Highly Qualified Personnel (HQP)

Advanced training in science and engineering is an integral part of university research and of NSERC's mission to foster the discovery and application of knowledge.

A researcher's contribution to training will be assessed in terms of its quality and impact, and not solely in terms of the number of people supervised.

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The level and content of the training should be appropriate to the research field, with opportunities for interaction and collaboration with other researchers inside and outside the university, where appropriate. All levels of research personnel are valued, for example: undergraduate student participation in research projects is an important first phase in research training and plays a major role in encouraging excellent students to pursue research careers. For technicians and others who have been in long-term positions, the acquisition of new techniques and knowledge is an important contribution to training. In collaborative research involving non-university partners, student training may be enhanced by an exposure to an industrial work environment. Similarly, industry personnel can benefit from being involved in academic research.

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What to include

Suggested areas to address

1. HQP Training

   a) Training Plan

   b) Training Philosophy

2. Equity, Diversity, and Inclusion

Form 103CV: Part 4 of the Contributions Section

What to include

1. HQP Training

Assessment guide:

- Are the projects feasible and appropriate for the training proposed?
- Will trainees be able to make an original contribution to knowledge?
- What opportunity will there be for training in a collaborative or interdisciplinary environment, if appropriate?
- What opportunity will there be for trainees to work with other sectors, if appropriate?
- If little training is planned, has justification been given?

1.a) Training Plan

Suggested areas to address:

- Details on the activities/projects that each HQP will be involved in and how they relate to the proposed research program

- Demonstrate that the activities are appropriate to HQP level (e.g. undergrad, Masters, PhD, etc.)

1.b) Training Philosophy

Suggested areas to address:

- Approach to / interaction with HQP

- Research mentorship methods

- Opportunities provided to enhance the HQP training environment

- Skills and knowledge that HQP will acquire

- Promote EDI in recruitment, mentorship, and environment

- Past mentorship experience to support a future approach

2. Equity, Diversity, and Inclusion – in the RESEARCH TEAM

Reflect on current issues in your department, institution, and field

- Representation gaps,
- Barriers,
- Common biases,
- Cultures of exclusion,
- Citational practices,
- Discrepancies in compensation,
- Leadership structures

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2. Equity, Diversity, and Inclusion – in the RESEARCH TEAM

Detail **current** practices and recruitment

- How do you currently foster a more welcoming environment?

- How do you recruit diverse teams?

- What training do you and your team already take part in?

- Do not list mandatory criteria, such as laws and university policies (this indicates the bare minimum)

- **Do not** describe representation statistics for your own research team

N.B. You can NOT <u>ask</u> or <u>assume</u> how any team member identifies

2. Equity, Diversity, and Inclusion – in the RESEARCH TEAM

Explain in concrete terms what you will do in the **future** to embed EDI considerations into your research practice.

- How will you address representation gaps in your field?

- How will you embed EDI into research methodologies, knowledge, mobilization, citational practices, and research impact?

- What outcomes would you expect if you could take the steps you identified?

- How will you tailor your outreach to recruit diverse candidates?

Ways to Develop HQP

*NSERC encourages researchers to participate in **outreach activities** and activities designed to engage students in the natural sciences and engineering, and to improve teaching and learning in these disciplines. There are several programs—such as **PromoScience** and the **Chairs for Women in Science and Engineering**—in which the involvement of researchers with students will be recognized as a valuable contribution. Applicants should list these activities as part of their contributions to research and training. Note that for Discovery Grants, these types of contributions are considered within the "Excellence of the Researcher" and "Contributions to the training of Highly Qualified Personnel" criteria.*

Example Discussion