



# NSERC Grants & Online Portals



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Convergence Portal



Have questions?

Login

## Portal Account Users

Due to COVID-19, many deadlines are being revised. Learn more about the [impacts of COVID-19 on programs managed by SSHRC](#), including tri-agency programs managed through the Tri-agency Institutional Programs Secretariat (TIPS).

The Convergence Portal is intended for use by individuals participating in funding programs from the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC) and programs administered by the Tri-agency Institutional Programs Secretariat (TIPS), on behalf of the three research granting agencies: the Canadian Institutes of Health Research (CIHR), NSERC and SSHRC.

Before using the Convergence Portal, you must read the [Terms and conditions](#) and [Transparency](#). When you sign in and use this system, it means that you understand these policies and conditions and that you consent to the use of your personal information for administrative purposes.

**Note:** If you currently have an **account on the Research Portal**, please use your existing credentials.

### Login

Email

Password (required)

[Forgot password?](#)

Remember me?

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[Create My Portal Account](#)

# NSERC Grants & Online Portals

**My Information**

- CV Documents
- CV Affiliation and Employment
- CV Education
- Finalize

**Shared Information**

- ✔ Application Details
- ! Invitations
- ! Participants
- Collaborators
- Socioeconomic Objectives
- Fields of Research
- Keywords
- Summary of Proposal
- Certifications, Licenses and Permits
- Proposed Budget
- Supporting Documents
- Finalize and Submit

[PDF view](#)

<b>Application ID:</b>	CCMOB-2021-00212	<b>Administering organization:</b>	Aurora College
<b>Applicant:</b>	Green, Lara	<b>Funding opportunity:</b>	Mobilize Grants
<b>Title:</b>	Sample Application		

Add supporting documents to the list below. Please consult the section detailing requirements for supporting documents in the [instructions to applicants](#) for the specific program or funding opportunity to which you are applying.

All attachments must be converted to Portable Document Format (PDF) before they can be attached to the application.

Document Name	Stage	File	Actions
Contributions (see part 2 of F103CV )	Application	Required	<a href="#">Upload file</a>

# NSERC Grants & Online Portals

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## Research Portal

### Welcome to the Research Portal

#### Account

The Research Portal is intended for use only by individuals participating in the preparation of applications for funding from the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council of Canada (SSHRC), in the administration of awards, and in the merit review of applications.

Before using the Research Portal, you must read the [Terms and conditions](#) and [Transparency](#) (see below). When you login and use this system, it means that you understand these policies and conditions and you consent to the use of your personal information for administrative purposes.

**Notice: Maintenance Window**

This system will normally be unavailable to users Saturdays from 7:30 to 9:30 a.m. (eastern), as well as on the second Wednesday of each month from 6:00 to 10:00 p.m. (eastern).

#### Sign In

Email:

Password:

[Sign In](#)

New here? [Create account](#)

I forgot my [password](#).

Version: 33.0.220216.1

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# NSERC Grants & Online Portals

 Natural Sciences and Engineering Research Council of Canada    Conseil de recherches en sciences naturelles et en génie du Canada



  
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**Main Menu**

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**Proactive Disclosure**

[Proactive Disclosure](#)

## Security, Privacy and Use and Disclosure of Information

Before using NSERC's On-Line System, please read the following documents and register your acceptance below:

- NSERC's [Security Statement](#) and details on the retention periods of the data;
- NSERC's statement on the federal [Access to Information Act and Privacy Act](#);
- For applicants and co-applicants: [Use and Disclosure of Personal Information Provided to NSERC](#); and
- For Referees:  [Instructions to Referees on the Privacy Act, Confidentiality and the Use and Disclosure of Information](#).

When you login and use this system, it means that you understand and accept that these policies and conditions apply.

### Login

You will be automatically logged out of the system if there has not been any activity (e.g., Save, Preview, etc.) for an extended period of time. To avoid having to login again, we recommend that you select **Save** every 10 to 15 minutes.

**Account name (User ID)**  (30 chars)  
[Forgot your Account name?](#)

**Password**   
[Forgot your Password?](#)

Must be 8-10 characters long, must contain at least one special character ( ! @ # \$ % ^ & \* ( ) + = { } | < > \ \_ - [ ] / ? ) and no spaces, may contain numbers (0-9), lower and upper case letters (a-z, A-Z). Please note that your password is case sensitive. (10 chars)

# Basic Grant Components

- **Background Information** - partnerships/collaborators
- **Summary of Proposal**
- **Proposal**
- **Most Significant Contributions** (Session 1)
- **Knowledge Mobilization / Impact** (Session 2)
- **Budget & Budget Justification** (Session 3)
- **Highly Qualified Personnel (HQP)** (Session 4)

# Basic Grant Components

## **Proposal**

- Introduction
- Recent Progress
- Methods
- Impacts

Research Project vs Program (Objectives)

# Grant Evaluation

## 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.	Research excellence, accomplishments, and service are <b>far superior</b> to others.	Research excellence, accomplishments, and service are <b>superior</b> to others.	Research excellence, accomplishments, and service are <b>significant</b> .	Research excellence, accomplishments, and service are <b>reasonable</b> .	Research excellence, accomplishments, and service are <b>below an acceptable level</b> .	Research excellence, accomplishments, and service are <b>below an acceptable level</b> .
	Contributions presented in the application are of the <b>highest level of quality</b> .	Contributions presented in the application are of <b>high quality</b> .	Contributions presented in the application are <b>above average in quality</b> .	Contributions presented in the application are of <b>good quality</b> .	Contributions presented in the application are of <b>reasonable quality</b> .	Contributions presented in the application are <b>limited</b> in quality.	Contributions presented in the application are <b>limited</b> in quality.
	Impact and importance of the work is <b>clearly evident and groundbreaking</b> .	Impact and importance of the work is <b>clearly evident and 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> .	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 likely to have impact by leading to <b>groundbreaking advances</b> in the area and/or leading to a <b>technology or policy</b> that addresses socio-economic or environmental needs.	Proposed research program is clearly presented, is <b>highly original and innovative</b> and is likely to have impact by contributing to <b>groundbreaking advances</b> in the area, and/or leading to a <b>technology or policy</b> that addresses socio-economic or environmental needs.	Proposed research program is clearly presented, is <b>original and innovative</b> and is likely to have impact by leading to <b>advancements</b> and/or addressing socio-economic or environmental needs.	Proposed research program is clearly presented, is <b>original and innovative</b> and is likely to have impact and/or address socio-economic or environmental needs.	Proposed research program is clearly presented, has <b>original and innovative aspects</b> and may have impact and/or address socio-economic or environmental needs.	Proposed research program, as presented <b>lacks clarity</b> , and/or is of <b>limited originality and innovation</b> .	Proposed research program, as presented <b>lacks clarity</b> , and/or is of <b>limited originality and 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 <b>not clearly described</b> and/or likely not attainable.	Objectives are <b>not clearly described</b> 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 <b>not clearly described</b> 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 <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.	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.	Past training is <b>below an acceptable level</b> in terms of the research training environment provided and HQP contributions to research.
	Most HQP move on to <b>highly impactful</b> positions that require skills gained through the training received.	Most 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.	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.	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 and field of research are <b>clearly described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>partially described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>inaccurate or not described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and field of research are <b>inaccurate or not 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> .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>partially defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>not appropriate or not defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are <b>not appropriate or not defined</b> .

# Most Significant Contributions to Research

*Excellence of the researcher is an important assessment criterion in NSERC grant applications. Applicants must address the impact and quality of their research contributions when they identify up to five of their most significant research contributions in NSERC grant applications.*

*Applicants are assessed on the quality and impact of their contributions to research, and on their stature, knowledge of their fields and demonstrated expertise.*

# What to include (Form 103CV)

## Required Headings

- 1. Most significant contributions to research and practical applications**
2. Research contributions and practical applications
3. Other evidence of impact and contributions
4. Contributions to the training of highly qualified personnel (HQP)
5. Publications
6. Delays in research activity

# What to include

## **Most significant contributions**

**List up to five** of your most significant contributions over the past six\* years

**Describe the influence** of the research contribution

- Significance to, and use by, end users and researchers

**Describe your contribution** in a collaboration

# What to include

## **How to Highlight Impacts**

- Introduce the problem
- What was the work and outcome(s) - the contribution(s)
- What was the impact, significance, novelty of the contribution(s)
- What was your contribution (especially if collaborative)

# What to include (Form 103CV)

## General Information

- Up to 5 contributions from the last **six years** (10 for non-academic)
  - Eligible leaves (e.g., parental, illness) are not included in the 6 years
  - Beyond 6 years if the impact is being felt now
  - Impact can include advancing knowledge, developing technology, addressing socio-economic or environmental needs, contributing to equity, diversity and inclusion in research
- A 'contribution' can be groups of publications, contributions to policy, collaborations, industry-partnerships, outreach activities, etc.

# What to include (Form 103CV)

## General Information

- Not just a list of publications
- Approximately **1.5-pages** of the 5-page total
- Use up all your allocated space (i.e., full 5-pages, full character count)
- Focus on impact, significance and novelty – DO NOT BE HUMBLE
- NSERC advises selection committees to look at quality of impact of the publication's content, rather than h-index or the journal's Impact Factor
- Don't include any hyperlinks, reviewers can't view external sources

## **Example Discussion**

# What to include - Examples

## Example Discussion – areas for improvement?

**1. The Neural Mechanisms of Cross Education:** Papers [1,4]. My PhD work included two projects looking at the mechanisms of cross education. This work detailed the bilateral neurophysiological adaptations following unilateral strength training. I was responsible for conceiving the research questions, study design, data collection, statistical analysis, and manuscript composition. The first study [1] was a meta-analysis of 90 papers that identified the population gaps in the field of mechanistic research. The second study [4] was a 6-week training program, which demonstrated an increase in corticospinal central drive to the contralateral muscle resulting in an increase in strength in the untrained limb. This was published in the *Journal of Neurophysiology* and has been widely viewed and cited.

Please contact Ildiko de Boer ([ideboer@wlu.ca](mailto:ideboer@wlu.ca)) if you have any questions

