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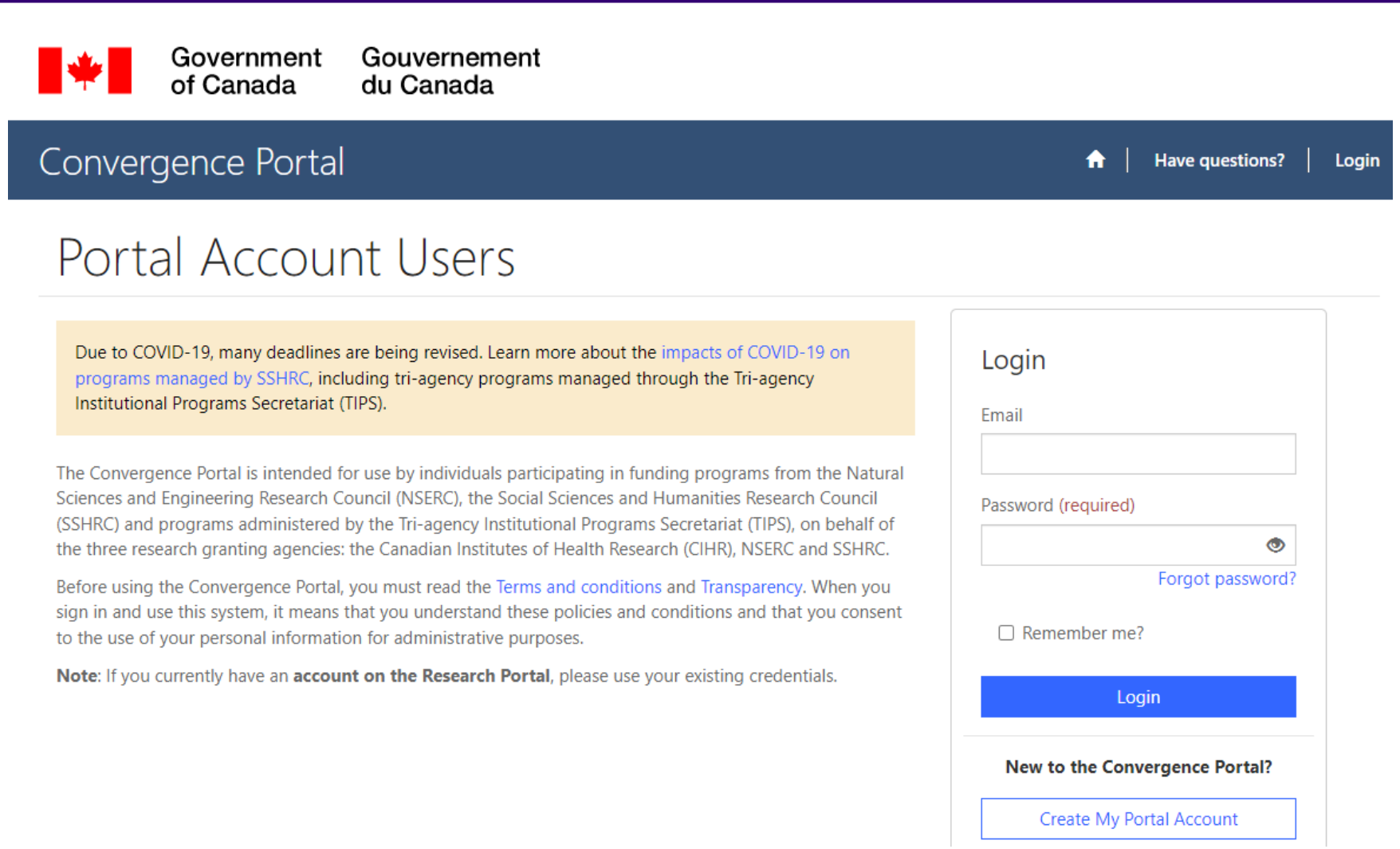
NSERC Grants & Online Portals



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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

Application ID:	CCMOB-2021-00212	**Administering organization:**	Aurora College
Applicant:	Green, Lara	**Funding opportunity:**	Mobilize Grants
Title:	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	Upload file

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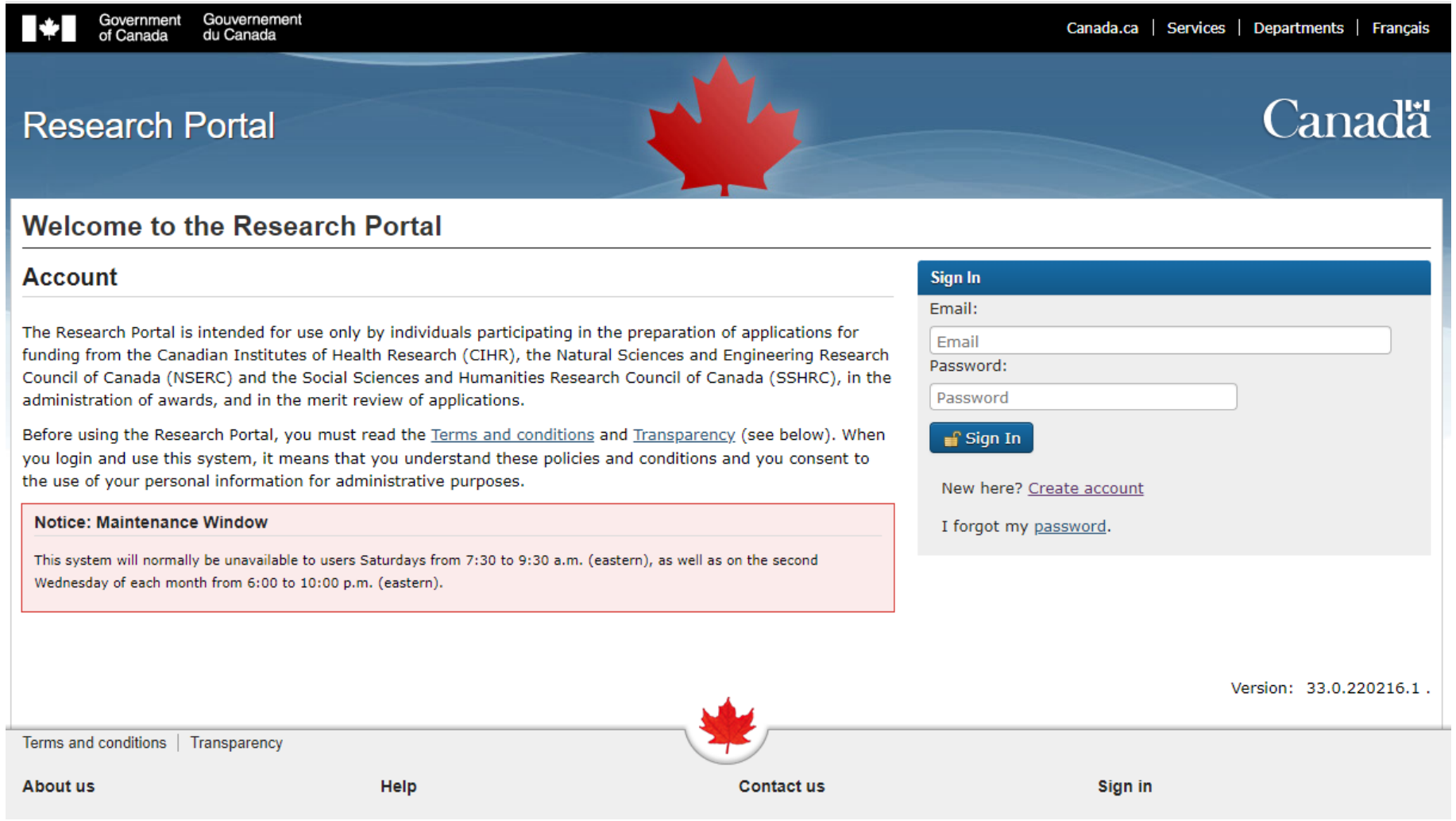

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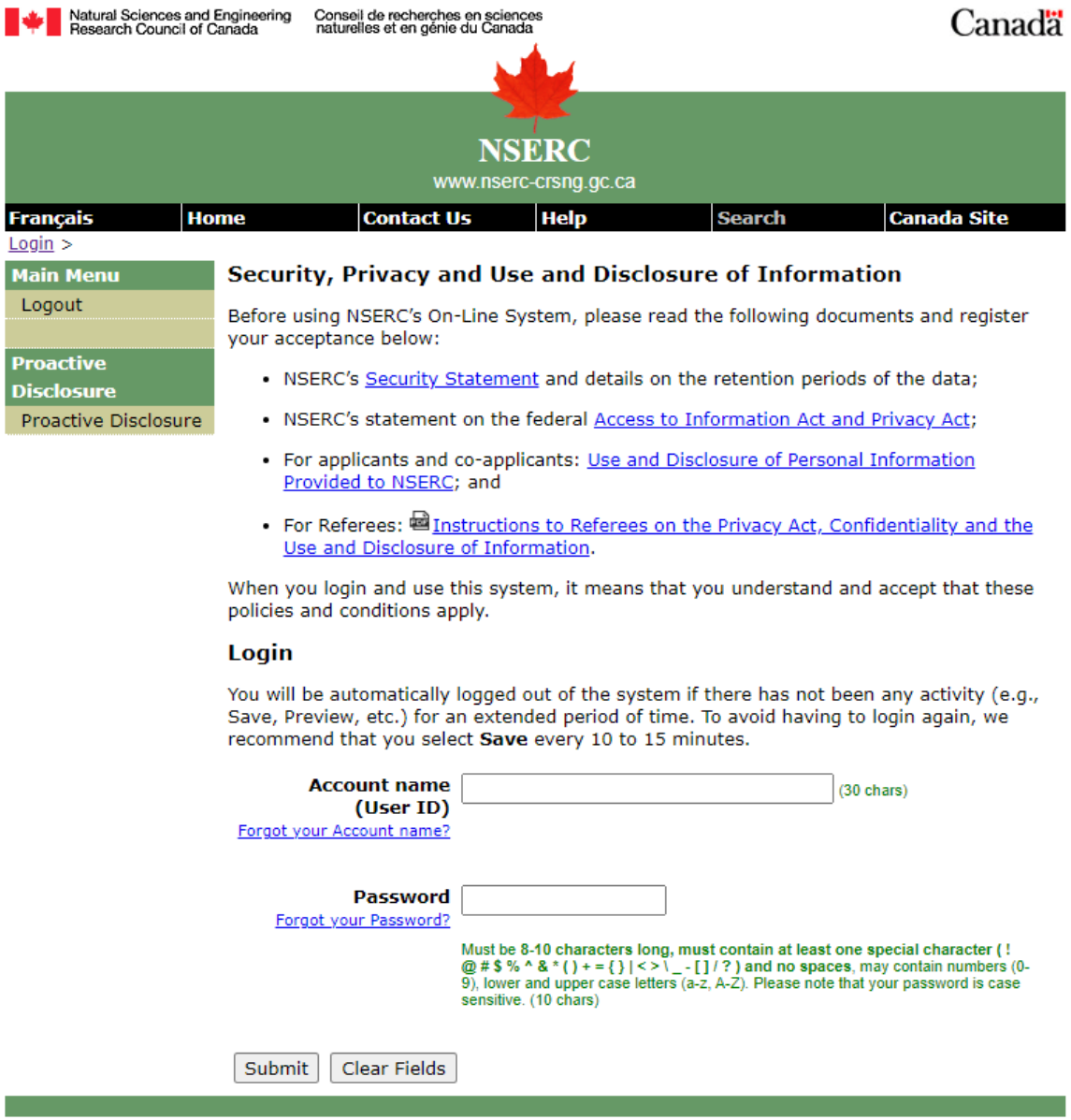

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Basic Grant Components

- **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)

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Basic Grant Components

Proposal

- Introduction
- Recent Progress
- Methods
- Impacts

Research Project vs Program (Objectives)

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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 **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.
		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.
	Training Philosophy & Research Training Plan	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.
		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 **partially described**.	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** 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 **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**.

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.

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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

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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

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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.

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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

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What to include - Examples

Example Discussion

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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.

Contact

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

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