

# Strategies and Tips for Getting Funded Enhancing Competitiveness of Research Grants – Natural Sciences and Engineering

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# Use the Discovery Grant Merit Indicators

Use the Merit Indicators and Peer Review Manual to write your DG

## 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> .
	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 in quality</b> .
Merit of the Proposal	Impact and importance of the work is <b>clearly evident</b> and <b>groundbreaking</b> .	Impact and importance of the work is <b>clearly evident</b> and <b>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> .
	Proposed research program is clearly presented, is <b>extremely original and innovative</b> and is <b>likely to have impact by leading to groundbreaking advances</b> in the area and/or <b>leading to a 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 <b>likely to have impact by contributing to groundbreaking advances</b> in the area, and/or <b>leading to a 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 <b>likely to have impact by leading to advancements</b> and/or addressing socio-economic or environmental needs.	Proposed research program is clearly presented, is <b>original and innovative</b> and is <b>likely to have impact</b> and/or address socio-economic or environmental needs.	Proposed research program is clearly presented, has <b>original and innovative aspects</b> and <b>may have impact</b> 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> .
	Long-term vision and short-term objectives are <b>clearly defined</b> .	Long-term goals are <b>clearly defined</b> and short-term objectives are <b>well planned</b> .	Long-term goals are <b>defined</b> and short-term objectives are <b>planned</b> .	Long-term goals and short-term objectives are <b>clearly described</b> .	Long-term and short-term objectives are <b>described</b> .	Objectives are <b>not clearly described</b> and/or likely not attainable.
	The methodology is <b>clearly defined</b> and <b>appropriate</b> .	The methodology is <b>clearly described</b> and <b>appropriate</b> .		The methodology is <b>described</b> and <b>appropriate</b> .	The methodology is <b>partially described</b> and/or <b>appropriate</b> .	The methodology is <b>not clearly described</b> and/or <b>appropriate</b> .
	The application <b>clearly demonstrates</b> how the research activities to be supported are distinct from those funded (or applied for) by other sources.					
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.
	<b>Most</b> HQP move on to <b>highly impactful</b> positions that require skills gained through the training received.	<b>Most</b> 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.
	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.
	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/or field of research are <b>described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and/or field of research are <b>partially described</b> .	Challenges related to equity, diversity and inclusion specific to the institution and/or 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/or an inclusive research training environment are <b>defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are <b>partially defined</b> .	Specific actions to support the recruitment of a diverse group of HQP and/or an inclusive research training environment are <b>not appropriate or not defined</b> .	



# Training of Highly Qualified Personnel

- Use the headings and subheadings from the Peer Review Guide to structure your application
  - “tick the boxes” and address each point as best as possible
- Use concrete examples of student achievement and accomplishments
  - name students (with consent), describe awards, positions and achievements where appropriate
- Integrate HQP into Research Training Plan
  - Who will carry out the aims, and how will their training be incorporated into the project

# HQP Training Plan – EDI

Beginning in 2020 the applicant's Training Philosophy must include:

- A qualitative description of existing challenges or barriers to the inclusion and advancement of under-represented groups in the NSE, which are specific to the context of the applicant's program of research:
  - An inclusive research environment
  - Barriers to participation
  - Context specific to the applicant's program of research
- The planned approach to promoting the participation of a diverse group of HQP