not forestalled, the research should not be undertaken.
4. Researchers have no right to make changes in a person's behaviour or attitudes except during therapeutic research.

Privacy and Confidentiality

1. Any probing of private information must be carried out explicitly with informed consent.
2. All information received by the researcher will be kept confidential and anonymous unless the researcher has explicitly stated otherwise and received the participant's agreement. The researcher will explain to participants the steps being taken to ensure confidentiality and anonymity.
3. If confidentiality or anonymity cannot be guaranteed, participants must be made aware of the fact and its possible consequences.
4. Steps should be taken to guard against unintentional disclosure of a participant's identity through association or a combination of information.
5. The researcher is responsible for the effects of the research on third parties.
6. The individual's right to confidentiality and anonymity extends to research involving institutional records.
7. Publication of private materials is ethical only when it does not invade the privacy of living persons.
8. Tapes and written records containing information from participants should, as a rule, be destroyed following the completion of the research as marked by the publication and/or dissemination of the results. Any exceptions should be made explicitly with the agreement of the participants involved and the approval of the McDowell Foundation.

Copyright

Private papers, photographs, artistic works and publications are protected by copyright, even when they are available in an archive, gallery, museum or library. Researchers may not legally use documents or articles under copyright without permission from the author, heirs or other holders of copyright ownership.

Additional Ethical Supports

Should the Project Review Committee or the Board of Directors identify significant ethical risk in a grant application, they may require the research team to partner with an experienced researcher to ensure appropriate ethical support and oversight for the research prior to funding the project.

