

NSERC Discovery Grant Information Session

FACULTY OF
SCIENCE



June 20, 2023 **On the Menu**

Land Acknowledgement

"We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the histories and cultures of the Beothuk, Mi'kmaq, Innu and Inuit of this province."

Grants Facilitation Team

What We Do

Assist you to develop and diversify your funding portfolio

- ▶ Funding opportunities - [The Science Scoop](#)
- ▶ Help develop and provide review and feedback on grant applications
- ▶ Resources - [Budget Guide](#), [EDI Guide](#), [Template NSERC DG Outline](#), etc.
- ▶ [On the Menu](#)
 - ▶ Preparing your NSERC DG (2022; 2021)
 - ▶ Incorporating EDI into your NSERC DG (2021)
 - ▶ Student Supports at Memorial
- ▶ [Meet with us](#) - tell us about your work!

Grants Facilitation Team

What We Offer

NSERC DG

Comprehensive Review (Sept 13)

- ▶ Addresses Merit Criteria (Grid)
- ▶ NSE (not CIHR, SSHRC)
- ▶ Program of Research (not a project)
- ▶ Well Organized, Structured
- ▶ Cohesive (all parts agree!)
- ▶ Presentation Standards
- ▶ Easy to Read (minimize jargon)
- ▶ Error/Typo-free

Compliance Review (Oct 11)

- ▶ Eligibility
 - ▶ At least a 3 year term
- ▶ All sections complete
 - ▶ Other Tri-agency Funding/summaries
- ▶ Aligns with guidelines
 - ▶ Page limits, 6 yrs (2017), 4 samples, etc.

Important Dates

NOI Notice of Intent	Comprehensive Review (Voluntary)	Compliance Review (Mandatory)	FINAL Submission
Aug 1 NSERC Portal 8PM EST 9:30PM NST	Sept 13 ROMEEO + NSERC 9AM	Oct 11 ROMEEO + NSERC 9AM	Nov 1 NSERC Portal 8PM EST 9:30PM NST

NSERC Peer Review Process Notice of Intent (NOI)

- ▶ MUST submit in order to apply!
- ▶ DEADLINE: August 1, 2023, 9:30PM NST via NSERC portal
- ▶ NO internal review required
- ▶ Purpose of NOI is administrative
 - ▶ Assign to Evaluation Group (EG)
 - ▶ Select EG readers & external reviewers
- ▶ Choose carefully!
 - ▶ EG
 - ▶ Suggested Reviewers
 - ▶ Research Topics
 - ▶ Keywords

N SERC Peer Review Process Criteria for Scientific Evaluation

▶ Excellence of the Researcher

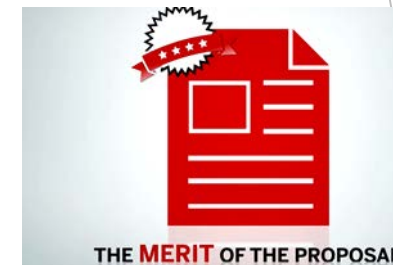
- ▶ CCV
- ▶ Most Significant Contributions

33%



▶ Merit of the Proposal

33%



▶ Contributions to training of HQP

- ▶ Training Philosophy
- ▶ Training Plan
- ▶ Past contributions to Training

33%



Merit Grid

DISCOVERY GRANTS MERIT INDICATORS

The Merit Indicators should be used in conjunction with the Peer Review Manual, which outlines how reviewers arrive at a rating.

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

N SERC DG Main Components

1. Summary of Proposal
2. Proposed Expenditures
3. Relationship to Other Research Support (CIHR/SSHRC/RTI)
4. Highly Qualified Personnel (HQP) Training Plan
5. Past Contribution to HQP Training Plan
6. Most Significant Contributions to Research (max 5)
7. Additional Information on Contributions
8. Proposal
9. Budget and Justification
10. Samples of Research Contributions (max 4)
11. CCV

Top Tips

1. Peer review of proposal
 - ▶ Your EG reviewers may not be experts in your field
2. Use the Merit Indicators Evaluation Grid
3. Update your CCV!
 - ▶ explain NSE, specialized content
4. Structure your application
5. **Intentionally** address Equity, Diversity, & Inclusion
 - ▶ Training plan/philosophy
 - ▶ Contributions (past, most significant)
 - ▶ Proposal: Sex/gender (+) based analysis
6. Highlight your **IMPACT**
 - ▶ Science, Canada/Canadians (socio-economic), HQP

Structure

- ▶ Your EG readers are reading 40+ applications- make it easy for them!
 - ▶ Use headings/sub-headings
 - ▶ Clearly identify: research questions/objectives, hypothesis, HQP involved (**B**, *I*, U)
 - ▶ Use white space
 - ▶ Diagrams/Tables
- ▶ Identify your **long & short-term** objectives
- ▶ Ensure ALL sections agree
 - ▶ HQP, Proposal, CCV, & Budget/Justification

Equity, Diversity & Inclusion

- ▶ New Requirement: Increase diversity = Increase quality, relevance, impact

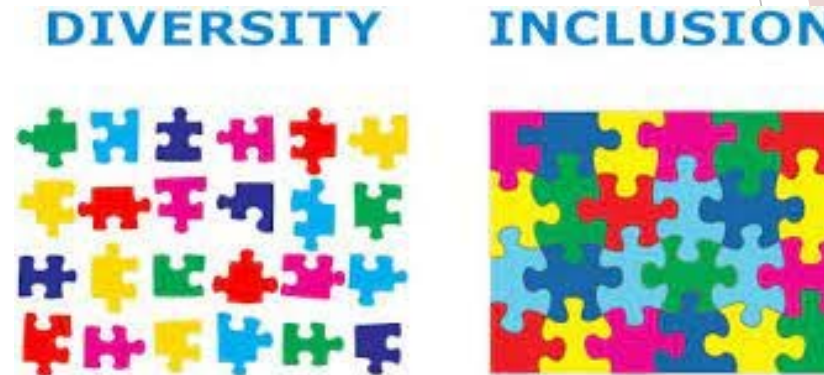
You MUST address EDI in your application

- ▶ DON'T:

- ▶ Give demographic / identifying information for your HQP or yourself

- ▶ DO:

- ▶ Identify specific barriers/challenges in your *field, institution, and group*
- ▶ Present a plan of **specific actions** to reduce these barriers/challenges
- ▶ Address Recruitment and Retention



Equity, Diversity & Inclusion

Questions to ask yourself:

- ▶ Who is underrepresented in my field?
 - ▶ Women, Indigenous peoples, visible minorities, people with disabilities, 2SLGBTQIA+
- ▶ What are the societies and professional groups in your field doing?

Resources at MUN:

- ▶ Vice Provost- EDI and Anti-Racism: Dr. Delores Mullings
- ▶ Office of Indigenous Affairs: Indigenization- scholarships, RIIG, student resources
- ▶ Accessibility Services- The Blundon Centre
- ▶ Internationalization Office: info sessions, guidebooks, MCP, immigration advising, housing, airport pickup
- ▶ Student Life- career advising, academic success, mental health, food security, spirituality
- ▶ School of Graduate Studies (EDGE Program, EDI workshops & initiatives)
- ▶ ESL programs, Writing Centre
- ▶ Childcare

Recruitment

- ▶ Take unconscious bias training & invite someone else to interview candidates
- ▶ Consider motivation, curiosity & potential when interviewing candidates (not just GPA, papers, recognize diverse pathways)
- ▶ Intentionally recruit underrepresented candidates
 - ▶ Share job postings with underrepresented groups- hashtags, societies, community groups
 - ▶ Use inclusive language, pronouns
- ▶ Participate in EDI and Outreach initiatives on and off campus
- ▶ Apply for \$ for underrepresented groups (put it in your budget!)

Retention

- ▶ Frequently share resources (MUN & community) with your HQP and support their participation
- ▶ Accommodation (meet needs - disability, family responsibility, religion, etc.)
- ▶ EDI-AR training
- ▶ Individual Development Plans
- ▶ Help identify mentors
- ▶ Cite & Invite your underrepresented colleagues
- ▶ Code of conduct: EDI-AR policy, expectations, training, authorship policies, conflict resolution
- ▶ Ensure safety equipment & wearable items fit all bodies
- ▶ Discuss EDI-AR with your team
- ▶ Encourage and model work-life balance

Most Significant Contributions

- ▶ Can present individual works (ECR) or a collection of works (ER) for each contribution
 - ▶ Maximum of 5 contributions
- ▶ 6 year window
 - ▶ UNLESS- important to current research and or still having impacts to the field
- ▶ Clearly state impact (end-users)- SPELL IT OUT!
 - ▶ Field- citations, methods, software, guidelines, presentations
 - ▶ Canadians- industry uptake/ engagement, socioeconomic benefits, guidelines
 - ▶ New collaborations
 - ▶ Knowledge translation
 - ▶ Past, present, future
 - ▶ EDI
 - ▶ HQP Training
- ▶ Must include full citation OR Refer to your CCV (J1, C2, etc.)
- ▶ Embed impact into your proposal

Additional Information on Contributions

- ▶ Use the Additional Information section!
 - ▶ Authorship order, choice of publication venues (who are you reaching)
 - ▶ Collaborations/ Non-official supervisions (mentorship)
 - ▶ Service



Getty Images

Attachment for eligible leaves or delays

- ▶ Applicants who report an eligible leave of absence or delay in their CCV are entitled to list additional contributions beyond the last six years, for a period equivalent to the duration of the leave
- ▶ Eligible Leaves: Parental, Family, Medical - no justification required
- ▶ COVID-19: Special - you must explain the impact and include dates

EXAMPLE: COVID-19 leave: March 2020-July 2021

March 2020- June 2020: 100% shut-down of lab, loss of reagents, animal colony culled = 3 months x 100% loss
Total loss= 3 months

June 2020- December 2020: lab access restricted, heavy online teaching requirements, no international student recruitment, had to re-establish mouse colony, estimated productivity 20%= 6 months x 20% activity
Total loss = 5 months

January 2021- July 2021: limited research activity, no conference attendance allowed, estimated productivity 50%,
6 months x 50% activity = Total loss = 3 months

TOTAL = 3+5+3= 11 months

2 page attachment window: Feb 2016- Dec 2016

Research, Tools and Instruments Grant

- ▶ FoS DEADLINE: **Oct 16, 9AM** (ROMEIO + NSERC portal)
- ▶ Up to \$150,000 (net cost \$7,001 - \$250,000)
 - ▶ 2 recent quotes required
 - ▶ All components must form a comprehensive system
- ▶ Must support NSERC funded research
 - ▶ All applicants on team must hold an NSERC grant or CRC position
- ▶ EDI must be included in applicant team & HQP training plan
- ▶ **NEW:** successful applicants/co-applicants cannot reapply in the next competition

Resources

From Faculty of Science (FoS)

- ▶ FoS DG Application template with examples
- ▶ FoS EDI Guide
- ▶ FoS Budget Guide
- ▶ [On the Menu](#) past presentations:
 - ▶ NSERC DG 2023 Competition Q&A (2022)
 - ▶ Tips for Applying NSERC DG 2023 Competition (2022)
 - ▶ Student Supports at Memorial University (2021) (*helpful info for HQP Training Plan, EDI*)
 - ▶ Incorporating EDI into NSERC DGs (Dr. Kris Poduska, 2021)
 - ▶ Top Tips for Applying NSERC DG 2022 Competition (Dr. Kris Poduska, 2021)
- ▶ [The Science Scoop](#)
- ▶ Meet w/ your [Grants Facilitation Officer!](#)

Resources

From NSERC

- ▶ Discovery Grants [Information Centre](#)
- ▶ NSERC DG [Instructions for Completing an Application](#)
- ▶ NSERC DG [Peer Review Manual](#) 2022-23
- ▶ NSERC Guide on [Integrating EDI in Research](#)
- ▶ Tri-Agency [Financial Administration Guide](#)
- ▶ NEW (2022): Guidelines on [Contributions](#)

NSERC Q & A Sessions

Discovery Grants - Submission of a Notice of Intent to Apply

- Live w/ Q&A: [June 22 2:30 NST \(EN\)](#), [July 4 2:30 NST \(EN\)](#)
- Live w/ Q&A: [July 6 2:30 NST \(FR\)](#)
- Pre-recorded Videos: [EN 2023](#), [FR 2023](#)
- Slides: [EN 2023](#), [FR 2023](#)

Discovery Grants - Submission of an Application

- Live w/ Q&A: [Aug 22 2:30 NST \(EN\)](#), [Aug 24 2:30 NST \(FR\)](#)
- Live w/ Q&A: [Sep 21 2:30 NST \(EN\)](#), Sep 19 2:30 NST (FR)
- Pre-recorded Videos: [EN 2022 *](#), [FR 2023](#)
- Slides: EN 2023* , FR 2023*

**2023 not yet available*

NSERC Q & A Sessions

Research Tools and Instruments - Submission of an Application

- Live w/ Q&A: [Sep 5 2:30 NST \(EN\)](#) , [Sep 7 2:30 NST \(FR\)](#)
- Live w/ Q&A: [Sep 28 2:30 NST \(EN\)](#) , [Sep 27 2:30 NST \(FR\)](#)
- Pre-recorded Videos: [EN 2022 *](#) , [FR 2023](#)
- Slides: EN 2023* , FR 2023*

RTI [Peer Review Manual](#) 2022-23

** 2023 not yet available*

