

# NSERC Discovery Grants

Roundtable

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# Eligibility (from NSERC Website)

- The primary objective of any research supported by NSERC must be to advance knowledge and training in the natural sciences or engineering (NSE). The question to be asked is: *does the research challenge lie within the NSE?*
- Proposals that include the use of methodologies, tools, techniques and knowledge from the NSE are not automatically considered eligible by NSERC.

# Eligibility (from NSERC Website)

- Research in animal health and veterinary medicine.
- Research in nutrition related to food components, nutraceuticals (as defined in Health Canada's Policy Paper or functional foods).
- Research seeking to further our understanding of fundamental processes in humans.
- Research whose primary purpose is the development of monitoring and diagnostic technologies (such as health IT, in-vitro diagnostics, diagnostic imaging, patient monitoring, and endoscopic devices) unless it is at the clinical trials stage (as defined by the International Conference on Harmonisation (ICH)). The research challenge must lie within the NSE.
- **Research whose major challenges lie in the NSE (materials science, engineering, computer science, chemistry, etc) which could eventually lead, among other applications, to the treatment or prevention of human disease.**

# Evaluation Criteria (“Rating Form” in email attachments)

	Exceptional Strong	Outstanding Moderate	Very Strong Insufficient
Excellence of Researcher		<b>Strong</b>	
Merit of Proposal		<b>Strong</b>	
Contributions to training of HQP		<b>Strong</b>	
Cost of Research (relative to norms in the field)	Default is normal. Discovery Accelerator Supplement (DAS) -in Regular/targeted areas		

# Merit Indicators (included in email)

## Excellence of the Researcher(s)

Very Strong	Strong	Moderate
The accomplishments presented in the application were deemed to be of <b>superior</b> quality, impact and/or importance.	The accomplishments presented in the application were deemed to be <b>solid</b> in their quality, impact and/or importance.	The accomplishments presented in the application were deemed to be of <b>reasonable</b> quality, impact and/or importance.

- Ultimate tests of quality are its significance and use by other researchers/end-users and the extent to which it influences thinking/research in the target group.
- The onus is on the applicant to provide convincing evidence of quality

# Merit Indicators

## Excellence of the Researcher(s)

Include anything to demonstrate research quality and show national/international profile:

- List five most significant NSE relevant research contributions (last 6 years) and how these contributions have influenced their field and/or the activities of users - **basic CIHR-funded research counts**
- Publications (include journal impact factor; number of citations)
- H-index
- invited talks at meetings, Universities etc
- Grant review panels
- editorial boards
- meeting/symposia organization
- invitations to review tenure applications

# Merit Indicators

## Merit of the Proposal

Very Strong	Strong	Moderate
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. The methodology is clearly described and appropriate.	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. The methodology is described and appropriate.	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. The methodology is partially described and/or appropriate.

- Describe a program of research, NOT a specific 5-year project.
- Include long term goals.
- Clearly define short-term (5 year) objectives - and how these are key to help you achieve the long-term goals.
- Include enough methodological detail (& preliminary data) so that it is clear you have the expertise to deliver.

# Merit Indicators

## Training of HQP (most poorly done section)

Very Strong	Strong	Moderate
Training record is <b>superior</b> to other applicants, with HQP contributing to <b>quality, original research</b> . Many HQP move on to appropriate positions that require <b>desired skills</b> , obtained through training received. Research plans for trainees are <b>appropriate and clearly described</b> . HQP success is likely.	Training record compares <b>favorably</b> with other applicants. HQP <b>generally</b> move on to positions that require <b>desired skills</b> , obtained through training received. Research plans for trainees are <b>appropriate and described</b> . HQP success is likely.	Training record is acceptable but may be modest relative to other applicants. <b>Some</b> HQP move on to programs or positions that require <b>desired skills</b> , obtained through training received. Plans for trainees are <b>described and should contribute to HQP success</b> .

- A researcher's contribution to training will be assessed in terms of its quality and impact, NOT solely in terms of the number of people supervised.

# Training of HQP

- Past contributions. List ALL trainees
  - get permission from each trainee to include their names in your application (you keep these permissions but you have to get them so start now).
  - Indicate when they started and finished in your lab
  - Include trainee awards (while in your lab and after leaving)
  - Indicate what they are doing now. IMPORTANT!
  - include technicians you have trained or will train when you describe your training program.
- provide details of the training plan & environment
  - training program in detail (i.e., journal clubs, seminar programs, opportunities for interaction with other investigators, course requirements, travel to meetings, how often to you meet with each students...)
  - comments on your philosophy
  - List any leadership/mentorship courses you have taken
  - lab resources (infrastructure, research group?)
  - Teaching of graduate level courses; service on graduate student committees.
  - Specify the role that each trainee will play in the project (if a trainee has a skillset or background that is specifically relevant to the grant, describe this. It shows you have thought about how your trainees fit into the whole program

**END**

# Training of HQP: From NSERC Website

## What reviewers are looking for in Form 100

- Have the resulting contributions been of high quality?
- Have the students and other personnel gone on to further research training positions (e.g., PhD program, postdoctoral position)?
- Have the people trained by the applicant gone on to become respected professionals in fields related to science and engineering, in any sector? Examples of professional contributions:
  - Transferring new knowledge and expertise from the universities to the Canadian private sector;
  - Starting businesses, creating jobs and new economic opportunities;
  - Maintaining Canada's international competitiveness in research in science and engineering, renewing our intellectual resources
  - Developing and implementing policies, standards and regulations on issues of national interest;  
or
  - Maintaining and enhancing the national framework for competitive R&D through teaching, administration and research dissemination.
- In the context of the research field and the applicant's capabilities, is the past level of training activity appropriate? If not, has appropriate justification been provided?
- What was the applicant's role in the training of the different types of HQP?

# Training of HQP: From NSERC Website

## What reviewers are looking for in the application

- Are the projects feasible and appropriate for the training proposed?
- Will trainees be able to make an original contribution to knowledge?
- What opportunity will there be for training in a collaborative or interdisciplinary environment, if appropriate?
- What opportunity will there be for trainees to work with other sectors, if appropriate?
- If little or no training is planned, has an appropriate justification been given?