

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 others in terms of research training environment provided and HQP contributions to research.	Past training is superior to others in terms of the research training environment provided and HQP contributions to research.	Past training compares favourably with others in terms of the research training environment provided and HQP contributions to research.	Past training is modest relative to others 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 .	