Gulf Research Program Early-Career Research Fellowship
Review Criteria – Award Year 2019

Relevance to Gulf Research Program (20%)
- Applicant's prior research has a topical focus relevant to one of the GRP initiatives (Healthy Ecosystems, Thriving Communities, or Safer Offshore Energy Systems). If the applicant's research has a geographic focus other than the Gulf of Mexico region, the applicant makes a convincing case for the transferability of their work.
- Applicant demonstrates a sophisticated understanding of the complex connections between ecosystem dynamics, human health and well-being, and offshore energy systems and is able to place their own research within this broader context.

Scientific & Technical Merit (20%)
- Quality and progression of applicant's current and past employment in relevant academic or applied scientific/technical positions is high and demonstrates strong research skills and critical thinking.
- Quality of publications is high for applicant's career stage; range of publications is broad and not limited to one venue; quantity of publications is appropriate for applicant's discipline and career stage.
- Demonstrated ability or likely potential to secure funding through research grants/contracts; ability/potential to partner with others for funding.
- Evidence of interdisciplinary work; can work across disciplines or sectors to achieve results.
- Applicant has sound knowledge of literature in research area and demonstrates nuanced understanding of issues.
- Applicant's research has potential to make a unique or significant contribution to the field of study.

Collaboration & Personal Growth (20%)
- Collaborative; can lead peers and influence senior leaders; strong conflict resolution, mentoring, and coaching skills; respected presence within their institution and in their professional field.
- Demonstrates a sense of self as a learner and problem-solver, building on prior experiences to respond to new and challenging contexts.
- Demonstrates personal-growth. Pursues or generates opportunities to expand knowledge, skills, and abilities; is self-reflective over past successes and failures; is aware of own strengths and weaknesses.
- Demonstrates initiative within their institution and in the community (e.g., develops new courses, improves student training and education experiences, designs novel community projects or activities, creates unique learning spaces for students and community.)
- Serves on department committees; accepts opportunities to mentor and support students/peers; record of community engagement around social and/or civic issues.

Communications & Outreach (20%)
- Communicates complex ideas well in verbal and written formats. Skillfully communicates meaning to readers with clarity and fluency; personal essays are well-organized and cogent; writing is free of grammatical and syntax errors.
- Personal essays convey an understanding of context, audience, and purpose and are responsive to the questions asked.
- Demonstrated ability to communicate with diverse audiences (e.g., peers and fellow scientists, students of mixed academic backgrounds, the general public, technical experts outside of academia or their own discipline).

Value of Mentor-Mentee Pairing (20%)
- Mentor is likely to be actively engaged in mentorship and supportive of applicant; mentor was selected for reasons other than a research collaboration.
- Mentor and applicant have shared goals and understanding of applicant's strengths and identify areas for growth.
- Mentoring plan is realistic and feasible; objectives for mentoring relationship are specific and achievable.
- The mentor-mentee relationship has the potential to contribute to the applicant's personal development (academic plans, career ambitions, interpersonal growth).
- Mentoring plan is holistic and goes beyond the requirements of tenure and promotion (e.g., considers work/life balance, time and project management, teaching and mentorship, committee and other professional service, community engagement and outreach, and lab and research management).