



**OFFICE OF THE VICE PRESIDENT,  
RESEARCH AND GRADUATE STUDIES**

# **NSERC Discovery Grant**

## **Information Session**

Friday June 2nd, 2023



# Agenda

## Discovery Grants

- Overview of the program
- Program Updates
- Program-specific information and tips

## Submission Process

- Review and approval workflow
- Internal Deadlines + Timelines
- ConRAD

# Discovery Grants

# Discovery Grants

Agency deadline: November 1<sup>st</sup>, 2023

OOR deadline: October 25<sup>th</sup>, 2023

## Program objectives

- Promote and maintain a diversified base of high-quality research capability in the natural sciences and engineering in Canadian universities; should be visionary!
- Foster research excellence;
- Provide a stimulating environment for research training.
- Support **programs** of research with **long-term goals** rather than a single short-term project or collection of projects.

## General rules

- Researchers can apply for only one Discovery Grant at a time.
- Researchers can hold only one Discovery Grant at any given time.
- Researchers who hold a Discovery Grant cannot reapply for another Discovery Grant until the last year of their current award.
- Programs are funded for a duration of 5 years. A 1-year grace period is added automatically if you have not yet spent all your funds.

# Early Career Researchers

- Early Career Researchers (ECR) are applicants who have held an independent academic position for **5 years or less** and who meet the NSERC eligibility criteria for faculty at the time of submitting the Notification of Intent to Apply for a Discovery Grant (NOI). For example, to be classified as an ECR, a researcher submitting an NOI in August 2023 would have been hired **on or after July 1, 2018.**
- Researchers with non-academic research experience may be considered ECRs – the definition now applies to all researchers who are within five years of their first independent academic position.
- ECRs re-applying for the first time (i.e. applying as Established Researcher for the first time) will now have the option of extending their DG by one year with funds. The goal is to allow early stage researchers additional time to better establish themselves and their research program before re-applying to the Discovery Grant program as established researchers.
- Leaves of absence will count in the calculation of the status of ECR.
- You need to self-identify yourself as ECR on the Research Portal, at the full application stage, if you consider yourself a ECR based on the above definition and taking into consideration any leaves.

# Discovery Grant Updates

## HQP Training Character Count Change:

- HQP Training Plan: 9,000 characters
- Past Contributions to Training of HQP: 6,000 characters
- **Leaves and Contributions to Research & Training:**
  - All eligible leaves (e.g., maternity, paternity, medical, bereavement) will now be credited as **TWICE** the amount of time taken.
  - Applicants who report an eligible leave of absence in their CCV are now entitled to a new attachment used to list supplemental contributions to research and to training beyond the last six years, for a period equivalent to the duration of the leave and taken from the most recent active research period prior to the last six years.
  - This aforementioned attachment may also be used to list supplemental contributions to research and to training for a period equivalent to the duration of delays related to COVID-19.

# Discovery Grant Updates (cont'd)

## Leaves and ECR Status:

- If you have taken leave, your ECR status will be determined by taking into consideration said leave. You will be credited TWICE the amount of time taken as leave. So, if you took 6 months of leave, you will be credited 1 year. Your ECR window would therefore be pushed back by a year.

**EDI now given significant weight in all three evaluation criteria, ESPECIALLY the Training of HQP evaluation criterion**

**New instructions for HQP sections**



# Contributions: DORA

- Assessment of quality and impact of contributions has expanded to include contributions felt across the entire research life cycle
- Examples of contributions:
  - Advances to equity, diversity, inclusion and accessibility in the research ecosystem
  - Co-creation or transfer of products, technology, processes, services or advice useful to specific organizations (in the private, public or non-profit sectors), communities or society
  - Communication of research results and knowledge translation to specialist or non-specialist audiences, including the public (e.g., magazine/newspaper articles, media interviews, blog posts, social media publications or public lectures)
  - Contributions to policies, guidelines, regulations, laws, standards and/or practice
- Impact:
  - Acceptance and use of research results by stakeholders, including members of the research community, relevant partners, specific communities or others who may benefit from the research
  - Advances to reconciliation and the decolonization of Indigenous research
  - Influence on the direction of thought and/or activity in the community or targeted partner

# Discovery Grant Updates: contributions

- Community service that leverages expertise, such as membership on scientific or advisory committees, or journal editorships
- Contributions to policies, guidelines, regulations, laws, standards and/or practice
- Creation, curation, sharing or reuse of datasets
- Creation, direction, facilitation and/or strengthening of partnerships or collaborations in the Canadian or international research community, or with other communities, including through research networks, large collaborative projects or community-engaged research/citizen science
- Creation of companies or organizations that promote research or the use of research results

# Discovery Grant Updates: contributions

- Development of tools, including software, for use by researchers or by others in the public or private domain
- Intellectual property: including patents, copyrights, trademarks or trade secrets
- Publications: including articles, communications, pre-prints, monographs, memoirs or special papers, review articles, conference/symposia/workshop proceedings, posters and abstracts, government publications, and reports documenting industrial contributions or contributions to engineering practice
- Support for traditional knowledge or Indigenous ways of knowing, including cultural practices, in the NSE context

# Discovery Grant Updates (cont'd)

- **Primary Caregiver Policy (as of March 1, 2016)**

Researchers who become primary caregivers following the birth or adoption of a child and who are eligible for maternity or parental leave but decline the leave, may be eligible to receive a one-year grant extension with funds.

- **Maternity and Parental Leave**

Students and post-doctoral fellows who are supported by NSERC grants and are eligible may receive up to 6 months of paid maternity / parental leave.

The leave supplement will be paid by NSERC.

# Delays

Applicant leaves are recorded in the CCV in the Employment section (leaves of absence/delays and their impact on research).

- Administrative responsibilities are not considered an acceptable excuse for low productivity

HQP delays are recorded in the HQP section of the application.

In both cases, clearly explain:

- the duration (i.e., start/end dates)
- the impact on your research and training (e.g., dissemination of results, ability to recruit or train HQP)

# Discovery Grant 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](#) – Material and Chemical Engineering
- [1512](#) – Mechanical Engineering

# Evaluation Process Overview

Merit assessment uses six-point scale (from “exceptional” to “insufficient”) to evaluate:

1. Excellence of the researcher
  2. Merit of the proposal
  3. Contributions to the training of Highly Qualified Personnel (HQP)
- Applications grouped in “bins” of comparable merit
  - Funding recommendations: similar overall ratings within an Evaluation Group (EG) receive comparable funding

# Evaluation Process Overview

Criteria

Merit indicators

## 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
<b>Excellence of the Researcher</b>	Acknowledged as a leader in terms of research excellence, accomplishments, and service. Contributions presented in the application are of the highest level of quality. Impact and importance of the work is clearly evident and groundbreaking.	Research excellence, accomplishments and service are far superior to others. Contributions presented in the application are of high quality. Impact and importance of the work is clearly evident and influential.	Research excellence, accomplishments, and service are superior to others. Contributions presented in the application are above average in quality. Impact and importance of the work is clearly evident.	Research excellence, accomplishments, and service are significant. Contributions presented in the application are of good quality. Impact and importance of the work is evident.	Research excellence, accomplishments, and service are reasonable. Contributions presented in the application are of reasonable quality. Impact and importance of the work is somewhat evident.	Research excellence, accomplishment, and service are below an acceptable level. Contributions presented in the application are limited in quality. Impact and importance of the work is not clearly evident.
<b>Merit of the Proposal</b>	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. Long-term vision and short-term objectives are clearly defined.	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. Long-term goals are clearly defined and short-term objectives are well planned.	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. Long-term goals are defined and short-term objectives are planned.	Proposed research program is clearly presented, is original and innovative and is likely to have impact and/or address socio-economic or environmental needs. Long-term goals and short-term objectives are clearly described.	Proposed research program is clearly presented, has original and innovative aspects and may have impact and/or address socio-economic or environmental needs. Long-term and short-term objectives are described.	Proposed research program, as presented lacks clarity, and/or is of limited originality and innovation. 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.						
<b>Training of Highly Qualified Personnel</b>	Past training is at the highest level in terms of the research training environment provided and HQP contributions to research. Most HQP move on to highly impactful positions that require skills gained through the training received.	Past training is far superior to other applicants in terms of research training environment provided and HQP contributions to research. Most HQP move on to impactful positions that require skills gained through the training received.	Past training is superior to other applicants in terms of the research training environment provided and HQP contributions to research. HQP generally move on to impactful positions that require skills gained through the training received.	Past training compares favourably with other applicants in terms of the research training environment provided and HQP contributions to research. HQP generally move on to positions that require skills gained through the training received.	Past training is modest relative to other applicants in terms of the research training environment provided and HQP contributions to research. Some HQP move on to positions that require skills gained through the training received.	Past training is below an acceptable level in terms of the research training environment provided and HQP contributions to research. HQP rarely move on to positions that require skills gained through the training received.
	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.  Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly described.  Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are clearly defined.	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.  Challenges related to equity, diversity and inclusion specific to the institution and field of research are described.  Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined.	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.  Challenges related to equity, diversity and inclusion specific to the institution and field of research are described.  Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined.	Training philosophy and research training plans are appropriate and clearly defined in terms of the overall approach and specific projects for HQP.  Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are described.  Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are defined.	Training philosophy and research training plans are partially appropriate and partially defined in terms of the overall approach and specific projects for HQP.  Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are partially described.  Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are partially defined.	Training philosophy and research training plans are not appropriate and not clearly defined in terms of the overall approach and specific projects for HQP.  Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are inaccurate or not described.  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.

Source: [https://www.nserc-crsng.gc.ca/doc/Professors-Professeurs/DG\\_Merit\\_Indicators\\_eng.pdf](https://www.nserc-crsng.gc.ca/doc/Professors-Professeurs/DG_Merit_Indicators_eng.pdf)



# Evaluation Process Overview

- The first internal reviewer identifies potential external reviewers, carries out an in-depth review of the application and the external reviewers' reports. During deliberations, the first internal reviewer leads the presentation of the application and makes a rating recommendation for each of the three selection criteria.
- The second internal reviewer also carries out an in-depth review of the application and the external reviewers' reports. During deliberations, the second internal reviewer follows upon the presentation made by the first internal reviewer and makes a rating recommendation for each of the three selection criteria.
- Readers (3 in total) carry out a review of the full application and external reviewers' reports. They participate in the deliberations and make rating recommendations for each of the three selection criteria.

# Example:

## Step 1: Merit assessment

	Exceptional	Outstanding	Very Strong	Strong	Moderate	Insufficient
Excellence of the researcher	X X	X X	X			
Merit of the proposal		X X	X X X			
Contribution to the training of HQP		X X	X X		X	



Outstanding – Very Strong – Very Strong



## Step 2: Funding Recommendation

Funding Bin	A	B	C	D	E	F	G	H	I	J	K	...	P
Value	...\$	...\$	...\$	...\$	...\$	...\$	...\$	...\$	...\$	...\$	...\$	...\$	...\$

# Funding Bins

- Funding excellence

## How should the resources be distributed?

What are the key factors to consider in distributing additional funds:

- Increase to minimum grant
- Increase at top end
- Equal increase at all levels
- Stability in bin levels, across disciplines and across years

## Range of funding levels

Bin	Avg Value
A	\$135,273
B	\$122,182
C	\$100,000
D	\$82,909
E	\$70,000
F	\$59,182
G	\$49,455
H	\$41,636
I	\$36,909
J	\$31,364
K	\$26,273
L	\$19,273

# Minimum requirements for success: UPDATE

To be successful, applications have to meet a minimum quality threshold:

- A rating of at least **STRONG** is required for Excellence of the Researcher and HQP Training, while a **VERY STRONG** is required for Merit of the Proposal, for an award to be made to an **established researcher**;
- Ratings of **Insufficient** under any of the three selection criteria for **both early career** and **established researchers** will result in no funding;
- Applicants will never be awarded more than the requested amount regardless of the funding level assigned to each bin. So if you asked for a lower amount than the bin you are assigned to, you will receive the amount you asked for, even if it is lower than the amount associated with the bin you were assigned to.

# Evaluation Criterion: Excellence of the researcher

What is assessed (based on achievements demonstrated over the past six years):

- Knowledge, expertise and experience
- Quality and impact of contributions to natural sciences and engineering (NSE) research
- Importance of contributions to, and use by, other researchers and end-users

## Excellence of the researcher (cont'd)

Reviewers and readers will assess this using information from:

- Most significant contributions
  - Up to 5 most significant contributions
- Samples of research contributions
  - Up to 4 attached with application
- Additional information on contributions
  - Choices of venues, order of authors, etc.
- CCV contributions, recognitions, activities

## Excellence of the researcher (cont'd)

### A few tips:

- Students should be identified by asterisks before their name with an explanatory note provided in the HQP Training section of the proposal
- When there are more than 2 authors, provide an explanation as to your contribution compared to other researchers
- If the production of patents is high but the number of articles is low this will be seen negatively (you are using the DG funds less for production of knowledge and more for other purposes)

# Evaluation Criterion: Merit of the Proposal

What is assessed:

- Originality and innovation
- Significance and expected contributions to NSE research
- Clarity, scope of objectives, and appropriateness of methodology
- Feasibility
- Consideration of sex, gender and diversity in the research design, if applicable
- Appropriateness of, and justification for, the budget
- Relationship to other research support



## Merit of the Proposal (cont'd)

Reviewers and readers will assess this using information from:

- Research proposal (5 pages)
- List of references (2 pages)
- Proposed expenditures and budget justification
- Relationship to other research support
  - Relationship to Other Research Support Section of Application (12,000 characters)
  - CIHR and/or SSHRC summary and budget pages
- CCV research funding history (applied & held)

## Merit of the Proposal (cont'd)

### Things to keep in mind when addressing relationship to other research support:

- Application section “Relationship to Other Research Support” refers only to other research support that will be or may be active during the funding period of the proposed Discovery Grant. Do not include information concerning previous applications or grants that ended or will end before the funding period of the proposed DG.
- DG applicants that hold or receive funds from a CIHR Foundation Grant must provide convincing evidence that support from DG is essential to carry out the work proposed.
- CIHR/SSHRC: Proposed ideas, objectives and expenses are entirely distinct from support held or applied for; anticipated contributions to research resulting from the DG will be distinct from the ones resulting from CIHR or SSHRC support held or applied for.

## Merit of the Proposal (cont'd)

### Things to keep in mind when addressing relationship to other research support:

- Sources other than CIHR and SSHRC:
  - Proposed ideas and objectives can be the same.
  - Proposed expenses must be distinct from support held.
  - Proposed expenses may be the same for support applied for, however applicants must indicate that no duplication of funds will occur if all applications are successful.

## **Merit of the Proposal (cont'd)**

### **Common mistakes in addressing funds from other sources:**

- CCV amounts and application information do not match or are missing
- Role in joint funding is not explained
- Funding applied for not listed or not explained
- Planned expenses are not explained or there is an overlap
- Scanned pages from CIHR and/or SSHRC are missing
- CIHR Foundation application not addressed in CCV or application for applicant holding or receiving funds

## Merit of the Proposal (cont'd)

The research idea behind your proposal is the most important aspect of this indicator. It must be **novel** and of **sufficient scope** with the potential to lead to **significant impact** in the scientific community and/or industry.

## Merit of the Proposal (cont'd)

### Make sure to:

- Provide a progress report on related research
- Position the research within the field and state-of-the-art
- Clearly articulate short- and long- term objectives
- Provide a detailed methodology and realistic budget
- Consider comments/recommendations you may have received for previous applications
- Follow research portal presentation and attachment standards

# Merit of the Proposal (cont'd)

## Proposal content:

- Recent progress in research activities related to the proposal and, in addition for renewals, progress attributable to a previous DG
- Objectives of research program – both short- and long-term
- Literature pertinent to the proposal
- Methods and proposed approach
- Impact/anticipated significance of the work

**This does NOT have to be in this exact order.**

# Merit of the Proposal (cont'd)

## Summary:

Start your proposal with a brief summary of:

- what you are proposing
- what you expect to be the outcomes
- why they are important

**Length = 1 paragraph**



# Merit of the Proposal (cont'd)

## Recent progress:

Use this section to:

- provide a progress report on related research
- demonstrate that what you have done until now has created the foundation for the proposed work
- position the research within the field
- show that you have the necessary expertise
- indicate the need for the proposed work

**Length = ~  $\frac{3}{4}$  page**

# Merit of the Proposal (cont'd)

## Objectives:

Long-term – normally just 1 (or at most 2):

- should be broad and encompass the work in your recent progress as well as the current proposal. Remember that the DG is supposed to be a PROGRAM of research, not simply a 5-year-long project.

Short-term – normally ~ 3 or 4:

- should show what you plan to achieve in the next 5 years
- should be measurable: how will you determine achieving success?

**Length = ~ 1/3 page**

## Merit of the Proposal (cont'd)

### Literature review:

Use this section to:

- summarize the state of the art by referring to leaders and publications in the top journals in the field
- clearly demonstrate a lack in the current understanding or a need for your proposed research
- provide background understanding to reader
- provide evidence that what you propose is valid and feasible

**Make sure your literature review is balanced.**

**Length = ~  $\frac{3}{4}$  page**

# Merit of the Proposal (cont'd)

## Methodology:

Use this section to:

- explain in detail the steps that you will take to meet each of the short term objectives
- break the program down:
  - clearly indicate which objective each part of the methodology is addressing
- demonstrate that the work is feasible:
  - identify any potential road blocks and how you will deal with them

**Length = ~ 2 ½ pages**

## Merit of the Proposal (cont'd)

### Impact of the work:

Use this section to:

- explain the expected impact
- demonstrate that the impact will be broad and significant
- identify which industries will benefit
- justify the importance of your work

**Length = ~ 1/2 page**

# Evaluation Criterion: Contributions to the Training of HQP

The assessment of contributions to training of HQP is based on both the **past training of HQP** and **the future plans for training**.

Quality research training at all levels are valued, including:

- undergraduate students involved in research
- graduate students and postdoctoral fellows
- technicians and research associates
- other research personnel from non-academic sectors (i.e., government or industry)

# **Evaluation Criterion: Contributions to the Training of HQP**

Reviewers and readers will assess this using information from:

## **Application:**

- HQP training plan
- Past contributions to HQP training

## **CCV**

- Supervisory activities and contributions

# Evaluation Criterion: Contributions to the Training of HQP

The HQP training consists of two sections:

- 1. HQP Training Plan (9,000 characters)**
  - a. Training philosophy*
  - b. Research training plan*
  
- 2. Past Contributions to HQP Training (6,000 characters)**



# 1) HQP Training Plan:

## a. *Training Philosophy*

The training philosophy should describe your approach to training HQP, detailing the mentoring approach and the type of research training and development opportunities provided.

- Describe planned approach to promoting the participation of a diverse group of HQP, taking into account equity and inclusion in recruitment practices, mentorship approaches and initiatives aimed at ensuring an inclusive research and training environment
- Describe your approach to training HQP, i.e. how do you intend to train future generation of scientists and engineers
- Provide details of mentoring approach
- Address the intellectual involvement of HQP in the research program
- Discuss the type of research training and development opportunities that will be provided

# EDI in HQP Training Plan

- Describe existing challenges or barriers to inclusion and advancement of underrepresented or disadvantaged groups specific to the applicant's research context
- Approach should consider both *recruitment* and *retention* and describe practical measure which will be put in place to ensure that EDI principles are observed

# 1) HQP Training Plan (cont'd)

## ***b. Research Training Plan***

The Research Training Plan should outline how the research program and its anticipated objectives are appropriate for HQP training in natural sciences and engineering.

- Discuss the involvement of trainees in individual programs, tie it to specific objectives, and address the value of projects for HQP.
- Provide details on the planned contributions to training in a co-supervisory or collaborative context, if appropriate.
- Explain the anticipated outcomes, planned future contributions to knowledge, and the expected training value of the proposed projects (development of new skills or knowledge, etc.).
- Provide justification if limited training plans are provided.

## **2) Past Contributions to HQP Training**

Includes three components:

- a. Training environment**
- b. HQP awards and research contributions**
- c. Outcomes and skills gained by HQP**

Each component should be supported by your CCV and/or application text.

Assessment is based on training over the past six years, i.e. 2016-2022 for the 2023 DG competition.

## 2) Past Contributions to HQP Training

Training will be assessed not just in terms of the number and level of individuals supervised, but also by the **quality** and **impact** of training demonstrated through the following three components:

### a. Training environment

- Describe research training and development opportunities provided for HQP (e.g., science outreach and engagement, interdisciplinary research, promoting EDI in the NSE, collaborations, interaction with the private and public sectors)
- Describe the challenges or barriers encountered in ensuring an inclusive research and training environment
- Describe specific actions implemented to support equity and inclusion in the research training environment (recruitment practices, mentorship approaches, and initiatives aimed at ensuring an inclusive research and training environment and trainee growth). **Note:** Specific actions can occur at any stage of training (outreach, recruitment, hiring, training environment, mentorship). There is no priority or value placed on different stages. Applicants are not expected to participate at every stage.

## 2) Past Contributions to HQP Training (cont'd)

### a. Training environment (cont'd)

**Important:** Trainee demographic data **is not requested** or required to assess impacts resulting from consideration of equity, diversity and inclusion in the research and training environment.

## 2) Past Contributions to HQP Training (cont'd)

### b. HQP awards and research contributions

Describe research contributions by HQP.

This can include:

- HQP collaboration in the applicant's research contributions (usually as co-authors, depending on the discipline), which can include, but is not limited to, conferences, presentations, publications, patents, and/or technical reports; and/or
- awards, scholarships and fellowships won by HQP.

**NOTE:** Awards and scholarships of individual HQP can be described when prior consent has been given.

**IMPORTANT:** Applicants are instructed to summarize HQP presentations in application. Please do NOT list them in the CCV.

## 2) Past Contributions to HQP Training (cont'd)

### c. Outcomes and skills gained by HQP

- Describe your most significant examples of HQP outcomes, and explain how your training contributed to their success (e.g., skills and experiences gained, outcomes such as further studies or career). A successful outcome can be broadly defined as any outcome in which the HQP has an impact. This impact can be in natural sciences, engineering, or other fields, but it needs to be clear how the HQP is using the skills gained in the applicant's research training environment.
- Cases of HQP delays (e.g., parental leave, medical leave, bereavement, delays related to COVID-19) that are beyond your control can be considered. A pattern of prolonged periods of study or frequent student withdrawal from programs should be explained, while providing only minimal personal information needed to explain the issue.



## 2) Past Contributions to HQP Training (cont'd)

### In CCV:

- With prior consent, use asterisk \* to identify HQP co-authors in CCV.
- With prior consent, include HQP present positions in CCV (career, further studies).
- Do not select “academic advisor” in CCV. Use “Principal Supervisor” or “Co-Supervisor.” If you are one of two co-supervisors for the student, but your role is the principal supervisor, you can still indicate your role as the “principal supervisor” in the CCV.
- **In the application:**
- Describe the nature of HQP studies and their level of involvement in your research.
- Explain your role in any co-supervision.
- Explain any delays in training (e.g., leaves taken by HQP).

## 2) Past Contributions to HQP Training (cont'd)

Also include:

Qualitative:

current occupation of graduate students:

- academia
- industry
- government

Quantitative:

- how many PDF/PhD/Masters students graduated?
- how many are still currently supervised?

Quality and impact are more important than quantity, of course, as noted earlier.

**If all of your graduate students were co-supervised, you will need to provide an explanation.**

**Document any difficulty in hiring students.**

## 2) Past Contributions to HQP Training (cont'd)

### Early Career Researchers vs. Established Researchers

All applicants are evaluated using the same criteria. The only difference in the assessment of ECRs and ERs is the role of the training record in determining the final rating.

ECRs will not be rated as **Insufficient** on **Contributions to the Training of HQP** criterion solely due to the lack of past training record; the review will focus on the plan for **future training** and the **training philosophy**. If that is deemed insufficient, the ECR WILL get Insufficient for **Contributions to the Training of HQP** criterion.

## 2) Past Contributions to HQP Training (cont'd)

### Established Researchers

It is unacceptable for an ER to have no training record, even if they were previously working in government, industry or the international community.

For these applicants, consideration is given to all types of research personnel, including **interns, junior staff or visiting students who are directly under the applicant's supervision or co-supervision and involved in the applicant's research.**

**If you are in this situation, make sure to include these aforementioned individuals that you have supervised!**

# Budget/Proposed Expenditures

The appropriateness of, and justification for, the budget will be evaluated as part of the merit of proposal criterion.

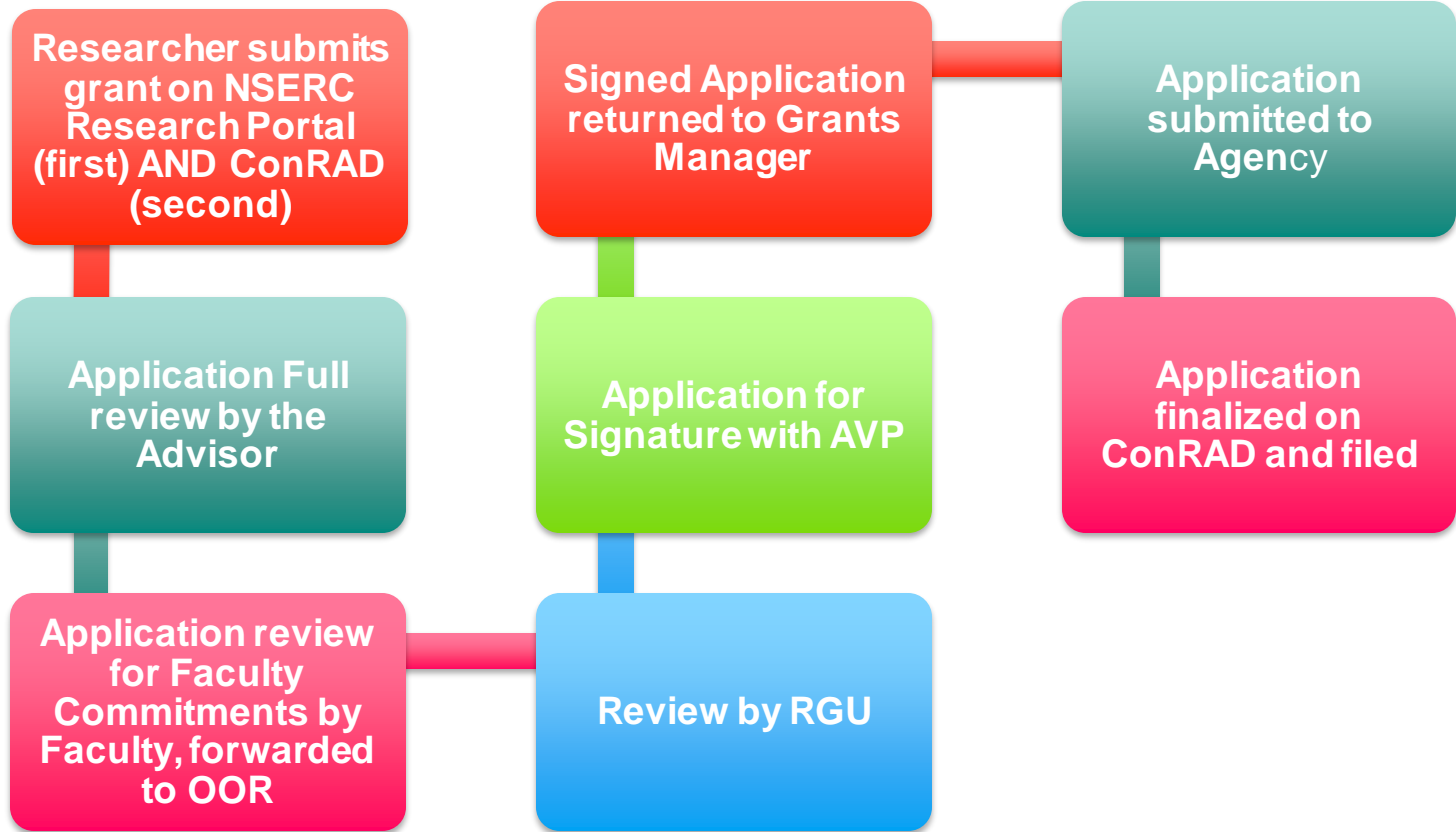
- Suitability of the budget in relation to the proposed methodology and expected results in terms of scale and feasibility of research plans (e.g., number of research personnel in relation to available equipment/resources, etc.).
- Demonstration that funds requested in the current application are not for expenses supported or submitted for support through other sources.

In your Budget Justification (max 2 pages), explain WHY you are asking for funds, and justify the costs. Ask for what you **NEED** in order to be able to conduct your proposed research.

**NOTE:** Access to university/faculty top-up funds for HQP (such as Faculty Research Support) should **NOT** be included in the budget table, but can be mentioned in the budget justification, with the caveat that it refer to “subject to eligibility and the availability of funds.”

**The EG can't award you MORE than what you have asked for, even if your rating places you in a higher bin!**

# Submission Process



# Content Development Support vs Program Review

All grant applications are reviewed before their submission to external agencies.

CONTENT DEVELOPMENT SUPPORT	PROGRAM AND ADMINISTRATIVE SUPPORT + REVIEW
<p><b>10 business days (or more) prior to external deadline (voluntary)</b></p> <p><b>Method:</b> by email, Teams/Zoom, or in-person</p>	<p><b>5 business days prior to external deadline (mandatory)</b></p> <p><b>Method:</b> Final and complete application through <a href="#">ConRAD</a></p>
<ol style="list-style-type: none"> <li>1. Access to sample successful applications</li> <li>2. Editing of various sections for cohesiveness, formatting, content of EDI, etc.</li> <li>3. Assistance with budget development (conformance with agency and institutional approved rates, travel, indirect costs, and budget justification)</li> <li>4. Detailed review of drafts following the evaluation criteria and peer evaluation manual</li> <li>5. Liaison with funding agency</li> </ol>	<p>Review of application for:</p> <ol style="list-style-type: none"> <li>1. completeness,</li> <li>2. conformance to agency guidelines</li> <li>3. required signatures</li> <li>4. Support/attestation letters</li> <li>5. and electronic submission</li> </ol>
<p><b>Reviewer:</b> Advisor, Research Development</p>	<p><b>Reviewers:</b> Advisor, Research Development, Research Grants Unit</p>



Program	Latest submission (by email) to receive development support	Internal application through NSERC Research Portal AND ConRAD	Agency
Discovery Grant	October 18 <sup>th</sup>	October 25 <sup>th</sup>	November 1 <sup>st</sup>
		<p><b>All application materials and supporting documentation must be submitted to the OOR at this date.</b></p>	

# Advisor, Research Development Contacts

SECTOR	ADVISOR	CONTACT INFORMATION	
Business & Social Sciences	Rebekah Thompson	x 2388	<a href="mailto:rebekah.thompson@concordia.ca">rebekah.thompson@concordia.ca</a>
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# Excellence of the researcher (cont'd)

## In CCV:

- Recognitions (honors, prizes and awards, etc.)
- Activities (international collaborations, event administration, editorial activities, organizational review, knowledge and technology transfers, etc.)
- Memberships (service on committees)
- Contributions (publications, books, patents, etc.)

## • In Application:

- Most Significant Contributions: 5 most significant contributions in the past 6 years (or adjusted period if you have leaves). For each contribution, describe its impact, significance to, and use by, other researchers and end users. For collaborative contributions, describe your role. Impact can be seen as, but is not limited to, advancing knowledge, developing technology, addressing socio-economic or environmental needs, or contributing to increased equity, diversity and inclusion in research. A contribution does not have to be a single publication or report. For example, a group of publications on a specific subject could be discussed as one contribution.
- Additional Information on Contributions (nature of collaborations with others, role in joint publications, order of authors, choice of venues, students in list of authors, etc.)

# Equity, Diversity, and Inclusion

- Consideration of a researcher's contributions to Equity, Diversity and Inclusion.
- Excellence of the researcher: Applicants are asked to describe past contributions to the promotion of equity, diversity and inclusion in the research enterprise (if they participated in this way)
- Merit of the proposal: Applicants are asked to describe consideration of sex, gender and diversity in the research design (if applicable to the field of research)
- Contributions to the training of HQP: 1) Applicants are **required** to describe EDI considerations in their future approaches to recruitment, training and mentoring; 2) Applicants are asked to describe specific actions implemented in support of EDI in their past training of HQP

# Equity, Diversity, and Inclusion (cont'd)

- EDI is about more than just hiring. It is important to note the distinction between “equal” treatment and “equitable” treatment: EDI is about *recruiting, retaining* and *promoting* trainees by providing an environment in which all people can succeed. It’s about taking into consideration the particular barriers and circumstances that specific groups face, and which might prevent them from pursuing research in the field of NSE.
- Applicants are *expected* to describe the specific actions they commit to implementing in order to increase the inclusion and advancement of under-represented groups in the natural sciences and engineering, as one means to foster excellence in research and training.
- Applicants should describe their planned approach to promoting participation from a diverse group of HQP, taking into account equity in recruitment practices, mentorship and initiatives aimed at ensuring an inclusive research and work environment.

# Equity, Diversity, and Inclusion (cont'd)

## EDI has three components:

- **Equity** refers to fair treatment, including the elimination of systemic barriers that disadvantage particular groups. Fair treatment is not necessarily the same for everyone, but takes into account different personal realities, both present and historical, to provide all individuals with access to the same opportunities for the promotion and support of research. Treating people as equals in an environment in which historical and systemic disadvantages prevent people from operating as equals can be inequitable – it lacks the fairness of a truly equitable situation.
- **Diversity** refers to the presence within the research ecosystem of people from different groups, which promotes the expression of diverse perspectives, approaches and experiences, including those of underrepresented groups.
- **Inclusion** refers to the establishment of practices that allow all members of the research community to be and to feel valued, supported and respected, paying particular attention to underrepresented groups.
- **Also see NSERC's ["Guide for Applicants: Considering equity, diversity and inclusion in your application"](#).**