

## 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, accomplishment, 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</b> quality.   | Contributions presented in the application are of <b>reasonable</b> quality.   | Contributions presented in the application are <b>limited</b> in quality.  |
|  |  | 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> .  |
| Merit of the Proposal                  |  | Proposed research program is clearly presented, is <b>extremely original</b> and <b>innovative</b> and is <b>likely to have impact</b> by <b>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</b> and <b>innovative</b> and is <b>likely to have impact</b> by <b>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</b> and <b>innovative</b> and is <b>likely to have impact</b> by <b>leading to advancements</b> and/or addressing socio-economic or environmental needs. | Proposed research program is clearly presented, is <b>original</b> and <b>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</b> and <b>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</b> and <b>innovation</b> .                                     |
|  |  | <b>Long-term vision</b> and <b>short-term objectives</b> are clearly defined.   | <b>Long-term goals</b> are clearly defined and <b>short-term objectives</b> are well planned.  | <b>Long-term goals</b> are defined and <b>short-term objectives</b> are planned.  | <b>Long-term goals</b> and <b>short-term objectives</b> are clearly described.   | <b>Long-term</b> and <b>short-term objectives</b> are described.   | <b>Objectives</b> are not clearly described 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.   |  |   |  |  | 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.  |
| Training of Highly Qualified Personnel | Past Training of HQP                         | Past training is at <b>the 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 & Research Training Plan | Training philosophy and research training plans are <b>of the 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 <b>and</b> field of research are <b>clearly described</b> .   | Challenges related to equity, diversity and inclusion specific to the institution <b>and</b> field of research are <b>described</b> .  | Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>described</b> .  | Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>partially described</b> .                                 | Challenges related to equity, diversity and inclusion specific to the institution <b>and/or</b> field of research are <b>inaccurate or not described</b> .                         |  |
|  |  | Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>clearly defined</b> .  | Specific actions to support the recruitment of a diverse group of HQP <b>and</b> an inclusive research training environment are <b>defined</b> .   | Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>defined</b> .   | Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>partially defined</b> .                      | Specific actions to support the recruitment of a diverse group of HQP <b>and/or</b> an inclusive research training environment are <b>not appropriate or not defined</b> .         |  |