NSERC
Discovery and Research Tools & Instruments Grants Workshop
8th May 2024

This workshop is being video and audio recorded
Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis.

We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.
Schedule

10:00 – 10:05  Welcome and introductions
10:05 – 10:15  Overview of the Evaluation/Rating process at NSERC
10:15 – 10:30  Tips on HQP, EDI and CCV considerations
10:30 – 10:35  OVPR Internal Review service
10:35 – 11:00  Panel with NSERC DG Evaluation Group members
11:00 – 11:30  Q&A
11:30 – 12:00  RTI session with Q&A
12:00 →       Networking opportunity
Presenters and Panelists

**Chair**

Ron Borowsky, USask NSERC Lead
Professor, Psychology (Cognition and Neuroscience).

**Presenters**

Danielle Baron, Manager Research & Graduate Studies (Ag & Bio.Res.)
HQP: Highly Qualified Personnel.

Tera Ebach, Research Office Analyst (WCVM)
EDLI: Equity, Diversity, & Inclusion.

Graham Fairhurst, Research Facilitator (SENS)
CCV: Canadian Common CV.

Michaela Lynds, Research Development Specialist (OVPR)
Internal Review service.

Suresh Tikoo, Professor (School of Public Health: Vaccinology)
RTI session.

**Panelists**

Robert Scott (EG 1504: Chemistry)
Professor, Chemistry.

Cherie Westbrook (EG 1506: Geosciences)
Professor, Geography & Planning.

Raymond Spiteri (EG 1508: Mathematics & Statistics) Group Chair
Professor, Computer Science.

Ildiko Badea (EG 1511: Materials & Chemical Engineering)
Professor, Pharmacy & Nutrition.

Daniel Chen (EG 1512: Mechanical Engineering)
Professor, Mechanical Engineering & Biomedical Engineering.
Overview of the Evaluation/Rating process at NSERC

Ron Borowsky
University NSERC Leader, Office of the Vice-President Research
Director, Cognitive Neuroscience Lab
Professor, Cognition and Neuroscience Program
Department of Psychology and Health Studies, College of Arts & Science
### The Merit “Grid”

**Discovery Grants Merit Indicators**

The Merit Indicators should be used in conjunction with the Peer Review Manual, which outlines how reviewers arrive at a rating.

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>OUTSTANDING</th>
<th>VERY STRONG</th>
<th>STRONG</th>
<th>MODERATE</th>
<th>INSUFFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence of the Researcher</td>
<td>Research excellence, accomplishments, and service are superior to others.</td>
<td>Research excellence, accomplishments, and service are superior to others.</td>
<td>Research excellence, accomplishments, and service are significant.</td>
<td>Research excellence, accomplishments, and service are reasonable.</td>
<td>Research excellence, accomplishments, and service are below an acceptable level.</td>
</tr>
<tr>
<td>Contributions to the field</td>
<td>Contributions presented in the application are of the highest level of quality.</td>
<td>Contributions presented in the application are of high quality.</td>
<td>Contributions presented in the application are above average in quality.</td>
<td>Contributions presented in the application are of good quality.</td>
<td>Contributions presented in the application are limited in quality.</td>
</tr>
<tr>
<td>Impact and importance of the work</td>
<td>Impact and importance of the work is clearly evident and groundbreaking.</td>
<td>Impact and importance of the work is clearly evident and influential.</td>
<td>Impact and importance of the work is evident.</td>
<td>Impact and importance of the work is somewhat influential.</td>
<td>Impact and importance of the work is not clearly evident.</td>
</tr>
<tr>
<td>Proposed research program</td>
<td>Proposed research program is clearly presented, is highly original and innovative, and is likely to have impact by contributing to groundbreaking advances in the area and/or leading to a technology or policy that addresses socio-economic or environmental needs.</td>
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</tr>
<tr>
<td>Long-term vision and short-term objectives</td>
<td>Long-term vision and short-term objectives are clearly defined and well articulated.</td>
<td>Long-term goals and short-term objectives are defined and short-term objectives are well planned.</td>
<td>Long-term goals are defined and short-term objectives are well planned.</td>
<td>Long-term goals are defined and short-term objectives are clearly defined.</td>
<td>Long-term and short-term objectives are described.</td>
</tr>
<tr>
<td>Merit of the Proposal</td>
<td>The methodology is clearly described and appropriate.</td>
<td>The methodology is clearly described and appropriate.</td>
<td>The methodology is described and appropriate.</td>
<td>The methodology is partially described and/or appropriate.</td>
<td>The methodology is not clearly described and/or not analyzable.</td>
</tr>
</tbody>
</table>

The application clearly demonstrates how the research activities to be supported are distinct from those funded (or applied for) by other sources.

| Training of Highly Qualified Personnel | Past training is at the highest level in terms of the research training environment provided and HIP contributions to research. | Past training is superior to other applicants in terms of the research training environment provided and HIP contributions to research. | Past training is superior to other applicants in terms of the research training environment provided and HIP contributions to research. | Past training is modest relative to other applicants in terms of the research training environment provided and HIP contributions to research. | Past training is below an acceptable level in terms of the research training environment provided and HIP contributions to research. |
| Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly described. | Challenges related to equity, diversity and inclusion specific to the institution and field of research are described. | Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly defined. | Challenges related to equity, diversity and inclusion specific to the institution and field of research are described. | Challenges related to equity, diversity and inclusion specific to the institution and field of research are partially defined. | Challenges related to equity, diversity and inclusion specific to the institution and field of research are only vaguely described or not described. |
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### Excellence of the researcher

- Knowledge, expertise, and experience of the researcher in the NSE
- Quality and impact of contributions to the proposed research and/or other areas of research in the NSE
- Importance of contributions to, and use by, other researchers and end-users

<table>
<thead>
<tr>
<th>Rating</th>
<th>Exceptional</th>
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<tr>
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### Merit of the proposal

- Originality and innovation
- Significance and expected contributions to NSE research, potential for policy- and technology-related impact
- Clarity and scope of objectives
- Clarity and appropriateness of methodology
- Feasibility
- Extent to which the scope of the proposal addresses all relevant issues
- Consideration of sex, gender and diversity in the research design, if applicable to the field
- Consideration of interdisciplinary methods or practices in research
- Appropriateness of, and justification for, the budget
- Demonstration that the DG proposal is distinct conceptually from research supported (or submitted for support) through CIHR and/or SSHRC
- Clear explanation why DG funding is essential to carry out the research proposed in the DG application (for applicants who hold or receive funds from a CIHR Foundation Grant)

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### Contributions to the training of highly qualified personnel

- Quality and impact of past training
- Training environment
- HQP awards and research contributions
- Outcomes and skills gained by HQP
- Quality, suitability and clarity of the planned training
- Training philosophy
- Mentorship approach and enhancement of the research and training environment
- Challenges or barriers to inclusion and advancement of under-represented groups
- Planned approach to promote participation of a diverse group of HQP
- Research training plan for individual HQP

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**Now:** “Equity, diversity and inclusion considerations in the research process (e.g. the research questions, design of the study, methodology, analysis, interpretation, and dissemination of results), are integrated where relevant.”

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University of Saskatchewan

BE WHAT THE WORLD NEEDS
**Excellence of researcher - rationale for rating:**

- **Knowledge, expertise and experience of the researcher in the NSE**
  - current/past positions, PDF, PhD etc. (in what areas?)
  - awards/recognition/service (research, teaching, NSE community, may apply to the probes below?)

- **Quality and impact of contributions to the proposed research and/or other areas of research in the NSE**
  - grants awarded (co-I or PI?)
  - editorial boards
  - publications (quantity/quality, lead/senior author, HQP on them marked with *?)
  - presentations (invited?)
  - most significant contributions (no. of citations; long term themes capturing current work, recent impact?)

- **Importance of contributions to, and use by, other researchers and end-users**
  - knowledge translation?
  - media coverage?
### Merit of the proposal - rationale for rating:

**Use summary to help outline this!**

- **Originality and innovation**
  - developed new experimental paradigms, techniques, combined approaches?
  - Significance and expected contributions to NSE research; potential for policy- and/or technology-related impact
  - model/theory development, long term ‘story’, socioeconomic/environmental impact?
- **Clarity and scope of objectives**
  - long-term goals/vision (model/theory?) and short-term objectives (experiments/studies?) clearly defined?
  - Clarity and appropriateness of methodology
  - understandable for general scientific audience, credibility (publications including these methods)?
- **Feasibility**
  - can be done by their lab, has relevant experience (if not, clear plan, but “story” should fit you)
  - Consideration of sex, gender and diversity in the research design, where applicable
  - if not applicable, should clearly state why, but give this careful consideration
  -Extent to which the scope of the proposal addresses all relevant issues
  - you control the scope of this “story”, not too big or too small…
  - Appropriateness of, and justification for, the budget
  - reasonable, use of tables for clarity (e.g., funds for HQP in which years), “get the funding then do what you want”
- **Demonstration that the Discovery Grant proposal is distinct conceptually from research supported (or submitted for support) through CIHR and /or SSHRC**
  - summaries from grants, but clear statements of “no conceptual or budgetary overlap” are helpful.
- **Clear explanation why Discovery Grant funding is essential to carry out the research proposed in the DG application**
  - (for applicants who hold or have applied for a CIHR Foundation Grant)
  - why couldn’t the CIHR Foundation Grant cover this work?

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<td>Training philosophy and research training plans are superior; highly appropriate, clearly defined and expected to produce high quality results in terms of the overall approach and specific projects for HQP.</td>
<td>Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly described.</td>
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**Training of HQP - rationale for rating:**

Past contributions to the training of HQP

- UGs, Masters, PhDs, PDFs, techs, all count, knowing where they ended up shows you care and are proud!

- **Training environment**
  - lab(s), training, techniques and equipment, academic programming, seminars

- **HQP awards and research contributions**
  - Highlight scholarships and research contributions (students in lead roles?)

- **Outcomes and skills gained by HQP**
  - HQP go on to PDF, faculty, industry job, etc.

**Training plan**

- **Training philosophy**
  - pedagogical approaches, frequent interaction (not just “weekly lab meetings”), social aspects (team building)

- **HQP research training plan**
  - name HQP where possible in proposal, and provide details here about who is doing what and why

- **EDI of HQP** (see slides from our next presenter!)
Training of Highly Qualified Personnel (HQP)

Danielle Baron
Manager
Research and Graduate Studies
College of Agriculture and Bioresources
Contributions to the training of highly qualified personnel

- Quality and impact of past training
  - Training environment
  - HQP awards and research contributions
  - Outcomes and skills gained by HQP
- Quality, suitability and clarity of the planned training
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### Contributions to the training of highly qualified personnel

- Quality and impact of past training
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### Past training:

- Don’t worry if you are an ECR and this is your first research program!
- Undergrads, Masters, PhD, PDFs, technicians, research assistants, summer students
- Highlight your lab facilities, specialized equipment/techniques, academic programs/training
- Discuss past awards, presentations that HQP did
- Where they are now – industry, academia – show that you have kept in touch!
HQP Considerations (Appendix 5, 2023-24 Peer Review Manual)

**Contributions to the training of highly qualified personnel**

- Quality and impact of past training
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**Training plan:**

1) **Training philosophy**

   - Your approach to supervising students and mentorship
   - Team building, frequent (virtual) interactions, pedagogical approaches

2) **Research training plan**

   - Do not just list your HQP!
   - Describe specifically which HQP will be responsible for which aspects of the research and WHY
   - Ensure this is mirrored in your methods section in your proposal
   - Can include a Gantt chart in your budget just.
   - Use names where possible
Equity, Diversity, and Inclusion (EDI)

Tera Ebach
Research Office Analyst
Research and Graduate Studies
Western College of Veterinary Medicine
Equity Diversity and Inclusion (EDI) NSERC Discovery Grants

1. Incorporate EDI throughout the grant
2. Clearly describe EDI challenges in the Institution and College/Field of Research
3. Clearly define your own specific actions for HQP recruitment that address EDI Challenges.
4. Clearly define your own specific actions to support an inclusive training environment

NSERC - NSERC guide on integrating equity, diversity and inclusion considerations in research (nserc-crsng.gc.ca)
The Canadian Common CV (CCV)

Graham Fairhurst
Research Facilitator
School of Environment and Sustainability
Completing the Canadian Common CV

Top tips
• Start early! Impending deadline = heavy user traffic = problems/lags/crashes
• Use the NSERC CCV template (select ‘Funding’ on the ‘CV’ tab)
• Follow the PDF Instruction Guide provided by NSERC in the NSERC template
• Make good use of extra space in text boxes
• Mark your HQP with asterisks following their surnames

More advice and examples
• Visit USask’s Grants Repository to see samples of CVs from past successful applications (https://vpresearch.usask.ca/events/grants-calendar.php)
• Attend the fall CCV and Discovery Grant application clinic (date will be announced later in the summer).
• Contact your Research Facilitator or RASI with questions or issues
CV → Funding

Follow the PDF instructions

Click on the pencil icon to edit items marked “×”

1. “Trash” unwanted items
2. Uncheck boxes to remove items that you want to keep

“NSERC” & “NSERC_Researcher”
Feather-based measures of stable isotopes and corticosterone reveal a relationship between trophic position and physiology in a pelagic seabird over a 153-year period. [Use this space to include, e.g., if highly cited paper, awards received, etc.]

Mark your HQP with one of more asterisks following their surname, and explain the usage in your “Additional Information on Contributions” section in the application.

Take advantage of the space in text boxes and provide additional information [in brackets] about entries.
OVPR Internal Review service

Michaela Lynds
Research Development Specialist
Office of the Vice President Research
Internal Review service

- You can put forward your preferences, but this cannot be guaranteed.
- Reviewers can be from your dept./college but there must be no conflicts of interest.
- If you are not sure who to suggest, refer to tables in next slides and the List of USask DG/RTI holders (past & present) or contact grant.review@usask.ca.
- We encourage applicants to be in regular direct contact with their reviewers.
- Access the form HERE.
<table>
<thead>
<tr>
<th>DG-Evaluation Group</th>
<th>Faculty Name</th>
<th>Department &amp; College</th>
</tr>
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<tbody>
<tr>
<td>1501: Genes, Cells &amp; Molecules</td>
<td>Susan Detmer, Troy Harkness, Meena Sakharker, Julia Boughner, Yan Zhou, Peter Bretscher, Jack Gray, Mirek Czyger, Daniel MacPhee, Patrick Krone (Emeritus)</td>
<td>Veterinary Pathology, WCVM BMI, College of Medicine Pharmacy &amp; Nutrition APP, College of Medicine VIDO BMI, College of Medicine Biology, Arts &amp; Science BMI, College of Medicine Veterinary Biomedical Sciences, WCVM Anatomy &amp; Cell Biology, College of Medicine</td>
</tr>
<tr>
<td>1502: Biological Systems &amp; Functions</td>
<td>Jaswant Singh, Joel Lanovaz, John Howland, Ron Borowsky, Greg Penner, Yangdou Wei, Jack Gray, John P Giesy</td>
<td>Veterinary Biomedical Sciences, WCVM College of Kinesiology APP, College of Medicine Psychology, Arts &amp; Science Animal &amp; Poultry Science, AgBio Biology, Arts &amp; Science Biology, Arts &amp; Science Veterinary Biomedical Sciences, WCVM</td>
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<tr>
<td>1504: Chemistry</td>
<td>David Palmer, Robert Scott</td>
<td>Chemistry, Arts &amp; Science Chemistry, Arts &amp; Science</td>
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<tr>
<td>1506: Geosciences</td>
<td>Cherlie Westbrook, Adam Bourassa, Yuanning Pan, Steven Siciliano</td>
<td>Geography &amp; Planning, Arts &amp; Science Physics &amp; Eng. Physics, Arts &amp; Science Geophysical Sciences, Arts &amp; Science Soil Sciences, AgBio</td>
</tr>
<tr>
<td>1507: Computer Science</td>
<td>Chanchal Roy, Julita Vassileva, Fangxiao Wu, Zadia Codabux</td>
<td>Computer Science, Arts &amp; Science</td>
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<tr>
<td>1509: Civil, Industrial &amp; Systems Engineering</td>
<td>Ehab Diab</td>
<td>Geography &amp; Planning, Arts &amp; Science</td>
</tr>
<tr>
<td>1510: Electrical &amp; Computer Engineering</td>
<td>Ramakrishna Gokaraju, Sefa O Kasap</td>
<td>Electrical &amp; Computer Engineering, CoE Electrical &amp; Computer Engineering, CoE</td>
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<td>1511: Materials &amp; Chemical Engineering</td>
<td>Ildiko Badea, Ajay Dalai</td>
<td>Pharmacy &amp; Nutrition Chemical &amp; Biological Engineering, CoE</td>
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<td>1512: Mechanical Engineering</td>
<td>Carey J Simonson, James Johnston, Xiongbiao Chen</td>
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<td>Suresh Tikoo</td>
<td>School of Public Health, VIDO</td>
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<td>Thomas Fisher</td>
<td>APP, College of Medicine</td>
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<td>Wei Xiao</td>
<td>BMI, College of Medicine</td>
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<td>Robert Clark</td>
<td>Global Institute for Water Security</td>
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<td>Toxicology Centre, College of Arts and Science</td>
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<td>Valerie Thompson</td>
<td>Psychology College of Arts and Science</td>
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<tr>
<td>Chemistry</td>
<td>Michel Gravel</td>
<td>Chemistry, College of Arts and Science</td>
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<td>Timothy Kelly</td>
<td>Chemistry, College of Arts and Science</td>
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<tr>
<td>Materials &amp; Chemical Engineering</td>
<td>Amira Abdelrasoul</td>
<td>Chemical and Biological Engineering, CoE</td>
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<td>Qiaoqin Yang</td>
<td>Mechanical Engineering, CoE</td>
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<tr>
<td>Engineering</td>
<td>Ildiko Badea</td>
<td>College of Pharmacy and Nutrition</td>
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# Internal Review service

<table>
<thead>
<tr>
<th>Stage</th>
<th>Deadline</th>
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<tr>
<td>Applicants initiate their intention to apply and/or request for internal review by submitting the intention to Apply/Request for Internal Review Form.</td>
<td>26th July 2024</td>
</tr>
<tr>
<td>NSERC Deadline for Submission of DG Notification of Intent (NOI) to Apply. NOI must be submitted to NSERC through the NSERC Research Portal.</td>
<td>1st August 2024</td>
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<tr>
<td>Applicants participating in the internal review, please e-mail a copy of your submitted NSERC DG NOI to <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a>.</td>
<td>8th August 2024</td>
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<tr>
<td>Applicants consult with their mentorship team/s to strategize and prepare their draft application.</td>
<td>12th September 2024</td>
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<tr>
<td>Applicants submit draft DG and/or RTI application and CCV for internal review to their internal reviewers and copy to <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a>.</td>
<td>13th September 2024</td>
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<tr>
<td>Internal reviews are returned to the applicants.</td>
<td>7th October 2024</td>
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| Applicants consult with their reviewers to incorporate feedback. Research Facilitator reads for the logistical flow and completion of the proposal. | RTI: 7th-13th October 2024     
DG: 7th-20th October 2024                                   |
| College/Unit Internal Approval  
Applicants must submit a full application package including CCV through UnivRS for Department and College academic approval. Applicants comply with college/unit-specific internal approval processes and deadlines. | Please check with your Research Facilitator or Associate/Dean Research/Director. |
| RASI Compliance Review and Approval  
Applicants approved by Dept./College must submit the decision in UnivRS at least 5 business days prior to the NSERC submission deadline to provide intial approval. | 17th October 2024               |
| NSERC RTI Submission Deadline  
Final applications must be submitted by applicants to NSERC through the NSERC Research Portal. | 25th October 2024               |
| RASI Compliance Review and Approval  
Applicants approved by Dept./College must submit the decision in UnivRS at least 5 business days prior to the NSERC submission deadline to provide intial approval. | 24th October 2024               |
| NSERC DG Submission Deadline  
Final applications must be submitted by applicants to NSERC through the NSERC Research Portal. | 1st November 2024               |

## 2024 Important Dates

- **Non-negotiable**
- **Communication is key**
- **OVPR is here to support you**
- Refer to [NSERC DG & RTI Application Deadlines 2024](#) for more detailed guidance

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*BE WHAT THE WORLD NEEDS*
Research Data Management

Research data management (RDM) refers to the collection, documentation, storage, sharing, and preservation of research data throughout the lifecycle of a research project. Good RDM practices improve research efficiency, support research integrity and replication, and enhance research visibility and impact. These outcomes benefit researchers and their institutions, funders, and the research enterprise in Canada and internationally.

Tri-Agency Research Data Management Policy

USask Research Data Management

USask Research Data Management Strategy & Roadmap

USask Research Data Management Guide

Contact: michaela.lynds@usask.ca (RDM Working Group rep.) or rdm.inquiries@usask.ca
EG 1504: Chemistry

Rob Scott
Professor
Department of Chemistry
Some of the issues I noted the past several years that led to poorer outcomes:

1. Description of EDI challenges in **both your field of research and institution**. **Explicitly** state what these challenges are for **both** and provide several concrete action plans.

2. Most Significant Contributions to Research: These should be used to describe **your expertise and the impact of your work** and need not be publication specific (i.e. they should not be paper abstracts). Be **specific about evidence of the impact of your work** – i.e. **your expertise has led to invited talks /publications / grants /awards /collaborations, etc.**

3. Collaborations: Many people collaborate, but it is incumbent to describe **your role** in all collaborations. If you publish with other co-PIs often, be explicit about what your role is.

4. Delays in Research: **Quantify your delays.** NSERC allows you to attach a supplementary contributions to research document. Only a minority of applicants take advantage of this.
EG 1506: Geosciences

Cherie Westbrook
Professor
Department of Geography and Planning
Centre for Hydrology
TIPS TO SCORING HIGH ON A DG APPLICATION

1. Familiarize yourself with the merit indicators
2. Carefully curate your portfolio of publications and leadership roles, selecting those with the greatest individual or collective IMPACT on scholarship, policy, practice, pedagogical shifts, etc.
3. Avoid referring to webpages and impact factors
4. Proposed research shouldn’t be pedestrian/overly safe [read: boring]. At least one objective should involve a degree of calculated risk that could contribute to groundbreaking advances or lead to a technology or policy (new or substantial revision).
5. ECR’s: Recruit multiple trusted colleagues holding DGs to review your proposed research to ensure clear mapping of research challenge --> long-term goal --> short-term goals --> methodology and the feasibility of accomplishing these within 5 years
6. EDI statements: Provide concrete example(s) of what you’ve done previously and evidence of it ‘working’, and present a plan that will meaningfully build or expand an inclusive research training environment.

Cherie Westbrook (EG 1506)
EG 1508: Math and Statistics

Raymond Spiteri
Professor and Director of the Centre for High-Performing Computing
Department of Computer Science
• Start early!

• Read the instructions; follow the instructions.

• Get feedback.

• “The onus is on the applicant.”
  • Clearly explain your role in publications, supervision, collaborations, committees, other funding.
  • Ensure consistency between CCV and application.
  • Don’t take EDI lightly.
  • No matter how clear things are in your mind, do not assume reviewers can read it.
  • Write in plain language for the educated non-specialist.
  • Less can be more, but sometimes less is just less.

• Have fun! Have your excitement/enthusiasm come through!
EG 1511: Materials and Chemical Engineering

Ildiko Badea
Professor
College of Pharmacy and Nutrition
Use Merit Indicators to guide writing as it is used by the reviewers

Excellence of the Researcher
• Outline clearly NSE contribution (e.g., nanomaterial development, fundamental processes, use in veterinary therapies)

Merit of proposal
• No specific comments to EG 1511

Training of HQP
• Past training – be specific on the achievements of past HQP in NSE
• Training philosophy – should be illustrated by examples that match past training
• Challenges related to EDI – avoid generic/institutional policy statements; personalize by describing specific actions

Consider all sections equally
EG 1512: Mechanical Engineering

Daniel Chen
Professor
Department of Mechanical Engineering
Division of Biomedical Engineering
Excellence of the researcher

1. Ensure to complete and/or update the information precisely on all sections of your CCV, including “Research Funding History (awarded and completed, and years), “Presentations”, “Publications”, etc.
2. Strategically select the attachments, e.g., those demonstrating the more recent / high-quality / closely-related work and/or preliminary results, with the applicant being the first, corresponding, and/or senior author.

Merit of the proposal (5-page attached proposal)
Sections: recent progress, objectives, literature review, methods, and impact.

To explain: why, what and how.
1. Why: Research progress, literature review and research issues to be addressed, and impact
2. What: Research (both long- and short-term) objectives
3. How: Research methods with essential details (typically > 2 pages)

Contributions to the training of highly qualified personnel
Research training plan: focus on training, not repeat but complement to methods in Proposal.
Q & A
Research Tools & Instruments session

Suresh Tikoo
Professor, School of Public Health
Director, Vaccinology and Immunotherapeutics Program
Associate Member, Department of Veterinary Microbiology (WCVM)
1. NEED, URGENCY AND SUITABILITY (40%)

A) The equipment is essential for the research and there is no other most cost-effective ways of obtaining the results.

B) Availability of similar equipment/facilities/services in the vicinity; If yes-----justify

C) Impact of delay in acquisition of equipment on research and pace of research.

D) Degree of utilizations.

1. Need, urgency and suitability (40%);

A) The equipment is essential for the research and there is no other most cost-effective ways of obtaining the results.
   ✓ Important for research. ✓ HQP training ✓ number of users to be benefited (NSERC funded). ✓ Essential for establishing collaborations

B) Availability of similar equipment/facilities/services in the vicinity; If yes-----justify
   ☑ Functioning equipment ✓ # of users, ✓ feasibility of moving samples, ✓ limited access to the instrument, ✓ drawback in existing Equip.
   ☑ Replace failed equipment ✓ need costly repair every 3-6 months, ✓ no availability of parts
   ☑ Upgrade or replace obsolete instrument ✓ new analysis software, ✓ changed technology

C) Impact of delay in acquisition of equipment on research and pace of research
   ✓ delay in publication ✓ delay creates problem with existing/ future collaborations; ✓ building competitive research program.
   ✓ delay in HQP training/completion ✓ force HQP to work irregular hrs (without supervision)

D) Degree of utilizations. ✓ as many researchers/HQP as possible (Even non applicant researchers)
2. FEASIBILITY AND IMPACT (40%)

A) Quality and significance of research programs, potential for major advances and impact in the discipline

B) Feasibility of the plan to use equipment

C) Existing experience or training plan for applicants to use the system.

D) EDI (Team)
3. TRAINING OF HQP (20%)

A) Quality & extent of training
B) Opportunity for hands on training
C) Potential to provide marketable skills for trained students
D) EDI

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2024
Eligible applications 94
Awarded 29
success rate of 30.9%
Q & A
NSERC Research Facilitators and Support Team

NSERC Leader: Ron Borowsky
Research Development Specialist: Michaela Lynds

College of Agriculture and Bioresources: Danielle Baron
College of Arts and Science: James Dobson
College of Dentistry: Janice Michael
College of Education: Sanjukta Choudhury
Edwards School of Business: Luke Heidebrecht
College of Engineering: Rana Mustafa
College of Kinesiology: Gen Clark
College of Law: Bonnie Hughes
College of Medicine (Department of Biochemistry, Microbiology and Immunology; Department of Anatomy, Physiology, and Pharmacology): Bruna Bonavia-Fisher
Department of Community Health and Epidemiology: Maryam Madani Larijani (on leave); Mark Milne
Department of Medicine: Ozlem Sari
Department of Pediatrics: Tova Dybvig
Department of Psychiatry: Mariam Alaverdashvili
Department of Surgery: Karen Mosier
Department of Family Medicine, Medical Imaging, Obstetrics & Gynecology, Oncology, Ophthalmology, Pathology and Laboratory Medicine: Mark Milne
College of Nursing: Robin Thurmeier
College of Pharmacy and Nutrition: Gen Clark
School of Environment and Sustainability: Graham Fairhurst
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<th>Research Support</th>
<th>Research Security</th>
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<tr>
<td>Arts and Science; Education&lt;br&gt;Edwards School of Business&lt;br&gt;Johnson Shoyama School of Public Policy&lt;br&gt;Law&lt;br&gt;Library&lt;br&gt;Centre for Forensic Behavioural Science and Justice&lt;br&gt;Studies&lt;br&gt;Canadian Centre for the Study of Co-operatives&lt;br&gt;Community-University Institute for Social Research</td>
<td>Nicole Benning&lt;br&gt;Laurie Schimpf</td>
</tr>
<tr>
<td>Agriculture and Bioresources&lt;br&gt;Engineering&lt;br&gt;Global Institute for Food Security&lt;br&gt;Global Institute for Water Security&lt;br&gt;School of Environment and Sustainability&lt;br&gt; Toxicology Centre&lt;br&gt;Vaccine &amp; Infectious Disease Organization&lt;br&gt;Western College of Veterinary Medicine</td>
<td>Brenda Meyer- Burt&lt;br&gt;Gerelt Trost</td>
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<tr>
<td>Medicine&lt;br&gt;Pharmacy and Nutrition&lt;br&gt;Nursing&lt;br&gt;Dentistry&lt;br&gt;Kinesiology&lt;br&gt;School of Public Health&lt;br&gt;Saskatchewan Population Health and Evaluation Unit&lt;br&gt;Research Unit&lt;br&gt;Canadian Centre for Health and Safety in Agriculture&lt;br&gt;Indigenous Peoples’ Health Research Centre</td>
<td>Cameron Berg&lt;br&gt;Centaine Raginski</td>
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<tr>
<td>International Office</td>
<td>Leila Tang</td>
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<tr>
<td>Research Security</td>
<td>Lisa Belhumeur&lt;br&gt;Ty Pellerin</td>
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<tr>
<td>Research Data Management</td>
<td>Colleen Cochran</td>
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**USask - Safeguarding Your Research**

**Tri-Agency Guidance on Research Security**

**Research Security Resources**

**Information webinars by Tri-Agency**

**Webinars in English:**
- Thursday, May 9: 1 - 2:30 pm EDT – Register
- Tuesday, May 28: 11 am - 12:30 pm EDT – Register

**Webinars in French:**
- Monday, May 6: 11 am - 12:30 pm EDT – Register
- Thursday, May 30: 1 - 2:30 pm EDT – Register
Useful Resources

USask Tri-Agency Research Support – OVPR
Grants Repository

Instructions for completing the NOI to apply for a Discovery grant
Instructions for completing a Discovery grant application
Discovery grant - Peer review manual

Instructions for completing a RTI grant application
Research Tools and Instruments grant - Peer review manual

Resource Videos
Guide on integrating EDI considerations in research
HQP - Frequently Asked Questions
How to complete NSERC’s version of the CCV
Thank you!