

NSERC Discovery and Research Tools & Instruments Grants Workshop

26th September 2024

This workshop is being video and audio recorded

BE WHAT THE WORLD NEEDS

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

12:00 – 12:45

Welcome and introductions

Overview of the Evaluation/Rating process at NSERC

Ron Borowsky, USask NSERC Lead

Equity, Diversity & Inclusion (EDI)

Tera Ebach, Research Office Analyst (WCVM)

Canadian Common CV (CCV)

Graham Fairhurst, Research Facilitator (SENS)

NSERC Research Portal

Danielle Baron, Manager Research & Graduate Studies (Ag & Bio.Res.)

Tri-Agency Research Support

Michaela Lynds, Research Development Specialist (OVPR)

12:45 – 1:30

Q&A session

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.						
	EXCEPTIONAL	OUTSTANDING	VERY STRONG	STRONG	MODERATE	INSUFFICIENT
Excellence of the Researcher	Acknowledged as a leader in terms of research excellence, accomplishments, and service. Contributions presented in the application are of the highest level of quality .	Research excellence, accomplishments, and service are far superior to others. Contributions presented in the application are of high quality .	Research excellence, accomplishments, and service are superior to others. Contributions presented in the application are above average in quality .	Research excellence, accomplishments, and service are significant . Contributions presented in the application are of good quality.	Research excellence, accomplishments, and service are reasonable . Contributions presented in the application are of reasonable quality.	Research excellence, accomplishments, and service are below an acceptable level . Contributions presented in the application are limited in quality.
	Impact and importance of the work is clearly evident and groundbreaking .	Impact and importance of the work is clearly evident and influential .	Impact and importance of the work is clearly evident .	Impact and importance of the work is evident .	Impact and importance of the work is somewhat evident .	Impact and importance of the work is not clearly evident .
	Proposed research program is clearly presented, is extremely original and innovative and is likely to have impact by leading to groundbreaking advances in the area and/or leading to a technology or policy that addresses socio-economic or environmental needs. Long-term vision and short-term objectives are clearly defined .	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. Long-term goals are clearly defined and short-term objectives are well planned .	Proposed research program is clearly presented, is original and innovative and is likely to have impact by leading to advancements and/or addressing socio-economic or environmental needs. Long-term goals are defined and short-term objectives are planned .	Proposed research program is clearly presented, is original and innovative and is likely to have impact and/or address socio-economic or environmental needs. Long-term goals and short-term objectives are clearly described .	Proposed research program is clearly presented, has original and innovative aspects and may have impact and/or address socio-economic or environmental needs. Long-term and short-term objectives are described .	Proposed research program, as presented lacks clarity , and/or is of limited originality and innovation . Objectives are not clearly described and/or likely not attainable.
Merit of the Proposal	The methodology is clearly defined and appropriate .	The methodology is clearly described and appropriate .		The methodology is described and appropriate .	The methodology is partially described and/or appropriate .	The methodology is not clearly described and/or appropriate .
	The application clearly demonstrates how the research activities to be supported are distinct from those funded (or applied for) by other sources.					The application does not clearly demonstrate how the research activities to be supported are distinct from those funded (or applied for) by other sources or does not clearly demonstrate a program of research in the NSE.
Training of Highly Qualified Personnel	Past training is at the highest level in terms of the research training environment provided and HQP contributions to research.	Past training is far superior to other applicants in terms of research training environment provided and HQP contributions to research.	Past training is superior to other applicants in terms of the research training environment provided and HQP contributions to research.	Past training compares favourably with other applicants in terms of the research training environment provided and HQP contributions to research.	Past training is modest relative to other applicants in terms of the research training environment provided and HQP contributions to research.	Past training is below an acceptable level in terms of the research training environment provided and HQP contributions to research.
	Most HQP move on to highly impactful positions that require skills gained through the training received.	Most HQP move on to impactful positions that require skills gained through the training received.	HQP generally move on to impactful positions that require skills gained through the training received.	HQP generally move on to positions that require skills gained through the training received.	Some HQP move on to positions that require skills gained through the training received.	HQP rarely move on to positions that require skills gained through the training received.
	Training philosophy and research training plans are of the highest quality: highly appropriate, clearly defined and expected to produce top quality results in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are far superior: highly appropriate, clearly defined and expected to produce high quality results in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are superior: highly appropriate, clearly defined and expected to produce quality results in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are appropriate and clearly defined in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are partially appropriate and partially defined in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are not appropriate and not clearly defined in terms of the overall approach and specific projects for HQP.
	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 described .	Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are described .	Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are partially described .	Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are inaccurate or not described .
Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are clearly defined .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined .	Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are defined .	Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are partially defined .	Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are not appropriate or not defined .	



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.”

<p>Excellence of the researcher</p>	<input type="checkbox"/> Exceptional <input type="checkbox"/> Strong	<input type="checkbox"/> Outstanding <input type="checkbox"/> Moderate	<input type="checkbox"/> Very Strong <input type="checkbox"/> Insufficient
<ul style="list-style-type: none"> • 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 research and end-users 	<p>Rationale for rating:</p> <ul style="list-style-type: none"> • Knowledge, expertise, and experience of the researcher in the NSE <ul style="list-style-type: none"> - current/past positions, PDF, PhD, etc (in what areas?) - awards/recognition/service (research, teaching, NSE community, may apply to the probes below also)? • Quality and impact of contributions to the proposed research and/or other areas of research in the NSE <ul style="list-style-type: none"> - grants awarded (co-I or PI?) - editorial boards? - publications (quantity/quality, lead/senior author, HQP on them and marked with * ?) - presentations (invited?) - most significant contributions (number of citations, for long-term themes capturing current work, recent impact?) • Importance of contributions to, and use by, other research and end-users <ul style="list-style-type: none"> - knowledge translation? - media coverage? 		
<p>Merit of the proposal</p>	<input type="checkbox"/> Exceptional <input type="checkbox"/> Strong	<input type="checkbox"/> Outstanding <input type="checkbox"/> Moderate	<input type="checkbox"/> Very Strong <input type="checkbox"/> Insufficient
<ul style="list-style-type: none"> • Originality and innovation • Significance and expected contributions to NSE research; potential for policy- and/or 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) 	<p>Rationale for rating:</p> <ul style="list-style-type: none"> - use summary to help outline this! • Originality and innovation <ul style="list-style-type: none"> - developed new experimental paradigms, techniques, combined approaches? • Significance and expected contributions to NSE research; potential for policy- and/or technology-related impact <ul style="list-style-type: none"> - model/theory development, long-term "story", socioeconomic/environmental impact? • Clarity and scope of objectives <ul style="list-style-type: none"> - long term goals/vision (model/theory?) and short term objectives (experiments/studies?) clearly defined? • Clarity and appropriateness of methodology <ul style="list-style-type: none"> - understandable for general scientific audience, credibility (publications involving these methods)? • Feasibility <ul style="list-style-type: none"> - 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, if applicable <ul style="list-style-type: none"> - if not applicable, should clearly state why, but give this careful consideration • Extent to which the scope of the proposal addresses all relevant issues <ul style="list-style-type: none"> - you control the scope of this "story", not too big or too small... • Appropriateness of, and justification for, the budget <ul style="list-style-type: none"> - reasonable, use 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 <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - why couldn't the CIHR Foundation grant cover this work? 		
<p>Contributions to the training of highly qualified personnel</p>	<input type="checkbox"/> Exceptional <input type="checkbox"/> Strong	<input type="checkbox"/> Outstanding <input type="checkbox"/> Moderate	<input type="checkbox"/> Very Strong <input type="checkbox"/> Insufficient
<ul style="list-style-type: none"> • Quality and impact of past training <ul style="list-style-type: none"> • Training environment • HQP awards and research contributions • Outcomes and skills gained by HQP • Quality, suitability and clarity of the planned training <ul style="list-style-type: none"> • Training philosophy <ul style="list-style-type: none"> • 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 	<p>Rationale for rating:</p> <ul style="list-style-type: none"> • Past contributions to the training of HQP <ul style="list-style-type: none"> - UGs, Masters, PhDs, PDFs, techs, all count, knowing where they ended up shows you care and are proud! <ul style="list-style-type: none"> • Training environment <ul style="list-style-type: none"> - lab(s), training, techniques and equipment, academic programming, seminars • HQP awards and research contributions - highlight scholarships and research contributions (students in lead roles?) <ul style="list-style-type: none"> • Outcomes and skills gained by HQP - HQP go on to PDF, faculty, industry jobs, etc • Training plan <ul style="list-style-type: none"> • 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 2 presenters) 		

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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/recognitions/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?)
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- **Importance of contributions to, and use by, other researchers and end-users**
 - knowledge translation?
 - media coverage?

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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?
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- **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**
 - 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”(NSE)
- **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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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 upcoming slides!)

On the Importance of Tri-Council Scholarships and their Reciprocal Relationship to Grants

From an Institutional Perspective:

- Tri-Council scholarships are a common metric for comparison across Canadian Universities, and Rankings of them, eg.:

NSERC Doctoral	2020	2021	2022	2023	2024
<i>National quota success</i>	42%	37%	42%	42%	??
<i>UofS quota success (overall success)</i>	41% (28%)	41% (24%)	35% (26%)	33% (23%)	48% (35%)
<i>UofS quota (total applications)</i>	23 (25)	21 (37)	20 (31)	18 (26)	19 (29)

- By design, increased Tri-Council research grant and scholarship success (\$) leads to higher Masters scholarship quotas.... the Doctoral quotas are based on recent scholarship success (our SSHRC and NSERC Doctoral quotas are similar ~20; CIHR = 3)
- Supervisor Tri-Council Grant applications also benefit from these well-recognized HQP awards, thereby increasing grant success rates, further lessening the burden to “find” funding, and increasing UofS scholarship quotas... a reciprocal relationship
- “Success begets more success”: having HQP go on to excellent careers also reflects well on the supervisor, unit, and university

From a Personal Perspective:

- MA 88%; PhD 100%
- As a result, NSERC Discovery Grants had money to fund student research equipment needs, multiple annual international conferences, and open access publication costs ... these scholarships = more time and money to support student research
- 100% PhDs and PDFs successfully went on in academe (all in professorships across North America, 2 currently in PDFs)
- Students gain a huge advantage by working with a Tri-Council funded lab/supervisor as early as possible, (e.g., USRAs, volunteers), and by having research publications earlier they become more competitive sooner (e.g., 30% of CGSM score and 50% of CGSD score is based on research)

Equity, Diversity, and Inclusion (EDI)

Tera Ebach

Research Office Analyst
Research and Graduate Studies
Western College of Veterinary Medicine

Equity, Diversity and Inclusion (EDI) Discovery Grants Merit Indicators

Training of High Training Philosophy & Research	Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly described .	C a a
	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are clearly defined .	S r a e

Equity Diversity and Inclusion (EDI) on Discovery Grants

1. Describe Institution or College EDI challenges.
2. Describe field of research EDI challenges.
3. Review USask commitments for EDI recruitment that address Institution challenges.
4. Develop your own specific EDI recruitment practices that address both USask and discipline EDI challenges include this in your application.
5. Review USask resources for an inclusive research training environment that address EDI challenges.
6. Develop your own specific training plan practices that address USask and field EDI challenges include this in your application.
7. EDI in the research Process.

EDI Challenges for the Institution

- Use EDI guide on the RASI website
- Work with research facilitators and EDI specialists
- USask priorities include Indigenization (Embrace Manacihitowin)
- Systemic barriers [NFRF information](#)
- The 2018 report published by the Canadian Association of University Teachers, [*Underrepresented and Underpaid: Diversity & Equity Among Canada's Postsecondary Education Teachers*](#), highlights the persistent lack of diversity in the academic workforce, and wage gaps between men and women, and between white and Indigenous and racialized staff.

EDI challenges in Discipline

- Contact research facilitator for your college or EDI specialist.
- Review Association websites
 - Example Engineering – Enrollment of women

Specific Actions for Recruiting a Diverse HQP group

- What is USask doing to address institutional challenges?
- What specific action item can you include to address institutional challenges?
- In your discipline, what specific action can you take to address this challenge for recruitment?

Specific Actions for an Inclusive Research Training Environment

- What resources does USask have that you can use to address EDI challenges in your training plan?
- What actions can you take to address the EDI challenges in your discipline in your training plan?
- SMART EDI plans – Specific, Measurable, Achievable, Relevant and Time-Bound

EDI Example for Application

- Team members and new students will complete EDI training, monthly on topics of EDI such as microaggression, intersectionality and unconscious and implicit bias. These courses should address EDI challenges that you identified. **Specific action item for inclusion which can be measured.**
- The AVMA reports, that veterinary medicine is among the least racially and ethnically diverse fields in North America, with nearly 90 per cent of veterinarians identifying as Caucasian or white. In addition to posting jobs ads on USask site, we will connect with membership societies that work with under-represented groups to promote jobs. **EDI challenge in the field of research and a specific action to address recruitment.**
- A specific actions we are taking for recruitment and inclusion is having a code of conduct and EDI strategy for the lab is posted on our website. This code of conduct is based off student feedback that we request from them annually and addresses EDI challenges in our field of study. As part of our EDI strategy to support students' participation and inclusion in the lab and at social events, we offer; child-friendly venues, flexible work hours, diverse dietary choices, support to attend conferences, and student stipends above the suggested minimum. **Specific action items for recruitment and inclusion.**

EDI in the Research Process

- Research questions
- Design of the study
- Methodology and data collection
- Analysis and interpretation
- Dissemination of results

Resources

- NSERC EDI guide for applicants- [NSERC - NSERC guide on integrating equity, diversity and inclusion considerations in research \(nserc-crsng.gc.ca\)](https://www.nserc-crsng.gc.ca/NSERC-EDI/EDI/framework_cadre-de-reference_eng.asp)
- NFRF EDI https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-_eng.aspx#3
- RASI EDI https://vpresearch.usask.ca/rasi/resource-hub/edi-equity-diversity-_inclusion.php
- EDI- Recruitment
<https://jira.usask.ca/servicedesk/customer/kb/view/1346961465?q=Equity%2C+Diversity%2C+and+Inclusion+%28EDI%29+in+Recruitment>
- EDI Framework-https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/framework_cadre-de-reference_eng.asp

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.
- DO NOT use browser navigation – ALWAYS click “Done” to save your changes.
- Register with the same email address that you use for your application.
- Use the NSERC CCV template (select ‘Funding’ on the ‘CV’ tab).
- Make good use of extra space in text boxes.
- Mark your HQP with asterisks following their surnames.
- Batch import publications to save time.

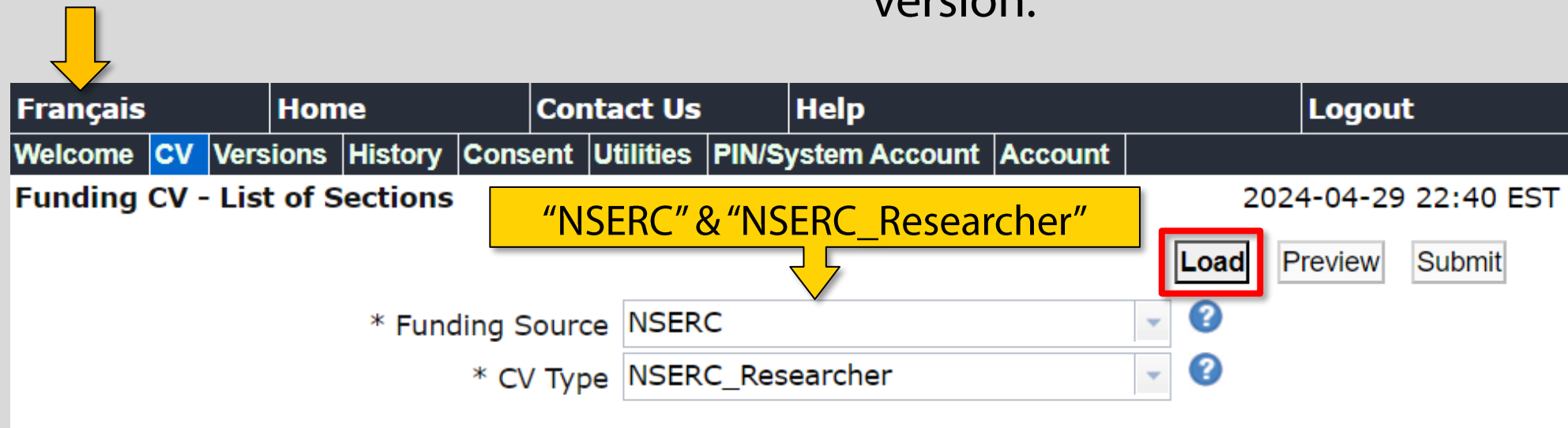
More advice and examples

- Visit USask’s Grants Repository for examples of CVs from past successful applications (<https://vpresearch.usask.ca/events/grants-calendar.php>).
- Watch [NSERC’s video on completing the CCV](#).
- Contact your Research Facilitator or RASI with questions or issues.

Creating your CCV



- The “Funding” option allows you to choose the specific template for the particular agency you are applying to.
- Anything entered in the specific funding CV is automatically entered in the generic version.


















Editing your CCV

[Français](#) | [Home](#) | [Contact Us](#) | [Help](#) | [Logout](#)
[Welcome](#) | [CV](#) | [Versions](#) | [History](#) | [Consent](#) | [Utilities](#) | [PIN/System Account](#) | [Account](#)
 Funding CV - List of Sections 2024-04-29 21:37 EST

Please revise the entries marked with an "X".

* Funding Source ?
 * CV Type ?

 Specific instructions from NSERC
















Publications ?		
 	Journal Articles	29/29
 	Journal Issues	0/0
 	Books	0/0
 	Book Chapters	2/2
 	Reports	0/0
 	Manuals	0/0
 	Conference Publications	1/1
Intellectual Property ?		

Follow the PDF instructions

Click on the pencil icon to edit items marked "X"

Journal Articles ?

Submit All

Submit?	Article Title
   <input checked="" type="checkbox"/>	Can synchronizing feather-based n
   <input checked="" type="checkbox"/>	An investigation of physiological e
   <input type="checkbox"/>	Feather corticosterone of a nestlin
   <input checked="" type="checkbox"/>	Cover Image, Volume 49, Issue 4.
   <input checked="" type="checkbox"/>	Experimental variation in the spati

NOTE: Items with green checkmarks have all required fields *filled in*, but this does not necessarily mean that they are accurate. Check all entries to be sure.

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

Journal Articles

Symbols

Done

Undo

B I U

* Article Title

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.]

Take advantage of the space in text boxes and provide additional information [in brackets] about entries

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

* Refereed?

Yes

* Year

2024

Open Access?

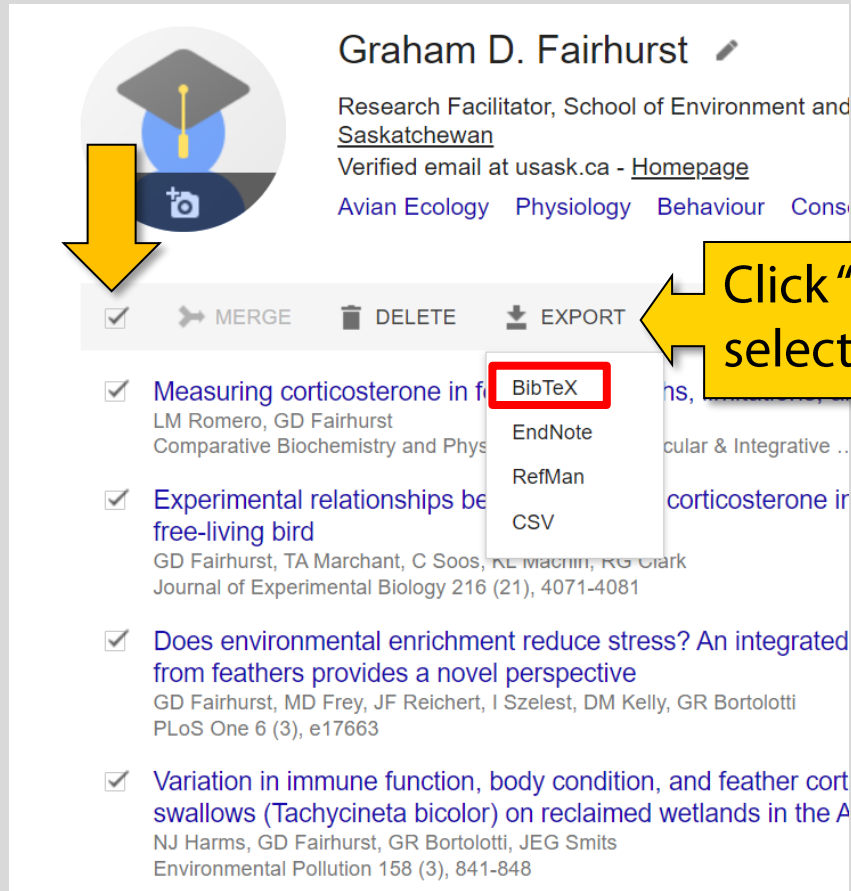
Yes

* Authors

Gilmour*, D., Garcia**, J., Hudson, S. Kottke, L., Fairhurst, G.D.

933

Importing Publications



Graham D. Fairhurst

Research Facilitator, School of Environment and Saskatchewan
Verified email at usask.ca - [Homepage](#)
Avian Ecology Physiology Behaviour Conservation

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BibTeX
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Measuring corticosterone in feathers of free-living birds
LM Romero, GD Fairhurst
Comparative Biochemistry and Physiology Part C: Molecular & Integrative Physiology

Experimental relationships between corticosterone and body condition in a free-living bird
GD Fairhurst, TA Marchant, C Soos, KL Macinnis, RG Clark
Journal of Experimental Biology 216 (21), 4071-4081

Does environmental enrichment reduce stress? An integrated perspective from feathers provides a novel perspective
GD Fairhurst, MD Frey, JF Reichert, I Szelest, DM Kelly, GR Bortolotti
PLoS One 6 (3), e17663

Variation in immune function, body condition, and feather corticosterone in swallows (*Tachycineta bicolor*) on reclaimed wetlands in the Adirondacks
NJ Harms, GD Fairhurst, GR Bortolotti, JEG Smits
Environmental Pollution 158 (3), 841-848

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Graham

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 Scopus

1 author results

Author last name "Fairhurst", Author first name "Graham"

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Affiliation

- Boise State University
- Environment and Climate Change Canada
- School of Environment and Sustainability
- Universiteit Gent
- University of Saskatchewan

(1) > 1 Fairhurst, Graham D.
Fairhurst, Graham

(1) > Fairhurst, G. D.

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Importing Publications

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Book Chapter

Stress ecophysiology

Blas, J., Fairhurst, G.D.

Sturkie's Avian Physiology, 2022, pp. 1029–1078

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Article • Open access

Experimental variation in the spatial deposition of trace metals in feathers revealed using synchrotron X-ray fluorescence

Akhter, F., Fairhurst, G.D., Blanchard, P.E.R., ... Feng, R., Soos, C.

X-Ray Spectrometry, 2020, 49(4), pp. 471–479

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Article

An investigation of physiological effects of the Deepwater Horizon oil spill on a long-distance migratory seabird, the northern gannet

Champoux, L., Rail, J.-F., Houde, M., ... Verreault, J., Soos, C.

Marine Pollution Bulletin, 2020, 153, 110953

Cited by 454 documents 0 Preprints 101 Co-Authors 3 Topics 0 Awards

Citations

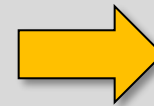
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(4), pp. 471–479

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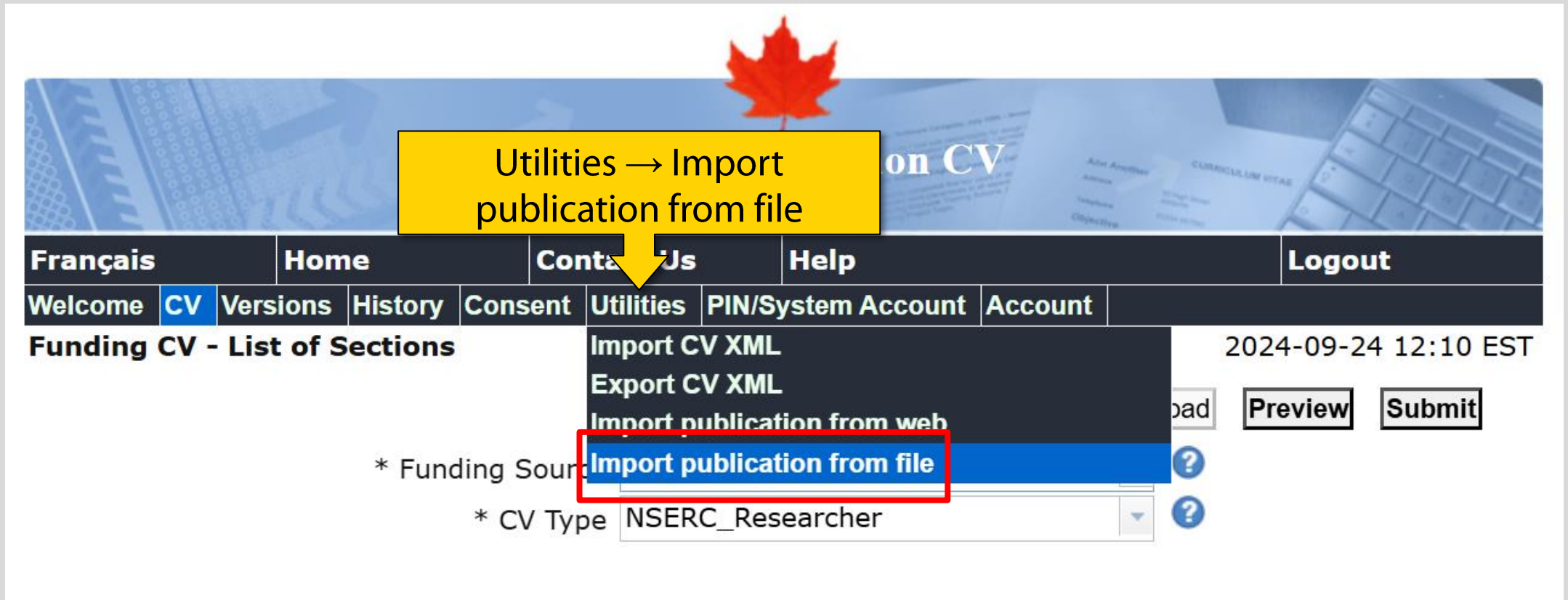
physiological effects of the Dee

spin on a long-distance migratory seabird, the north

Champoux, L., Rail, J.-F., Houde, M., ... Verreault, J., Soos, C.

Marine Pollution Bulletin. 2020. 153. 110953

Importing Publications



The screenshot shows the CCV system interface. A red maple leaf is positioned at the top center. A yellow box with a black border contains the text "Utilities → Import publication from file", with a yellow arrow pointing to the "Utilities" menu item in the navigation bar. The navigation bar includes "Français", "Home", "Contact Us", "Help", and "Logout". Below the navigation bar, the "Utilities" dropdown menu is open, showing options: "Import CV XML", "Export CV XML", "Import publication from web", and "Import publication from file". The "Import publication from file" option is highlighted with a blue background and a red border. The page title is "Funding CV - List of Sections". The date and time are "2024-09-24 12:10 EST". There are buttons for "Load", "Preview", and "Submit". A form field for "CV Type" is visible with the value "NSERC_Researcher".

After saving the .bib/.txt file, you now need to import it into the CCV system.

Importing Publications

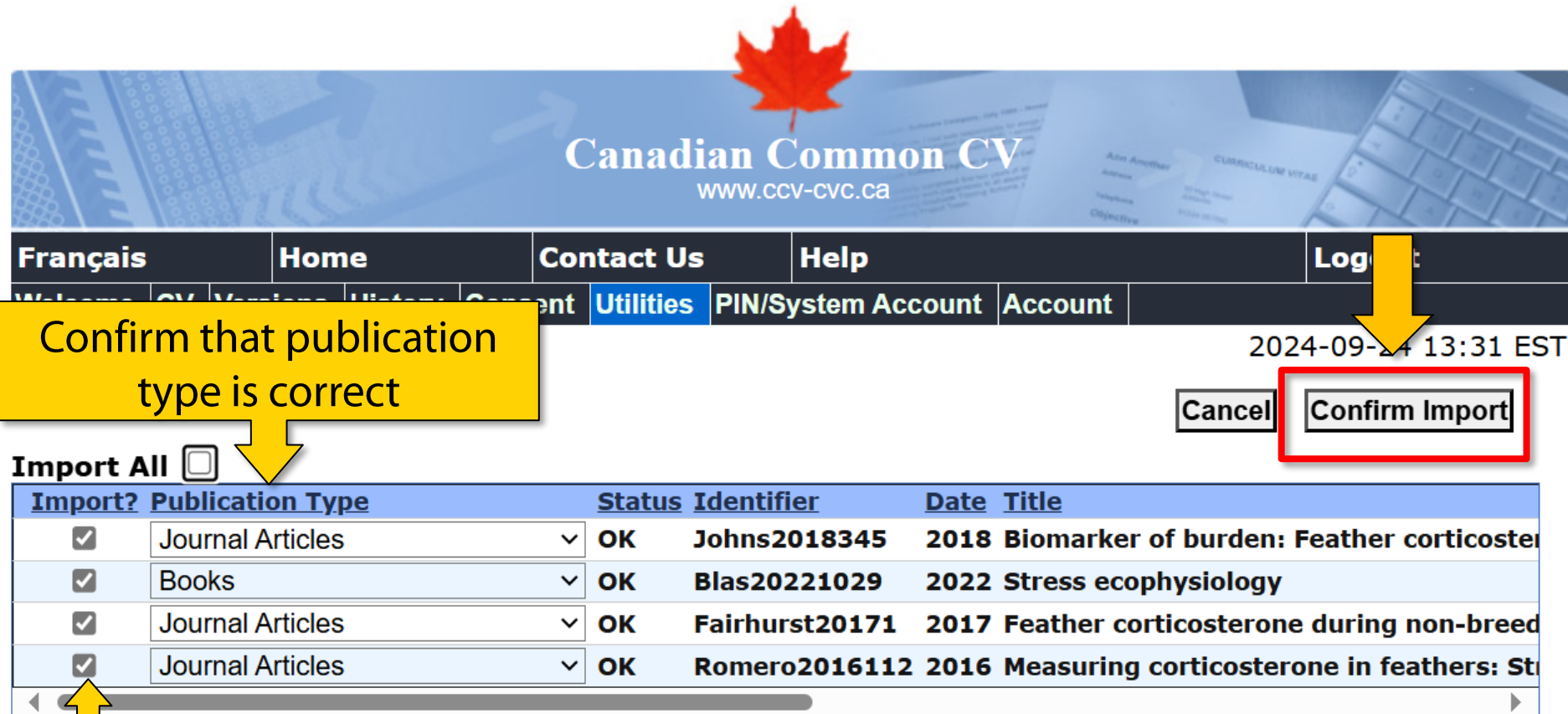
The screenshot shows the 'Canadian Common CV' website interface. At the top, there is a navigation bar with links for 'Français', 'Home', 'Contact Us', and 'Help'. Below this is a secondary navigation bar with 'Welcome', 'CV', 'Versions', 'History', 'Consent', 'Utilities', and 'PIN/System'. The main heading is 'Import publication from file'. A dropdown menu is open under the heading, showing a list of databases: PubMed, Citeulike, DBLP, Google Scholar, IEEE Xplore, Plos, Scopus, and Web of Science. A yellow callout box points to the dropdown menu with the text 'Open the pulldown menu'. Another yellow callout box points to the 'Scopus' option in the list with the text 'Select the database associated with your .bib/.txt file'. The page also includes a timestamp 'Modified: 2024-05-07 13:10'.

Select the same database you used to create the .bib/.txt file, then find the file.

This screenshot shows the same website interface as the previous one, but with the dropdown menu closed. The 'Bibliographic Database' is now set to 'Scopus'. Below the dropdown, there is a 'Choose File' button and the text 'No file chosen'. A yellow callout box points to the 'Choose File' button with the text 'Navigate to your saved .bib file, select it, then click "Import"'. Another yellow callout box points to the 'Import' button, which is highlighted with a red border. The page also shows a timestamp '2024-09-24 12:47 EST'.

Navigate to your saved .bib file, select it, then click "Import"

Importing Publications



Canadian Common CV
www.ccv-cvc.ca

Français Home Contact Us Help Log Out

Welcome CV Versions History Consent Utilities PIN/System Account Account

2024-09-24 13:31 EST

Cancel Confirm Import

Import All

Import?	Publication Type	Status	Identifier	Date	Title
<input checked="" type="checkbox"/>	Journal Articles	OK	Johns2018345	2018	Biomarker of burden: Feather corticoster
<input checked="" type="checkbox"/>	Books	OK	Blas20221029	2022	Stress ecophysiology
<input checked="" type="checkbox"/>	Journal Articles	OK	Fairhurst20171	2017	Feather corticosterone during non-breed
<input checked="" type="checkbox"/>	Journal Articles	OK	Romero2016112	2016	Measuring corticosterone in feathers: St

Uncheck duplicates

NOTE: After importing, you will need to go back to your CV template (CV → Funding → NSERC/NSERC_Researcher).

Final steps

Double check all entries, then click "Submit" to finalize the CCV.

Final steps



Canadian Common CV
WWW.CCV-CVC.CA

Français	Home	Contact Us	Help	Logout			
Welcome	CV	Versions	History	Consent	Utilities	PIN/System Account	Account

Consent

You are about to submit and share your electronic Curriculum Vitae with other institutions. Once such information is successfully forwarded, the designated institution will be responsible for the management and protection of the personal information shared. Please note: for privacy inquiries, you should contact the institution directly. You agree to share your CV and personal information with the institution chosen here. For additional details please see the Privacy Notice Statement.

Click to finish the process

Link your CCV to your Discovery Grant Application



Canadian Common CV
WWW.CCV-CVC.CA

Français Home Contact Us Help Logout

Welcome CV Versions History Consent Utilities PIN/System Account Account

Funding CV - List of Sections 2024-09-24 18:12 EST

Your CV has been submitted. The confirmation number is **1830874**
You can view the submitted PDF and XML files by clicking on the History page.

Load review Submit

* Funding Source NSERC
* CV Type NSERC_Researcher

This number is entered into the NSERC Portal

Need to make more changes to the CCV? You will need to click "Submit" again and use the new confirmation number to relink your CCV in the NSERC Portal.

NSERC Research Portal

Danielle Baron

Manager

Research and Graduate Studies
College of Agriculture and Bioresources

**Practical online demonstration:
Please view accompanying video for presentation**

Tri-Agency Research Support

Michaela Lynds

Research Development Specialist
Office of the Vice President Research

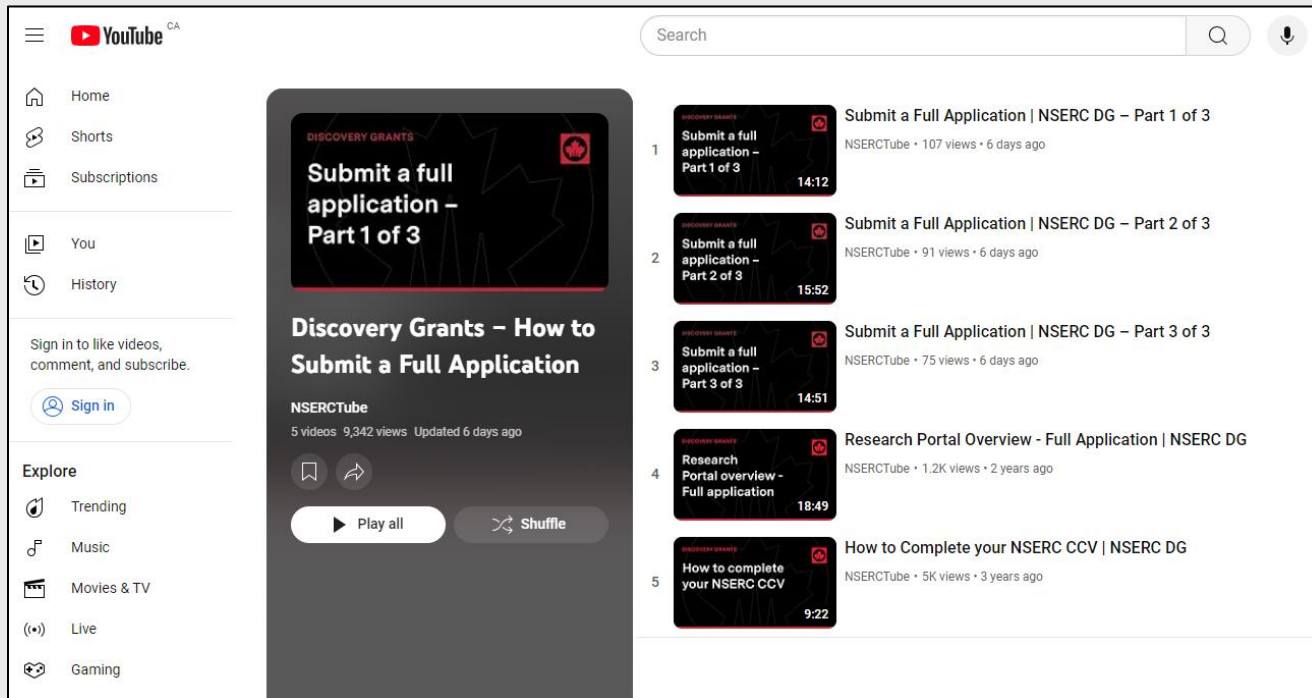
Internal Review program



DG	RTI	Stage	Deadline
X	X	Applicants initiate their intention to apply and/or request for internal review by submitting the Intention to Apply/Request for Internal Review Form.	26th July 2024
X		NSERC Deadline for Submission of DG Notification of Intent (NOI) to Apply. NOI must be submitted to NSERC through the NSERC Research Portal.	1st August 2024
X		Applicants participating in the internal review, please e-mail a copy of your submitted NSERC DG NOI to grant.review@usask.ca .	8th August 2024
X	X	Applicants consult with their mentorship team/s to strategize and prepare their draft application.	12th September 2024
X	X	Applicants submit draft DG and/or RTI application and CCV for internal review to their internal reviewers and copy to grant.review@usask.ca .	13th September 2024
X	X	Internal reviews are returned to the applicants.	7th October 2024
X	X	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
X	X	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/Vice Dean Research/Director
	X	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 intuitional approval.	17th October 2024
	X	NSERC RTI Submission Deadline Final applications must be <i>submitted by applicants</i> to NSERC through the NSERC Research Portal.	25th October 2024
X		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 intuitional approval.	24th October 2024
X		NSERC DG Submission Deadline Final applications must be submitted by applicants to NSERC through the NSERC Research Portal.	1st November 2024

- Opportunity to gain valuable feedback on your draft application from expert and experienced peers.
- Opens in May each year.
- Lists of USask faculty who have sat on evaluation groups can be found under Resources.
- Refer to [NSERC DG & RTI Application Deadlines 2024](#) for more detailed guidance on stages.

Application support from NSERC



The screenshot shows a YouTube interface with a search bar at the top. On the left is a navigation menu with options like Home, Shorts, Subscriptions, You, and History. The main content area features a video player for 'Submit a full application - Part 1 of 3' by NSERCTube, with 9,342 views and updated 6 days ago. Below the video are 'Play all' and 'Shuffle' buttons. To the right is a playlist of five videos:

- 1 Submit a Full Application | NSERC DG - Part 1 of 3 (14:12, 107 views, 6 days ago)
- 2 Submit a Full Application | NSERC DG - Part 2 of 3 (15:52, 91 views, 6 days ago)
- 3 Submit a Full Application | NSERC DG - Part 3 of 3 (14:51, 75 views, 6 days ago)
- 4 Research Portal Overview - Full Application | NSERC DG (18:49, 1.2K views, 2 years ago)
- 5 How to Complete your NSERC CCV | NSERC DG (9:22, 5K views, 3 years ago)

Now updated for 2024

[Discovery Grants – How to Submit a Full Application](#)

[NSERCTube](#)

[Live Q&A Sessions](#)

Communications & Announcements

Subscribe to your listserv/s to stay up to date with information from the Tri-Agency Research Support Team.

[Research Newsletters and Listservs](#)

1. Click on the listserv link below.
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4. A second e-mail will confirm your successful subscription.

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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](#)

- Kevin Read (RDM & Open Science Librarian) has created a [Data Management Plan \(DMP\) Creation Guide](#) which can be used by faculty, staff, and students when developing their own DMPs.

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

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

Research Support

Arts and Science; Education Edwards School of Business Johnson Shoyama School of Public Policy Law Library Centre for Forensic Behavioural Science and Justice Studies Canadian Centre for the Study of Co-operatives Community-University Institute for Social Research	Nicole Benning Laurie Schimpf
Agriculture and Bioresources Engineering Global Institute for Food Security Global Institute for Water Security School of Environment and Sustainability Toxicology Centre Vaccine & Infectious Disease Organization Western College of Veterinary Medicine	Brenda Meyer- Burt Gerelt Trost
Medicine Pharmacy and Nutrition Nursing Dentistry Kinesiology School of Public Health Saskatchewan Population Health and Evaluation Research Unit Canadian Centre for Health and Safety in Agriculture Indigenous Peoples' Health Research Centre	Cameron Berg Centaine Raginski
International Office	Leila Tang
Research Security	Lisa Belhumeur Ty Pellerin
Research Data Management	Colleen Cochran

Research Security

[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](#)

Internal Review program: Discovery grant

DG- Evaluation Group	Faculty Name	Department & College	DG- Evaluation Group	Faculty Name	Department & College
1501: Genes, Cells & Molecules	Susan Detmer Troy Harkness Meena Sakharkar Julia Boughner Yan Zhou Peter Bretscher Jack Gray Mirek Cygler Daniel MacPhee Patrick Krone (Emeritus)	Veterinary Pathology, WCV BMI, College of Medicine Pharmacy & Nutrition APP, College of Medicine VIDO BMI, College of Medicine Biology, Arts & Science BMI, College of Medicine Veterinary Biomedical Sciences, WCV Anatomy & Cell Biology, College of Medicine	1507: Computer Science	Chanchal Roy Julita Vassileva Fangxiang Wu Zadia Codabux	Computer Science, Arts & Science Computer Science, Arts & Science Computer Science, Arts & Science Computer Science, Arts & Science
1502: Biological Systems & Functions	Jaswant Singh Joel Lanovaz John Howland Ron Borowsky Greg Penner Yangdou Wei Jack Gray John P Giesy	Veterinary Biomedical Sciences, WCV College of Kinesiology APP, College of Medicine Psychology, Arts & Science Animal & Poultry Science, AgBio Biology, Arts & Science Biology, Arts & Science Veterinary Biomedical Sciences, WCV	1508: Math & Statistics	Raymond Spiteri Longhai Li Juxin Liu	Computer Science, Arts & Science Math & Statistics, Arts & Science Math & Statistics, Arts & Science
1503: Evolution & Ecology	Robert Clark Timothy Jardine	Global Institute for Water Security Environment & Sustainability	1509: Civil, Industrial & Systems Engineering	Ehab Diab	Geography & Planning, Arts & Science
1504: Chemistry	David Palmer Robert Scott	Chemistry, Arts & Science Chemistry, Arts & Science	1510: Electrical & Computer Engineering	Ramakrishna Gokaraju Safa O Kasap	Electrical & Computer Engineering, CoE Electrical & Computer Engineering, CoE
1505: Physics	John Tse Alexander Moewes Andrei Smolyakov	Physics & Eng. Physics, Arts & Science Physics & Eng. Physics, Arts & Science Physics & Eng. Physics, Arts & Science	1511: Materials & Chemical Engineering	Ildiko Badea Ajay Dalai	Pharmacy & Nutrition Chemical & Biological Engineering, CoE
1506: Geosciences	Cherie Westbrook Adam Bourassa Yuanming Pan Steven Siciliano	Geography & Planning, Arts & Science Physics & Eng. Physics, Arts & Science Geological Sciences, Arts & Science Soil Sciences, AgBio	1512: Mechanical Engineering	Carey J Simonson James Johnston Xiongbiao Chen	Mechanical Engineering, CoE Mechanical Engineering, CoE Mechanical Engineering, CoE

Internal Review program: RTI grant

RTI Evaluation Group	Faculty Name	Department & College
Genes, Cells & Molecules	Suresh Tikoo Thomas Fisher Wei Xiao Patrick Krone (Emeritus)	School of Public Health, VIDO APP, College of Medicine BMI, College of Medicine Anatomy & Cell Biology, College of Medicine
Environmental Sciences	Robert Clark Christy Morrissey	Global Institute for Water Security Toxicology Centre, College of Arts and Science
Biological Systems and Functions	Jaswant Singh Valerie Thompson	Veterinary Biomedical Sciences, WCVM Psychology College of Arts and Science
Chemistry	Michel Gravel Timothy Kelly	Chemistry, College of Arts and Science Chemistry, College of Arts and Science
Materials & Chemical Engineering	Amira Abdelrasoul Qiaoqin Yang	Chemical and Biological Engineering, CoE Mechanical Engineering, CoE
Engineering	Ildiko Badea	College of Pharmacy and Nutrition



Thank you!