

Criteria	1 (Not Fundable)	2 (Needs Further Consideration)	3 (Benchmark)	4 (Strong)	5 (Exemplary)
Clarity of Objectives and Goals	Objectives and goals are poorly defined, unclear, or completely absent. The proposal lacks a clear direction, making it difficult to understand its purpose and intended outcomes.	Objectives and goals are somewhat stated but lack specificity and may be unclear in some areas. The proposal may not fully address the project's purpose and intended outcomes, leading to possible confusion about its objectives.	Objectives and goals are adequately stated but may lack specificity in certain aspects. The proposal presents a general idea of the project's purpose and intended outcomes but lacks a detailed plan for achieving them.	Objectives and goals are clearly defined, specific, and aligned with the project's purpose and intended outcomes. The proposal effectively communicates the project's direction, making it easy to understand its goals and objectives.	Objectives and goals are exceptionally well-defined, specific, and demonstrate a clear understanding of the project's purpose and intended outcomes. The proposal precisely articulates the project's direction, leaving no room for ambiguity. The goals are compelling, well-aligned with the project's focus, and demonstrate a high level of thoughtfulness.
Feasibility and Budget	The proposal outlines activities that are impractical, poorly organized, or insufficiently thought out. The timeline is unrealistic, and the proposal does not demonstrate an understanding of the necessary resources, including use of College resources and/or space, and potential challenges.	The proposal outlines activities that may be feasible, but some aspects lack detailed planning or may face challenges in execution. The timeline may need adjustments, and the resource allocation is not fully justified, including consulting for or investigating authorization for the use of any needed College resources and/or space	The proposal outlines feasible activities with a reasonably organized timeline. Resource allocation is generally justified, but some aspects may need further clarification. Consideration for authorization of the use of College resources and/or space is included but will need more planning.	The proposal outlines well-thought-out and feasible activities with a realistic timeline. Resource allocation is adequately justified, and potential challenges are addressed. There is evidence of consultation and some planning for the authorization of any College resources and/or space needs.	The proposal outlines highly feasible and well-organized activities with a thoughtful and realistic timeline. Resource allocation is innovative and thoroughly justified, and clearly addresses potential challenges. Consultations for the authorization of any use of College resources and/or space have been thoroughly completed, and authorization has been planned out and vetted for project timeline.
Impact and Potential for Fostering Belonging	The proposal lacks a clear description of the potential impact on promoting equity, diversity, and inclusion at the college. The link between the project's activities/objectives and EDI goals is weak or missing. The proposal does not provide explanation of the potential for fostering a sense of belonging by community members.	The proposal provides some description of the potential impact on promoting equity, diversity, and inclusion at the college, but it may lack specifics or have limited alignment with EDI goals. The link between the project's activities/objectives and EDI goals needs further development. The proposal briefly mentions the potential for fostering a sense of belonging at the college.	The proposal describes the potential impact on promoting equity, diversity, and inclusion at the college to some extent. The link between the project's activities/objectives and College EDI goals is evident, but additional details may be beneficial. The proposal indicates potential for fostering a sense of belonging at the college, but it could be more explicitly defined.	The proposal clearly describes the potential impact on promoting equity, diversity, and inclusion at the college. The link between the project's activities/objectives and College EDI goals is strong and well-established. The proposal provides a thoughtful explanation of how the activities/objectives will contribute to a greater sense of belonging within the community.	The proposal exceptionally and convincingly describes the potential impact on promoting equity, diversity, and inclusion at the college. The link between the project's activities/objectives and College EDI goals is seamless and compelling. The proposal provides a full explanation of potential long-term benefits, demonstrating a clear understanding of the project's potential for lasting positive change in promoting EDI and a culture of belonging at the college.

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Alignment with College of the Rockies’ EDI Values and Objectives	The proposal does not align with the college's existing EDI initiatives and objectives. It may not effectively promote inclusivity or address the needs of marginalized groups. There is no evidence of consideration of specific EDI concerns or gaps.	The proposal partially aligns with the college's existing EDI initiatives and objectives but lacks a comprehensive approach to inclusivity and addressing the needs of marginalized groups. Some mention of specific EDI concerns or gaps is made, but further development is required.	The proposal demonstrates alignment with some of the college's existing EDI initiatives and objectives. It tries to promote inclusivity and/or belonging at the college. It attempts to address the needs of marginalized and/or underserved groups. The proposal identifies some specific EDI concerns or gaps, but additional details would enhance alignment.	The proposal aligns well with the college's existing EDI initiatives and objectives. It effectively promotes inclusivity and addresses the needs of marginalized and/or underserved groups. The proposal identifies specific EDI concerns or gaps, showing a clear understanding of alignment with college goals.	The proposal exemplarily aligns with the college's existing EDI values and objectives. It deeply promotes inclusivity and belonging with a strong focus on concrete needs of marginalized and/or underserved groups. The proposal precisely identifies specific EDI concerns or gaps, demonstrating a profound understanding of alignment with college goals and a commitment to advancing EDI efforts at the college.
Partnership, Collaboration, and Support	The proposal does not consider partnerships, collaboration, or support. It does not speak to support from or collaboration with others, especially those who’s inclusivity and/or needs are being addressed by the proposed project. There is no evidence of consultation with those who’s voices are key to the issue being addressed. Or inappropriate collaboration has occurred in that only voices other than those who’s inclusivity and/or needs are being addressed have been considered.	There are opportunities for partnership, collaboration, and support that need more consultation or opportunities that the proposal has not addressed need consideration. The proposal requires more input from those who’s voices are key to the issue being addressed by the project. The appropriate voices are identified but require further consultation. There is more speaking for others than lifting voices of those who’s inclusivity and/or needs are being addressed by the project.	There is evidence of consultation with appropriate people for partnership, collaboration, and support for the proposal. It attempts to include the voices of those who’s inclusivity and/or needs are identified. There is evidence of some consideration to appropriate and meaningful partnerships, collaboration, and support.	The proposal identifies meaningful partnership, collaboration, and support consultation. It shows an understanding of the importance of representation and support for the voices of those who’s inclusivity and/or needs are being addressed by the project.	The proposal not only identifies meaningful consultations with potential partnerships, collaborations, and support for the project, but includes representation and prioritizing of voices of those who’s inclusivity and/or needs are being addressed by the project. There are elements in the planning that clearly show an understanding of lifting up voices rather than speaking for others.
Draws upon 5 Pathways towards Indigenization	The proposed activities and strategies for implementing the proposal does not invoke any of the 5 Pathways towards	The activities and strategies outlined in the proposal mentions at least one of the 5 Pathways action items, but it requires further development. It is unclear how the proposal is situated within the larger context of	There is acknowledgement of the 5 Pathways and at least one tie to an element of the Pathways’ actions. The proposal could better situate the activities and resources within the larger context of the Pathways’	The proposal situates itself well within the larger context of the 5 Pathways actions. The proposal identifies how it contributes to moving the community further along one or more of the 5	The proposal clearly defines how the activities and allocated resources will contribute to one or more of the 5 Pathways’ actions. There is an innovative and well-demonstrated grounding in the Pathways. There is a clarity of context for

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and Reconciliation .*	Indigenization. The proposal does not provide clear explanation for how the activities are framed by any of the Pathways’ actions.	the 5 Pathways. The proposal has inappropriate or weak understanding of the elements within the 5 Pathways.	actions in a meaningful, concrete way. The proposal might invoke elements of the 5 Pathways that need better alignment.	Pathways. There is appropriate alignment with activities and elements within the 5 Pathways.	the proposal within the larger efforts of anti-racism, decolonization and/or Indigenization and Reconciliation.

* (Cultural Safety & Anti-Racism; Decolonization; Incorporate Indigenous Voices and Content; Incorporate Indigenous Ways of Knowing, Being and Doing; Indigenous Pedagogy)