

DR. STIRLING MCDOWELL
Foundation
FOR
RESEARCH INTO TEACHING



RESEARCH AWARDS GUIDE

January 2012

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 the Research Grant Application Form which lays 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 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 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 who have little research experience in both the design and implementation phases of research projects. Forms and information for applicants are posted at www.mcdowellfoundation.ca. Additional assistance may be obtained by contacting the Foundation at the address given below.

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Application forms and Awards Guides are distributed with every *Call for Research Proposals* to all schools, local teachers' associations, special subject councils, educational partners, the offices of the Deans of Education at the two Saskatchewan universities and others. Forms may be obtained directly at 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.

It was created through the efforts of the Saskatchewan Teachers' Federation to fill a need expressed by many teachers for better, teacher-oriented research into education. Teachers were convinced that they needed to become more actively involved in the generation of knowledge about teaching and learning and to ensure that research on 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 a stimulus for the improvement of instruction and the profession with an avenue for the ongoing development of teaching knowledge and skills.

The Foundation's purpose is to fund research, inquiry and the dissemination of information that focuses on instruction (both teaching and learning) in the context of the publicly funded elementary and secondary education system. Specifically, it will:

- Contribute to knowledge about teaching and learning.
- Encourage educational inquiry through a wide range of methodologies.
- Support the involvement of practicing teachers in active research projects.
- Encourage organizations as well as individuals to determine and act in areas of research and inquiry.
- Encourage experimentation with innovative ideas and methodologies related to teaching and learning.

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 by the Saskatchewan Teachers' Federation. This Board, which contains representation from teachers, superannuates, major donors and the STF, sets policies, budgets and directions for the Foundation and oversees its administrative and financial operations. It receives advice from an Advisory Committee of educational, business and community representatives.

The Board of Directors also appoints a Project Review Committee, with a majority of teachers, to screen, select and evaluate research projects. It is the Committee that decides which proposed projects will be approved each year, within the terms, budgets, policies and guidelines provided by the Board of Directors. All decisions by the Committee on applications for funding are final. The terms of reference currently provided for the Project Review Committee are given below:

- To assess all applications to the Foundation for the funding of research projects.
- To decide which projects the Foundation will fund, taking into account the budget and priorities set annually by the Board of Directors and the general directions established from time to time by the Board of Directors and expressed in approved policies and guidelines.
- To evaluate all completed projects and projects applying for an extension of financial support from the Foundation.
- To advise the Board of Directors on the implications of policies and criteria related to research project funding and implementation.

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 Application forms developed by the Foundation should be completed and any additional documentation attached.
- 1.2 Applications should be forwarded to the Research Consultant who will screen them to ensure that the information provided is complete and appropriate. If no additions or revisions are obviously needed, the Consultant will bring the application for consideration by the Committee at its next meeting.
- 1.3 Prior to making its decision, the Committee may request that additional information or expertise be provided from a source outside the Committee so the value or implications of a research proposal may be fully understood. The Committee may also request a meeting with the applicant to discuss the application.
- 1.4 The Committee may advise applicants of revisions or additions that would improve their proposals prior to making a final decision on them.
- 1.5 Committee decisions regarding the funding of proposed research projects will be communicated by the Foundation.
- 1.6 Both successful and unsuccessful applicants will receive notification of the Committee's decision on their applications.
- 1.7 The Committee may respond to some applications with the offer of a development grant to assist the applicant in developing their research proposal further for renewed consideration in the Foundation's next round of research funding.
- 1.8 The Committee will not consider applications received after the applications deadline, which is March 31 each year.

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 with funding from the federal government.
- 2.3 Both short-term and long-term projects are eligible for funding, although long-term projects may be required to reapply for funds at defined stages of the work.
- 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 regardless of race, gender, language, religion, ethnic background, socio-economic status, sexual orientation and physical or mental ability.
- 3.2 In addition, preference will be given to research projects that can be seen to:
 - Provide direct benefit to teachers 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 (for example, reading), involving a specific category of researchers (for example, primary teachers), or using a specific research method (for example, 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 Project Review Committee continues to develop and review working guidelines that assist the 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 Committee makes a distinction between research into teaching and learning 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 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 application form. Descriptions and related material intended to provide information about the proposed project should respect the guidelines provided regarding length; that is, 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 of 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.

STRUCTURE AND TIMING OF GRANTS

5. McDowell Foundation grants are generally 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 signing of a research contract with the Foundation. Grants cover activities that take place no sooner than July 1 of the year in which the award is made.

AMOUNT AND NUMBER OF RESEARCH GRANTS

7. The McDowell Foundation awards grants annually that total an amount approved by the Board of Directors for that year. Applications for large and small grants within the amount

set will be considered. However, applicants should keep in mind that the Project Review Committee is unlikely to award a grant that is more than a quarter of the total amount available. The total amount for the current year is \$85,000, of which a quarter is \$21,250.

RESEARCH TOWARD AN ACADEMIC DEGREE

8. 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 after consideration and funding have been given to applications by classroom teachers. If such 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, usable form than a Masters thesis or a Ph.D. dissertation.

SALARIES FOR RESEARCHERS

9. The research opportunities provided by the Foundation are oriented primarily towards practising 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.

SALARIES FOR RESEARCH ASSISTANTS

10. 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).

FEES FOR SERVICES

11. 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 might include transcription or expert advice on the development of survey instruments, for example.

RELEASE TIME FOR TEACHERS AND SCHOOL-BASED ADMINISTRATORS

12. 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 Project Review Committee 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 practising 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.
13. Substitute teachers who apply for McDowell 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.

CONSULTANTS

14. 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 of the Ministry of Education and STF office staff. Since the support provided by these individuals is part of their work, the Project Review Committee 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 McDowell research projects.

SCHOOL DIVISION OFFICE EMPLOYEES

15. At times a school division office employee may participate in a McDowell 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.

COMMUNITY ORGANIZATIONS AND AGENCIES

16. At times representatives of community organizations and agencies may participate in a McDowell 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.

CONFERENCE PRESENTATIONS

17. The McDowell Foundation expects that all McDowell researchers will present their findings at least once at the Learning From Practice Exchange of Teacher Knowledge and Research, sponsored by the Foundation. The costs of presenting at Learning From Practice (that is, travel, fee, meals and accommodation) should be submitted as part of the budget for the research project at the time of application. All McDowell researchers attending Learning From Practice should claim the registration fee, but only those living outside Saskatoon should submit travel, meal and accommodation costs. A line in the proposed budget in the application form is provided for that purpose. The Foundation currently allows a maximum of \$196 per researcher attending Learning From Practice, which is intended to cover the cost of meals and one night in a hotel. Travel costs for Learning From Practice should be included in this budget line at the current rate recognized by the Foundation.
18. The Committee 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 major conferences to present the findings of the research the Foundation has sponsored. When projects are completed and the researchers have been accepted as presenters at a major conference, they may apply to the Foundation for additional funding to cover a portion of the costs of conference attendance (that is, 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 Committee will not cover conference presentation costs retroactively; that is, requests for reimbursement of costs involved in presenting McDowell research at conferences that have already taken place will be refused.

PROFESSIONAL DEVELOPMENT FOR RESEARCHERS

19. 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. Nor will the Committee 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/subjects with knowledge and methods integral to the research (for example, if the point of the research is to experiment with a particular intervention that must first be learned).

ORIGINALITY OF RESEARCH

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

PUBLICATION OF RESEARCH

21. The McDowell Foundation co-operates with researchers in editing and publishing a written report and/or other materials at the end of each research project. The Committee will not provide funds for editing, desktopping, printing or graphic design because these services may be accessed through the McDowell Foundation to produce the final report or research results.

The Committee will not rule out, but will not approve at the time of project selection, the granting of funds for the publication of research findings in journal articles, monographs, pamphlets, handbooks, books or teaching materials. When projects are completed, the researchers have provided the proposed contents of such publications and the Foundation has had an opportunity to review them, the researchers may apply to the Foundation for additional funding to cover the costs of publication.

ITEMS FUNDED AND NOT FUNDED

22. Please note that the Project Review Committee is unlikely to provide 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.
23. Listed below are some examples of items for which the Committee will consider funding:
- software
 - secretarial assistance for the research
 - transcribing services
 - research assistants
 - costs of meetings with teachers (e.g., lunches, rooms, substitutes)
 - mailing
 - rental or lease of needed equipment that is not otherwise available (limited amounts)
 - teacher release time
 - technical services
 - travel to libraries, consultants and other sources of information
 - copying
 - telephone
 - supplies
 - professional books and teaching resources (limited amounts)

24. Listed below are some examples of items for which the committee will not consider funding:
- Purchase of computers, audiocassette recorders, camcorders, transcribing machines or other electronic equipment.
 - 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.
 - Class sets of learning materials for students.
 - 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 or courses designed to increase research skills.
 - Exercise equipment.

CROSS-CULTURAL AND COMMUNITY RESEARCH

25. 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 fund gifts (for example, money or blankets) to First Nations Elders and community members who are supporting and participating in McDowell Foundation research projects.

CHILD CARE EXPENSES

26. In most cases, the McDowell Foundation will not provide money to cover child care costs incurred by McDowell researchers in carrying out their research. However, some flexibility is provided if there are special circumstances that warrant such funding (for example, money for child care costs is necessary to allow low-income 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.

TRAVEL COSTS

27. 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 as described in guideline #19. Travel needed to make school visits, bring together researchers from various locations, or access sources of information (for example, 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 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 low-income 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.

VIDEO PRODUCTION

28. The Committee will not provide funding to produce a video that is used to report on or disseminate the research. It will, however, consider funding the use of video production as a research tool.

ETHICAL GUIDELINES

The McDowell Foundation acknowledges that the advancement of educational knowledge must not take place at the expense of individuals or the public. 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 individual and collective rights. The McDowell Foundation has adopted a set of ethical guidelines, which are outlined below. These guidelines have two purposes:

- 1) To assist researchers in avoiding any detrimental effects from their research on students, teachers or others.
- 2) To assist researchers in protecting themselves from possible suspicion or misunderstanding as to the ethics of their work.

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.

However, the Foundation recognizes that many of the projects it funds take place in an institutional context that may have its own 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. McDowell 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 (for example, 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.

DEFINITION OF HUMAN SUBJECT

The term signifies any person who is a source of data and is not acting as or assisting the researcher.

ADMINISTRATIVE/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/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 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. Subjects should be informed about the research in a way that respects their levels of comprehension. The information should describe its purpose, usefulness, expected benefits, methodology, effects, risks and possible alternatives. Subjects should always be told of factors that might lead them to refuse to participate.
2. Participants should understand that they may inquire about the research and confer about it with an outside resource person.
3. Subjects should understand that they may withdraw at any time, 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 should be conveyed to 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 information essential to informed consent.
6. Where research involves children, 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 should be no coercion, constraint or undue inducement used to obtain consent from subjects, particularly when they are children or other individuals or groups in a relationship where a power differential could operate to their disadvantage. Individuals and groups in such a “captive” relationship should always have the power to veto others’ consent.
8. Where it is not practical or possible to obtain written consent, the procedures used to obtain consent should be on record.

DECEPTION

1. Subjects may have essential information withheld or be given misleading information only when:
 - A significant research advantage could result.
 - No other research methodology will achieve the same ends.
 - Nothing is being withheld that might cause the subject to refuse consent.
 - There is no risk of harm to the subject.
2. Subjects are informed about the deception and the reasons for it subsequent to their participation in the study.

RISK AND BENEFITS

1. The onus is on the researcher to avoid risks to subjects or third parties as a result of conducting research or publishing the results.
2. Risks to be considered and avoided may be physical, psychological, social, interpersonal, proprietary or cultural.
3. If risks can be foreseen but not forestalled, the research should probably 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 personality or affairs should be carried out explicitly with informed consent.
2. It is assumed that all information received by the researcher will be kept confidential and anonymous unless the researcher has explicitly stated otherwise and received the subject's agreement. The researcher will explain to subjects the steps being taken to ensure confidentiality and anonymity.
3. If confidentiality or anonymity cannot be guaranteed, participants should be made aware of the fact and its possible consequences.
4. Steps should be taken to guard against unintentional disclosure of a subject'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 done with 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 subjects 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 subjects involved and the approval of the McDowell Foundation.

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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.

SENSITIVITY TO CULTURAL, RELIGIOUS, GENDER OR OTHER DIFFERENCES

1. In conducting research on individuals or groups with a religion, culture, disability, gender or other factor that is not shared by the researcher, researchers must be able to give an account of themselves and their research that is acceptable to the people with whom they will be working. In such cases, a statement from the researcher recognizing the sensitivity in the situation and how it is to be handled will be expected in applications for funding from the McDowell Foundation. Researchers are also encouraged to append written approval of their research from an appropriate representative of the groups.
2. Special care must be taken in dealing with some groups and cultures to ensure that consent is informed. For example, privacy and confidentiality are concepts that may be interpreted differently and applied to unexpected kinds of activity by some subjects. Information must be given and consent received from the perspective of the research subjects.
3. Information and materials should not be publicly exhibited, discussed or published in a way that embarrasses or angers the individuals or groups associated with them.
4. Researchers are responsible to groups that they have researched for doing full justice to the unique framework within which the groups operate, regardless of the values and customs of the researchers. Different customs and beliefs must not be ridiculed or endangered.

