

EVALUATION CRITERIA – Research Development Grant (30 points maximum)

| | Insufficient (1) | Satisfactory (2) | Good (3) | Excellent (4) | Outstanding (5) |
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| Academic excellence and knowledge creation | Research excellence, accomplishments, and services are below an acceptable level . Contributions presented in the application are limited in quality. Impact and importance of the work is not evident . | Research excellence, accomplishments, and service are reasonable . Contributions presented in the application are of reasonable quality. Impact and importance of the work is somewhat evident . | Research excellence, accomplishments, and service are significant . Contributions presented in the application are of good quality. Impact and importance of the work is evident . | Research excellence, accomplishments, and service are superior to others. Contributions presented in the application are above average in quality. Impact and importance of the work is clearly evident . | Research excellence, accomplishments, and service are far superior to others. Contributions presented in the application are of high quality . Impact and importance of the work is clearly evident and influential . |
| Innovation, experimentation and feasibility | Proposed research, as presented lacks clarity , and/or is of limited originality and innovation . The methodology is not clearly described and/or appropriate . | Proposed research is clearly presented, has original and innovative aspects and may have impact and/or address socio-economic or environmental needs. The methodology is partially described and/or appropriate . | Proposed research is clearly presented, original and innovative and is likely to have impact and/or address socio-economic or environmental needs. The methodology is described and appropriate . | Proposed research clearly presented, original and innovative and is likely to have impact by leading to advancements and/or addressing socio-economic or environmental needs. The methodology is clearly described and appropriate . | Proposed research is clearly presented, 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. The methodology is clearly described and appropriate . |

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| Need for funding and future plans | The need for funds is not clearly demonstrated . Future Funding Plans are not clearly indicated or defined . | The need for funds is partially demonstrated . Future Funding Plans are partially indicated or defined . | The need for funds is demonstrated , but there is room for improvement . Future Funding Plans are indicated but need to be clearly defined . | The need for funds is adequately demonstrated . Future Funding Plans are indicated and defined . | The need for funds is clearly demonstrated . Future Funding Plans are indicated and clearly defined . |
| Budget Justification | Budget expenses are not clearly justified or aligned with project objectives. | Budget expenses are partially justified and somewhat aligned with project objectives. | Budget expenses are justified , but some details or alignment with project objectives could be improved . | Budget expenses are adequately justified and aligned with project objectives. | Budget expenses are clearly justified, reasonable, and well-aligned with project objectives. |
| Student Training | Student training is not clearly defined . | Student training is partially defined in terms of the benefits for students in improving research skills and transferable skills. | Student training is clearly defined in terms of the benefits for students in improving research skills and transferable skills. | Student training is clearly defined in terms of the benefits for students in improving research skills and transferable skills and expected to produce quality results. | Student training is clearly defined in terms of the benefits for students in improving research skills and transferable skills and expected to produce high quality results. |
| Equity, Diversity and Inclusion | Challenges related to EDI are inaccurate or not described . Specific actions to support an inclusive research training environment are not appropriate or not defined . If applicable, EDI has not been considered in research design. | Challenges related to EDI are partially described . Specific actions to support an inclusive research training environment are partially defined . If applicable, EDI has partially been considered in research design. | Challenges related to EDI are described . Specific actions to support an inclusive research training environment are defined but there is room for improvement . If applicable, EDI has been considered in research design but not clearly defined . | Challenges related to EDI are described . Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are defined . If applicable, EDI has been considered and incorporated in research design. | Challenges related to EDI are clearly described . Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are clearly defined . If applicable, EDI has been considered and clearly incorporated in research design. |