

NSERC Discovery Grants & RTI

- Evaluation Groups:
- 1501 – Genes, Cells and Molecules
 - 1502 – Biological Systems and Functions
 - 1503 – Evolution and Ecology
 - 1504 – Chemistry
 - 1505 – Physics
 - 1506 – Geosciences
 - 1507 – Computer Science
 - 1508 – Mathematics and Statistics
 - 1509 – Civil, Industrial and Systems Engineering
 - 1510 – Electrical and Computer Engineering
 - 1511 – Materials and Chemical Engineering
 - 1512 – Mechanical Engineering
 - SAP – Sub-atomic Physics

~ Please note: this workshop is being recorded.

Schedule of events

1:00 – 1:10 PM	Welcome, Introductions, and Overview of the Evaluation/Rating Process at NSERC
1:10 – 1:35 PM	Research Facilitators & Planning Officers: Tips on HQP, EDI, CCV, and Internal Review
1:35 – 2:00 PM	NSERC DG Evaluation Group Members: Tips from adjudication
2:00 – 2:30 PM	Q&A
2:30 – 3:00 PM	Session on RTI Grants: Research Facilitators and RTI Evaluation Group Members; Q&A

Research Facilitators and EG/RTI members presenting:

- **Ron Borowsky**, (*NSERC Lead*) Professor, Psychology (Cognition and Neuroscience); A&Sc
EG 1502 – Biological Systems & Functions - Merit & Ratings

Research Facilitators:

- **Danielle Baron**, Ag & Bio - HQP
- **Tera Ebach**, WCVM - EDI
- **Heidi Smithson**, Engineering - CCV
- **Manisha Jalla**, RASI - Internal Review

RTI Session:

- **Heidi Smithson**, Engineering
- **Bruna Bonavia-Fisher**, Biomedical Departments, Medicine

- **Meena Sakharkar**, Professor, Biochemistry, Pharmacy and Nutrition
EG 1501 – Genes, Cells and Molecules
- **Jaswant Singh**, Professor, Veterinary Biomedical Science; WCVM,
EG 1502 – Biological Systems and Functions
- **Joel Lanovaz**, Professor, Kinesiology,
EG 1502 – Biological Systems and Functions
- **Robert Scott**, Professor, Chemistry; A&Sc,
EG 1504 – Chemistry
- **Ha Nguyen**, Professor, Electrical and Computer Engineering;
Engineering
EG 1510 – Electrical and Computer Engineering
- **Thomas Fisher**, Professor, Anatomy, Physiology and Pharmacology; Medicine
RTI Evaluation Group: Genes, Cells and Molecules
- **Michel Gravel**, Professor, Chemistry, A&Sc
RTI Evaluation Group: Chemistry

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 . Impact and importance of the work is clearly evident and groundbreaking .	Research excellence, accomplishments, and service are far superior to others. Contributions presented in the application are of high quality . Impact and importance of the work is clearly evident and influential .	Research excellence, accomplishments, and service are superior to others. Contributions presented in the application are above average in quality . Impact and importance of the work is clearly evident .	Research excellence, accomplishments, and service are significant . Contributions presented in the application are of good quality. Impact and importance of the work is evident .	Research excellence, accomplishments, and service are reasonable . Contributions presented in the application are of reasonable quality. Impact and importance of the work is somewhat evident .	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 not clearly evident .
Merit of the Proposal	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.
	The methodology is clearly defined and appropriate . The application clearly demonstrates how the research activities to be supported are distinct from those funded (or applied for) by other sources.	The methodology is clearly described and appropriate .			The methodology is described and appropriate .	The methodology is partially described and/or appropriate .
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. Most HQP move on to highly impactful positions that require skills gained through the training received.	Past training is far superior to other applicants in terms of research training environment provided and HQP contributions to research. Most HQP move on to impactful positions that require skills gained through the training received.	Past training is superior to other applicants in terms of the research training environment provided and HQP contributions to research. HQP generally move on to impactful positions that require skills gained through the training received.	Past training compares favourably with other applicants in terms of the research training environment provided and HQP contributions to research. HQP generally move on to positions that require skills gained through the training received.	Past training is modest relative to other applicants in terms of the research training environment provided and HQP contributions to research. Some HQP move on to positions that require skills gained through the training received.	Past training is below an acceptable level in terms of the research training environment provided and HQP contributions to research. 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. Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly described . Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are clearly defined .	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. Challenges related to equity, diversity and inclusion specific to the institution and field of research are described . Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined .	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. Challenges related to equity, diversity and inclusion specific to the institution and field of research are described . Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined .	Training philosophy and research training plans are appropriate and 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/or field of research are described . Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are defined .	Training philosophy and research training plans are partially appropriate and partially defined in terms of the overall approach and specific projects for HQP. Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are partially described . Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are partially defined .	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/or field of research are inaccurate or not described . 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 .



Excellence of the researcher	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Very Strong
	<input type="checkbox"/> Strong	<input type="checkbox"/> Moderate	<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 	Rationale for rating: <ul style="list-style-type: none"> • Knowledge, expertise, and experience of the researcher in the NSE - current/ past positions, PDF, PhD, etc (in what areas?) - research/teaching/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 - grants awarded (co-1 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 - knowledge translation? - media coverage? 		
Merit of the proposal	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Very Strong
	<input type="checkbox"/> Strong	<input type="checkbox"/> Moderate	<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) 	Rationale for rating: <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? 		
Contributions to the training of highly qualified personnel	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Very Strong
	<input type="checkbox"/> Strong	<input type="checkbox"/> Moderate	<input type="checkbox"/> Insufficient
<ul style="list-style-type: none"> • 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 <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 	Rationale for rating: <ul style="list-style-type: none"> • 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! <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?) • 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 next2 presenters) 		

EXCEPTIONAL	OUTSTANDING	VERY STRONG	STRONG	MODERATE	INSUFFICIENT
Acknowledged as a leader in terms of research excellence, accomplishments, and service.	Research excellence, accomplishments, and service are far superior to others.	Research excellence, accomplishments, and service are superior to others.	Research excellence, accomplishments, and service are significant .	Research excellence, accomplishments, and service are reasonable .	Research excellence, accomplishments, and service are below an acceptable level .
Contributions presented in the application are of the highest level of quality .	Contributions presented in the application are of high quality .	Contributions presented in the application are above average in quality .	Contributions presented in the application are of good quality .	Contributions presented in the application are of reasonable quality .	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 .

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 also)?
- **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 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**
 - knowledge translation?
 - media coverage?

Merit of the Proposal

EXCEPTIONAL	OUTSTANDING	VERY STRONG	STRONG	MODERATE	INSUFFICIENT
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.	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.	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.	Proposed research program is clearly presented, is original and innovative and is likely to have impact and/or address socio-economic or environmental needs.	Proposed research program is clearly presented, has original and innovative aspects and may have impact and/or address socio-economic or environmental needs.	Proposed research program, as presented lacks clarity , and/or is of limited originality and innovation .
Long-term vision and short-term objectives are clearly defined.	Long-term goals are clearly defined and short-term objectives are well planned.	Long-term goals are defined and short-term objectives are planned.	Long-term goals and short-term objectives are clearly described.	Long-term and short-term objectives are described.	Objectives are not clearly described and/or likely not attainable.
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 .

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 involving 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, if 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 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?

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 HQP

EXCEPTIONAL	OUTSTANDING	VERY STRONG	STRONG	MODERATE	INSUFFICIENT
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/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/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 .

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 jobs, 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 2 presenters)

Research Facilitators

Discovery Grants:

- **Danielle Baron, Ag & Bio** - **HQP**
- **Tera Ebach, WCVM** - **EDI**
- **Heidi Smithson, Engineering** - **CCV**
- **Manisha Jalla, RASI** - **Int. Review**

HQP Considerations (Appendix 5, 2021-22 Peer Review Manual)

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

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, 2021-22 Peer Review Manual)

Contributions to the training of highly qualified personnel

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 - Training environment
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 - Research training plan for individual HQP

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) on Discovery Grants

- Institution or College EDI challenges
- Field of Research EDI challenges
- USask commitments for [EDI recruitment](#) that address Institution challenges
- Include your own specific EDI recruitment practices that address both USask and discipline EDI Challenges.
- USask resources for an [Inclusive research training environment](#) that address EDI challenges.
- Include your own specific training plan practices that address USask and Field EDI challenges
- Sex and Gender in research design

Top Tips for CCV

- Start Early!
- Use the NSERC CCV template (under Funded on the CV tab)
- Follow the PDF Guide provided by NSERC in the NSERC template
- Make good use of extra space
- Mark your HQP with asterisks following their surnames
- Visit the Grants Repository to see samples of CVs from past successful applications (<https://vpresearch.usask.ca/events/grants-calendar.php>)
- Contact your RF or RASI with questions or issues
- Attend the fall CCV and DG application clinic (dates and times will be announced later in the summer).


Use the NSERC CV Template


- To select the NSERC CCV template, choose 'Funded' under the CV tab, search for NSERC under funding source, then select NSERC_Researcher for CV Type.



Welcome	CV	Versions	History	Consent	Utilities	PIN/System Account	Account	
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Funding CV - List of Sections 2021-04-30 17:28 EST

* Funding Source 

* CV Type 

Follow the PDF provided by NSERC

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[CV](#)
[Versions](#)
[History](#)
[Consent](#)
[Utilities](#)
[PIN/System Account](#)
[Account](#)

Funding CV - List of Sections

2021-04-30 17:36 EST

* Funding Source 
 * CV Type 



 Specific instructions from NSERC

Section	Included/Entries	Last Updated
Personal Information 		
  Identification	1/1	2018-07-18 08:09:32
  Language Skills	2/2	2015-07-21 13:08:37

Make good use of extra space

- Note that many of the text boxes in CCV have a lot of space. You can use this space to provide additional information about entries (e.g., award received for a paper, etc.)

Journal Articles



The screenshot shows a text box in the CCV system. At the top right of the text box is a toolbar with three buttons: "Symbols", "Done", and "Undo". Below the toolbar is a text area containing the text: "The history and development of the IEA GHG Weyburn-Midale CO2 Monitoring and Storage Project in Saskatchewan, Canada (the world largest CO2 for EOR and CCS program)". To the left of the text box, there is a label "* Article Title". At the bottom right corner of the text box, the number "86" is displayed.

Mark your HQP with asterisks following their surnames

Open Access? 

Smith*, R., Jones*, S., Smithson, H. 

* Authors

 964

DG- Evaluation Group	Faculty Name	Department and College	DG- Evaluation Group	Faculty Name	Department And College
1501: Genes, Cells & Molecules	Susan Detmer Troy Harkness Meena Sakharkar Julia Boughner Yan Zhou Peter Bretscher Jack Gray Mirek Cygler Patrick Krone (Emeritus Professor) Daniel MacPhee	Veterinary Pathology, WCVM BMI, College of Medicine College Pharmacy and Nutrition APP, College of Medicine VIDO BMI, College of Medicine Biology, College of Arts and Science BMI, College of Medicine Anatomy & Cell Biology, College of Medicine Veterinary Biomedical Sciences, WCVM	1502: Biological Systems and Functions	Jaswant Singh	Veterinary Biomedical Sciences, WCVM
				Joel Lanovaz	College of Kinesiology
				John Howland	APP, College of Medicine
				Ron Borowsky	Psychology, College of Arts and Science
				Greg Penner	Animal and Poultry Science, AgBio
				Yangdou Wei	Biology, College of Arts and Science
				Jack Gray	Biology, College of Arts and Science
				John P Giesy	Veterinary Biomedical Sciences, WCVM
1503: Evolution & Ecology	Robert Clark	Global Institute for Water Security	1504: Chemistry	David Palmer Robert Scott	Chemistry, College of Arts and Science
1505: Physics	John Tse	Physics & Engg. Physics, Arts and Science		Adam Bourassa	Physics & Engg. Physics, Arts and Science
	Alexander Moewes	Physics & Engg. Physics, Arts and Science		Yuanming Pan	Geological Sciences, Arts and Science
1507: Computer Science	Chanchal Roy Julita Vassileva Regan Mandryk Fangxiang Wu	Computer Science, Arts and Science Computer Science, Arts and Science Computer Science, Arts and Science Computer Science, Arts and Science; Mechanical Engineering, CoE	Steven Siciliano	Soil Sciences, AgBio	
			1508: Math & Statistics	Raymond Spiteri	Computer Science, Arts and Science
1509: Civil, Industrial & Systems Engineering	Dena McMartin	Institutional Planning and Assessment, Civil, Geological and Environmental Engg, CoE	Juxin Liu	Mathematics and Statistics, Arts and Science	
			1510: Electrical & Computer Engineering	Ha Nguyen	Electrical and Computer Engineering, CoE
1511: Materials & Chemical Engineering	Ajay Dalai	Chemical and Biological Engineering, CoE	Safa O Kasap	Electrical and Computer Engineering, CoE	
			1512: Mechanical Engineering	Carey J Simonson James Johnston Xiongbiao Chen	Mechanical Engineering, CoE Mechanical Engineering, CoE Mechanical Engineering, CoE

Internal Review

RTI Evaluation Group	Faculty Name	Department and College
Genes, Cells & Molecules	Thomas Fisher Wei Xiao Patrick Krone (Emeritus Professor)	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 School of Environment and Sustainability; Biology, College of Arts and Science; Toxicology Centre
Biological Systems and Functions	Jaswant Singh Valerie Thompson	Veterinary Biomedical Sciences, WCVM Psychology College of Arts and Science
Chemistry	Michel Gravel	Chemistry, College of Arts and Science
Materials & Chemical Engineering	Qiaoqin Yang	Mechanical Engineering, CoE
Engineering	Ildiko Badea	College of Pharmacy and Nutrition

List of Researchers from USask who are currently holding (or have recently held NSERC Discovery Grant)

Please refer to this list while suggesting internal reviewers, if you are participating in the USask Internal Review Program.

Intention to
apply (USask)
NOI to NSERC



Draft proposal
for internal
review(USask)



RASI submission deadline
(RTI)
(ask your RF for earlier college/dept
deadlines)



NSERC Discovery Grant (DG) and Research Tools and Instruments Grant (RTI)
October / November 2022 Competitions

Internal Review and Submission Timelines

DG	RTI	REQUIREMENT	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 for NSERC DG/RTI to grant.review@usask.ca . Please put 'Lastname NSERC DG/RTI' in the subject heading.	Anytime before July 26, 2022
X		NSERC Deadline for Submission of DG Notification of Intent (NOI) to Apply NOI must be submitted to NSERC through the NSERC Research Portal .	August 2, 2022
X		Applicants participating in the internal review, please e-mail a copy of your submitted NSERC DG NOI to grant.review@usask.ca (306-966-7521). Please put 'Lastname NSERC DG' in the subject heading.	August 9, 2022
X	X	Applicants consult with their suggested reviewers, Research Facilitators, Associate/Vice-Deans Research, or mentorship teams to strategize and prepare their draft application.	Anytime between now and September 14 2022
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 . Please put 'Lastname NSERC DG/RTI' in the subject heading.	September 15, 2022
X	X	Internal reviews are returned to the applicants and copy to grant.review@usask.ca , directly from internal reviewers (or from grant.review@usask.ca if assistance is needed).	October 7, 2022
X	X	Applicants consult with their suggested reviewers, Research Facilitators, Associate/Vice-Deans Research, or mentorship teams to incorporate reviewer feedback. Research Facilitator reads for the logistical flow and completion of the proposal.	October 7 – 14 (RTI) October 7 – 21 (DG)
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	Research Acceleration and Strategic Initiatives (RASI) Compliance Review and Approval (RTI) College/school/unit of the applicant must review the application, decide on approval and submit the decision in University Research System (UnivRS) at least 5 business days prior to the agency submission deadline. RSEO will review for eligibility, conduct a final compliance review check and provide Institutional approval. Applicants will have the opportunity to incorporate any required changes they wish to address or as noted by RASI. Paper applications will not be accepted.	October 18, 2022

RTI deadlines



<p>NSERC RTI Submission Deadline Final applications must be submitted by applicants to NSERC through the NSERC Research Portal, and will be forwarded by the RASI staff.</p>	<p>October 25, 2022</p>	
<p>Research Acceleration and Strategic Initiatives (RASI) Compliance Review and Approval (DG) College/school/unit of the applicant must review the application, decide on approval and submit the decision in University Research System (UnivRS) at least 5 business days prior to the agency submission deadline. RSEO will review for eligibility, conduct a final compliance review check and provide Institutional approval. Applicants will have the opportunity to incorporate any required changes they wish to address or as noted by RASI. Paper applications will not be accepted.</p>	<p>October 24, 2022</p>	
<p>NSERC DG Submission Deadline Final applications must be submitted by applicants to NSERC through the NSERC Research Portal, and will be forwarded by the RASI staff.</p>	<p>November 1, 2022</p>	
<p>NSERC Discovery Grant/RTI Workshop: Workshop Highlights</p> <ul style="list-style-type: none"> • Specific strategies relevant to the merit indicators; • Top tips and advice from: <ul style="list-style-type: none"> • Research Facilitators on CCV, HQP, Equity, Diversity and Inclusivity (EDI) considerations, and Internal Review; • Experienced NSERC Evaluation Group members regarding successful applications; • Session focused on RTI grants 	<p>May 12, 2022 Time: 1:00pm – 3:00 pm</p>	
Webinars and Information Sessions Calendar		
EVENT	DATE	
DG Webinar: Submission of a Notification of Intent to Apply (English) Live Q&A	TBA	
RTI Webinar: Submission of an Application (English)	TBA	
DG Webinar: Submission of an Application (English)	TBA	
USask Q&A session for DG and RTI Applicants including information on CCV and Full Application in Research Portal	TBA	

RASI submission deadline
(DG)
(ask your RF for earlier college/dept
deadlines)



DG deadline



DG Evaluation Group Members

- **Meena Sakharkar, *EG 1501 – Genes, Cells and Molecules***
- **Jaswant Singh, *EG 1502 – Biological Systems and Functions***
- **Joel Lanovaz, *EG 1502 – Biological Systems and Functions***
- **Robert Scott, *EG 1504 – Chemistry***
- **Ha Nguyen, *EG 1510 – Electrical and Computer Engineering***

- It is imperative to use the **Merit Indicators grid**.
- Make sure your CV and your application are consistent in manuscripts, grants and students/HQP.
- If your lab does health science related research, please indicate the basic science component and contribution (for each article).
- Simplify as much as possible. It is your job to make ensure that the reviewers understand your grant. Reviewer's may (sometimes) not be area experts.
- **Clearly indicate:**
 - Long term goals and short term objectives.
 - Novelty of the proposed research.
 - Manuscripts where you are corresponding/co-corresponding/lead author.
 - Training philosophy and Training plan **for each HQP**.
 - Your HQP, their contributions and their current whereabouts.
 - Your EDI philosophy (do not copy from others).
 - If you hold a CIHR grant, clearly indicate the difference from the proposed NSERC grant.
- Reviewers provided by you (not - over extremely critical/supportive).

The Grid is our God during the Competition week

- ❖ Evaluation Group members breath-in and live by the Grid!
- ❖ R1 and R2 are your friends and advocates
 - Help them
- ❖ As R1, I get only 3-4 minute to present your case!
- ❖ What rationale would you like to appear on the Evaluation Form
 - Fill in the form for someone from USask database (i.e., understand the Grid)
- ❖ Keep the story simple
 - Weaving the story between different sections (=multiple iterations)
- ❖ Pay attention to EDI and keep CIHR domains out
 - What specific EDI actions are you taking?

Appendix 4 – Discovery Grants Rating Form

Applicant: _____ Applicant status: _____

University: _____

Title of proposal: _____

Selection criteria (See [DG Peer Review Manual](#) for complete details)

Excellence of the researcher	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Very Strong
	<input type="checkbox"/> Strong	<input type="checkbox"/> Moderate	<input type="checkbox"/> Insufficient

Rationale for rating: _____

Merit of the proposal	<input type="checkbox"/> Exceptional	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Very Strong
	<input type="checkbox"/> Strong	<input type="checkbox"/> Moderate	<input type="checkbox"/> Insufficient

Rationale for rating: _____

application is supported by funds from a CIHR domain

THE GRID IS ABSOLUTE

Pay close attention to the Merit Indicator rubric; i.e. “the grid”

**Find ways to highlight impact of your work
(Most Significant Contributions section - not a just list of pubs!)**

**Make sure CCV matches the application; pay attention to details
(e.g. Use * to highlight HQP!!)**

**Work to get the right balance of big picture and methodological detail
(Need to show you can do it but also need to sell the innovation/impact)**

**Needs to read like a program of research
(not a series of experiments; not just an incremental advance)**

Highlight what is unique/special about the experience that HQP receive

Some of the issues I noted this past year that led to poorer outcomes:

1. 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.
2. 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.
3. 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**.
4. 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 on these publications.

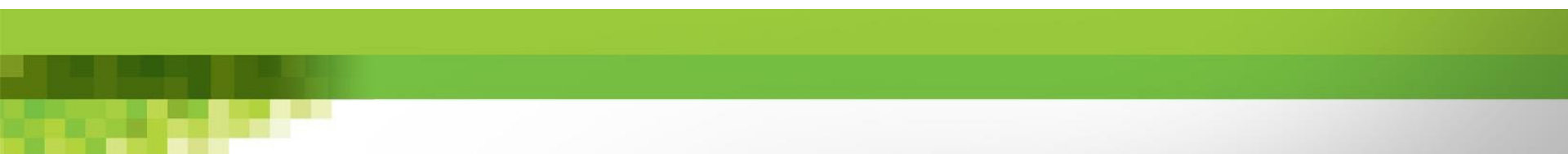
Excellence of the Researcher: Fundings, awards, publications (credible venues, student authorship, large or small number of co-authors, explanation of collaboration in multi-authors papers), description of most significant contributions, quality and relevance of sample contributions

Merit of Proposal: Topic is current/emerging, originality and innovation with respect to the state-of-the-art (references are up to date, relevant and from the mainstream journals/conferences in the field), clarity and scope of long-term/short-term objectives, clarity and appropriateness of methodology, favorable to build on results/expertise from past research, clear description of HQP roles.

HQP Training: Quality and impact of past training (description of training environment, HQP awards and high-quality publications, HQP employment, HQP further studies), description of training philosophy and research training plan.

Q&A: Discovery Grants

Please either type your question into the chat, or raise your hand!



RTI: Research Facilitators

- **Bruna Bonavia-Fisher, Biomedical Departments, Medicine**
- **Heidi Smithson, Engineering**

RTI: Evaluation Group Members

- **Thomas Fisher, *RTI Evaluation Group: Genes, Cells and Molecules***
- **Michel Gravel, *RTI Evaluation Group: Chemistry***



✓ Foster and enhance the **discovery, innovation and leadership** of university researchers in the **100%** by resourcing the **cost of equipment** (1 year up to \$150K).

✓ Applicants and co-applicants must **each hold a 20%** or **one of the awards in their 20%** can only submit **one application per competition**, either as an applicant or a co-applicant but not both.

✓ For tools and instruments that form a comprehensive system, or the purchase of new, used or refurbished equipment, for the repair, upgrade or rental of equipment, or for the fabrication of equipment that is not readily available off the shelf

✓ **Success rate: 20%**

QUALITY of proposal

RELEVANCE

How **well** proposal linked to **your program**

- **Need, urgency and suitability** of equipment for the **research program** (20%)
- **Merit** of the **research program** supported by the equipment and **excellence of the applicant(s)** (20%)
- **Importance** of the equipment for the **training of HGP** (20%)

BUDGET

Budget justification limited to **two pages**

1. Must contain only information pertinent to the budget and relationship to other research requests.
2. Responded by or complete table to 60
3. Include item justifications for over \$25,000. If you cannot provide them, provide a justification under a other heading.

Budget table

OCV

Applicant and each of the co-applicants must submit an OCV

Equity, diversity and inclusion considerations

Very important part of the application, helps you differentiate yourself from the rest of the applications in the pile.

Give concrete examples of the **actions** that **U Sask**, your **Department** and your **Laboratory** (and co-applicant's) take to **advance underrepresented groups (M)** **provide the best** inclusive and **supporting environment** to work in.

Research Tools and Instruments (RTI)

1. **Need, urgency and suitability** of equipment for the **research program** (20%)

2. **Merit** of the **research program** supported by the equipment and **excellence of the applicant(s)** (20%)

3. **Importance** of the equipment for the **training of HGP** (20%)

Equity, diversity and inclusion considerations

✓ foster and enhance the **discovery, innovation and training** of university researchers in the **NSE** by supporting the purchase of **equipment- 1 year; up to \$150K.**

- Discovery Development Grant
- Alliance grant
- Strategic Partnerships Grant
- Collaborative Research and Development grant
- Industrial Research Chairs grant
- Canada Research Chairs
- Canada Excellence Research Chairs
- Canada 150 Research Chairs

✓ applicants and co-applicants must each hold a DG or one of the grants in their list, can only submit **one application per competition**, either as an applicant or a co-applicant but not both.

✓ for tools and instruments that form a comprehensive system, or the purchase of new, used or refurbished equipment, for the repair, upgrade or rental of equipment, or for the fabrication of equipment that is not readily available off the shelf

✓ **Success rate: 28%**

SUMMARY of proposal

PROPOSAL

Free form **proposal** limited to **four pages**

- Demonstration that the **equipment is essential** for the research, and that there are no other most cost-effective ways of obtaining the results;
- **Availability of similar equipment**/facilities/services in the vicinity;
- The **impact of a delay in acquisition of equipment on the research** and the pace of research progress;
- Need to upgrade or replace obsolete or failed equipment; and
- Degree of **utilization of the equipment by the applicant(s)** and other users

- need, urgency and suitability of equipment for the research programs (**40%**)
- merit of the research programs supported by the equipment and excellence of the applicant(s) (**40%**)

- **Quality and significance** of research programs, including potential for major advances and impact in the discipline as a result of the equipment;
- **Feasibility of the plan to use the equipment**; and
- The excellence of the applicant(s), including scientific or engineering calibre of the applicant(s) and extent to which the applicant(s) has relevant experience and demonstrated ability to fully use the equipment.
- Consideration of **equity, diversity and inclusion in the rationale of the team composition** (applicant, coapplicant(s), and major users).

- importance of the equipment for the training of HQP (**20%**)

- Quality and extent of **training**;
- **Opportunity for hands-on training**; and
- Potential to provide **marketable skills** for students trained on the equipment.
- **Consideration of equity, diversity and inclusion in the training of HQP.**

BUDGET

Budget justification limited to **two pages**

1. must contain only information pertinent to the budget and relationship to other research support.
2. Supported by a template table to fill
3. include two quotations for over \$25,000. If you cannot provide them, provide a justification under a clear heading

Budget table

Table template

Item	Quantity	Cost per unit in original currency	Exchange rate	Total cost in Canadian dollars
------	----------	------------------------------------	---------------	--------------------------------

Subtotal:

Institutional tax rate (%):

Total tax:

Total cost:

Total confirmed from other source(s):

Total requested from NSERC:

CCV

applicant and **each** of the **co- applicants** must submit a CCV

Equity, diversity and inclusion considerations

Very important part of the application, helps you differentiate yourself from the rest of the applications in the pile.

Give concrete examples of the **actions** that Usask, your department and your laboratory (and co-applicants's) take **to advance underrepresented groups AND provide the best inclusive and nurturing environment to work in.**

Research Tools and Instruments (RTI)



- foster and enhance the discovery, innovation and training capability of university researchers in the NSE by supporting the purchase of research equipment- **1 year; up to \$150K.**
- applicants and co-applicants must each hold a DG or one of the grants in their list, can only submit one application per competition, either as an applicant or a co-applicant but not both.
- for tools and instruments that form a comprehensive system, or the purchase of new, used or refurbished equipment, for the repair, upgrade or rental of equipment, or for the fabrication of equipment that is not readily available off the shelf
- **Success rate:** 28%

Free form **proposal** limited to **four pages**

1. need, urgency and suitability of equipment for the research programs (40%)
2. merit of the research programs supported by the equipment and excellence of the applicant(s) (40%)
3. importance of the equipment for the training

of highly qualified personnel (HQP) (20%)

Budget justification limited to **two pages**

1. must contain only information pertinent to the budget and relationship to other research support.
2. Supported by a template table to fill
3. include two quotations for over \$25,000.

If you cannot provide them, provide a justification under a clear heading

CCV

applicant and each of the co-applicants

must submit a CCV

Equity, diversity and inclusion considerations

Very important part of the application, helps you differentiate yourself from the rest of the applications in the pile.

Give concrete examples of the actions that Usask, your department and your laboratory take to advance underrepresented groups AND provide the best inclusive and nurturing environment to work in.

Reviewed 29 RTI applications beginning from 2016/17 – 2020/21

Number of Co-Applicants	Total # applications in category	% of total applications	# of successful applications	Success rate as % of total applications	% of awarded vs. total in category	% of total successful applications
0	9	31%	0	0	0	0
1	4	14%	1	3.4%	25%	12.5%
2	9	31%	1	3.4%	11%	12.5%
3+ (usually 4+)	7	24%	6	20.6%	85%	75%

Characteristics of Successful RTIs

Characteristic	Details
Excellence of the Researcher(s)	PI and Co-Is are highly funded; have large HQP teams and outputs
Usage	Applications with multiple applicants show much higher usage rates in the proposals; successful applications provide a detailed usage and management plan, including time built in for other users (internal and external, with specific other users identified).
Linked to other funding success	Successful applications emphasize a direct link between equipment and success on other programs such as meeting DG objectives
Multidisciplinary/Interdisciplinary	Co-Is from at least other departments and usually other colleges; wide range of research areas in a single application
Collaboration History	Teams tend to have multiple co-authored publications and jointly-held funding
Funds Requested	Full or close to full \$150,000 requested (vs. very low success rates below \$100,000)
# HQP trained	Applications with multiple applicants have significantly more HQP to be trained (e.g., over 20 HQP/yr vs. fewer than 10 over 6 years)

Characteristics of Unsuccessful RTIs

Characteristic	Details
Excellence of the Researcher(s)	Limited array of funding sources; fewer collaborations
Usage	Limited usage – likely due to single or small number of Co-Is (e.g., PI will use 100% of time but only 10 hrs/month); vague reference to other users or possible future collaborations (all unnamed)
Links to other funding success	Limited/lacking reference to success of other funding
Multidisciplinary/ Interdisciplinary	Challenging to demonstrate exposure of HQP to multidisciplinary environment as a lone applicant or small team with limited collaboration history
Collaboration History	Limited/lacking collaboration history among the team members
Funds Requested	Small amount of funding requested (\$20,000 – 40,000); likely just an indicator of other problems in the proposal
# HQP trained	Limited # of HQP to be trained; often the number of expected HQP doesn't align with past training numbers
Language	Significant time spent describing the research/overly technical

What does all of this mean?

- Larger teams fair better because:
 - They can demonstrate significantly more use and impact
 - They train more HQP
 - They can demonstrate more collaboration and multidisciplinary
 - The size of the team ensures each section of the proposal is more succinct and less technical

Cont'

- Smaller dollar value proposals:
 - Tend to be single applicants or small teams
 - Seem to be less polished
- Excellence of the Researcher(s)
 - This does appear to have some import, but it is not the whole story as sometimes the same excellent applicants are not funded.
 - The proposal still needs to have the other qualities mentioned.

Tips

- Start working early to give yourself lots of time to put together a larger team or identify (confirm) other users
 - Work with your Research Facilitator to help identify potential collaborators in other units
- If you're a single applicant or small team, don't feel compelled to fill up all the pages. Keep the writing succinct, specific, and not overly technical.
- If you're asking for a small dollar amount, put the same effort in as you would for the full \$150,000.
- Smaller teams need to be realistic about number of HQP trained (compensate by identifying other users)
- Find and follow examples in the Grants Repository. You can adapt the qualities of a larger-team proposal to a small one.

Consider the reviewers perspective...



We are not likely to be expert in your field (I had rated my comfort level as “high” in only 4 of the 21 applications I reviewed).

We have a lot of applications to review – keep them simple and focused on the criteria.

There are different ways to argue for need, urgency, and merit - identify your strengths and state them clearly and often.

The process requires reviewers to essentially rank each application in each of the three categories - weakness in any of them can sink your chances.

Pay careful attention to HQP and EDI.

Tips for a Successful RTI Application



- **Need, urgency and suitability (40%)**
 - Demonstrate instrument is essential and not currently available
 - Intensive use of instrument: # of users, # hours/month
 - Shared instrument: # of applicants, # of users
- **Feasibility and impact (40%)**
 - Excellence of research program and of applicant
 - EDI in team composition (applicants)
- **Training of HQP (20%)**
 - Quality and importance of training on this instrument
 - Shared instrument: # of applicants, # of users
 - EDI in users

Assessment Notes Template: RTI

Q&A: RTI Grants

- Please either type your question into the chat, or raise your hand!

- **NSERC Resources:**

- [NSERC Instructions http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD_eng.asp)
- NSERC Presentation Standards (fonts, margins etc.) are at: http://www.nserc-crsng.gc.ca/OnlineServices-ServicesEnLigne/pdfatt2_eng.asp
- [NSERC Webinars: http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/RP-CCV-Webinar_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/RP-CCV-Webinar_eng.asp)
- [NSERC resource videos http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Resource-Informatives_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Resource-Informatives_eng.asp)

- **USask Resources:**
 - USask NSERC DG repository
https://share.usask.ca/go/ovpr/grants_repository/
 - Videos and slides from our previous NSERC grant workshops
[Workshops and Tipsheets - Research Acceleration and Strategic Initiatives - Office of the Vice-President Research - University of Saskatchewan \(usask.ca\)](#)
 - Comprehensive list of resources available for the EDI component of your Discovery Grant application:
https://usaskca1-my.sharepoint.com/:w:/g/personal/maj944_usask_ca/EYGxUNh9HdZNhcWOjgrMZpgBpjpmZ1L6ryF5icyVf9vFIg?e=HENzqh

NSERC Research Facilitation & Planning Team

- ❖ NSERC Leader: [Ron Borowsky](#)
- ❖ Research Development Specialist, Research Acceleration and Strategic Initiatives: [Manisha Jalla](#)

Research Facilitators

- Agriculture and Bioresources: [Danielle Baron](#)
- Arts and Science: [Colleen Cochran](#)
- Edwards School of Business: [Joelena Leader](#)
- Engineering: [Heidi Smithson](#)
- Johnson-Shoyama School of Public Policy: [Bethany Penn](#)
- Dentistry and School of Public Health: [Janice Michael](#)
- Kinesiology/Pharmacy and Nutrition: [Gen Clark](#)
- **Medicine:** Biomedical Departments (BMI, APP) : [Bruna Bonavia-Fisher](#); Department of Medicine: [Ozlem Sari](#)
Department of Surgery: [Karen Mosier](#) ; Department of Pediatrics: [Tova Dybvig](#)
Department of Psychiatry: [Mariam Alaverdashvili](#) ; Departments of Family Medicine, Medical Imaging, Obstetrics
& Gynecology, Oncology, Ophthalmology, Pathology and Laboratory Medicine: [Mark Milne](#)
- Western College of Veterinary Medicine: [Tera Ebach](#)
- School of Environment and Sustainability: [Graham Fairhurst](#)
- Research Acceleration and Strategic Initiatives (Large Scale Grants) : [James Dobson](#)

Research Support Specialists, Research Acceleration and Strategic Initiatives

Colleges / Schools	Name
Arts and Science Education Edwards School of Business School of Public Policy Law Library Centre for Forensic Behavioural Science and Justice Studies Centre for the Study of Co-operatives Community-University Institute for Social Research (CUISR)	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
Medicine Pharmacy and Nutrition Nursing; Dentistry Kinesiology School of Public Health Saskatchewan Population Health and Evaluation Research Unit (SPHERU) Canadian Centre for Health and Safety in Agriculture (CCHSA) Indigenous Peoples' Health Research Centre	Cameron Berg Ronda Appell