EVALUATION CRITERIA – Strategic Initiatives Research Grant (25 points maximum)

	Insufficient (1)	Satisfactory (2)	Good (3)	Excellent (4)	Outstanding (5)
Novelty, originality of the project and its relevance to the theme.	Research project **lacks clarity**, and/or is of **limited originality** and **innovation**. Project rationale is **poorly described,** and research goals are **not supported** by the objectives. The methodology is **not clearly described** and/or **appropriate** to deliver research objectives.	Research project is **clearly** presented, with **original** and **innovative** aspects. Project rationale is **described,** and research goals are **partially supported** by the objectives. The methodology is **partially described** and/or **appropriate** to deliver research objectives.	Research project is **clearly** presented, is **original** and **innovative.** Project rationale is **defined,** and research goals are **supported** by the objectives but there is **room for improvement**. The methodology is **described** and **appropriate** but there is **room for improvement**.	Research project is **clearly** presented, is **original** and **innovative.** Project rationale is **well defined,** and research goals are **supported** by the objectives. The methodology is **clearly described** and **appropriate** to deliver research objectives.	Research project is **clearly** presented, is **highly original** and **innovative.** Project rationale is **well defined,** and research goals are **strongly supported** by the objectives. The methodology is **clearly described** and **very suitable** to deliver.
Research excellence of the applicant (and co-applicant/s)	**Lack** of evidence of applicant (and co-applicant)'s role. Research accomplishments, and service are **below an acceptable level**. Contributions presented in the application are of **limited** quality and **do not justify** the partnership to deliver project goals. Varying career level of collaborators and student role in the project are **not considered** in the proposal.	The role of applicant (and co-applicant) is **somewhat evident.** Research excellence, accomplishments, and service are **reasonable**. Contributions presented in the application are of **reasonable** quality and **somehow justify** the partnership to deliver project goals. Varying career level of collaborators and student role in the project are **partially considered** in the proposal.	The role of applicant (and co-applicant) is **evident**. Research excellence, accomplishments, and service are **significant**. Contributions presented in the application are of **good** quality and **support** the partnership to deliver project goals. Varying career level of collaborators and student role in the project are **considered** in the proposal but there is **room for improvement**.	The role of applicant (and co-applicant) is **well defined.** Research excellence, accomplishments, and service are **outstanding**. Contributions presented in the application are **above average in quality** and **support** the partnership to deliver project goals. Varying career level of collaborators and student role in the project are **considered** in the proposal.	The role of applicant (and co-applicant) is **clearly defined**. Research excellence, accomplishments, and service are **exceptional**. Contributions presented in the application are of **high quality** and **strongly support** the partnership to deliver project goals. Varying career level of collaborators and student role in the project are **well addressed** in the proposal.

Impact and plans for future funding	Impact and importance of the work is **not evident**. Project **lacks** significance for the development of Applicant's career, including plans for future grant proposals. **Limited** information on the delivery of the new knowledge to the target audience.	Impact and importance of the work is **somewhat evident**. **Limited** significance for the development of Applicant's career, including **no clear** plans for future grant proposals. **Partial** information on the delivery of the new knowledge to the target audience.	Impact and importance of the work is **evident**. Project of **average** significance for the development of Applicant's career, including **preliminary** plans for future grant proposals. **Appropriate** plans regarding delivery of the new knowledge to the target audience.	Impact and importance of the work is **clearly evident**, with a **potential** to deliver **advances** in the area. Project is of **high** significance for the development of Applicant's career, including **clear** plans for future grant proposals. **Clear** plans regarding delivery of the new knowledge to the target audience.	Impact and importance of the work is **clearly evident** and **influential**, likely contributing to **groundbreaking advances** in the area. Project is of **very high** significance for the development of Applicant's career, including **clear** plans for future grant proposals. **Substantial** plans regarding delivery of the new knowledge to the target audience.
Budget justification	The need for funds and the budget is **not justified**.	The need for funds and budget is **partially justified**.	The need for funds and budget is **adequately justified**, but there is **room for improvement**.	The need for funds and budget is **justified**.	The need for funds is **clearly demonstrated.** The budget is **well justified** and **balanced.**
HQP Training	**No** student involvement. HQP training is **not clearly defined**. Lacks any mention of EDI principles	**Limited** student involvement. HQP training is **partially defined** in terms of the benefits for students in improving research skills and transferable skills. EDI is mentioned but not meaningfully integrated	**Significant** student involvement. HQP training is **clearly defined** in terms of the benefits for students in improving research skills and transferable skills. EDI principles are acknowledged and partially addressed.	Student involvement is **clearly demonstrated** in terms of the benefits for students in improving research skills and transferable skills and expected to produce **quality** results. EDI is integrated into recruitment, mentorship, and team culture	Student involvement is **substantial** and **justified** in terms of the benefits for students in improving research skills and transferable skills and expected to produce **high quality** results. EDI is embedded throughout with proactive strategies.