University of Saskatchewan

NSERC
Research Tools & Instruments (RTI) Workshop

8th May 2025

This workshop is being video and audio recorded

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

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.

BE WHAT THE WORLD NEEDS

University of Saskatchewan

Schedule

12:00 – 12.05	Welcome
12:05 – 12:45	RTI session with Q&A
12:45 – 13:00	Break

13:00 – 13.05	Welcome
13:05 – 13.15	Overview of the Evaluation/Rating process at NSERC
13:15 – 13:30	Tips on HQP, EDI and CCV considerations
13:30 – 13:35	USask Internal Review program
13:35 – 14:00	Panel with NSERC DG Evaluation Group members
14:00 – 14:30	Q&A followed by networking opportunity

UNIVERSITY OF SASKATCHEWAN

Research Tools & Instruments (RTI)

Suresh Tikoo

Professor, School of Public Health
Director, Vaccinology and Immunotherapeutics Program
Associate Member, Department of Veterinary Microbiology (WCVM)

BE WHAT THE WORLD NEEDS

NSERC------RTI

1. NEED , URGENCY AND SUITABILITY (40%)

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

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

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

D) Degree of utilizations.

2. FEASIBILITY AND IMPACT (40%)

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

B) Feasibility of the plan to use equipment

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

D) EDI (Team)

3. TRAINING OF HQP (20%)

A) Quality & extent of training

B) Opportunity for hands on training

C). Potential to provide marketable skills for trained students

C) EDI

UNIVERSITY OF SASKATCHEWAN

1. NEED , URGENCY AND SUITABILITY (40%)

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

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

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

D) Degree of utilizations.

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

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

✓ important for research, ✓ HQP training ✓ number of users to be benefited (NSERC funded). ✓ Essential for establishing collaborations

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

- ✪ Functioning equipment ✓ # of users, ✓ feasibility of moving samples, ✓ limited access to the instrument, ✓ drawback in existing Equip.
- ✪ Replace failed equipment ✓need costly repair every 3-6 months, ✓ no availability of parts
- ✪ Upgrade or replace obsolete instrument. ✓ new analysis software, ✓ changed technology

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

✓ delay in publication ✓ delay creates problem with existing/ future collaborations; ✓building competitive research program.

✓ delay in HQP training /completion ✓ force HQP to work irregular hrs (without supervision)

D) Degree of utilizations. ✓ as many researchers / HQP as possible (Even non applicant researchers)

UNIVERSITY OF SASKATCHEWAN

2. FEASIBILITY AND IMPACT (40%)

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

B) Feasibility of the plan to use equipment

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

D) EDI (Team)

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

- Team:
  - ✓ Include ECR; ✓ Avoid member with well funded human health research .
- Simple language
  - ✓ reviewer may not be from your area)
- Advances / impact
  - ✓ *Immediate impact* --- Scientific ; ✓ *long run Impact.* ---economic potential

B) Feasibility of the plan to use equipment.

✓ Supervised (may be by an appointed technician), ✓ separate accessible space;

✓ Time booking system, ✓ user fee (future repairs, partial salary etc); ✓ ordering system

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

✓(PIs & technician well trained).

D) EDI ✪ Team / applicants

✓ Gender, ✓ minority, ✓ Indigenous ----------(Considered for allotting marks)

UNIVERSITY OF SASKATCHEWAN

2024

Eligible applications	94
Awarded	29
success rate of	30.9%

3. TRAINING OF HQP (20%)

A) Quality & extent of training

B) Opportunity for hands on training

C). Potential to provide marketable skills for trained students

EDIC)

A) Quality & extent of training ✪ Past ✓ HQP Track record ✪. Future. ✓ Help increase HQP #

B) Opportunity for hands on training: ✓ Beneficial if industry involved, ✓ Senior HQP /technician provide training ✓ Need Training plan

C) Potential to provide marketable skills for trained students ✓ which help in securing jobs in industry

D) EDI ✪ Emphasis need to be

✓ University resources to build a diverse team ✓ how you identify & mitigate potential barrier
✓ Mentorship (involving diverse team in making decision, Involvement in analysing data, problem solving etc)
✓ Plan to host indigenous students for recruiting, ✓ MOU /access to indigenous community.
✓ Representing different countries with diverse ethnicity. ✓ Male / Female HQP recruitment

#	10%	20%		30%		30%		20%		10%
Score	1	2	3	4	5	6	7	8	9	10

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

General Guidelines

A comprehensive system is one in which

- **Each tool or instrument forms part of an integrated system of operation**
- **Requests that bundle unrelated tools and instruments together WILL NOT BE ACCEPTED**

Adjunct professors

Full-time position in industry or government can only be co-applicants.

Primary employment at an eligible Canadian university can apply as either the applicant or a co-applicant

Equiment

- **New,**
- **Used or refurbished equipment,**
- **The repair, upgrade**
- **Rental of equipment**
- **Fabrication of equipment that is not readily available off the shelf**
- **Equipment that is purchased or rented after the application deadline**

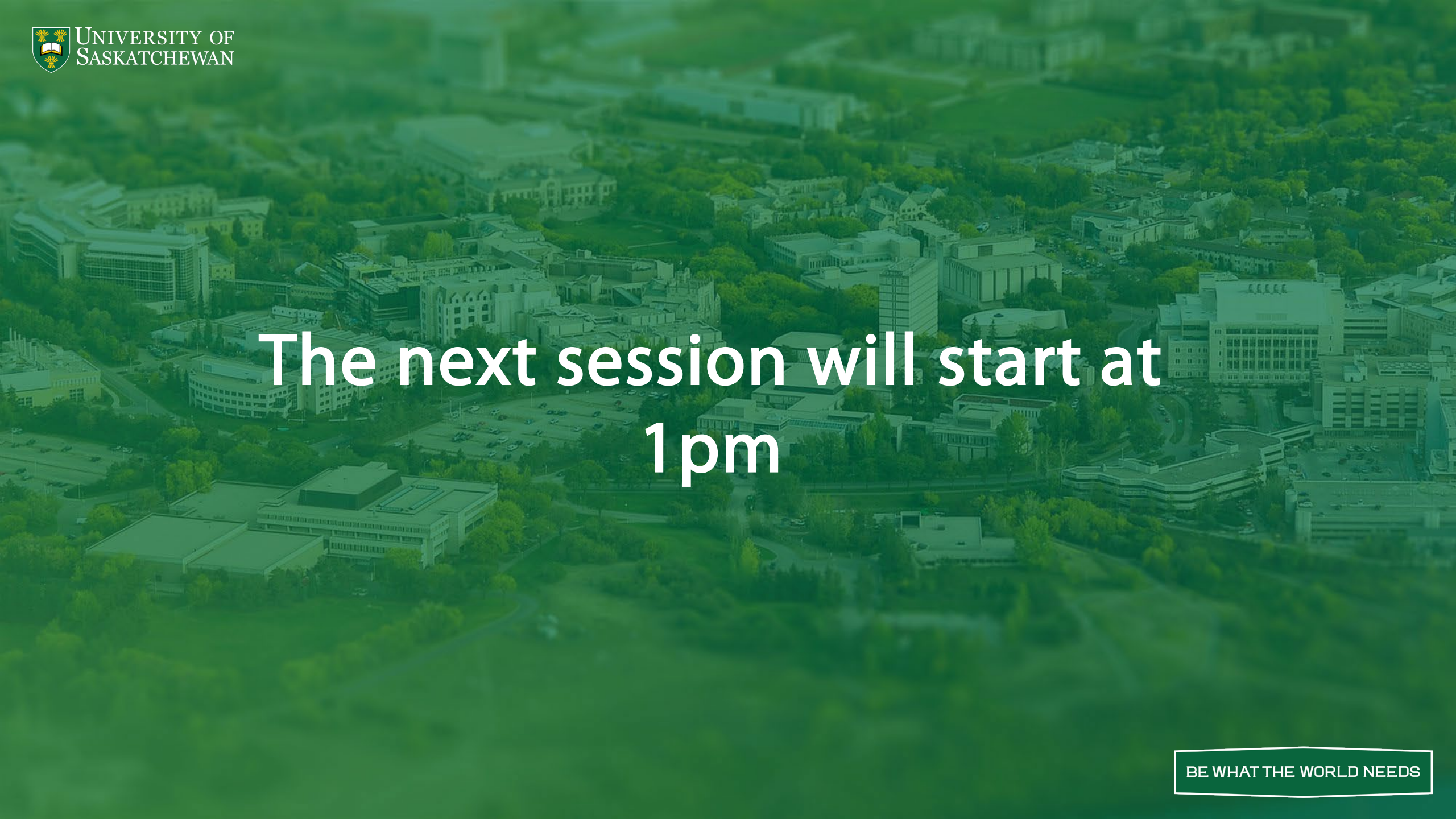
Duration---------1 year
Value----------Up to 150K. (a net cost between $7,001 and $250,000;

Net cost:

purchase **cost of the equipment after any discount from the vendor** and **before taxes, customs and importation fees, transportation and shipping charges, and assembly and installation costs**

UNIVERSITY OF SASKATCHEWAN

Type of Expenditure	Eligible Costs	Ineligible Costs (ineligible costs must not be included in the application)
Equipment	Purchase or rental of equipment, including taxes, shipping and handling	
Other	Transportation / shipping costs for purchased equipment	Salaries and benefits
	Fabrication, assembly and installation of equipment	Travel required for the supplier to install, repair and/or refurbish equipment is an eligible cost
	Extended warranty or service contract	Insurance costs for equipment and research vehicles
	Brokerage and customs charges for the importation of equipment and supplies	Laboratory infrastructure (including but. not limited to ventilation systems, wiring, power units or electrical outlets, floors, ceilings, walls, plumbing, lighting and storage)
	Testing/calibrations costs	Costs of the construction, renovation or rental of laboratories or supporting facilities
	On-site costs of training staff to use Equipment	Equipment or items intended to render other equipment compliant with health and safety standard
	Software licensing or upgrades	Consumables


University of Saskatchewan
The next session will start at 1pm
BE WHAT THE WORLD NEEDS

University of Saskatchewan

NSERC
Discovery (DG) and Research Tools & Instruments (RTI) Workshop

8th May 2025

This workshop is being video and audio recorded

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

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.

BE WHAT THE WORLD NEEDS

University of Saskatchewan

Schedule

13:00 – 13.05	Welcome
13:05 – 13.15	Overview of the Evaluation/Rating process at NSERC
13:15 – 13:30	Tips on HQP, EDI and CCV considerations
13:30 – 13:35	USask Internal Review program
13:35 – 14:00	Panel with NSERC DG Evaluation Group members
14:00 – 14:30	Q&A followed by networking opportunity

University of Saskatchewan

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

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

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.	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**.
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.	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**.
		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 of HQP	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 & Research Training Plan	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**.

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

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."

Excellence of the researcher	☐ Exceptional	☐ Outstanding	☐ Very Strong
	☐ Strong	☐ Moderate	☐ Insufficient

- 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:

- **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

- 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:

- 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?

Contributions to the training of highly qualified personnel	☐ Exceptional	☐ Outstanding	☐ Very Strong
	☐ Strong	☐ Moderate	☐ Insufficient

- 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

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)

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

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**.

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?)
  - editorial boards
  - publications (quantity/quality, lead/senior author, HQP on them marked with *?)
  - presentations (invited?)
  - most significant contributions (no. of citations; long term themes capturing current work, recent impact?)

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

UNIVERSITY OF SASKATCHEWAN

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**.
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

Merit of the proposal - rationale for rating:

Use summary to help outline this!

- **Originality and innovation**
  - developed new experimental paradigms, techniques, combined approaches?
- **Significance and expected contributions to NSE research; potential for policy- and/or technology-related impact**
  - model/theory development, long term "story', socioeconomic/environmental impact?
- **Clarity and scope of objectives**
  - long-term goals/vision (model/theory?) and short-term objectives (experiments/studies?) clearly defined?
- **Clarity and appropriateness of methodology**
  - understandable for general scientific audience, credibility (publications including these methods)?
- **Feasibility**
  - can be done by their lab, has relevant experience (if not, clear plan, but "story" should fit you)
- **Consideration of sex, gender and diversity in the research design, where applicable**
  - 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?

UNIVERSITY OF SASKATCHEWAN

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**.

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!)

University of Saskatchewan

Training of Highly Qualified Personnel (HQP)

Danielle Baron

Manager
Research and Graduate Studies
College of Agriculture and Bioresources

BE WHAT THE WORLD NEEDS

HQP Considerations (Appendix 5, 2024-25 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

HQP Considerations (Appendix 5, 2023-24 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, 2024-25 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

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

University of Saskatchewan

Equity, Diversity, and Inclusion (EDI)

Tera Ebach

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

BE WHAT THE WORLD NEEDS

University of Saskatchewan

Equity Diversity and Inclusion (EDI) for NSERC Discovery Grants

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

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

University of Saskatchewan

The Canadian Common CV (CCV)

Graham Fairhurst

Research Facilitator
School of Environment and Sustainability

BE WHAT THE WORLD NEEDS

University of Saskatchewan

Completing the Canadian Common CV

Top tips

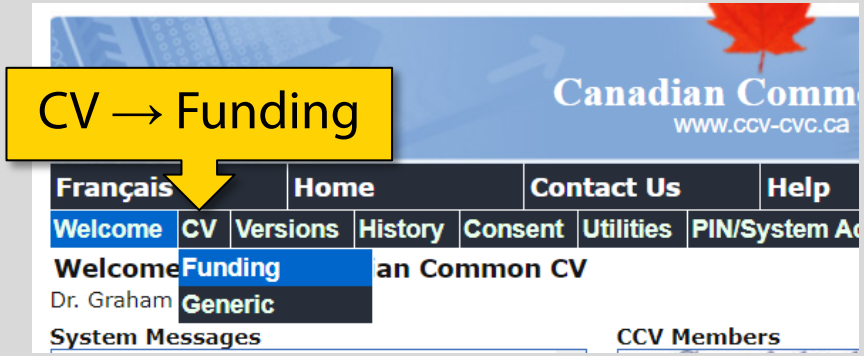
- Start early! Impending deadline = heavy user traffic = problems/lags/crashes.
- Use the NSERC CCV template (select 'Funding' on the 'CV' tab).
- Follow the PDF Instruction Guide provided by NSERC in the NSERC template.
- Make good use of extra space in text boxes.
- Mark your HQP with asterisks following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

More advice and examples

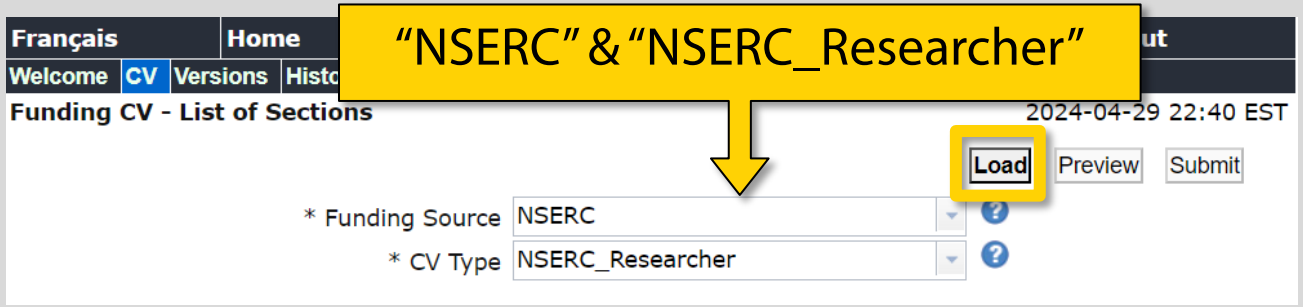
- Attend the fall Discovery Grant application clinic (date TBA later in the summer).
- Watch NSERC's video on completing the CCV.
- Visit USask's Grants Repository to see samples of CVs from past successful applications (https://vpresearch.usask.ca/events/grants-calendar.php).
- Contact your Research Facilitator or RASI with questions or issues.

UNIVERSITY OF SASKATCHEWAN

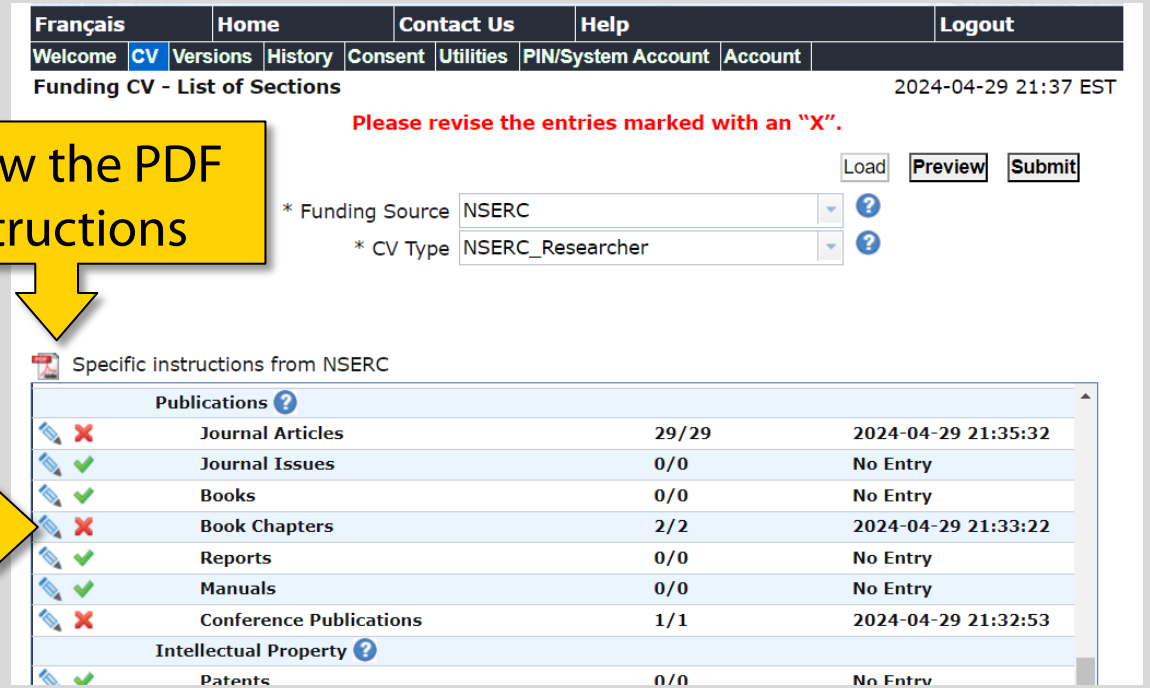
CV → Funding



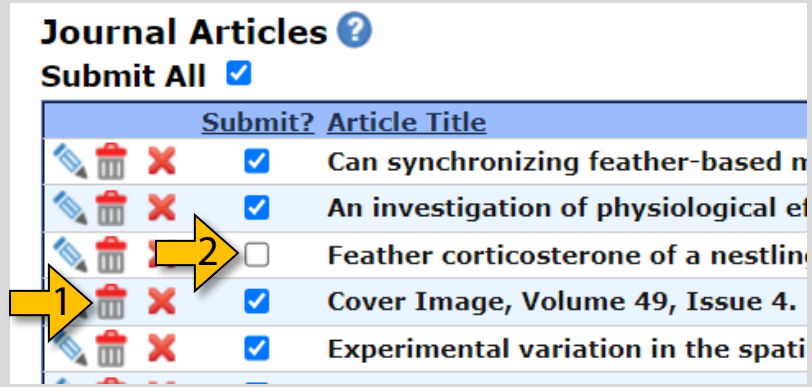
"NSERC" & "NSERC_Researcher"



Follow the PDF instructions



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

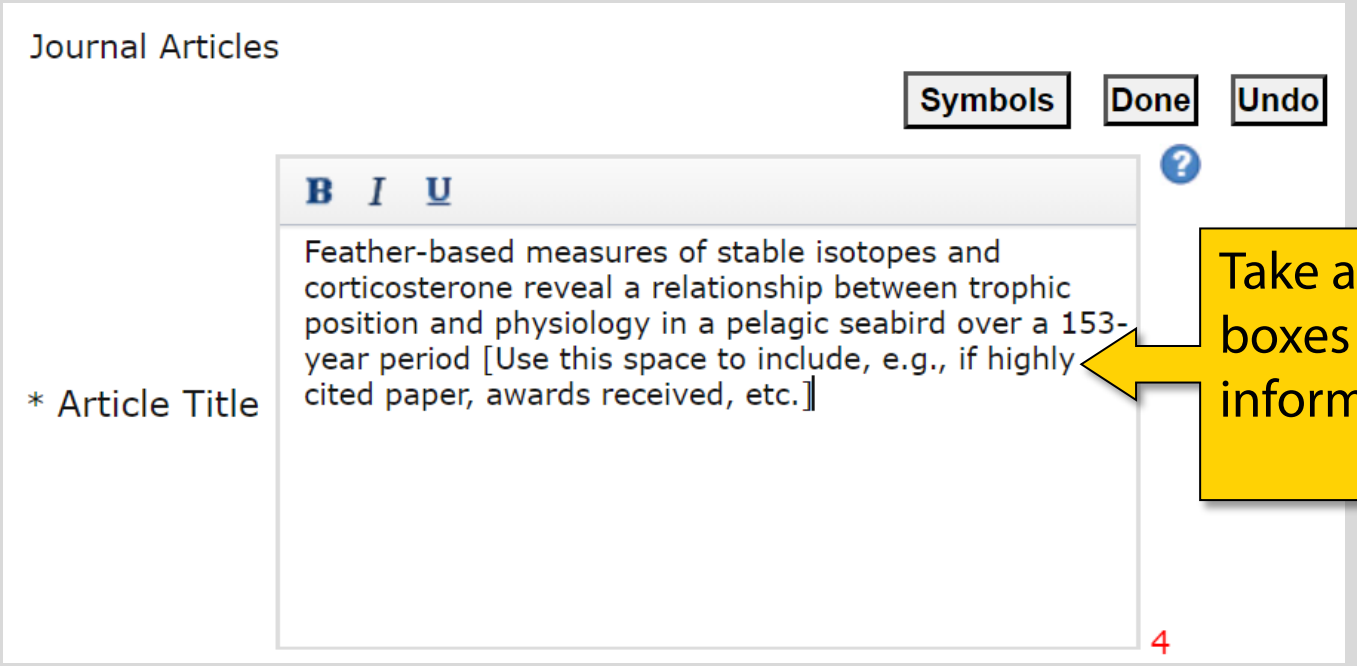


1. "Trash" unwanted items
2. Uncheck boxes to remove items that you want to keep

BE WHAT THE WORLD NEEDS

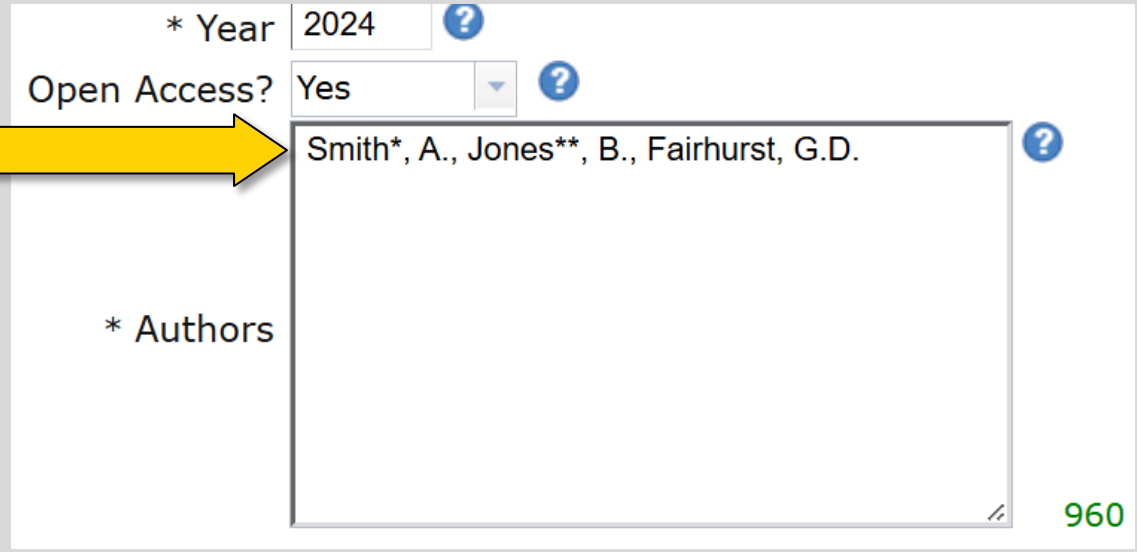
UNIVERSITY OF SASKATCHEWAN

Journal Articles



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



BE WHAT THE WORLD NEEDS

University of Saskatchewan

USask Internal Review Program & Research Support

Michaela Lynds

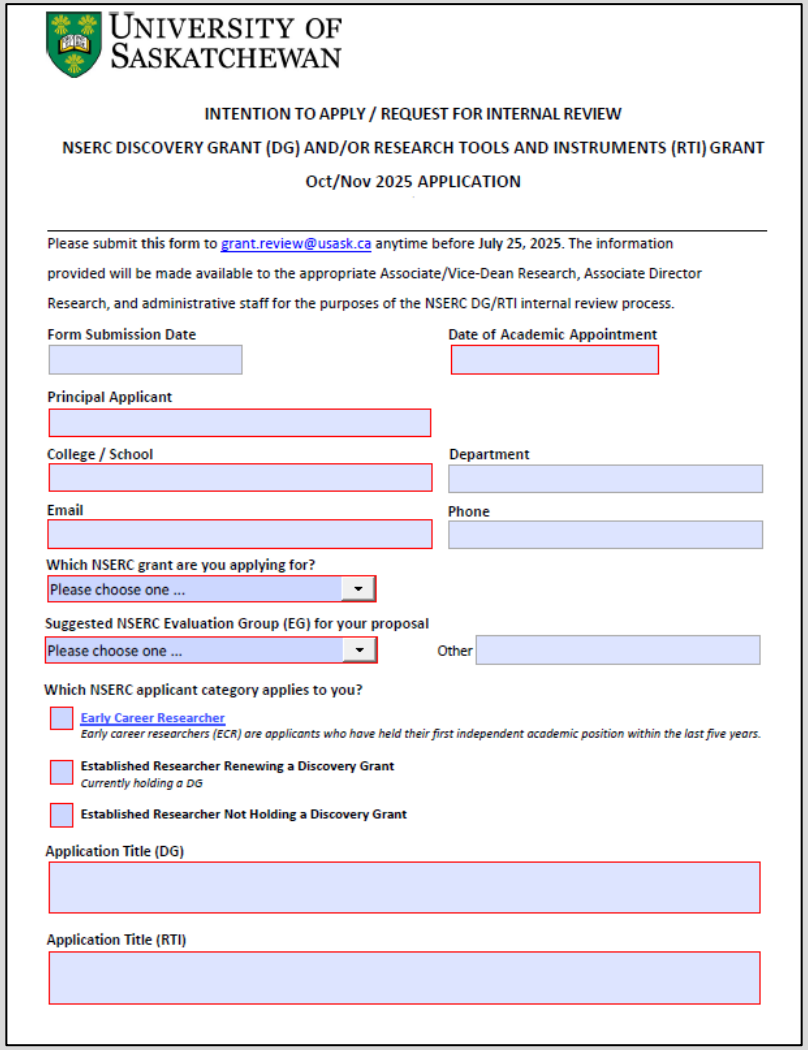
Research Development Specialist (NSERC)
Office of the Vice President Research

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

Internal Review program

UNIVERSITY OF SASKATCHEWAN
Office of the Vice-President Research
USASK.CA/VPRESEARCH



UNIVERSITY OF SASKATCHEWAN

INTENTION TO APPLY / REQUEST FOR INTERNAL REVIEW

NSERC DISCOVERY GRANT (DG) AND/OR RESEARCH TOOLS AND INSTRUMENTS (RTI) GRANT

Oct/Nov 2025 APPLICATION

Please submit this form to grant.review@usask.ca anytime before July 25, 2025. The information provided will be made available to the appropriate Associate/Vice-Dean Research, Associate Director Research, and administrative staff for the purposes of the NSERC DG/RTI internal review process.

Form Submission Date

Date of Academic Appointment

Principal Applicant

College / School

Department

Email

Phone

Which NSERC grant are you applying for?

Please choose one ...

Suggested NSERC Evaluation Group (EG) for your proposal

Please choose one ...

Other

Which NSERC applicant category applies to you?

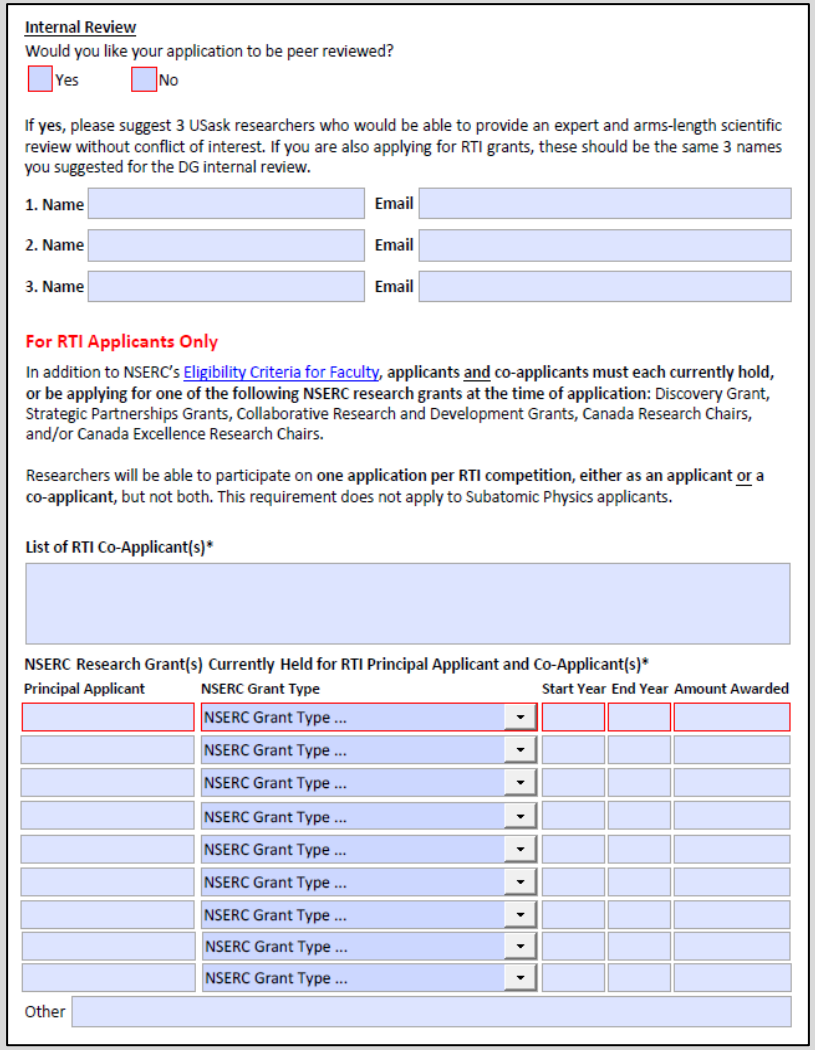
☐ Early Career Researcher
Early career researchers (ECR) are applicants who have held their first independent academic position within the last five years.

☐ **Established Researcher Renewing a Discovery Grant**
Currently holding a DG

☐ **Established Researcher Not Holding a Discovery Grant**

Application Title (DG)

Application Title (RTI)



Internal Review

Would you like your application to be peer reviewed?

☐ Yes ☐ No

If yes, please suggest 3 USask researchers who would be able to provide an expert and arms-length scientific review without conflict of interest. If you are also applying for RTI grants, these should be the same 3 names you suggested for the DG internal review.

1. Name Email
2. Name Email
3. Name Email

For RTI Applicants Only

In addition to NSERC's Eligibility Criteria for Faculty, **applicants and co-applicants must each currently hold, or be applying for one of the following NSERC research grants at the time of application:** Discovery Grant, Strategic Partnerships Grants, Collaborative Research and Development Grants, Canada Research Chairs, and/or Canada Excellence Research Chairs.

Researchers will be able to participate on **one application per RTI competition, either as an applicant or a co-applicant**, but not both. This requirement does not apply to Subatomic Physics applicants.

List of RTI Co-Applicant(s)*

NSERC Research Grant(s) Currently Held for RTI Principal Applicant and Co-Applicant(s)*

Principal Applicant	NSERC Grant Type	Start Year	End Year	Amount Awarded
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			
	NSERC Grant Type ...			

Other

- You can put forward your preferences, but this cannot be guaranteed
- Reviewers can be from your dept./college but there must be no conflicts of interest
- If you are not sure who to suggest, refer to tables in next slides and the List of USask DG/RTI holders (past & present) or contact grant.review@usask.ca
- We encourage applicants to be in regular direct contact with their reviewers.
- Access the form HERE

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

Discovery EG members

(past & present)

UNIVERSITY OF SASKATCHEWAN
Office of the Vice-President Research
USASK.CA/VPRESEARCH

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

RTI EG members

(past & present)

RTI Evaluation Group	Faculty Name	Department & College
Genes, Cells & Molecules	Sureesh Tikoo Thomas Fisher Wei Xiao	School of Public Health, VIDO APP, College of Medicine BMI, 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 Bishnu Acharya	Chemical and Biological Engineering, CoE Mechanical Engineering, CoE Chemical and Biological Engineering, CoE
Engineering	Ildiko Badea	College of Pharmacy and Nutrition
Physics	Gordon Sarty	Physics and Engineering Physics, College of Arts and Science

UNIVERSITY OF SASKATCHEWAN

Timeline

UNIVERSITY OF SASKATCHEWAN
Office of the Vice-President Research
USASK.CA/VPRESEARCH

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 for NSERC DG/RTI** to grant.review@usask.ca. Please put **'Lastname NSERC DG/RTI'** in the subject heading.	**25th July 2025**
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 2025**
X		Applicants participating in the internal review program to email a copy of your **submitted NSERC DG NOI** to grant.review@usask.ca . Please put **'Lastname NSERC DG'** in the subject heading.	**8th August 2025**
X	X	Applicants consult with their suggested reviewers, Research Facilitators, Associate/Vice-Deans Research, and/or mentorship teams to strategize and prepare their draft application.	**Until 12th September 2025**
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.	**12th September 2025**
X	X	Internal **reviews** are returned to the applicants and copied to grant.review@usask.ca directly from internal reviewers (or from Tri-Agency team if assistance is needed).	**6th October 2025**
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.	**RTI: 6th-13th October 2025** **DG: 6th-20th October 2025**
X	X	**College/Unit Internal Approval** Applicants must submit **a full application package including CCV** through the University Research System (UnivRS) for Department and College academic approval. Applicants to 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). 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.	**On or before 17th October 2025**
	X	**NSERC RTI Submission Deadline** Final application must be submitted by applicants to NSERC through the NSERC Research Portal.	**27th October 2025**
X		**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). 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.	**On or before 24th October 2025**
X		**NSERC DG Submission Deadline** Final application must be submitted by applicants to NSERC through the NSERC Research Portal.	**3rd November 2025**

2025 Important Dates

- Non-negotiable
- Communication is key
- OVPR is here to support you
- Refer to NSERC DG & RTI Application Deadlines 2025

BE WHAT THE WORLD NEEDS

NSERC Rules and Deadlines

- If applying for DG, you must submit a NOI to NSERC via their portal by 1st August. NSERC will not accept a full application if you don't.
- NSERC deadline times are given in ET – remember to check the time zone where you are when you submit!

It is time to start preparing your Discovery Grant application. A notification of intent to apply (NOI) must be submitted by the deadline date of August 1, 2025, 8:00 p.m. (ET).

The NOI is mandatory when applying for a Discovery Grant. Applicants who do not submit an NOI cannot submit a full application. The information contained in the NOI allows NSERC to start some aspects of the review process, including the preliminary assignment to an evaluation group, the selection of external reviewers and the verification of the eligibility of the subject matter.

University of Saskatchewan

University of Saskatchewan
Office of the
Vice-President Research
USASK.CA/VPRESEARCH

Research Data Management

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

Tri-Agency Research Data Management Policy

USask Research Data Management

USask Research Data Management Strategy & Roadmap

USask Research Data Management Guide

Contact: rdm.inquiries@usask.ca

BE WHAT THE WORLD NEEDS

University of Saskatchewan

University of Saskatchewan
Office of the
Vice-President Research
USASK.CA/VPRESEARCH

Research Security

STRAC policy (2024)
Sensitive Technology Research and
Affiliations of Concern
Government of Canada: STRAC policy

USask - Safeguarding Your Research
Tri-Agency Guidance on Research Security
Research Security Resources

Contact:
Lisa Belhumeur belhumeur.lisa@usask.ca
Ty Pellerin ty.pellerin@usask.ca

University of Saskatchewan

NSERC Research Facilitators and Administrators

NSERC Leader: Ron Borowsky (until June 30th, 2025)

Research Development Specialist (NSERC): Michaela Lynds

College of Agriculture and Bioresources: Danielle Baron

College of Arts and Science: James Dobson

School of Environment and Sustainability: Graham Fairhurst

Edwards School of Business: Ernest Leung

College of Engineering: Rana Mustafa

College of Pharmacy and Nutrition: Gen Clark

College of Dentistry: Janice Michael

College of Education: Sanjukta Choudhury

College of Kinesiology: Vacant

College of Law: Vacant

College of Nursing: Robin Thurmeier

College of Medicine:

Biochemistry, Microbiology & Immunology; Anatomy, Physiology & Pharmacology: Bruna Bonavia-Fisher

Medicine: Ozlem Sari

Psychiatry: Mariam Alaverdashvili

Surgery: Karen Mosier

Pediatrics: Tova Dybvig

Community Health & Epidemiology: Maryam Madani Larijani

Family Medicine; Medical Imaging; Obstetrics & Gynecology; Oncology; Ophthalmology; Pathology & Lab. Medicine: Mark Milne

UNIVERSITY OF SASKATCHEWAN

Research Acceleration and Strategic Initiatives (RASI) 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 Data Management	Colleen Cochran

University of Saskatchewan

EG 1501 Genes, Cells and Molecules

Julia Boughner

Professor

College of Medicine: Department of Anatomy, Physiology and Pharmacology

BE WHAT THE WORLD NEEDS

UNIVERSITY OF SASKATCHEWAN

Think & plan EARLY (like, *now*): LOI

Walks, do coffees: 'PUNCH HOLES'

Refer to The Grid carefully & often

Find, then TELL *the meaning*

Get ALL the eyes that you can

Allow the EG to score you higher

BE WHAT THE WORLD NEEDS

University of Saskatchewan

EG 1502: Biological Systems and Functions

Jon Farthing

Professor
College of Kinesiology

BE WHAT THE WORLD NEEDS

- Pay very close attention to the grid wording for each of the merit indicators – focus on how to obtain **Strong or Very Strong scores** to be competitive for funding. Address every statement in the grid wording

- **Spend a lot of time on the narrative sections** to provide evidence for most significant contributions, accomplishments, impact of your research and HQP

- **Only contributions in the NSE** are considered – if there is overlap with health, tackle this directly… Justify why the work in a clinical model or in a patient population is relevant for NSE, or direct reviewers to your NSE focused work

- Merit of the Proposal – **be aware of some "proposal killers"** – unclear objectives or objectives related to health, outlining several projects rather than a program of research, one study split into pieces, lack of feasibility, unclear figures

- Up-to-date and polished CCV – **inconsistencies annoy reviewers**, and they waste time trying to figuring things out or just dismiss it as unclear

University of Saskatchewan

EG 1502: Biological Systems and Functions

John Howland

Professor

College of Medicine: Department of Anatomy, Physiology and Pharmacology

BE WHAT THE WORLD NEEDS

- No matter how tired you are writing your grant, the reviewers will be even more tired reading it. Make it easy for them in every section.
- Limit abbreviations, including ones you think ‘everyone should know.’
- Use all the space available for each section because other applicants will, and reviewers will compare between grants for scope.
- The long-term objectives section is critical and should CLEARLY differentiate your NSE program from your health-related research.

University of Saskatchewan

EG 1507: Computer Science

Zadia Codabux

Associate Professor
College of Arts & Science: Department of Computer Science

BE WHAT THE WORLD NEEDS

CCV

- Update dates of items and ensure the items are in the appropriate section (e.g., grant is completed? Move it to the “completed” section)
- Exclude declined or rejected grants
- Ensure all items are under the correct headings

Proposal

- Adhere to the correct format/template for the proposal
- Incorporate the most recent and relevant literature
- Clearly state your goals (i.e., they should not be hidden within the text or the reviewers should not need to infer)
- Ensure your budget is reasonable and explain how you plan to complement DG funding with other funding sources

University of Saskatchewan

EG 1508: Math and Statistics

Raymond Spiteri

Professor
College of Arts & Science: Department of Computer Science
Associate Member in Mathematics and Statistics

BE WHAT THE WORLD NEEDS

- Start early!
- Read the instructions; follow the instructions.
- Get feedback.
- "The onus is on the applicant."
  - Clearly explain your role in publications, supervision, collaborations, committees, other funding.
  - Ensure consistency between CCV and application.
  - Don't take EDI lightly.
  - No matter how clear things are in your mind, do not assume reviewers can read it.
  - Write in plain language for the educated non-specialist.
  - Less can be more, but sometimes less is just less.
- Have fun! Have your excitement/enthusiasm come through!

University of Saskatchewan

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


University of Saskatchewan
Thank you!
BE WHAT THE WORLD NEEDS