

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</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 <b>clearly defined</b> .	<b>Long-term goals</b> are <b>clearly defined</b> and <b>short-term objectives</b> are <b>well planned</b> .	<b>Long-term goals</b> are <b>defined</b> and <b>short-term objectives</b> are <b>planned</b> .	<b>Long-term goals</b> and <b>short-term objectives</b> are <b>clearly described</b> .	<b>Long-term</b> and <b>short-term objectives</b> are <b>described</b> .	<b>Objectives</b> 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.					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</b> and <b>clearly defined</b> in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are <b>partially appropriate</b> and <b>partially defined</b> in terms of the overall approach and specific projects for HQP.	Training philosophy and research training plans are <b>not appropriate</b> and <b>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</b> or <b>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</b> or <b>not defined</b> .