

Gulf Research Program Early-Career Research Fellowship

Education Research Track Review Criteria – Award Year 2023

The Early-Career Research Fellowship application review for the Education Research track will be conducted in two stages by at least three reviewers during each stage. Applications will first go through an eligibility and relevance review conducted by Gulf Research Program staff. Applications that are eligible and deemed highly relevant to the charge of the GRP and the track goal will proceed to the second review stage focused on merit and impact.

Gulf Research Program mission: Develop, translate, and apply science, engineering, and medical knowledge to enhance offshore energy safety, environmental protection and stewardship, and human health and community resilience in the Gulf region in ways that empower its citizens.

Track Goal: Contribute to the advancement of science, STEM, and environmental education in the Gulf of Mexico region or Alaska by considering the impacts of establishing sense-of-place* in formal or informal learning environments.

**Sense of place describes the wide range of connections between people and places that develops based on the place meanings and attachment a person has for a particular setting. For the purpose of this opportunity, sense of place may include research terminology such as place-based education (PBE) or learning, identity of place, place-making, and/or pedagogy of place.*

Eligibility and Relevance Review

Eligibility

- Is the applicant a current federal employee?
- Is the applicant affiliated with a non-federal U.S. institution that has a valid tax ID number?
- Did the applicant complete their eligible degree (PhD, ScD, EngD, MD, DrPH, EdD, DSW, etc.) on or after January 1st, 2013?
- Does the applicant appear to currently hold a permanent and fully independent position as an investigator, faculty member, clinician scientist, or scientific team lead in industry, academia, or a research organization? (A postdoc is not considered a fully independent position.)

Relevance

- Applicant's relevance essay demonstrates how their prior and future work will contribute to: the advancement of science, STEM, and environmental education by considering the impacts of incorporating place-based education or establishing sense-of-place in formal or informal learning environments.
- Applicant's relevance essay demonstrates clear understanding of the educational system and demonstrates experience in and intention to conduct research relevant to one or more states or localities within the Gulf of Mexico region or Alaska.

Merit and Impact Review

Technical Merit of Current Work (30%)

- Applicant demonstrates strong technical merit and research skills in past work.
- Applicant demonstrates potential to make a unique or significant contribution to the field of study and/or towards the goal of the track.
- The quality, range, and quantity of publications is appropriate for the applicant's discipline and career stage.
- Applicant demonstrates ability to secure funding through research grants/contracts.

Impact Potential and Personal Growth (25%)

- Applicant demonstrates a sense of self as a learner and problem solver along with personal growth potential.
- Applicant demonstrates initiative within their institution and their field.

Communication Skills (15%)

- Applicant communicates complex ideas well in written formats, application materials are well-organized and cogent, and writing is free of grammatical and syntax errors.
- Application materials convey an understanding of context, audience, and purpose; materials are responsive to the questions asked.

Special Skill (25%)

- Applicant demonstrates experience working in or studying the Gulf of Mexico region (at some level of granularity) and a clear understanding of the opportunities and challenges facing the "place" or region.
- Applicant demonstrates a clear understanding of the unique opportunities and challenges facing the communities/populations in the Gulf of Mexico region or Alaska; may demonstrate experience working with historically disadvantaged, overburdened, or marginalized communities.

Mentorship (5%)

- Mentor and applicant have shared goals and understanding of applicant's strengths and identified areas for growth.
- Mentoring plan is realistic and feasible; objectives for mentoring relationship are specific and achievable.
- Mentoring plan is holistic and goes beyond the requirements of tenure and promotion.