

# NSERC Discovery Grants & RTI

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

~ Please note: this workshop is being recorded.

## Schedule of events

|                |  |
|----------------|--|
| 1:00 – 1:10 PM | Welcome, Introductions, and Overview of the Evaluation/Rating Process at NSERC                       |
| 1:10 – 1:40 PM | Research Facilitators & Planning Officers:<br>Tips on HQP, EDI, Budget, CCV, RTI and Internal Review |
| 1:40 – 2:15 PM | NSERC EG/RTI Members: Tips from adjudication   |
| 2:15 – 3:00 PM | Q&A  |
| 3:00 – 3:30 PM | Break-out rooms by Evaluation Group  |

## Research Facilitators and EG/RTI members presenting:

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

### Research Facilitators:

- **Danielle Baron, Ag & Bio** - HQP
- **Tera Ebach, RASI** - EDI
- **Karen Mosier, Medicine** - Budget
- **Heidi Smithson, Engineering** - CCV
- **Bruna Bonavia-Fisher, Medicine** - RTI
- **Manisha Jalla, RASI** - Int. Review

- **Troy Harkness**, Professor, Biochemistry, Microbiology and Immunology; Medicine  
*EG 1501 – Genes, Cells and Molecules*
- **Jaswant Singh**, Professor, Veterinary Biomedical Science; WCVM,  
*EG 1502 – Biological Systems and Functions*
- **David Palmer**, Professor, Chemistry; A&Sc,  
*EG 1504 – Chemistry*
- **Adam Bourassa**, Professor, Physics and Eng. Physics; A&Sc,  
*EG 1506 – Geosciences*
- **Regan Mandryk**, Professor, Computer Science; A&Sc  
*EG 1507 – Computer Science*
- **Dena McMartin**, Professor, Civil, Geol. and Envir. Engineering;  
Engineering  
*EG 1509 – Civil, Industrial & Systems Engineering*
- **Thomas Fisher**, Professor, Anatomy, Physiology and Pharmacology; Medicine  
*RTI Evaluation Group: Genes, Cells and Molecules*

# 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 <b>leader</b> in terms of research excellence, accomplishments, and service.<br>Contributions presented in the application are of the <b>highest level of quality</b> .<br>Impact and importance of the work is <b>clearly evident and groundbreaking</b> .  | Research excellence, accomplishments, and service are <b>far superior</b> to others.<br>Contributions presented in the application are of <b>high quality</b> .<br>Impact and importance of the work is <b>clearly evident and influential</b> .  | Research excellence, accomplishments, and service are <b>superior</b> to others.<br>Contributions presented in the application are <b>above average in quality</b> .<br>Impact and importance of the work is <b>clearly evident</b> .  | Research excellence, accomplishments, and service are <b>significant</b> .<br>Contributions presented in the application are of <b>good</b> quality.<br>Impact and importance of the work is <b>evident</b> .   | Research excellence, accomplishments, and service are <b>reasonable</b> .<br>Contributions presented in the application are of <b>reasonable</b> quality.<br>Impact and importance of the work is <b>somewhat evident</b> .   | Research excellence, accomplishments, and service are <b>below an acceptable level</b> .<br>Contributions presented in the application are <b>limited</b> in quality.<br>Impact and importance of the work is <b>not clearly evident</b> .   |
| Merit of the Proposal                  | Proposed research program is clearly presented, is <b>extremely original and innovative</b> and is <b>likely to have impact by leading to groundbreaking advances</b> in the area and/or <b>leading to a technology or policy</b> that addresses socio-economic or environmental needs.<br><b>Long-term vision and short-term objectives are clearly defined</b> .   | Proposed research program is clearly presented, is <b>highly original and innovative</b> and is <b>likely to have impact by contributing to groundbreaking advances</b> in the area, and/or <b>leading to a technology or policy</b> that addresses socio-economic or environmental needs.<br><b>Long-term goals are clearly defined and short-term objectives are well planned</b> .   | Proposed research program is clearly presented, is <b>original and innovative</b> and is <b>likely to have impact by leading to advancements</b> and/or addressing socio-economic or environmental needs.<br><b>Long-term goals are defined and short-term objectives are planned</b> .  | Proposed research program is clearly presented, is <b>original and innovative</b> and is <b>likely to have impact and/or</b> address socio-economic or environmental needs.<br><b>Long-term goals and short-term objectives are clearly described</b> .   | Proposed research program is clearly presented, has <b>original and innovative aspects</b> and <b>may have impact</b> and/or address socio-economic or environmental needs.<br><b>Long-term and short-term objectives are described</b> .   | Proposed research program, as presented <b>lacks clarity</b> , and/or is of <b>limited originality and innovation</b> .<br><b>Objectives are not clearly described</b> and/or likely not attainable.   |
|  | The methodology is <b>clearly defined and appropriate</b> .<br><br>The application <b>clearly demonstrates</b> how the research activities to be supported are distinct from those funded (or applied for) by other sources.   | The methodology is <b>clearly described and appropriate</b> .   |  | The methodology is <b>described and appropriate</b> .   | The methodology is <b>partially described and/or appropriate</b> .  | The methodology is <b>not clearly described and/or appropriate</b> .<br><br>The application <b>does not clearly demonstrate</b> 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 is at the <b>highest level</b> in terms of the research training environment provided and HQP contributions to research.<br><b>Most</b> HQP move on to <b>highly impactful</b> positions that require skills gained through the training received.   | Past training is <b>far superior</b> to other applicants in terms of research training environment provided and HQP contributions to research.<br><b>Most</b> HQP move on to <b>impactful</b> positions that require skills gained through the training received.   | Past training is <b>superior</b> to other applicants in terms of the research training environment provided and HQP contributions to research.<br><b>HQP generally</b> move on to <b>impactful</b> positions that require skills gained through the training received.   | Past training compares <b>favourably</b> with other applicants in terms of the research training environment provided and HQP contributions to research.<br><b>HQP generally</b> move on to positions that require skills gained through the training received.   | Past training is <b>modest</b> relative to other applicants in terms of the research training environment provided and HQP contributions to research.<br><b>Some</b> HQP move on to positions that require skills gained through the training received.   | Past training is <b>below an acceptable level</b> in terms of the research training environment provided and HQP contributions to research.<br><b>HQP rarely</b> move on to positions that require skills gained through the training received.  |
|  | Training philosophy and research training plans are of the <b>highest quality: highly appropriate, clearly defined</b> and expected to produce <b>top quality</b> results in terms of the overall approach and specific projects for HQP.<br><br>Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>clearly described</b> .<br><br>Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>clearly defined</b> . | Training philosophy and research training plans are <b>far superior: highly appropriate, clearly defined</b> and expected to produce <b>high quality</b> results in terms of the overall approach and specific projects for HQP.<br><br>Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>described</b> .<br><br>Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>defined</b> . | Training philosophy and research training plans are <b>superior: highly appropriate, clearly defined</b> and expected to produce <b>quality</b> results in terms of the overall approach and specific projects for HQP.<br><br>Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>described</b> .<br><br>Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>defined</b> . | Training philosophy and research training plans are <b>appropriate and clearly defined</b> in terms of the overall approach and specific projects for HQP.<br><br>Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>described</b> .<br><br>Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>defined</b> . | Training philosophy and research training plans are <b>partially appropriate and partially defined</b> in terms of the overall approach and specific projects for HQP.<br><br>Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>partially described</b> .<br><br>Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>partially defined</b> . | Training philosophy and research training plans are <b>not appropriate and not clearly defined</b> in terms of the overall approach and specific projects for HQP.<br><br>Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>inaccurate or not described</b> .<br><br>Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>not appropriate or not defined</b> . |



|   |  |   |  |
|---|--|---|--|
| <b>Excellence of the researcher</b>   | <input type="checkbox"/> <b>Exceptional</b>  | <input type="checkbox"/> <b>Outstanding</b> | <input type="checkbox"/> <b>Very Strong</b>  |
|   | <input type="checkbox"/> <b>Strong</b>   | <input type="checkbox"/> <b>Moderate</b>    | <input type="checkbox"/> <b>Insufficient</b> |
| <ul style="list-style-type: none"> <li>• Knowledge, expertise, and experience of the researcher in the NSE</li> <li>• Quality and impact of contributions to the proposed research and/or other areas of research in the NSE</li> <li>• Importance of contributions to, and use by, other research and end-users</li> </ul>   | <b>Rationale for rating:</b> <ul style="list-style-type: none"> <li>• Knowledge, expertise, and experience of the researcher in the NSE</li> <li>- current positions, PhD, etc. (in what areas?)</li> <li>- research/professional service (research, teaching, NSE community, may apply to the probes below also?)</li> <li>• Quality and impact of contributions to the proposed research and/or other areas of research in the NSE</li> <li>- grants awarded (co-1 or PI?)</li> <li>- editorial boards?</li> <li>- publications (quantity/quality, lead/senior author, HQP on them and marked with * ?)</li> <li>- presentations (invited?)</li> <li>- most significant contributions (number of citations; for long-term themes capturing current work, recent impact?)</li> <li>• Importance of contributions to, and use by, other research and end-users</li> <li>- knowledge translation?</li> <li>- media coverage?</li> </ul>   |   |  |
| <b>Merit of the proposal</b>  | <input type="checkbox"/> <b>Exceptional</b>  | <input type="checkbox"/> <b>Outstanding</b> | <input type="checkbox"/> <b>Very Strong</b>  |
|   | <input type="checkbox"/> <b>Strong</b>   | <input type="checkbox"/> <b>Moderate</b>    | <input type="checkbox"/> <b>Insufficient</b> |
| <ul style="list-style-type: none"> <li>• Originality and innovation</li> <li>• Significance and expected contributions to NSE research; potential for policy- and/or technology-related impact</li> <li>• Clarity and scope of objectives</li> <li>• Clarity and appropriateness of methodology</li> <li>• Feasibility</li> <li>• Extent to which the scope of the proposal addresses all relevant issues</li> <li>• Consideration of sex, gender and diversity in the research design, if applicable to the field</li> <li>• Consideration of interdisciplinary methods or practices in research</li> <li>• Appropriateness of, and justification for, the budget</li> <li>• Demonstration that the DG proposal is distinct conceptually from research supported (or submitted for support) through CIHR and/or SSHRC</li> <li>• 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 <a href="#">CIHR Foundation Grant</a>)</li> </ul> | <b>Rationale for rating:</b> <ul style="list-style-type: none"> <li>- use summary to help outline this!</li> <li>• Originality and innovation <ul style="list-style-type: none"> <li>- developed new experimental paradigms, techniques, combined approaches?</li> </ul> </li> <li>• Significance and expected contributions to NSE research; potential for policy- and/or technology-related impact <ul style="list-style-type: none"> <li>- model/theory development, long-term "story", socioeconomic/environmental impact?</li> </ul> </li> <li>• Clarity and scope of objectives <ul style="list-style-type: none"> <li>- long term goals/vision (model/theory?) and short term objectives (experiments/studies?) clearly defined?</li> </ul> </li> <li>• Clarity and appropriateness of methodology <ul style="list-style-type: none"> <li>- understandable for general scientific audience, credibility (publications involving these methods)?</li> </ul> </li> <li>• Feasibility <ul style="list-style-type: none"> <li>- can be done by their lab, has relevant experience (if not, clear plan, but "story" should fit you)</li> </ul> </li> <li>• Consideration of sex, gender and diversity in the research design, if applicable <ul style="list-style-type: none"> <li>- if not applicable, should clearly state why, but give this careful consideration</li> </ul> </li> <li>• Extent to which the scope of the proposal addresses all relevant issues <ul style="list-style-type: none"> <li>- you control the scope of this "story", not too big or too small...</li> </ul> </li> <li>• Appropriateness of, and justification for, the budget <ul style="list-style-type: none"> <li>- reasonable, use tables for clarity (e.g., funds for HQP in which years), "get the funding then do what you want"</li> </ul> </li> <li>• Demonstration that the Discovery Grant proposal is distinct conceptually from research supported (or submitted for support) through CIHR and/or SSHRC <ul style="list-style-type: none"> <li>- summaries from grants, but clear statements of "no conceptual or budgetary overlap" are helpful</li> </ul> </li> <li>• 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 <a href="#">CIHR Foundation Grant</a>) <ul style="list-style-type: none"> <li>- why couldn't the CIHR Foundation grant cover this work?</li> </ul> </li> </ul> |   |  |
| <b>Contributions to the training of highly qualified personnel</b>  | <input type="checkbox"/> <b>Exceptional</b>  | <input type="checkbox"/> <b>Outstanding</b> | <input type="checkbox"/> <b>Very Strong</b>  |
|   | <input type="checkbox"/> <b>Strong</b>   | <input type="checkbox"/> <b>Moderate</b>    | <input type="checkbox"/> <b>Insufficient</b> |
| <ul style="list-style-type: none"> <li>• Quality and impact of past training</li> <li>• Training environment</li> <li>• HQP awards and research contributions</li> <li>• Outcomes and skills gained by HQP</li> <li>• Quality, suitability and clarity of the planned training</li> <li>• Training philosophy <ul style="list-style-type: none"> <li>• Mentorship approach and enhancement of the research and training environment</li> <li>• Challenges or barriers to inclusion and advancement of under-represented groups</li> <li>• Planned approach to promote participation of a diverse group of HQP</li> </ul> </li> <li>• Research training plan for individual HQP</li> </ul>   | <b>Rationale for rating:</b> <ul style="list-style-type: none"> <li>• Past contributions to the training of HQP</li> <li>- UGs, Masters, PhDs, PDFs, techs, all count, knowing where they ended up shows you care and are proud! <ul style="list-style-type: none"> <li>• Training environment <ul style="list-style-type: none"> <li>- lab(s), training, techniques and equipment, academic programming, seminars</li> <li>• HQP awards and research contributions</li> <li>- highlight scholarships and research contributions (students in lead roles?)</li> <li>• Outcomes and skills gained by HQP</li> <li>- HQP go on to PDF, faculty, industry jobs, etc</li> </ul> </li> <li>• Training plan <ul style="list-style-type: none"> <li>• Training philosophy</li> <li>- pedagogical approaches, frequent interaction (not just "weekly lab meetings"), social aspects (team building),</li> <li>• HQP research training plan</li> <li>- name HQP where possible in proposal, and provide details here about who is doing what and why</li> </ul> </li> <li>• EDI of HQP! (see slides from our next2 presenters)</li> </ul> </li> </ul>   |   |  |

| EXCEPTIONAL   | OUTSTANDING   | VERY STRONG  | STRONG   | MODERATE  | INSUFFICIENT  |
|---|---|--|--|---|---|
| Acknowledged as a <b>leader</b> in terms of research excellence, accomplishments, and service.<br>Contributions presented in the application are of the <b>highest level of quality</b> . | Research excellence, accomplishments, and service are <b>far superior</b> to others.<br>Contributions presented in the application are of <b>high quality</b> . | Research excellence, accomplishments, and service are <b>superior</b> to others.<br>Contributions presented in the application are <b>above average in quality</b> . | Research excellence, accomplishments, and service are <b>significant</b> .<br>Contributions presented in the application are of <b>good</b> quality. | Research excellence, accomplishments, and service are <b>reasonable</b> .<br>Contributions presented in the application are of <b>reasonable</b> quality. | Research excellence, accomplishments, and service are <b>below an acceptable level</b> .<br>Contributions presented in the application are <b>limited</b> in quality. |
| Impact and importance of the work is <b>clearly evident</b> and <b>groundbreaking</b> .   | Impact and importance of the work is <b>clearly evident</b> and <b>influential</b> .  | Impact and importance of the work is <b>clearly evident</b> .  | Impact and importance of the work is <b>evident</b> .  | Impact and importance of the work is <b>somewhat evident</b> .  | Impact and importance of the work is <b>not clearly evident</b> .   |

## Rationale for rating:

- **Knowledge, expertise, and experience of the researcher in the NSE**
  - current/past positions, PDF, PhD, etc (in what areas?)
  - awards/recognitions/service (research, teaching, NSE community, may apply to the probes below also)?
- **Quality and impact of contributions to the proposed research and/or other areas of research in the NSE**
  - grants awarded (co-I or PI?)
  - editorial boards?
  - publications (quantity/quality, lead/senior author, HQP on them and marked with \* ?)
  - presentations (invited?)
  - most significant contributions (number of citations; for long-term themes capturing current work, recent impact?)
- **Importance of contributions to, and use by, other research and end-users**
  - knowledge translation?
  - media coverage?

# Merit of the Proposal

| EXCEPTIONAL   | OUTSTANDING  | VERY STRONG   | STRONG   | MODERATE   | INSUFFICIENT   |
|---|--|---|--|--|--|
| Proposed research program is clearly presented, is <b>extremely original</b> and <b>innovative</b> and is <b>likely to have impact</b> by <b>leading to groundbreaking advances</b> in the area and/or <b>leading to a technology or policy</b> that addresses socio-economic or environmental needs. | Proposed research program is clearly presented, is <b>highly original</b> and <b>innovative</b> and is <b>likely to have impact</b> by <b>contributing to groundbreaking advances</b> in the area, and/or <b>leading to a technology or policy</b> that addresses socio-economic or environmental needs. | Proposed research program is clearly presented, is <b>original</b> and <b>innovative</b> and is <b>likely to have impact</b> by <b>leading to advancements</b> and/or addressing socio-economic or environmental needs. | Proposed research program is clearly presented, is <b>original</b> and <b>innovative</b> and is <b>likely to have impact</b> and/or address socio-economic or environmental needs. | Proposed research program is clearly presented, has <b>original</b> and <b>innovative aspects</b> and <b>may have impact</b> and/or address socio-economic or environmental needs. | Proposed research program, as presented <b>lacks clarity</b> , and/or is of <b>limited originality</b> and <b>innovation</b> . |
| Long-term vision and short-term objectives are clearly defined.   | Long-term goals are clearly defined and short-term objectives are well planned.  | Long-term goals are defined and short-term objectives are planned.  | Long-term goals and short-term objectives are clearly described.   | Long-term and short-term objectives are described.   | Objectives are not clearly described and/or likely not attainable.   |
| The methodology is clearly defined and appropriate.   | The methodology is clearly described and appropriate.  |   | The methodology is described and appropriate.  | The methodology is partially described and/or appropriate.   | The methodology is not clearly described and/or appropriate.   |

**Rationale for rating:**

- use summary to help outline this!
- Originality and innovation
  - developed new experimental paradigms, techniques, combined approaches?
- Significance and expected contributions to NSE research; potential for policy- and/or technology-related impact
  - model/theory development, long-term “story”, socioeconomic/environmental impact?
- Clarity and scope of objectives
  - long term goals/vision (model/theory?) and short term objectives (experiments/studies?) clearly defined?
- Clarity and appropriateness of methodology
  - understandable for general scientific audience, credibility (publications involving these methods)?
- Feasibility
  - can be done by their lab, has relevant experience (if not, clear plan, but “story” should fit you)
- Consideration of sex, gender and diversity in the research design, if applicable
  - if not applicable, should clearly state why, but give this careful consideration
- Extent to which the scope of the proposal addresses all relevant issues
  - you control the scope of this “story”, not too big or too small...
- Appropriateness of, and justification for, the budget
  - reasonable, use tables for clarity (e.g., funds for HQP in which years), “get the funding then do what you want”
- Demonstration that the Discovery Grant proposal is distinct conceptually from research supported (or submitted for support) through CIHR and/or SSHRC
  - summaries from grants, but clear statements of “no conceptual or budgetary overlap” are helpful
- Clear explanation why Discovery Grant funding is essential to carry out the research proposed in the DG application (for applicants who hold or have applied for a [CIHR Foundation Grant](#))
  - why couldn’t the CIHR Foundation grant cover this work?

The application **does not clearly demonstrate** how the research activities to be supported are distinct from those funded (or applied for) by other sources or does not clearly demonstrate a program of research in the NSE.

# Training of HQP

| EXCEPTIONAL   | OUTSTANDING  | VERY STRONG   | STRONG   | MODERATE   | INSUFFICIENT   |
|---|--|---|--|--|--|
| Past training is at the <b>highest level</b> in terms of the research training environment provided and HQP contributions to research.  | Past training is <b>far superior</b> to other applicants in terms of research training environment provided and HQP contributions to research.   | Past training is <b>superior</b> to other applicants in terms of the research training environment provided and HQP contributions to research.  | Past training compares <b>favourably</b> with other applicants in terms of the research training environment provided and HQP contributions to research.   | Past training is <b>modest</b> relative to other applicants in terms of the research training environment provided and HQP contributions to research.                  | Past training is <b>below an acceptable level</b> in terms of the research training environment provided and HQP contributions to research.                                |
| <b>Most</b> HQP move on to <b>highly impactful</b> positions that require skills gained through the training received.  | <b>Most</b> HQP move on to <b>impactful</b> positions that require skills gained through the training received.  | HQP <b>generally</b> move on to <b>impactful</b> positions that require skills gained through the training received.  | HQP <b>generally</b> move on to positions that require skills gained through the training received.  | <b>Some</b> HQP move on to positions that require skills gained through the training received.   | HQP <b>rarely</b> move on to positions that require skills gained through the training received.   |
| Training philosophy and research training plans are of the <b>highest quality: highly appropriate, clearly defined</b> and expected to produce <b>top quality</b> results in terms of the overall approach and specific projects for HQP. | Training philosophy and research training plans are <b>far superior: highly appropriate, clearly defined</b> and expected to produce <b>high quality</b> results in terms of the overall approach and specific projects for HQP. | Training philosophy and research training plans are <b>superior: highly appropriate, clearly defined</b> and expected to produce <b>quality</b> results in terms of the overall approach and specific projects for HQP. | Training philosophy and research training plans are <b>appropriate and clearly defined</b> in terms of the overall approach and specific projects for HQP. | Training philosophy and research training plans are <b>partially appropriate and partially defined</b> in terms of the overall approach and specific projects for HQP. | Training philosophy and research training plans are <b>not appropriate and not clearly defined</b> in terms of the overall approach and specific projects for HQP.         |
| Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>clearly described</b> .   |  | Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>described</b> .   | Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>described</b> .                   | Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>partially described</b> .                     | Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>inaccurate or not described</b> .                 |
| Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>clearly defined</b> .  |  | Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>defined</b> .  | Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>defined</b> .        | Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>partially defined</b> .          | Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>not appropriate or not defined</b> . |

## Rationale for rating:

- Past contributions to the training of HQP
  - UGs, Masters, PhDs, PDFs, techs, all count, knowing where they ended up shows you care and are proud!
    - Training environment
      - lab(s), training, techniques and equipment, academic programming, seminars
    - HQP awards and research contributions
    - highlight scholarships and research contributions (students in lead roles?)
      - Outcomes and skills gained by HQP
        - HQP go on to PDF, faculty, industry jobs, etc
- Training plan
  - Training philosophy
    - pedagogical approaches, frequent interaction (not just “weekly lab meetings”), social aspects (team building),
  - HQP research training plan
    - name HQP where possible in proposal, and provide details here about who is doing what and why
      - EDI of HQP! (see slides from our next 2 presenters)



# Research Facilitators

- **Danielle Baron, Ag & Bio** - **HQP**
- **Tera Ebach, RASI** - **EDI**
- **Karen Mosier, Medicine** - **Budget**
- **Heidi Smithson, Engineering** - **CCV**
- **Bruna Bonavia-Fisher, Medicine** - **RTI**
- **Manisha Jalla, RASI** - **Int. Review**

## HQP Considerations (Appendix 4, 2020-21 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 4, 2020-21 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 jst
- Use names where possible

## Equity, Diversity and Inclusion (EDI) on Discovery Grants

|   |   |   |  |
|---|---|---|--|
| <b>Training of Highly Qualified Personnel</b> | <b>Past Training of HQP</b>                             | <p>Past training is at <b>the highest level</b> in terms of the research training environment provided and HQP contributions to research.</p> <p><b>Most HQP</b> move on to <b>highly impactful</b> positions that require skills gained through the training received.</p> | <p>Past training is <b>far superior</b> to other applicants in terms of research training environment provided and HQP contributions to research.</p> <p><b>Most HQP</b> move on to <b>impactful</b> positions that require skills gained through the training received.</p> |
|   | <b>Research Training Plan</b>                           | <p>Training philosophy and research training plans are <b>of the highest quality: highly appropriate, clearly defined</b> and expected to produce <b>top quality</b> results in terms of the overall approach and specific projects for HQP.</p>                            | <p>Training philosophy and research training plans are <b>far superior: highly appropriate, clearly defined</b> and expected to produce <b>high quality</b> results in terms of the overall approach and specific projects for HQP.</p>                                      |
|   | <b>Training Philosophy &amp; Research Training Plan</b> | <p>Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>clearly described</b>.</p>   |  |
|   | <b>Research Training Plan</b>                           | <p>Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>clearly defined</b>.</p>  |  |

# Equity, Diversity and Inclusion (EDI) on Discovery Grants

- Institution or College EDI challenges [Uview](#)
- Field of Research EDI challenges  
Check with Professional Association
- USask commitments for [EDI recruitment](#) that address Institution challenges
- Include your own specific EDI Recruitment practices that address both USask and Field EDI Challenges.
- USask resources for an [Inclusive research training environment](#) that address EDI challenges.
- Include your own specific training plan practices that address USask and Field EDI challenges

| Training of Highly Qualified Personnel       | Past Training of HQP   | Past Training of HQP   |
|--|--|--|
| Training Philosophy & Research Training Plan | <p>Past training is at the <b>highest level</b> in terms of the research training environment provided and HQP contributions to research.</p> <p><b>Most</b> HQP move on to <b>highly impactful</b> positions that require skills gained through the training received.</p> <p>Training philosophy and research training plans are of the <b>highest quality; highly appropriate, clearly defined</b> and expected to produce <b>top quality</b> results in terms of the overall approach and specific projects for HQP.</p> | <p>Past training is <b>far superior</b> to other applicants in terms of research training environment provided and HQP contributions to research.</p> <p><b>Most</b> HQP move on to <b>impactful</b> positions that require skills gained through the training received.</p> <p>Training philosophy and research training plans are <b>far superior; highly appropriate, clearly defined</b> and expected to produce <b>high quality</b> results in terms of the overall approach and specific projects for HQP.</p> |
|  | Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>clearly described</b> .   |  |
|  | Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>clearly defined</b> .  |  |

## BUDGET TIPS

- Make sure the totals listed in the grant proposal match the totals in the budget section
- Check that all the expenses listed in the budget are eligible expenses and only contain the required items necessary to complete the research
- Give accurate costs and do not try to pad your budget as most reviewers are researchers themselves and are quite familiar with the costs of doing research

- Make sure that there is no mathematical errors in the budget
- Include enough detail in your budget justification
- Don't forget to include benefits for your personnel and include a description of their role in the study
- Don't just ask for items but give a breakdown of the costs
- Relate your budget back to the objectives outlined in your proposal

### PERSONNEL:

- 50% of a technician's salary (.5 FTE) over 3 years = \$25,675 salary + \$4325 (mandatory benefits CPP, EI, WC, Vacation Pay, Stat holidays) = \$30,000/yr x 3 years = \$90,000

[NOTE: The other half of the technician salary (.5 FTE) will come from the Department Head Support Program]

The technician's duties will include performing various laboratory techniques, assisting with data collection, working with the graduate student, training the summer students, and assisting with the coordination of my research program

### MATERIALS AND SUPPLIES:

- Supplies \$24,000

Virus isolations \$1500, cell culture \$2350, sequencing \$2500, consumables \$1750, culture media \$1400, swabs \$500, RT-PCR \$5000, qPCR \$5000, histopathology \$4000

- Materials \$150,000

Animal trials [These costs include purchase of 50 birds, maintenance costs of flock over 12 months, challenge protection studies, daily maintenance (feeding, watering), incineration of birds and disinfection of isolation facility = \$50,000/yr x 3 years = \$150,000]

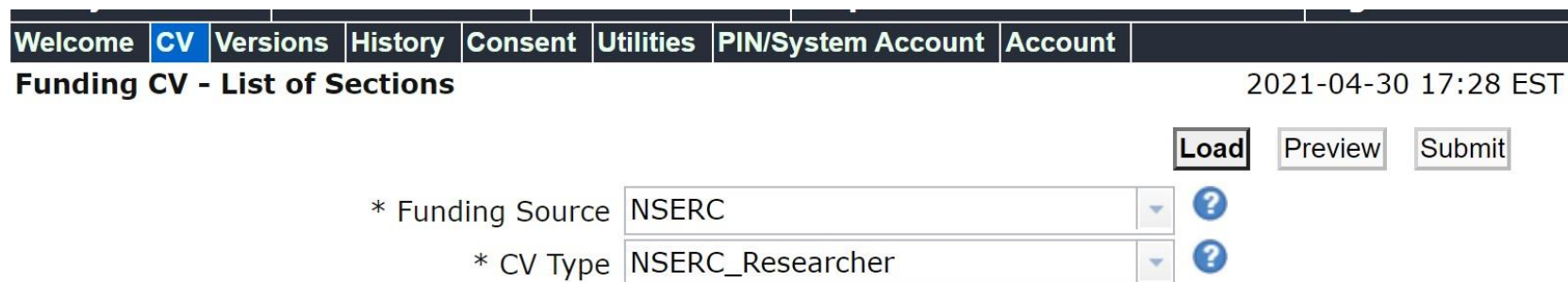
[Budget Tips from previous NSERC DG Workshops](#)

# Top Tips for CCV

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

# Use the NSERC CV Template

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



Welcome **CV** Versions History Consent Utilities PIN/System Account Account

Funding CV - List of Sections 2021-04-30 17:28 EST

Load Preview Submit

\* Funding Source NSERC ?

\* CV Type NSERC\_Researcher ?



# Follow the PDF provided by NSERC

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

Funding CV - List of Sections

2021-04-30 17:36 EST

\* Funding Source    
 \* CV Type  



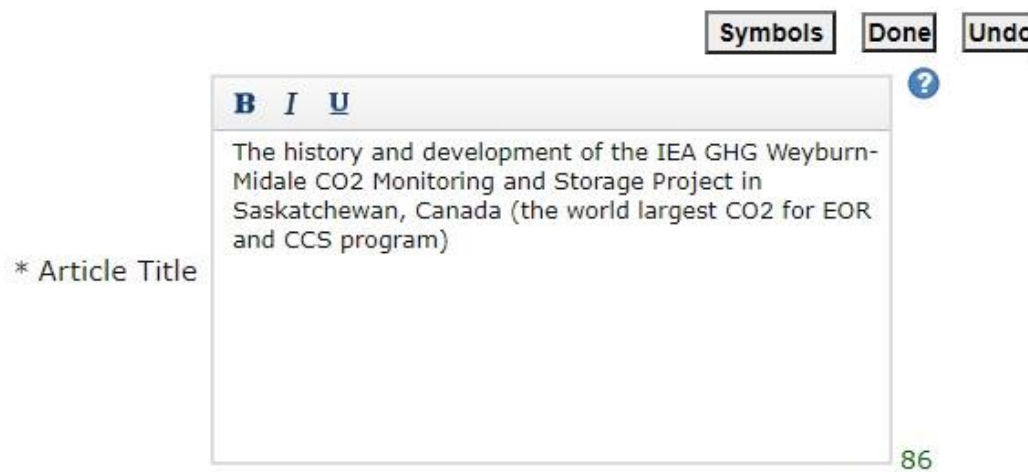
 Specific instructions from NSERC

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

# Make good use of extra space

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

Journal Articles



**Symbols** **Done** **Undo** ?

**B I U**

The history and development of the IEA GHG Weyburn-Midale CO2 Monitoring and Storage Project in Saskatchewan, Canada (the world largest CO2 for EOR and CCS program)

\* Article Title

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# Mark your HQP with asterisks following their surnames

Open Access?  

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

\* Authors

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## Research Tools and Instruments (RTI)

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

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

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

training of highly qualified personnel (HQP) (20%)

**Budget justification** limited to **two pages**

1. must contain only information pertinent to the budget and relationship to other research support.
2. Supported by a template table to fill

3. include two quotations for over \$25,000. If you cannot provide them, provide a justification under a clear heading

**CCV**

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

### **Equity, diversity and inclusion considerations**

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

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

| DG- Evaluation Group                          | Faculty Name                                | Department and College   | DG- Evaluation Group                    | Faculty Name                             | Department And College                       |
|---|---|--|---|--|--|
| 1501: Genes, Cells & Molecules                | Susan Detmer                                | Veterinary Pathology, WCVM   | 1502: Biological Systems and Functions  | Jaswant Singh                            | Veterinary Biomedical Sciences, WCVM         |
|   | Troy Harkness                               | BMI, College of Medicine   |   | Joel Lanovaz                             | College of Kinesiology                       |
|   | Meena Sakharkar                             | College Pharmacy and Nutrition   |   | John Howland                             | APP, College of Medicine                     |
|   | Julia Boughner                              | APP, College of Medicine   |   | Ron Borowsky                             | Psychology, College of Arts and Science      |
|   | Yan Zhou                                    | VIDO   |   | Greg Penner                              | Animal and Poultry Science, AgBio            |
|   | Peter Bretscher                             | BMI, College of Medicine   |   | Yangdou Wei                              | Biology, College of Arts and Science         |
|   | Jack Gray                                   | Biology, College of Arts and Science   |   | Jack Gray                                | Biology, College of Arts and Science         |
|   | Mirek Cygler                                | BMI, College of Medicine   |   | John P Giesy                             | Veterinary Biomedical Sciences, WCVM         |
| Patrick Krone (Emeritus Professor)            | Anatomy & Cell Biology, College of Medicine |  |   |  |  |
| Daniel MacPhee                                | Veterinary Biomedical Sciences, WCVM        |  |   |  |  |
| 1503: Evolution & Ecology                     | Robert Clark                                | Global Institute for Water Security  |   |  |  |
| 1505: Physics                                 | John Tse                                    | Physics & Engg. Physics, Arts and Science  | 1504: Chemistry                         | David Palmer                             | Chemistry, College of Arts and Science       |
|   | Alexander Moewes                            | Physics & Engg. Physics, Arts and Science  | 1506: Geosciences                       | Adam Bourassa                            | Physics & Engg. Physics, Arts and Science    |
|   | Andrei Smolyakov                            | Physics & Engg. Physics, Arts and Science  |   | Yuanming Pan                             | Geological Sciences, Arts and Science        |
|   |   | Steven Siciliano   |   | Soil Sciences, AgBio                     |  |
| 1507: Computer Science                        | Chanchal Roy                                | Computer Science, Arts and Science   | 1508: Math & Statistics                 | Raymond Spiteri                          | Computer Science, Arts and Science           |
|   | Julita Vassileva                            | Computer Science, Arts and Science   |   | Juxin Liu                                | Mathematics and Statistics, Arts and Science |
|   | Regan Mandryk                               | Computer Science, Arts and Science   |   |  |  |
| 1509: Civil, Industrial & Systems Engineering | Dena McMartin                               | Institutional Planning and Assessment, Civil, Geological and Environmental Engg, CoE | 1510: Electrical & Computer Engineering | Ha Nguyen                                | Electrical and Computer Engineering, CoE     |
| 1511: Materials & Chemical Engineering        | Ajay Dalai                                  | Chemical and Biological Engineering, CoE   | Safa O Kasap                            | Electrical and Computer Engineering, CoE |  |
|   |   |  | Carey J Simonson                        | Mechanical Engineering, CoE              |  |
|   |   |  | James Johnston                          | Mechanical Engineering, CoE              |  |

# Internal Review

| RTI Evaluation Group             | Faculty Name   | Department and College   |
|----------------------------------|--|--|
| Genes, Cells & Molecules         | Thomas Fisher<br>Wei Xiao<br>Patrick Krone<br>(Emeritus Professor) | APP, College of Medicine<br>BMI, College of Medicine<br>Anatomy & Cell Biology, College of Medicine  |
| Environmental Sciences           | Robert Clark<br>Christy Morrissey                                  | Global Institute for Water Security<br>School of Environment and Sustainability;<br>Biology, College of Arts and Science;<br>Toxicology Centre |
| Biological Systems and Functions | Jaswant Singh<br>Valerie Thompson                                  | Veterinary Biomedical Sciences, WCVM<br>Psychology College of Arts and Science   |
| Chemistry                        | Michel Gravel  | Chemistry, College of Arts and Science   |
| Materials & Chemical Engineering | Qiaoqin Yang   | Mechanical Engineering, CoE  |
| Engineering                      | Ildiko Badea   | College of Pharmacy and Nutrition  |

NSERC Discovery Grant (DG) and Research Tools and Instruments Grant (RTI)  
November 2021 Competitions

Internal Review and Submission Timelines

Intention to  
apply (USask)  
NOI to NSERC



Draft proposal  
for internal  
review(USask)



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



| DG | RTI | REQUIREMENT  | DEADLINE   |
|----|-----|--|--|
| X  | X   | Applicants initiate their intention to apply and/or request for internal review by submitting the Intention to Apply/Request for Internal Review Form for NSERC DG/RTI to <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a> . Please put 'Lastname NSERC DG/RTI' in the subject heading.  | Anytime before July 26, 2021   |
| X  |     | NSERC Deadline for Submission of DG Notification of Intent (NOI) to Apply NOI must be submitted to NSERC through the <a href="#">NSERC Research Portal</a> .   | August 1, 2021 (tentative as that is a Sunday of a long weekend)                     |
| X  |     | Applicants participating in the internal review, please e-mail a copy of your submitted NSERC DG NOI to <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a> (306-966-7521). Please put 'Lastname NSERC DG' in the subject heading.  | August 9, 2021   |
| X  | X   | Applicants consult with their suggested reviewers, Research Facilitators, Associate/Vice-Deans Research, or mentorship teams to strategize and prepare their draft application.  | Anytime between now and September 15 2021  |
| X  | X   | Applicants submit draft DG and/or RTI application and CCV for internal review to their internal reviewers, and copy to <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a> . Please put 'Lastname NSERC DG/RTI' in the subject heading.   | September 16, 2021   |
| X  | X   | Internal reviews are returned to the applicants and copy to <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a> , directly from internal reviewers (or from <a href="mailto:grant.review@usask.ca">grant.review@usask.ca</a> if assistance is needed).  | October 7, 2021  |
| X  | X   | Applicants consult with their suggested reviewers, Research Facilitators, Associate/Vice-Deans Research, or mentorship teams to incorporate reviewer feedback. Research Facilitator reads for the logistical flow and completion of the proposal.  | October 7 – 15 (RTI)<br>October 7 – 22 (DG)  |
| X  | X   | College/Unit Internal Approval<br>Applicants must submit a full application package including CCV through <a href="#">UnivRS</a> for Department and College academic approval. Applicants comply with college/unit-specific internal approval processes and deadlines.   | Please check with your Research Facilitator or Associate/Vice Dean Research/Director |
|    | X   | Research Acceleration and Strategic Initiatives (RASI) Compliance Review and Approval (RTI)<br>College/school/unit of the applicant must review the application, decide on approval and submit the decision in <a href="#">University Research System (UnivRS)</a> at least 5 business days prior to the agency submission deadline. RSEO will review for eligibility, conduct a final compliance review check and provide Institutional approval. Applicants will have the opportunity to incorporate any required changes they wish to address or as noted by RASI. Paper applications will not be accepted. | October 18, 2021   |

# RTI deadlines



|  |                         |  |
|--|-------------------------|--|
| <b>NSERC RTI Submission Deadline</b><br>Final applications must be submitted by applicants to NSERC through the <a href="#">NSERC Research Portal</a> , and will be forwarded by the RASI staff. | <b>October 25, 2021</b> |  |
|--|-------------------------|--|

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



|  |                         |  |
|--|-------------------------|--|
| <b>Research Acceleration and Strategic Initiatives (RASI) Compliance Review and Approval (DG)</b><br>College/school/unit of the applicant must review the application, decide on approval and submit the decision in <a href="#">University Research System (UnivRS)</a> at least 5 business days prior to the agency submission deadline. RSEO will review for eligibility, conduct a final compliance review check and provide Institutional approval. Applicants will have the opportunity to incorporate any required changes they wish to address or as noted by RASI. Paper applications will not be accepted. | <b>October 25, 2021</b> |  |
|--|-------------------------|--|

**DG deadline**



|   |                         |  |
|---|-------------------------|--|
| <b>NSERC DG Submission Deadline</b><br>Final applications must be submitted by applicants to NSERC through the <a href="#">NSERC Research Portal</a> , and will be forwarded by the RASI staff. | <b>November 1, 2021</b> |  |
|---|-------------------------|--|

|  |   |  |
|--|---|--|
| <b>NSERC Discovery Grant/RTI Workshop: Workshop Highlights</b> <ul style="list-style-type: none"> <li>• Specific strategies relevant to the merit indicators;</li> <li>• Top tips and advice from:           <ul style="list-style-type: none"> <li>○ Research Facilitators on CCV, HQP, Budget, Equity, Diversity and Inclusivity (EDI) considerations, successful RTI applications and Internal Review;</li> <li>○ Experienced NSERC Evaluation Group members regarding successful applications;</li> </ul> </li> <li>• WebEx Breakout sessions to facilitate discussions on any Evaluation Group-specific considerations</li> </ul> | <b>6 May 2021;<br/>Time: 1:00pm – 3:30 pm</b> |  |
|--|---|--|

## Webinars and Information Sessions Calendar

| EVENT   | DATE        |  |
|---|-------------|--|
| DG Webinar: Submission of a Notification of Intent to Apply (English)<br>Live Q&A<br><a href="#">NOI Overview and Tips</a> (English videos) | <b>TBA*</b> |  |
| RTI Webinar: Submission of an Application (English)   | <b>TBA*</b> |  |
| DG Webinar: Submission of an Application (English)  | <b>TBA*</b> |  |
| USask Q&A session for DG and RTI Applicants including information on CCV and Full Application in Research Portal                            | <b>TBA</b>  |  |



# DG/RTI Evaluation Group Members

- **Troy Harkness, *EG 1501 – Genes, Cells and Molecules***
- **Jaswant Singh, *EG 1502 – Biological Systems and Functions***
- **David Palmer, *EG 1504 – Chemistry***
- **Adam Bourassa, *EG 1506 – Geosciences***
- **Regan Mandryk, *EG 1507 – Computer Science***
- **Dena McMartin, *EG 1509 – Civil, Industrial & Systems Engineering***
- ***Thomas Fisher, RTI Evaluation Group: Genes, Cells and Molecules***

Points to consider:

**1. Make it clear what is NSE in your work**

- Go over the NSE components in your health-related papers in Significant Contributions section
- Do not focus on health research
- In CV, add a statement with the paper regarding NSE contributions

**2. Be clear about your expertise and assess honestly**

- Too many people exaggerate their expertise
- Very little space in 5 pg proposal so explain in your Significant Contributions section and/or add a sentence with the reference in your reference list

**3. When getting Message from Evaluation Group (MEG), very little is conveyed as to why the application was rejected**

- Have an NSERC funded colleague look at your old grant and ask for an honest assessment
- Do not resubmit an old grant thinking it was fine – there is institutional memory

**4. Add asterisks in CV to highlight your HQP**

- Add a statement in CV to highlight HQP contributions

**5. In HQP section, explain past training outcomes clearly and thoroughly**

- Discuss pubs, awards, skills, current positions, etc.
- In EDI section, discuss barriers and issues faced by HQP
- Use personal experiences and do not simply quote University websites.
- Write about the role of sex and gender in your research and research environment

# *The Grid* is our God during the Competition week

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

Appendix 4 – Discovery Grants Rating Form

Applicant: \_\_\_\_\_ Applicant status: \_\_\_\_\_

University: \_\_\_\_\_

Title of proposal: \_\_\_\_\_

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

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

Rationale for rating: \_\_\_\_\_

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

Rationale for rating: \_\_\_\_\_

Application for funds from a [CIHR](#) [Priority Review](#)

**General:** Read the instructions. Follow the instructions. Use "The Grid" of merit indicators.  
Your **NOI** determines who will evaluate your grant, so use the opportunity wisely.

### Strength of Researcher:

- Use your "Most Significant Contributions" to make your case
- Your 4 attached samples will be used to judge quality. You may wish to attach a paper you think is terrific but in a niche journal.
- You can use and refer to those attachments to demonstrate you have the expertise & equipment to carry out the research

### Merit of Proposal:

- Make it easy to read: uncrowded; readable diagrams; smart use of colour & bold type.
- Objectives up front, & very clear
- Criteria: **original & innovative**, so not more of the same; show that your work is evolving.
- Get someone outside your research area to read it.
- Take the advice you get.

### HQP:

- Highlight the merit beyond the science. What does a trainee gain by working with **you** in particular?
- EDI: Do your homework. Use facts not feelings.
- Approach EDI like you do your discipline: define the problem, and what you are doing to solve it. (Remember the EG members are your peers.)

- Geosciences covers a very broad range of topics
  - Frame your application for reviewers with tangential expertise; one key figure goes a long way
  - Research program (long term goals) driven by questions with clear objectives mapped to projects and HQP
- Explain eligible delays and use the new 2 pager for contributions > 6 years
  - Delay time periods are doubled for ECR window of eligibility
- Use the merit indicator grid to craft each aspect of your proposal
  - Explanations of significance (quality, impact) much more so than numbers are used for evaluation
- Frame your Discovery Grant program in the context of your larger research program
  - Lots of Geoscience applications link to bigger programs (satellite remote sensing, field campaigns, ship time)
  - Make a clear case for the new science that the DG program enables that leverages the bigger program (new analyses, new/more HQP, hands-on training)
- Make sure the scope of the objectives is a good match for the level of planned HQP
- EDI has two aspects:
  - context and examples for your field, and
  - a plan for EDI in the proposed work;
  - many applications miss the context and examples



- Five Readers who decide your fate
  - R1 presents (reads carefully), R2 less so, R3-R5 even less so
  - All have equal vote
  - Use formatting to make everything skimmable
- General advice
  - Write to the metrics & use formatting
  - Use the free-form sections to qualify your contributions and summarize
  - Don't neglect the CCV
- Quality and Quantity
  - In student outcomes, publications, etc.
- Don't forget about HQP Training Plan (1/6 of evaluation)
  - What is the value-added of your training environment?



## **DO**

- Articulate a long-term goal
- Demonstrate connections between short-term objectives & long-term goal
- Highlight the skills, activities, and opportunities planned for each HQP
- Become an editorial board member
- Share information about informal mentorship and impact beyond strict CCV requirements

## **DON'T**

- Minimize EDI training and opportunities in HQP training plan
- Limit EDI training and commitments to HQP (DO demonstrate personal commitment)
- Only provide lists publications & presentations without showing evidence of impact
- Limit literature review and progress to date citations to your own publications



## Consider the reviewers perspective...

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

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

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

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

Pay careful attention to HQP and EDI.



- **NSERC Resources:**

- NSERC Instructions [http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD\\_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD_eng.asp)
- NSERC Presentation Standards (fonts, margins etc.) are at: [http://www.nserc-crsng.gc.ca/OnlineServices-ServicesEnLigne/pdfatt2\\_eng.asp](http://www.nserc-crsng.gc.ca/OnlineServices-ServicesEnLigne/pdfatt2_eng.asp)
- NSERC Webinars: [http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/RP-CCV-Webinar\\_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/RP-CCV-Webinar_eng.asp)
- NSERC resource videos [http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Resource-Informatives\\_eng.asp](http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Resource-Informatives_eng.asp)



- **USask Resources:**

- USask NSERC DG repository

[https://share.usask.ca/go/ovpr/grants\\_repository/](https://share.usask.ca/go/ovpr/grants_repository/)

- Videos and slides from our previous NSERC grant workshops (\*2019 video linked\*\*)

[Workshops and Tipsheets - Research Acceleration and Strategic Initiatives - Office of the Vice-President Research - University of Saskatchewan \(usask.ca\)](#)

- Comprehensive list of resources available for the EDI component of your Discovery Grant application:

[https://usaskca1-my.sharepoint.com/:b:/g/personal/maj944\\_usask\\_ca/EaJxaNFoBtVKp-c9ur9MRCgBPAYS4RixQnOlltOaGgF0Hw?e=RVYt2e](https://usaskca1-my.sharepoint.com/:b:/g/personal/maj944_usask_ca/EaJxaNFoBtVKp-c9ur9MRCgBPAYS4RixQnOlltOaGgF0Hw?e=RVYt2e)

# NSERC Research Facilitation & Planning Team

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

## Research Facilitators

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

## Research Support Specialists, Research Acceleration and Strategic Initiatives

| Colleges / Schools  | Name   |
|---|--|
| Arts and Science<br>Education<br>Edwards School of Business<br>School of Public Policy<br>Law<br>Library<br>Centre for Forensic Behavioural Science and Justice Studies<br>Centre for the Study of Co-operatives Community-University Institute for Social Research (CUISR)           | Nicole Benning<br><br><br><br><br><br><br><br><br><br><br>Laurie Schimpf |
| Agriculture and Bioresources<br>Engineering<br>Global Institute for Food Security<br>Global Institute for Water Security<br>School of Environment and Sustainability<br>Toxicology Centre<br>Vaccine & Infectious Disease Organization<br>Western College of Veterinary Medicine      | Brenda Meyer-Burt<br><br><br><br><br><br><br><br>Tera Ebach              |
| Medicine<br>Pharmacy and Nutrition<br>Nursing; Dentistry<br>Kinesiology<br>School of Public Health<br>Saskatchewan Population Health and Evaluation Research Unit (SPHERU) Canadian Centre for Health and Safety in Agriculture (CCHSA)<br>Indigenous Peoples' Health Research Centre | Cameron Berg<br><br><br><br><br><br><br><br><br><br><br>Ronda Appell     |