

Tri-agency Narrative CV Guide

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Introduction to Tri-agency Narrative CVs

The San Francisco [Declaration on Research Assessment \(DORA\)](#) resulted from the recognition that traditional, metric-driven CVs can unfairly create disadvantages to many researchers whose disciplines, career paths, and research methods follow non-standard approaches. DORA affirmed that current methods for evaluating scientific research outputs, which often failed to account for significant career interruptions, needed improvement. DORA urges funding agencies to prioritize research content over publication metrics, value a broad range of research outputs beyond publications, and consider multiple forms of evidence when assessing research impact.

As signatories to DORA, the Tri-agencies (SSHRC, NSERC, and CIHR) introduced the **Tri-agency CV (TCV)**, a narrative CV format intended to replace existing CV formats in their grant applications. This approach aims:

- To create a harmonized CV applicable across all programs and all three agencies;
- To capture more effectively the diverse contributions of grant and award applicants to federal research programs;
- To highlight the applicant's unique contributions in any field of scholarly enquiry by recognizing a wide range of research outputs; and
- To provide space for detailed accounts of career trajectories, mentorship, and leadership roles, as appropriate to the applicant's career stage.

Other countries have adopted the narrative CV (e.g., the UK's [Résumé for Researchers](#)), and the format is emerging as an international standard. In Canada, the TCV expands on narrative elements that already were in place, i.e. a “most significant contributions” section in many Tri-agency grant applications that used a similar approach.

This Guide provides detailed guidance about the TCV for York researchers, including resources and publicly available tools for drafting content, best practices, and review requirements, with the goal of helping researchers develop TCVs that maximize their chances for application success.

Key Points

- › **Be selective:** Narrative CVs prioritize qualitative descriptions of impact rather than exhaustive lists of publications – select contributions that are relevant to the proposed project.
- › **Highlight past achievements:** Narrative CVs should highlight your previous work and experiences to demonstrate your ability to deliver a future project. They are not intended to describe how you will carry out the proposed research – that information belongs elsewhere in the application.
- › **Provide specific evidence:** Avoid vague or sweeping statements and wherever possible, use evidence to support your achievements and clearly demonstrate impact. Ask yourself: Why was this important? What was the outcome or benefit?
- › **Write authentically:** Writing in the first person (“I led the project...”) can help convey your interest and passion. Reviewers are people too and tend to respond well to engaging, readable narratives.
- › **Ask a friend or colleague:** Discussing your work with others can help surface broader contributions and help you identify and clearly articulate the broader impact of your work, such as mentoring or service to the research community, that may be harder to identify on your own.
- › **Don’t overthink the structure:** There’s no single “correct” way to write a narrative CV. Emphasis will differ by research area, career stage, and experience.¹ Include examples where they fit best, and remember that not all experiences need to be included. If something fits into more than one section, place it where it feels the most appropriate to you.

TCV Checklist

Applicants and research support staff may use the following TCV checklist to ensure that a TCV is complete, clear, and aligned with application requirements. The TCV checklist can also provide a useful resource for collegial peer review of TCVs during the application process.

The English version of the TCV must not exceed five pages (six pages if written in French). Applicants may wish to adjust the relative length of sections depending on the purpose of the application. For example, applicants preparing a TCV for an award application may choose to allocate more space to the Personal Statement section.

While the page lengths for each section are ultimately up to the applicant, the following are suggested benchmarks for research project application TCVs:

- › **Personal statement:** 0.5-1 page
- › **Most significant contributions and experiences:** 3-3.5 pages
- › **Supervisory and membership activities:** 1-1.5 page

TCV Checklist	
☐	Personal Statement – Clearly explains why the applicant is well suited for the proposed role, with concrete examples of expertise, accomplishments, and experiences.
☐	Most Significant Contributions – Highlights the applicant’s key contributions and experiences relevant to the application, including evidence such as publications, projects, awards, or outcomes.
☐	Supervisory and Mentorship Activities – Describes the applicant’s mentorship or training of students, trainees, or colleagues, including examples of impact or success.
☐	Evidence of Impact – Includes concrete evidence in each section (e.g., research outputs, collaborations, leadership, mentorship, and broader impacts) with all relevant information provided directly rather than through external links.
☐	Tailored to Proposed Project – Highlights contributions and experiences most relevant to the specific research project.
☐	Alignment with Funding Agency and Call – Meets the specific requirements of the targeted funding agency and demonstrates “fit” with the targeted funding call (e.g. CIHR values health impact).
☐	Formatting – Well-organized, written in the first person, easy to read, and follows the formatting instructions of the targeted funding agency.
☐	Plain Language – Communicates research contributions and impact clearly for all reviewers not just for other experts in your field.
☐	Cross-Check Resources – Consults a range of resources and supports to ensure that the CV meets agency expectations.
☐	Reviewed by a Peer or Collaborator (strongly recommended) – A peer or collaborator’s review can improve clarity, identify gaps, and strengthen how your contributions and impacts are presented.

Download a separate [Microsoft Word](#) or [PDF](#) version of this checklist.

Components of the Narrative CV

A narrative CV has three mandatory sections:

1. Personal statement

Why are you well suited for your proposed role?

2. Most significant contributions and experiences

What are your most important contributions or experiences that are relevant to this application?

3. Supervisory and mentorship activities

How have you mentored or trained future generations?

1. Personal Statement

The personal statement should offer insight into the applicant's professional narrative and achievements by highlighting:

- › Relevant expertise;
- › Research impact;
- › Leadership qualities; and
- › Lived or living experiences.

Applicants should describe:

- Why they are well suited to the proposed role (i.e., Principal Investigator, Co-Investigator / Co-Principal Investigator, or similar roles as defined by the funding opportunity and project scope); and
- How their background aligns with the application.

For example, you may address the following:

	Consider the following questions to help guide your efforts ¹ :
Collaborations or past performance in the field or related fields	› Who have you collaborated with (individuals, institutions, or industries), and how did those collaborations strengthen your work? › Have you contributed to interdisciplinary projects? What role did you play?

¹ The guiding questions featured throughout this guide have been adapted from UWinnipeg's Narrative CV Template.

	➤ How has your past research or performance influenced or advanced your field or related areas?
Expertise related to the specific topic or related topics	➤ What specific knowledge or skills do you bring to this topic? ➤ How has your expertise evolved over time? ➤ Are there adjacent fields where your skills or insights have also proven valuable? ➤ In what ways are you seen as a resource or leader in your area of expertise? ➤ Have you developed datasets or tools?
Impact of your research, and its benefits to society and science	➤ What difference has your research made, either within academia or beyond? ➤ How do you define “impact”² in your field, and how have you contributed to it? ➤ Has your work informed policy, education, industry, or public understanding? ➤ Has your research been brought to market through patenting or company start up? ➤ Can you share an example where your research led to a real-world change or outcome?
Leadership activities and skills	➤ Have you led research teams, departments, initiatives, or projects? ➤ What have you done to support or mentor early-career researchers or students? ➤ Have you contributed to building inclusive, supportive research environments? ➤ In what contexts have you demonstrated leadership beyond formal titles?
Lived or living experience relevant to the specific project scope in the application	➤ Are there personal experiences that shape your research questions or approaches? ➤ Have your background, culture, or identity influenced your path or perspective in academia? ➤ How have your lived experiences helped you relate to others, shape inclusive research practices, or drive unique insights?
Previous work, progress, or productivity that provide context to the results of your research	➤ What foundational work³ has led you to this point? ➤ Are there long-term projects or gradual developments that contextualize your current research? ➤ Have you been involved in partnerships which shaped your work?

² Impact may take many forms depending on your research area and career stage (e.g., advancing knowledge or frameworks, methodological innovation, developing tools or datasets, influence on policy or decision-making, capacity-building in communities, contributions to interdisciplinary research, knowledge mobilization, and HQP training).

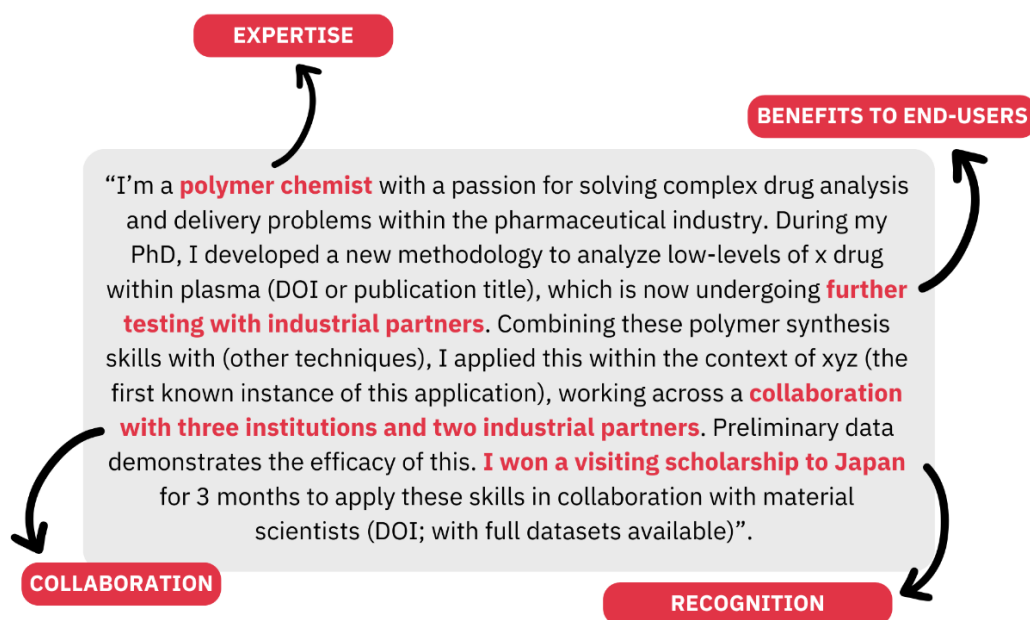
³ Some examples of foundational work include early training and collaborations and establishing community relationships.

activities which support your current application	› Do you have a network of community contact points or collaborations with communities or researchers (in your field or closely related fields)? › How does your research trajectory demonstrate sustained progress, even if not always linear? › How has your research evolved overtime?
Recognitions (e.g., prizes, awards, community letters)	› Have you received any honors that acknowledge the quality, impact, or innovation of your work? › Have you been invited to speak, review, or serve on panels due to your expertise? › Have you sat on a Board or appeared before a parliamentary committee due to your expertise? › Are there examples of informal or community-based recognition that highlight your value in your field or community?

PERSONAL STATEMENT SAMPLES

Examples will vary across disciplines and research areas. **Science, Technology, Engineering and Math (STEM)** scholars may wish to highlight contributions such as technological or experimental innovations, development of new tools or datasets, research collaborations, knowledge mobilization, and the broader scientific, societal, or commercial impact of their work.

STEM Sample



Text Credit: Adams, E., & Oza, S. (Ed.) (2023). Writing a Narrative CV. University of Dundee. DOI: 10.20933/100001295

In contrast, **scholars in the social sciences and humanities (SSH), health, and related fields** who engage in more community-engaged or qualitative research may choose to emphasize methodological innovations, contributions to policy or practice, as well as partnerships and collaborations.

SSH, Health, and Related Fields Samples



2. Most Significant Contributions and Experiences

The most significant contributions and experiences section should demonstrate the applicant's key contributions and experiences, spanning research outputs such as publications, community engagement, creative works, and societal contributions. For each contribution or experience, explain:

- › The impact (i.e. what changed);
- › The evidence of the impact (not just what you did but evidence of the difference it made)
- › The significance (i.e. how much did it change - how many people, animals, hectares of land, gallons of water were affected);
- › The usefulness; and
- › Your role.

Describe up to ten (10) important contributions or experiences that relate to your application. These contributions are not necessarily a publication, rather, they are more of an overview of work that has some kind of scholarly, social, cultural, environmental or economic impact.

For example, you may address the following:

- › **Articles and other publications**
 - E.g. Communications, monographs, memoirs or special papers, review articles, conference/symposia/workshop proceedings, government publications, reports documenting industrial contributions or contributions to professional practice, posters, abstracts, preprints.
- › **Assessment and review activities**
 - E.g. Journal review, conference review, funding assessment.
- › **Community service** or involvement that leverages expertise
 - E.g. Membership on expert/advisory committees, journal editorships, community sharing circles, community gatherings, engagement events.
- › **Contributions to Indigenous leadership**, self-determination, and capacity-building in research
- › **Creative outputs**
 - E.g. Art, exhibitions, performances, publications, presentations, and film, video, and audio recordings.
- › **Dataset** creation, curation, sharing, or re-use
- › **Equity, diversity, inclusion, and accessibility advances** in the research ecosystem
- › **Event and volunteer activities**
- › **Intellectual property**
 - E.g. Patents, copyrights, trademarks, trade secrets.
- › **Knowledge mobilization**, including knowledge translation and communication of research results to specialist or non-specialist audiences, including policymakers and the public
 - E.g. Magazine/newspaper articles, media interviews, blogs, social media, policy briefs, public lectures.

- › **Methodologies, knowledge systems, cultural practices and approaches**
- › **New companies or organizations** created to further the promotion/use of research
- › **Partnerships or collaborations** within or with Canadian or international research or non-research communities or non-profit/public/private sector organizations
- › **Policies, guidelines, regulations, laws, rights, standards, or practices**
- › **Products, technology, processes, services, or advice useful to specific organizations** (from the private, public, or non-profit sectors), communities, or society
- › **Software or tool development** for use by researchers or others in the private or public domain

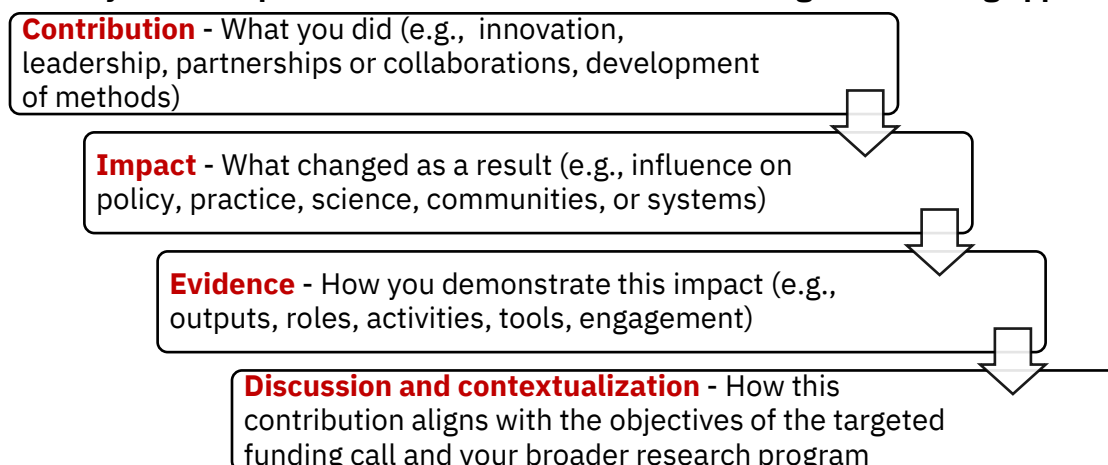
Do not feel the need to include content under every category. Choose only those that fit your research and the opportunity you are applying to.

MOST SIGNIFICANT CONTRIBUTIONS AND EXPERIENCES PROMPTS AND SUGGESTED STRUCTURE

You may consider the following prompts to help guide the development of the Most Significant Contributions and Experiences section of your narrative CV. These questions are intended to help you reflect on the significance, impact, and context of your work across your career.

- › What contributions best represent your approach to research and your body of work?
- › What foundational experiences, skills, or training have shaped your research and career trajectory?
- › What forms of impact are most meaningful in your discipline (beyond publications), and how has your work contributed to them?
- › How do equity, diversity, and inclusion (EDI) considerations inform your research across all stages of the process (e.g., identification of research questions, study design and target populations, methodology, data collection, analysis and interpretation, stakeholder engagement, and knowledge mobilization), as applicable?

You may find it helpful to structure each contribution using the following approach:



MOST SIGNIFICANT CONTRIBUTIONS AND EXPERIENCES SAMPLES

Contributions to the Research and Innovation Community

“I am an active member of the **(insert professional body)** and I have been an active STEM Ambassador since 2016. I have reviewed for a range of life science and biomedical journals, including **X, Y and Z**. I am currently a Guest Associate Editor of the **xxx**. I have been invited to be the external examiner of two international PhD vivas **(Place, date)**, as well as one of the expert evaluators of another two **(Place, date)**. I was also the first to establish, within my group, a partnership with national charities with the idea of developing a tool that will allow the public to understand **xyz**.”

Text Credit: Adams, E., & Oza, S. (Ed.) (2023). Writing a Narrative CV. University of Dundee. DOI: 10.20933/100001295

Contributions to Methodology, Tools, the Generation of New Ideas, etc.

My research, published in **[List 1-3 journals]**, has **[Describe key findings and their significance, e.g., challenged existing paradigms, identified novel therapeutic targets, provided new insights into disease mechanisms]**. This work on **[Specific research topic]** has been cited extensively in the literature, demonstrating its influence on subsequent research in the field.

Instead of saying:

“ In the last 10 years, I have published 10 first-author articles, mainly in high-impact journals.”

You can say:

“My research has contributed to a revised understanding of **[phenomenon A]** through and in depth analysis of the effects of **[B&C]** on **[D]**. The work is reported in **[DOI/Journal]**.”

Text Credit: Adams, E., & Oza, S. (Ed.) (2023). Writing a Narrative CV. University of Dundee. DOI: 10.20933/100001295

3. Supervisory and Mentorship Activities

The supervisory and mentorship activities section should highlight the applicants' efforts in mentoring and training future generations, emphasizing their role in:

- Creating inclusive environments;
- Delivering training, providing mentorship; and
- Supporting the development of others through diverse and impactful activities.

Describe how you have helped mentor or train future generations. This can include the development of highly qualified personnel for careers within and outside of academia.

For example, you may address the following:

	Consider the following questions to help guide your efforts:
Creation of safe, equitable, and inclusive research environments, practices, and norms	➤ What actions have you taken to create a research environment where all participants feel safe, respected, and valued? ➤ Can you describe any specific initiatives you have led or participated in to foster diversity and inclusion within your research team? ➤ How do you address and combat systemic barriers or biases within your research group or discipline? ➤ How do you promote work-life balance and well-being for members of your research team?
Mentorship (formal or informal) of highly qualified personnel, Early Career Researchers, colleagues, collaborators, relevant partners, other professionals, or community members	➤ Can you provide examples of how your informal mentoring (e.g., advising, career guidance) has positively impacted individuals in your field? ➤ How do you foster mentees' independence while also providing necessary guidance? ➤ What strategies do you use to create a safe and supportive environment for your mentees?
Development and delivery of training workshops outside of research or course requirements	➤ What training workshops have you developed or delivered outside of formal course requirements or research duties? ➤ Can you provide examples of workshops you have led to enhance research skills or professional development? ➤ How do you ensure that your training sessions are inclusive and accessible to participants from diverse backgrounds? ➤ What outcomes have resulted from the workshops you've conducted (e.g., feedback, certifications, improvements in skills)?

Outreach and engagement with students, youth, or members of the general public, including through in-person or online targeted activities or capacity building	➤ Have you collaborated with external organizations or stakeholders for outreach efforts (e.g., schools, public libraries, community groups)? ➤ Can you provide examples of outreach initiatives aimed at increasing public awareness or interest in your research field? ➤ Have you been involved in programs that aim to inspire under-represented groups to pursue careers in research or academia?
Supervision of highly qualified personnel in the research process	➤ What's your mentorship theory and framework? ➤ How many students, postdocs, or research staff have you supervised in your research career? ➤ Can you highlight any particularly successful or impactful outcomes of your HQP supervision? ➤ How do you ensure your HQP develop necessary research skills and progress in their careers? ➤ Have any of your HQP gone on to achieve notable accomplishments (e.g., awards, career advancements, publications)?
Training in methodologies, knowledge systems, or cultural practices and approaches in the research context (e.g., Indigenous knowledge and science)	Indigenous research training: ➤ Have you incorporated Indigenous knowledge or methodologies into your research or teaching? ➤ What specific efforts have you made to support Indigenous students or researchers in your field? ➤ Have you participated in or organized workshops or seminars that focus on Indigenous research practices? ➤ What steps have you taken to ensure your research practices are culturally respectful and relevant to Indigenous peoples?

SUPERVISORY AND MENTORSHIP ACTIVITIES SAMPLES

“Multi-layered mentorship starts on day one in my lab. I mentor and co-publish with each of the students I supervise, grounded in initial one-on-one discussions about their career aspirations, work-life balance needs, and progress benchmarking. I ensure equitable and inclusive networking and conference opportunities and have supervised 1 Banting post-doc, and 5 PhD and 12 Master’s students to completion. Two of these students won best conference paper awards, and among my former PhD students three are now professors at Canadian and international universities, and two were recruited as researchers for major pharmaceutical companies in the US and Germany.”

Text Credit: Crafting a Compelling Narrative CV: Concordia University

https://www.concordia.ca/content/dam/research/docs/Workshops/2023/Narrative_CV_Workshop_2023.pdf.

"My approach to student training centers mentorship throughout a student’s research work to ensure that their professional development aligns with their long-term career goals, their immediate needs, and their development as emerging researchers. I include dedicated budgets in all my projects to support attendance and (co-) presentation of research work at conferences, as well as (co-) publication of student research. I build inclusive and equitable practices throughout the recruitment, training and supervision of my students. Their success reflects the value of these commitments: I have supervised 2 Canada Postgraduate Research Award (CPRA) postdocs, 6 Doctoral students (4 completed, 2 in Candidacy) and 14 Master’s students (12 Completed, 2 in progress), including 3 Best Paper awards. 3 of my former Doctoral students have secured Tenure-Track appointments, while other students have secured non-academic roles in related fields, such as policy analysis, research administration, and the public service."

Guidance for Different Career Stages

Applicants are encouraged to select contributions that best illustrate the significance and impact of their work within the context of their career stage and field. Applicants should also provide context by describing how their research activities have enhanced their skills, shaped their career trajectory, and reflect their current stage of professional growth.

- **Early career researchers** may wish to emphasize contributions or foundational training that demonstrate their approach, skills, professional development, and potential for future impact.
- **Mid-career or established researchers** may choose to highlight influential contributions, leadership roles, long-term or large-scale projects, partnership development, contributions to policy change, training of highly qualified personnel (HQP), or other activities demonstrating long-term and sustained impact in their field.

Applicants are also encouraged to describe forms of impact that are meaningful within their discipline or research context. Impact may take different forms, including scholarly, methodological, relational, policy, community, or other contributions that advance knowledge, practice, or engagement.

Tips for Early Career Researchers

- **Highlight quality over quantity:** Highlight publications, projects, or outputs that best demonstrate your approach and/or career trajectory.
- **Show emerging expertise and trajectory:** Highlight methodological strengths (e.g., a paper that demonstrates your approach, a community-engaged project, a dataset you developed, involvement in a team project, etc.) and future directions.
- **Discuss potential and future impact:** Show that impact is appropriate to career stage. This can include diverse forms of contribution (e.g., policy relevance, methodological innovation, partnership development, etc.) and is not limited to publications and citations. For researchers working with Indigenous communities, this might include relational accountability, co-creation processes, or contributions in terms of capacity building.

Tips for Mid-Career and Established Researchers

- **Highlight influential contributions:** Focus on work that has shaped the field, influenced policy or practice, or generated significant scholarly or societal impact.
- **Demonstrate the evolution of a research program:** Show how individual contributions connect to a sustained body of work or long-term research agenda.
- **Emphasize leadership and mentorship:** Include training of highly qualified personnel (HQP), mentorship of students and early career researchers, and leadership in collaborative initiatives.
- **Show partnership and engagement:** Describe contributions to partnerships with communities, industry, government, or other stakeholders where relevant.
- **Document broader impact:** This may include policy influence, methodological advances, field-building activities, community relationships, or other forms of disciplinary or societal impact.

Formatting Requirements

Please note that each agency has its own template (please refer to the “Additional Supports and Resources” section on the last page). Always check the funder’s instruction/template and follow the standards for specific grant programs as outlined in the relevant guidelines – while the overall goal of a narrative CV may be the same across multiple funders, the sections and format may also differ depending on the funder.

	CIHR	SSHRC	NSERC
Font	Use a minimum of 12-point, Times New Roman font in black type. Do not use condensed fonts. Superscript and subscript text are allowable. You may use other fonts and font sizes for text in tables, charts, figures, graphs and legends only, as long as it is legible when the page is viewed at 100%.	Use 12-point, Arial font in black type. Do not use condensed fonts. You can apply different fonts and sizes only in tables, figures and legends. However, the text must be clear and readable when the page is displayed at its normal size of 100%.	Use 12-point Times New Roman font in black type for all text. Do not use condensed fonts. Font and size rules do not apply to text within tables and figures. However, the font must be clearly legible. Figures and tables count toward specified page limits.
Line and character spacing	Use a minimum of single line spacing. Do not use narrow line spacing. Use normal/standard character spacing. Do not use condensed character spacing.	Use a minimum of single line spacing. Do not use narrow line spacing. Use normal/standard character spacing. Do not use condensed character spacing.	Use single spacing, with no more than six lines of text per inch.
Margins	Insert a minimum margin of 2 cm (0.79 inch) around all pages. Margins may include page numbers in the header or footer (number only) but must otherwise be empty and contain no text or images.	Insert a minimum margin of 2 cm (0.79 inch) around all pages. Margins may include page numbers in the header or footer (number only) but must otherwise be empty and contain no text or images.	Set all margins to at least ¾ inch (1.87 cm).
Page limit	Observe page limitations. Additional pages may NOT be added unless specified. CIHR indicates, under each section, the total number of pages permitted. The English version of the tri-agency CV must not exceed five pages (six pages if written in French). You can write as much as you need for each	The English version of the tri-agency CV must not exceed five pages (six pages if written in French). You can write as much as you need for each section (1 through 3), as long as you do not go over the total page limit. Before completing the tri-agency CV, consult the funding opportunity details to determine if any sections of	The CV is limited to five pages (six pages if written in French). There is no limit to the volume of information for each section. You may devote more space to certain sections depending on the nature of your past contributions and experience.

	section (1 through 3), as long as you do not go over the total page limit. Before completing the tri-agency CV, consult the funding opportunity details to determine if any sections of the appendix are required. Appendix section(s) do not count towards the total page limit.	the appendix are required. Appendix section(s) do not count towards the total page limit.	
Page size	Use only letter size (21.59 X 27.94 cm / 8.5" X 11"), white paper/background for all attachments. Photo-reduce the supporting documents if the originals are larger than 21.59 X 27.94 cm / 8.5" X 11".	Size all pages to 8 ½" x 11" (216 mm x 279 mm).	Use letter-size pages (8.5 x 11 inches or 216 mm x 279 mm).
Page headers	N/A	N/A	Type your name at the top right corner of every page (in the header section).
Attachment format	Attachments must be uploaded in PDF format (unprotected). It is important to confirm that the final PDF document complies with the formatting requirements. The size of the attached document(s) cannot exceed 30 MB per document.	Before uploading, save/export your tri-agency CV as an unprotected PDF (i.e., one without security measures to lock or password protect the document). The size of the uploaded PDF cannot exceed 5 MB.	All attachments must be converted to PDF before they can be uploaded and attached to the electronic application. The PDF filename must not contain special characters or accents and must be 15 characters or less. The PDF must not have security settings such as encryption or password protection. You can remove these by reprinting the file using compatible software. If any supporting document is in a language other than English or French, you must provide a certified translation

If you are listing publications (may differ depending on the funding agency):

- › Use any citation style common in your field.
- › Add an asterisk (*) after each of your supervised highly qualified personnel (e.g., First Name Last Name* or Last Name, First Name*) if you are their supervisor.
 - Highly qualified personnel are college and university students (undergraduate and graduate), postdoctoral researchers, technicians, skilled workers (e.g., artisans and tradespeople, community members), research assistants, or associates. They may be from post-secondary institutions or from other groups involved in research, like community groups or partner organizations (e.g., private, public, or not-for-profit).
- › If the lead author is not listed first (e.g., if authorship is alphabetical), bold the lead author's name

Online Tools for TCV Content Development

USE OF GENERATIVE AI FOR TCVS

The Tri-Agencies recognize that AI tools provide power options for researchers to develop and draft TCVs. Applicants and reviewers, including York staff, are advised to review the Tri-Agency guidelines on the use of GenAI for research grant applications.

Given the rapid and evolving nature of AI, the Tri-Agencies reserve the right to adjust their guidance in the future. Researchers are encouraged to consult the Tri-Agency's [Frequently Asked Questions: Use of AI in the development and review of research grant proposals](#) page to help them navigate the responsible use of AI and adopt best practices when developing research proposals.

ONLINE TRI-AGENCY NARRATIVE CV GUIDE (UNIVERSITY OF CALGARY)

In 2026, the University of Calgary launched a free resource for Canadian researchers to assist with creating narrative CVs. The tool provides guidance and an AI assistant feature to assist with content drafting of TCV sections, with practical advice.

The AI tool is designed specifically for TCVs and is not a generic chatbot. Information is not stored on the university's servers, chats are not logged, and inputs are not recorded. Files are processed locally on the user's browser and never leave the user's device. AI providers do not use data to train the AI assistant, and chat data are encrypted.

As York University VPRI has vetted this tool with the University of Calgary, York researchers and staff may take advantage of this tool, if desired. The guide may be accessed here:

<https://tcvguide.ca/>

Additional Support and Resources

Faculty who would like feedback on their narrative CV or assistance with drafting and refining their materials can access a range of supports across the University.

The following internal resources may be helpful:

- **Faculty Research Offices**
If you are unsure where to begin, contacting your Faculty Research Office is a good first step as they can help connect you with the most appropriate supports. Faculties have dedicated research support staff who can provide discipline-specific guidance, review drafts, and offer feedback to strengthen your narrative CV and related application materials.
- **Strategic Institutional Research Initiatives (SIRI)**
SIRI staff can provide support for grant applications and proposal development for submissions that fall under the SIRI mandate, including advice on developing a narrative CV for Tri-agency and other applications when required. For any initial research questions or inquiries, faculty should contact their [research office](#) first, who will then assist you or direct you to the appropriate contact if needed.
- **Research Commons**
Research Commons will offer workshops to support faculty in developing narrative CVs. Faculty can [click here](#) to find upcoming workshop offerings and schedules.
- **YULink Tri-agency CV Resources**
Faculty can also visit dedicated [YULink Tri-agency CV page](#) for additional resources, guidance, and reference materials related to preparing narrative CVs and strengthening research applications.

You may also find the following external resources helpful:

SSHRC:

- [SSHRC's Tri-agency CV Instructions](#)
- [SSHRC's Guidelines for Reviewing the Tri-agency CV](#)

CIHR:

- [CIHR's Tri-agency CV Instructions](#)
- [CIHR'S CV Template](#)
- [CIHR's Tri-agency CV FAQ](#)
- [CIHR's Tri-agency CV Webinar](#)
- [CIHR's Guidelines for Reviewing the Tri-agency CV](#)

NSERC:

- [NSERC's Tri-agency CV Instructions](#)
- [NSERC's Guidelines for Reviewing the Tri-agency CV](#)

Pan-Agency Resources:

- [Tri-agency CV FAQ](#)
- [DORA Webinar on Research Evaluation](#)
- [Narrative CV Learning Tool](#)

Other:

- University of Dundee: [Writing a Narrative CV](#)
 - This workbook provides reflective prompts to help you develop a narrative CV.
- Concordia University: [Crafting a Compelling Narrative CV \(slides\)](#)
 - These slides outline a comprehensive approach to developing a narrative CV.