

COUNCIL COMMITTEE ON RESEARCH

Minutes of the Meeting of
Friday, May 4, 2018
AH 527

Present: D. Stilling (Chair), D. Malloy, L. Hoerber, T. Bredohl, N. Onder, C. Butz, S. Zilles, S. Gray, T. Salm, K. Irwin, A. Henni, I. Germani, R. Blake, T. Phenix, G. Donnelly

Resource: P. Splett (Research Office), recorder

Regrets: G. Grandy, A. Miller, D. Candow, G. Grandy, M. Hampton, C. Bradley, C. Yost, L. Ezenweichu, M. Sanchez

1. Introductions

2. Approval of Agenda

Gray/Henni - *moved approval of the agenda*

CARRIED

Agenda item #6 VPR Report moved to prior to Approval of Minutes

3. VPR Report (D. Malloy)

a. Update on Postdocs:

- Discussion related to unionization and with Human Resources with the employment status being clarified: in the upcoming months; a vote regarding unionization under CUPE will be held.
- Unionization will result in increased salary but fewer positions.
- Discussion on time spent in a post doc varies:
 - i. Biology – 6-7 years (in the past was 2 year)
 - ii. Engineering – 2 years. Noted that lab demonstrator candidates now have doctorates and candidates are looking at this as a route to becoming a professor
- Director of Research Office (S. Gray) to develop a presentation for doctorate positions in Research Administration Roles.
- Future CCR Terms of Reference to consider post docs as part of CCR membership

b. Update on Research

- Awarded funding has increased this year for NSERC, SSHRC, CIHR, Mitacs
- \$26.7 M this year, Last year \$13.3 M
- Tri-councils applications increased 34% this year. Original goal was 10%.
- 2 CRC's Tier II Chairs approved; Education and Psychology.
- BOG very pleased with progress: \$30 million of research funding for 2018 and \$30 million awarded for next year.
- Two CRC Tier II Chairs approved (Psychology and Education) Names to be announced later.

c. BOG Report

- Nick Carleton presented PTSD to BOG with emphasis on research impact in the community.
- Noted that to achieve similar impact including researcher's meeting with external relations to assist in creating similar effective presentations to be arranged by VPR

d. AVPRD Search Update

- AVPRD who will be contacted on Monday with the announcement to campus to follow shortly thereafter. It was noted that the candidates were all excellent and there was good participation on campus with feedback being respectful. The process was deemed to be very good.

e. Budget Update –

- Documents to be presented at the upcoming dean's council with the outcome being viewed as being favourable with respect to the 36 requests although not all requests were able to be met.

4. Approval of the Minutes from March 16, 2018

Butz/Onder – *moved approval of the minutes*

CARRIED

5. Business Arising from last meeting

- Insert for Health and Safety Health was attached and everyone was encouraged to complete a health and safety motivated event for the summer
- Chair noted that this **NAOSH** (North American Occupational Safety and Health) week is May 6 to 12 and urges all to participate and support in activities on campus; Chair suggested making safety audit for teaching facilities as well as labs

6. Chair's Report (D. Stilling)

- a. Library: open office report has been carried forward to next academic term and will be noted as a future action item.

- b. Terms Reference for CCR committee members and final approval to be attempted under item 12 Business Arising
- c. Final CCR report and approval of activities to be presented at upcoming Executive of Council committee meeting.

7. Update on FGSR Indigenous Summer Research Institute (T. Bredhol)

- Three week program on examining strategies of transformation and empowerment through the practice of Indigenous-centred and anti-oppressive practices.
- Program dates: August 7 – 24, 2018
- 10 of the 15 scholarships have been awarded and encouraging non-indigenous students and undergraduate students to apply; the deadline for applications has been extended to May 18th
- See the FAQs-Indigenous Summer Research Institute attached to the minutes.

8. Update on Summer Institute on Community Based Research (N. Onder):

- Program: Change Makers: Tools, Techniques and Strategies for Community Based Research from August 20-22, 2018
- Learn methodologies of community based research
- See attachments for more information.

9. Update on Indigenous Research Day (S. Gray)

- Meeting with federated colleges for input on this event. John Meehan, Bettina Schneider, Volker Greifenhagen, Emily Grafton, and Sally Gray attended.
- Result from meeting with federated colleges resulted in a format change: Indigenous Research showcase from 11 am – 2:00 pm for a week with the launch to take place on the Sunday September 22, 2018.
- Dates: September 23 – September 27 with the Tipi Raising on September 26.
- Request to ARD's to reach out to faculty for 3 presenter for one day.
- This event includes global Indigenous research

10. HRI Review and HRI Constitution (L. Hoerber)

- Refer to Ian Germani's attachment to the agenda Motion to approve – HRI Constitution.
- review report and circulated at the meeting (see attachment)
- Constitution was reviewed for relevance and revises as included in the agenda package; the terms of reference and streamlining the function and governance in the HRI was done in the constitution update.

Motion: To approve the HRI Constitution

Irwin/Bredohl – *moved approval of HRI Constitution*

CARRIED

Discussions: accepted minor revisions in terminology change from Type 1 to University-based Centre, leave out objective 5 and update reporting to AVPRD

As there was no substantive changes to operation reporting to the Executive Council/Senate/Board of Governor's was not deemed to be warranted.

The Review was accepted as information with the AVPRD being the reporting authority.

11. Cluster Collaboration

- New incentive to promote collaborative research.
- One award of \$50,000
- Deadline is September 24, 2018 – one time only.
- Annual competition is February, beginning in 2019
- Associate Deans of Research to encourage applications.
- See attached guidelines for more information.

12. Business Arising

a. CCR Terms of Reference

- See attachments with accepted revisions
- Outstanding concerns include:
 - Roles and Responsibilities #1 needs to be harmonized with the policies on reporting to related authority for establishing and related actions for research centres/institutes and/or research chairs.
 - Discussion on increasing ex officio's as there are only 3 elected council representatives
- CCR to continue reviewing document and submit to Executive of Council next term.

b. Report to Executive Council from CCR

Motion: to submit the report at the May 23 Executive Council with minor revisions

Irwin/Donnelly

*– moved approval of year end report
With minor revisions*

CARRIED

13. Adjournment

Hoeber/Butz – *moved to adjourn.*

FAQs – Indigenous Summer Research Institute

Question: What is the Indigenous Summer Research Institute?

☒ The Indigenous Summer Research Institute is a 3-week residence program for under-graduate students in the upper years of their program. It is hosted in partnership between the Faculty of Graduate Studies and Research and the Office of Indigenization, University of Regina. The program intends to enhance the writing and research skills of undergraduate students to encourage them to pursue graduate studies.

Question: What are the dates for the Indigenous Summer Research Institute?

☒ The program runs Monday August 6, 2018 to Friday August 24, 2018.

Question: What should I expect to learn from the Indigenous Summer Research Institute?

☒ Through an examination of Indigenous-centred research methods, methodologies, and ethics, this institute provides students with critical analysis tools to understand the historical development of colonial representations and systems of oppression of Indigenous peoples in academia. Strategies for transformation and for the empowerment of Indigenous peoples are considered through the practice of Indigenous-centred and anti-oppressive research practices.

Question: What disciplines is the Indigenous Summer Research Institute curriculum based on?

☒ Drawing from the Humanities, Social Sciences, Fine Arts, and Sciences, the curriculum is multidisciplinary with specific focus on:

- ☒ Indigenous Research Methodologies
- ☒ Community Economic Development
- ☒ Art and Material Culture
- ☒ Science and Water
- ☒ Environmental/Land-based Education and School Curriculum

Question: What extra-curricular activities are a part of this program?

- ☒ Graduate student mentorship
- ☒ Indigenous-centred scholarship panel
- ☒ Indigenous-centred knowledge in science and mathematics workshop
- ☒ Artist and writers panel
- ☒ Land-based learning

- ☒ Indigenous languages workshop
- ☒ Traditional and cultural teachings with Elders/knowledge keepers
- ☒ Fieldtrips



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To: Council Committee on Research

From: Nilgün Önder

Re: Summer Institute on Community Based Research

Thanks to sponsorship from a number of other faculties at the University of Regina, as well as local and national community partners, the Faculty of Arts, is pleased to offer: *Change Makers: Tools, Techniques and Strategies for Community Based Research* from August 20-22, 2018.

Our Summer Institute will bring experts from across the country to Regina to provide opportunities to learn the best practices of community engaged partnerships and citizen-based community/university research collaborations. The final agenda for this important initiative is still being finalized. However, I have attached a list of the speakers and potential content for their workshops, so you can see the scope of this event.

Online registration will be open soon through the Community Research Unit's page on the University website. The cost to attend will be \$75 (cost recovery) for community members, students, sessionals and those with fixed incomes. The registration fee is \$150 for university faculty and staff who have access to professional development funds.

As we were planning for this initiative, we heard from a number of faculty members that we should consider developing a for-credit graduate course that incorporates the workshops and sessions from the Summer Institute. I am pleased to inform you that we acted on this advice. Graduate students have two options:

SOST 880 AM: Community-Based Research: Approaches and Methodologies

This course is an in-depth examination of theoretical, methodological, and practical issues in the design and implementation of participatory community-based research for diverse contexts. It also investigates the role of community-based research in citizen-led social change. A series of workshops during August 20-22 is a required component of the course. Dr. Nancy Sah Akwen, a postdoctoral researcher with the Department of Sociology and Social Studies, will be teaching the course.

This intensive summer course will take place from July 30 to August 23rd. The class will meet for six, two hour classes from 10 a.m. to 12 p.m. Monday and Wednesdays (July 30th, August 1st, August 6th, August 8th, August 13th and August 15th). Students will be required to participate in the Summer Institute, taking place on August 20-22nd, from 9 a.m. to 5 p.m. daily. They will meet for a final session Thursday, August 23rd from 10 a.m. to 1 p.m.

This class is cross-listed with a course that will be taught by Dr. Cindy Hanson in the faculty of Education. The two courses will have some complementary aspects/assignments but will be stand-alone classes. Because of the blended approach that Cindy's course offers, students only

have to be physically in Regina for 5 days (August 19-23). Students from outside Regina may therefore find this option very appealing.

EAHR 850: Participatory Approaches to Facilitation, Research and Community Engagement

Knowledge generation and practice regarding participatory approaches to facilitation, research and community engagement. Students learn theories and practices linked to facilitating participatory learning, designing participatory methodologies, exercising inclusive community practices, developing original participatory methodologies for diverse contexts, and demonstrating links between participation, social inclusion, and societal transformation.

EAHR 850 is a BLENDED course, which will be offered in conjunction with the Community Research Unit Summer Institute on Community-based Research

Mandatory online portion begins Mon, Aug 13. Face-to-face meeting dates:

Sun, Aug 19, 2:00 - 5:00 pm

Mon - Wed, Aug 20 - 22, 9:00 am - 5:00 pm

Thur, Aug 23, 10:00 am - 1:00 pm

Any questions you may have, can be directed to Lynn Gidluck, who is acting as the Project Manager. She can be reached at (306) 585-4084 or lynn.gidluck@uregina.ca

Nilgün Önder

Summer Institute Speakers

Using Research to Advocate for Community Change

Dr. Shauna MacKinnon and her community partner Diane Roussin, will share experiences in using community based research to influence public policy that has led meaningful to positive social changes. Using case studies from their research in Winnipeg's inner city, participants will learn how to get research into the hands of the right people. MacKinnon and Roussin will lead participants in a discussion about how to find the right people to direct your attention to, what decision makers are looking for, what approach should be taken with them, and how they can be turned into allies.

Community Based Participatory Research and Asset based Community Development Transformative Change in the Winnipeg North End

Dr. Jim Silver will share his experience with two community-based participatory action research projects that have led to transformation change in the heart of one of the lowest income areas of Winnipeg. In the 1990s, low income housing complex, Lord Selkirk Park, half of the units were boarded up. It was considered the housing of last resort, rife with gangs, crime, drugs and despair. Today there is a wait list to get in. The once notorious Merchant Hotel, which anchors Selkirk Avenue, has been turned into classrooms for the University of Winnipeg's urban studies program and affordable living units. Jim will discuss how the partners came together, developed a sense of shared standards and principles and commitment to action for changes that were identified by the community.

Building Reconciliation into Poverty Reduction Efforts

Dr. Isobel Findlay and Colleen Christopherson-Cote will share their experiences helping create a guide for community groups and employers working to reduce poverty that includes the voices of those with lived experiences of poverty. The guide is not Indigenous-specific and can be applied to all marginalized groups.

The Do's and Don'ts of Community University Collaborations

Together Yvonne Hanson and Dr. Rachel Engler Stringer have worked on many community based research projects together, including their most recent project that is exploring the state of school food in the Saskatoon Region. By using examples from case studies they have worked on together and with other university and community partners, they will offer practical advice on how to make these partnerships work. They will discuss how to initiate discussions between university and community researchers about potential collaborations, what can be gained from this type of research, and what a respectful partnership between the university and the community looks and acts like.

A Journey of Community Based Research: Lessons Learned & Strategies to Share

Dr. Bonnie Jefferey

This session will discuss how key components of community based research have been implemented in a ten year research program with older adults in several rural communities in Saskatchewan. In collaboration with the community research partner, Dr. Bonnie Jefferey will highlight examples and strategies that were used to address: identification of research questions, community engagement, establishing and sustaining research relationships with community partners, sharing resources, involving community members expertise, accessibility of research findings, and leaving a legacy in the community.

The Nitty-Gritty of Doing Good Community Engaged Scholarship

Dr. Leah Levac

Even with lots of attention having been paid to the ethics and protocols of undertaking respectful and reciprocal community engaged research, there are still many questions about how to do this work -- the nitty gritty details. This session will draw on literature and over 10 years of experience of building research partnerships with government departments, First Nations, youth-serving organizations, marginalized community members, and others, to talk about lessons learned and offer tools and suggestions that might be helpful to others in their work. We will explore questions such as: What do helpful community collaboration agreements look like? How can 'consent forms' be more reciprocal? What are good ways of assessing the success of partnerships?

Indicators of Excellence for Community Based Research Projects

Dr. Joanna Ochocka has been a principal investigator in about 100 community based research studies and actively promotes community based research by publishing, teaching, and providing training nationally and internationally. As executive director of the Centre for Community Based Research and adjunct professor at University of Waterloo, she has overseen more than 300 community-based research projects and has provided national leadership in pursuing community-based research excellence. Joanna is a founding member and vice-chair of Community Based Research Canada and the Community Research Ethics Office. For the past six years, she has provided national and international leadership for Community-University Expositions (C2UExpo), a Canadian-led conference designed to showcase exemplars in community-university partnerships worldwide.

During this session, Dr. Ochocka will introduce participants to a theory of change for community based research projects that was developed at a National Summit held in Waterloo in 2014 and published in *The Engaged Scholar* in 2016. She will lead workshop participants through the common elements that should cut across all community-based research projects. She will outline indicators of excellence that researchers can use to determine whether they are following best practices with their CBR projects. People attending this session will learn how a theory of community change can provide a road map for the implementation of community-based

research. She will speak about how research functions to initiate and enhance social movements that lead to innovative solutions which require cross stakeholder perspectives and involvement.

Research with Indigenous Communities: Lessons from the Poverty Action Research Project

In this session, Dr. Wuttunee will share insights from the Poverty Action Research Project (PARP), a five-year project funded by the Canadian Institutes of Health Research (CIHR), specifically its Institute of Aboriginal Peoples' Health (IAPH) and the Institute for Population and Public Health (IPPH). At the national level, PARP represents a partnership between the Assembly of First Nations and university-based academic personnel from different parts of Canada and extending into the United States. Wuttunee will discuss the complexities of doing participatory action research with indigenous communities. By sharing stories from the field, she will discuss how the worlds of academe and First Nations communities differ, affecting research projects in terms of pace, pressures, capacity, and information technology. She will discuss how the PARP research team worked with these challenges, acknowledging the resilience and dedication of the First Nations that have been a part of this project, providing insights for future researchers seeking to engage in work with Indigenous communities.

Dr. Wanda Wuttunee is a professor of Native Studies at the University of Manitoba. Her research interests include Indigenous economy, community economic development, social responsibility and participatory research methodologies. She is a past co-chair of a community-campus Poverty Reduction Research Project through her work with Misipawistik Cree Nations. She will provide insight into working in close connection with community members in poverty reduction initiatives.

Presentation: Incorporating Community Based Research Into Undergraduate Classes

Dr. Patricia Elliott

This workshop will provide practical tools and strategies for building CBR projects into the curriculum and linking projects with course learning objectives. Instructors will have the opportunity to discuss how to structure the CBR experience, to manage class projects, to troubleshoot problems and how to assess/evaluate these types of projects.

Community Based Research 101: Partnerships, Participation and Processes

Dr. Cindy Hanson

Community-based research is becoming increasingly popular, and communities and community organizations are being approached more and more often. This session is designed to give a snapshot overview of what CBR is and how it differs from other types of research, how community-based research partnerships should be formed, and community partner rights within the research process and beyond. It will provide an overview of trends in CBR, why it is important and how to it well.

From Research Question to Knowledge Mobilization: Fostering Robust, Ethical and Inclusive Practices in our Communities

Dr. Michelle Stewart will begin with a presentation on key practices and distinctions between community based, community engaged and community driven research. She will discuss how presumptions around access, ability and structural inequality should be central considerations in all community research. This presentation will speak about collaborating with peoples with disabilities as ableism can often directly impact who is able to participate in community research projects. Following the introduction of key concepts from the presentation, she will then transition into a hands on workshop that focuses on the critical literacies needed when conducting community based research. Participants will learn to identify how access, power and privilege can play out in a research project. They will also be mentored into developing strategies for community involvement in which they can clearly outline practices that are ethically and methodologically thoughtful.

Bridging the worlds of campus and community

Jenelle McArthur has been the lead student researcher for two projects funded in part by the Community Research Unit. Jenelle (Notogo'muskwa-Chasing Bear) is a Nakoda and Dakota First Nation woman from Ocean Man First Nation. She is a First Nations University of Canada, Indigenous Social Work graduate student. She has been passionately working within Community Based Indigenous Research.

Jenelle will provide insight into the challenges and opportunities to engage in community-based research as a graduate student. The first is a project initiated by the Heritage Community Association to investigate the programming needs for Two-Spirit Youth in Regina. The second project she has worked on is one looking at the housing needs of people with acquired brain injuries, a project initiated by the Saskatchewan Brain Injury Association. In this session, geared to graduate students working on community based research projects, McArthur will share the insight she has gained in how to be an effective researcher where community and university partners are equal partners that each bring different skills and needs to the research project. She will lead a discussion about the challenges, rewards and ethical consideration of working with vulnerable populations.

Humanities Research Institute

Constitution

1.1 Introduction

The Humanities Research Institute is a Type 1 Research Institute the function of which is to foster, coordinate and promote research activities in the humanities at the University of Regina. It will do so principally through means of: 1) the HRI Fellows program, providing annual grants to humanities scholars at the University of Regina for specific research projects; 2) the Barbara Powell Memorial Lecture, which annually invites a distinguished humanities scholar, writer, or artist to speak at the University; and 3) the Literary Readings series, a three-way collaboration with St. Peter's College and the Canada Council for the Arts to sponsor readings by writers both from Regina and from across Canada. The HRI will also seek opportunities to engage with other entities within the University and community to organize seminars, workshops, lectures and presentations that will engage and link scholars from diverse units in common conversations and interdisciplinary projects.

1.2 Mission and Objectives

Mission: The Humanities Research Institute will foster, coordinate and promote research activities in the humanities at the University of Regina.

Objectives:

- To preserve, transmit, interpret and develop the cultural and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding
- To provide a forum for the exchange of ideas within the University and within the artistic and cultural community at large
- To promote humanistic concerns within the University and in the community
- To create an environment which will nurture discussions and interactions between faculty and students on a variety of topics bearing on the humanities
- To further humanist interaction with the five areas of strategic emphasis identified in the Strategic Research Plan (2016-2021), *Peyak aski kikawinaw: Together We Are Stronger: Serving Through Research*
- To develop communities of mutual support by cultivating ties with humanists outside the University
- To strengthen internal lobbying for the humanities and to advocate both within the academy and in the community for the nature of humanities research
- To publicize humanities activities within the academy as well as in the general community (HRI website, *Discourse*, the University of Regina's Research Magazine)

Organization and Management:

- The HRI will be a Type 1 Institute (has a University-wide mandate)
- The HRI will have a Director, normally appointed from among the humanists at the University
- The Director will report to the Associate Vice-President (Academic and Research)

- The Director will also work with a Board of Directors. Its membership will comprise the following:
 - One representative chosen by each of the Faculties of Arts, Education and Media, Art and Performance (two year term)
 - All current Humanities Research Institute Fellows (one year term)
 - One representative from the cultural or artistic community at large (by invitation of the Director following consultation with the Board – two year term)
 - One Graduate Student (chosen by election from within the Graduate Students' Association of the Faculty of Graduate Studies and Research (one year term)
- Terms will normally begin on 1 July and end on 30 June
- The Director shall ensure terms of service are staggered to maintain continuity of Board membership

Indigenous Research Day summary of main ideas

After a very fruitful discussion with lots of ideas, I think the following represents what this year's event will be. Please let me know if you have any corrections or other suggestions.

Indigenous Research Showcase

Week of September 23, 2018

Sunday, Sept. 23	Opening – pipe ceremony Movie/lecture combination (maybe 60s scoop?)
Monday, Sept. 24-Thursday, Sept. 27	Noon-hour presentation on one theme (e.g.) <ul style="list-style-type: none"> • Findings of NCCIE project led by FNUC • Indigenous Research Methodologies • Relationship-building with Indigenous communities • UR Press & Indigenous languages project
	Panel sessions organized by Faculties <ul style="list-style-type: none"> • One hour each, before and/or after lunch, depending on how many Faculties can organize a panel (3-4 speakers/presenters, definitely can include grad students) • One option might be a panel by students who attended the summer workshops

Tipi-Raising event was seen as a good event to round out the week.

Other events with an Indigenous focus could be advertised and celebrated in conjunction with the events above.

Events could take place on a different part of campus each day – ideally one at each of the Federated Colleges.

We would like support from the other deans to have them task/find a volunteer in their Faculties to organize a panel.

Research Cluster Collaboration Grant *Guidelines*

1. Program goal

The Vice-President (Research) is dedicating funds for highly innovative, collaborative research related to one or more of the University of Regina's strategic research clusters. This one-time seed funding allows researchers to collaborate on projects of mutual interest that will have impact and the potential for attracting significant external research funding.

2. Funding available

\$50,000 is the maximum award available to be used within 2 years of the date of the award.

- One inaugural award of up to \$50,000 is available in September 2018
- One annual award of up to \$50,000 is available in February, beginning in 2019

3. Eligibility of Principle Applicants and Teams

- All academic faculty members in permanent and probationary appointments are eligible to apply. APT members for whom research is a requirement of their appointment are also eligible.
- Only one application as a principal investigator may be submitted. Co-applicants may be on more than one application.
- Research teams should include at least three University of Regina researchers and should create new or expand existing collaborations.

4. Eligible Projects

All proposals must align with the University of Regina's Strategic Research Plan (at: www.uregina.ca/research/strategic-research-plan.html) and one or more of the research clusters or overarching areas of emphasis, namely:

Anxiety, stress & pain

- Digital future
- Integrated human health: Equity, disease & prevention
- Social justice & community safety
- Water, environment & clean energy
- Identity, living heritage & communities
- Indigenization
- Sustainability

5. Eligible Activities

Activities related to new, well-planned research and scholarly work are eligible, including:

- **Personnel** for research activities. Salaries or stipends for student research assistants whose work can be directly related to the project and may be thesis-based, if appropriate. The U of R HR website (www.uregina.ca/hr/services/employee-relations/compensation.html) has rates of pay and mandatory employer-paid benefits (~8%) are eligible.
- **Travel** for research (e.g., visits to archives, libraries, or special research centres, field work, interviews). Conference travel is not eligible.
- **Supplies and Equipment** when specialized research supplies, equipment and software is needed. Computer hardware, non-specialized software and equipment, office supplies are not eligible.

- **Other** expenditures necessary for the research activities such as data sets; honoraria for research participants and/or Elders contributing to the project; open access publication costs. Course release or training costs for faculty members are not eligible.

6. Evaluation

Category	Considerations
Quality of Proposed Research	Innovation, originality, significance, and expected contribution to knowledge; Appropriateness of theoretical approach, methods, and overall research plan, Suitability of proposed activities, timelines, and budget.
Potential Impact	Potential for the project results to have influence and impact within and/or beyond the research community; Plans for pursuit of research topic beyond the grant period; Quality and appropriateness of knowledge mobilization plans; Potential for the project to obtain significant external funding.
Research Team	Potential for the project to develop new or expand existing partnerships and collaborations at the U of R; Quality and significance of the team, including complementary expertise; Research records relative to career stage will be considered.
Strategic Alignment	Alignment of the project with the U of R's strategic research clusters and/or areas of emphasis; Project is of importance to the U of R and will advance our research capacity.

Applications will be considered by a review committee appointed by the Vice-President (Research).

7. Application Instructions

The application deadline is September 24, 2018. There will be another intake in February 2019. One electronic copy must be submitted to the Research Office by the above deadline.

Each application package should include:

- Completed application form. Available at: www.uregina.ca/research/for-faculty-staff/find-funding/internal-grants/research-cluster-grants.html
- Research Plan attachment, maximum 3 pages
- References attachment, maximum 1 page
- CV or biography from the U of R researchers, maximum 2 pages each. Include the most recent and relevant activities.
- Optional peer assessment which comments on the quality of the proposal, maximum 1 page. The review committee may seek additional expert opinion.
- Signatures of Department Head (if applicable) and Dean (or designate) for the applicant and all co-applicants.

Note: Attachments are only allowed for the identified sections and must not exceed the maximum number of pages identified. They must be in Times New Roman 12 point font with minimum margins of 3/4". Excess pages will be removed and will not be considered.

7. Administration of Funds

The Research Office will notify applicants about the results of the competition. Requirements regarding the administration of funds including research certifications, grant accounts, eligible expenditures, end dates, extensions, and reporting will be outlined in the award letter.