CALL FOR PROPOSALS
2017-2018
Digital Inclusion Research Funding
Please review the attached document and submit your proposal according to the instructions below by the closing deadline of June 19, 2017, 4:00 p.m. EDT.

Proposals will not be considered unless:

- Electronically submitted at www.ecampusontario.ca/proposal-submission/2 in PDF format
- Received by the date and time specified above;
- Submission by any other form such as email, facsimiles or paper copy mail is not acceptable.

Key Dates for Call for Proposals Process:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18, 2017</td>
<td>Distribution of call for proposals</td>
</tr>
<tr>
<td>June 19, 2017, 4:00 p.m. EDT</td>
<td>Closing date and time for submissions made electronically through <a href="http://www.ecampusontario.ca">www.ecampusontario.ca</a></td>
</tr>
<tr>
<td></td>
<td>Submission by any other form such as email, facsimiles or paper copy mail will not be considered for evaluation.</td>
</tr>
<tr>
<td>August 31, 2017</td>
<td>Member institutions and project leads to be notified of successful projects.</td>
</tr>
</tbody>
</table>

eCampusOntario will not be held responsible for documents that are not submitted in accordance with the above instructions.
1. Background

As a centre for excellence in online learning, eCampusOntario has a mandate to support leading edge Ontario research in the field. In 2016-17, eCampusOntario provided a funding total of $2.6 million across 45 project teams who will be engaged in research and innovation projects in the following six areas of focus:

1. Pedagogical Approaches
2. Quality and Evaluation
3. Business Models, Resources, Costs, Faculty Support
4. Openness
5. Connecting Programming and Labour Market Needs
6. Accessibility and Digital Literacy

Part of the mandate of the Ontario Digital Service is to develop a digital literacy strategy in consultation with the Ministry of Advanced Education and Skills Development. Recognizing that digital literacy should be considered as part of a broader concept of digital inclusion, Digital Government is now building capacity and working towards a shared understanding of digital inclusion in Ontario, through a number of activities including providing funding for research projects in the area of digital inclusion. Through these activities involve a variety of sectors and communities, there is an aim to inform the development of the Digital Action Plan, as well as a later strategy for digital inclusion and literacy for Ontario.

Digital inclusion describes the goal of ensuring that people – especially those in marginalized groups – can benefit from digital technologies in their lives. Areas of focus in exploring digital inclusion may be on topics such as increasing access, lowering barriers and working to empower people who might be otherwise traditionally marginalized and/or excluded from the design or use of digital tools. We know that digital exclusion – lack of access to not only the Internet, but also the hardware, software, content, services and ability to engage – can affect active participation in all aspects of social lives of individuals and communities.

This new call for funding will provide support for researchers who wish to explore digital inclusion and related areas of focus, such as inequities in access to the Internet and digital skills, practices of design which exclude groups or individuals, and explorations of the concrete ways in which people can benefit from the application of digital skills and access across sectors (e.g., healthcare, education, civic participation) as well as ways in which people may be put at risk as a result of lack of knowledge, or skills in digital technologies.

This funding will support researchers and teams who aim to explore the benefits and outcomes of digital inclusion and related interventions in an Ontario context, with outcomes that can be applied in a real-world context in communities. Outcomes can include, for examples, highlighting effects of digital inclusion – at all scales – on academic performance, employability, earnings, health and wellbeing, social inclusion, civic engagement, etc. Research can also focus on better describing and documenting the challenges of those who we might consider as “digitally excluded” in an Ontario context with a goal to better provide targeted services and supports to those groups and communities.\(^1\)

Through this funding, the Ontario Digital Service and eCampusOntario hope to support a greater understanding about digitally excluded populations as well as highlight and examine potential benefits and high impact outcomes related to intervention strategies for digital inclusion.

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\(^1\) Institute of Museum and Library Services, Technology and Social Change Group at the University of Washington, and the International City/County Management Association (2012). *Building Digital Communities: A framework for action.*
2. Scope of Work

2.1 PROJECT DESCRIPTION

Overview

Funding will be available for research projects related to digital inclusion in the Ontario context. Funding will be provided for both a number of small-scale research projects (up to $20,000) and one large-scale research project (up to $125,000). Please note: only one large-scale research project will be funded.

Areas of focus

Digital inclusion can be defined as including three areas of activity:

- Access,
- adoption, and;
- application.

When thinking about how communities and groups might benefit from digital technologies, each of these three areas must be considered; however, for the purpose of this funding, researcher and teams may choose to focus on one area or one particular aspect of one area of focus. Applicants must clearly state which area(s) their work will address.

As well, applicants should clearly identify the traditionally marginalized or excluded communities and groups which they are seeking to study (e.g. low income, seniors, youth at risk, people with disabilities, newcomers, First Nations/Indigenous, rural or remote, etc.).

Access

Research on digital inclusion in the area of access may, for example, focus on availability of high speed Internet access across generations and groups, affordability of access to the Internet and other digital technologies, inclusive and universal design as well as research into public access to digital technologies for communities and groups. Example of questions that could be explored might include:

- How does increasing high speed Internet access to particular groups and communities provide benefit?
- What are the ways in which inclusive design can provide enhanced access and engagement for specific groups or communities?
- How does the cost/affordability of Internet access have an impact upon digital inclusion?
- What interventions are best suited to addressing affordability?
- What specific strategies related to enhancing digital inclusion are required in particularly diverse communities and regions of the province?
- How can marginalized groups and communities be empowered in the design and use of digital technologies?
Adoption

Research on digital inclusion in the area of adoption may, for example, examine relevance and awareness of various digital technologies and their potential benefits and risks, including ways in which digital technologies are used to access, manage and analyze information, as well as create and share knowledge with others. Research on adoption may also explore approaches to maintain online safety and privacy. Examples of questions that could be explored might be:

- What kinds of programs for teaching about online safety and risk are most effective for different groups of users?
- How does a perceived lack of confidence in digital skills affect ideas about the usefulness or effectiveness of digital tools and services?
- How do rates of digital literacy and uptake vary based on factors such as age, level of education, socioeconomic and employment status and first language?
- What types of security and privacy concerns are most relevant to users of different ages?
- What are some recommendations for designing and implementing effective, inclusive and highly relevant cyber-bullying strategies?

Application

Research in the areas of application may, for example, focus on how people might use digital technologies for benefit and growth across many aspects of their lives (e.g., through discovering and optimizing educational opportunities and academic performance, utilizing learning opportunities, recognizing and filling skills gaps, allowing engagement in digitally mediated social networks or facilitating access to new markets for businesses). Research is encouraged into what digital inclusion might look like in areas such as education, health care, economic development, social inclusion, employment, civic engagement, public safety and others. Examples of questions that might be explored include:

- How do underemployed or precariously employed Ontarians use digital tools to fill skills gaps or seek education for a second career or a career change?
- What are some new and innovative ways in which digital technologies can create strong and meaningful social networks for individuals who are otherwise socially isolated?
- What are some ways in which digital technologies can encourage sharing of culture, stories, and expressions, especially among marginalized communities?
- What are effective strategies for ensuring digital technologies can enhance competitiveness, regional economic development, and the growth of small businesses?
- How can we best use digital tools to engage patients and caregivers in accessing high quality and relevant information related to complex health care challenges?
- How can digital technologies enhance participation by underrepresented groups in democratic institutions, and foster inclusive public discourse?
- What kinds of digital tools are most effective to make communities safer and for responding to local emergencies for communities who most need these supports?

Skills in Canada: First results from the PIACC. Statistics Canada, 2013.
2.2 Funding

This call is open to both emerging and established researchers and teams who are interesting in exploring digital inclusion and related topics. Research may engage quantitative, qualitative, mixed methods or innovative research designs and methods, but should aim to provide practicable recommendations, identify areas of public need, and propose or evaluate intervention models in the area of digital inclusion.

The fund will aim to support research activities that can result in outcomes that may be of use to policy-makers, practitioners, civil society groups, grassroots and advocacy organizations, and others. The funding activities may include evaluations of existing programs, the development and descriptions of best practices, and/or research into exploring potential benefits, identifying gaps in knowledge and practice as well as opportunities for further study or intervention in areas of digital inclusion.

Collaborations and partnerships

Researchers and teams are encouraged to explore collaborations and/or partnerships outside of publicly-funded universities and colleges. Emphasis on impact at the level of communities, engagement with community groups, agencies or grassroots organizations is key to exploring, implementing and evaluating potential interventions and areas of research focus in digital inclusion. This RFP aims to fund projects in which named community partners are considered active collaborators and it is expected that these partnerships be described in detail according to the Evaluation Rubric provided in Appendix B.

2.3 ANTICIPATED TIMELINES

It is expected that work will be completed in one fiscal year (2017-18). Institutions will be expected to meet reporting deliverables in the fiscal year, and payments will be made in up to two instalments as outlined in the table below.

Projects may be concluded with a final report at any point during the fiscal year. Receipt and review of a Final Report at any stage will trigger the payment of remaining funds to institutions.

Please note: All final reports must be submitted by March 15, 2018

<table>
<thead>
<tr>
<th>Anticipated Timeline</th>
<th>Description</th>
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<tbody>
<tr>
<td>May 18, 2017</td>
<td>eCampusOntario distributes Call for Proposals to all publicly assisted Ontario colleges and universities</td>
</tr>
<tr>
<td>May – June 2017</td>
<td>Member institutions develop proposals according to criteria and requirements detailed in this RFP.</td>
</tr>
<tr>
<td>June 19, 2017</td>
<td>Deadline for proposals to be submitted to eCampusOntario</td>
</tr>
<tr>
<td>June – July 2017</td>
<td>Evaluation process</td>
</tr>
<tr>
<td>August 2017</td>
<td>Provide list of projects recommended for funding to eCampusOntario Board for approval, and then to the Government of Ontario/Digital Government team.</td>
</tr>
<tr>
<td>August 31, 2017</td>
<td>Award letters distributed.</td>
</tr>
<tr>
<td>September 2017</td>
<td>Contracts executed; report templates distributed.</td>
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<tr>
<td>September 30, 2017</td>
<td>First payment provided to awardees (50%)</td>
</tr>
<tr>
<td>January 15, 2018</td>
<td>Interim Project Report due</td>
</tr>
<tr>
<td>January 30, 2018</td>
<td>Final payment provided to awardees (50%)</td>
</tr>
<tr>
<td>March 15, 2018</td>
<td>Final reports due</td>
</tr>
</tbody>
</table>
3. PROPOSAL EVALUATION AND SELECTION PROCESS

3.1 EVALUATOR SELECTION AND EVALUATION PROCESS

Following receipt of proposals, evaluators will score each submission against the rubric provided in Appendix B of this RFP.

   a. Each proposal will be evaluated by two independent reviewers
   b. Where possible, at least one evaluator will have knowledge of or experience in the area of digital inclusion and/or related areas of adoption of technologies such as digital literacy, access to digital technology, and application of digital technologies across sectors.

Proposals will be assessed according to the Evaluation Rubric provided in Appendix B and the high-level weightings below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quality</td>
<td>35%</td>
</tr>
<tr>
<td>Potential Impact (on communities, or groups)</td>
<td>35%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>20%</td>
</tr>
<tr>
<td>Budget</td>
<td>10%</td>
</tr>
</tbody>
</table>

4. PROPOSAL SUBMISSION REQUIREMENTS

4.1 GENERAL OVERVIEW

Proposals should address the content requirements as outlined in this Call for Proposals, and must be clear, detailed and comprehensive. Clarity of language, adherence to suggested structure, and adequate accessible documentation are all essential to evaluators’ ability to review and evaluation. eCampusOntario and the Government of Ontario/Digital Government are interested in proposals that demonstrate broad value and impact for Ontarians.

4.2 PROPOSAL DOCUMENTATION AND SUBMISSION

All proposals must be submitted electronically to www.ecampusontario.ca/proposal-submission/2

Each proposal:

1. Must be in machine readable PDF format: please do not scan the document to create the PDF, but “Save As” within Word.
2. Must include:
3. Appendix A (Cover Page and Attestation) completed and signed by a representative at the Associate Vice President Academic level or above.
   a. Main Proposal Document as described in Section 4.3 below.
4.3 PROPOSAL CONTENT

The proposal should contain the following items and have the same order as set out below (see Appendix B, evaluation rubric, for further detail):

General Proposal Information

- Project Title, area(s) of focus, and a one or two sentence description of research topic.
- Lead institution and either Lead Researcher or Project Lead; list any other partners to be involved.

Note: ‘Researcher’ may be an academic researcher, postdoctoral fellow, non-faculty researcher, staff researcher, PhD or Masters student with endorsement of a faculty advisor; must be affiliated with a member institution (see Appendix C)

- Identify if this proposal is a Small-Scale project (budget max.$20,000) or a Large-Scale project (budget max. $125,000)

Quality (35%)

Objectives of the project are clearly articulated and reasonable

Provide a description of the objectives of your research proposal and a timeline to complete the work by March 30, 2018 (maximum 6 pages). It should be clearly written using language that can be clearly understood by others outside this area of expertise. Please avoid use of jargon, acronyms, or highly technical terms.

Clearly indicate:

a. the problem, question, issue, or objective to be addressed;
b. the area(s) of focus (access, adoption, application) to be explored;
c. the anticipated contribution of this research project to the advancement of knowledge or understanding of digital inclusion, and digital exclusion;
d. any other potential benefits of this research project.

Roles and relevant experience of partners and/or team members are clearly outlined:

- Clearly articulate roles and responsibilities of individuals who will be involved in the project, along with their experience or expertise in the role (maximum 3 pages). Curriculum vitae or resumes must be provided as appendices and cannot exceed 3 pages.

Proposal includes a clear rationale that is reasonable and relevant:

- Provide the context for the proposed research project (for example, what is known from the literature or previous experiential evidence);

Plans for carrying out the work, approaches to be employed are clear, relevant, and feasible:

- Provide a summary of the proposed methodology, strategies, or approach to be employed and key activities and procedures for data collection and analysis to achieve the stated objectives.
- Address approach to obtain research ethics approval, or provide evidence of application, if research involves human participants.
Impact (35%)  

Applicability and transferability

- Articulate the value of this research project for Ontario. Address scale and applicability, especially as it is achieved through partnerships and/or collaboration.

Plan for dissemination

- Clearly describe plans for knowledge mobilization/dissemination of results or lessons learned through project and general significance of outcomes. The dissemination strategy should articulate how the findings will be made publicly available through an open access, Creative Commons license. Expenses related to publishing in Open Access journals are eligible to be included in budget.

- Acknowledgment of the requirement to provide a final report including a one-page summary of the research results and their general significance. Note that eCampusOntario and the Government of Ontario are free to publish and share the results openly, with clear attribution. eCampusOntario and the Government of Ontario will not have any intellectual property rights respecting any materials or products developed using Digital Inclusion research funds.

Collaboration (20%)  

The project involves working with a diverse group of organizations to enhance its impact

- Describe partnerships in detail

- Clearly identify outcomes and benefits of collaboration

Budget (10%)  

Budget clearly outlines cost projection and priorities of the project

- Proposals must include a clearly articulated budget that is understandable, appropriate to the priorities of the project, and developed with enough detail to provide clarity about how and when funds will be used.

  a. For each of the roles to be involved in the project (e.g., subject matter expert, project manager, etc.), provide FTE percentage for each phase of the project, and rate/cost.

  b. Provide information about any other direct and in-kind costs included in the project. Examples of eligible costs include reasonable travel costs, incentives for study participants, open access publishing costs, and specialized software or small equipment up to $300 per item. Examples of ineligible costs include computers, consulting fees for faculty, staff awards, alcohol, and gifts.

  c. Administrative overhead is an eligible expense, to a maximum of 2% of the total budget; high-level breakdown of these expenses is required.

  d. Be clear about when project work/phases and expenses will occur.

  e. Be prepared to provide evidence of expenditures in the event of a Ministry audit (for example, records of salary expenses, etc.).
APPENDIX A – COVER PAGE AND ATTESTATION: Digital Inclusion Research Funding

To be completed, signed by a senior executive with appropriate signing authority (for example, VP Research, Associate VP Academic) and included as first page of proposal submission. A Word version will be provided.

<table>
<thead>
<tr>
<th>Project Title</th>
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<tbody>
<tr>
<td>Project Description (150 words max.)</td>
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<tr>
<td>Theme Area (select all that apply)</td>
<td></td>
</tr>
<tr>
<td>• Access (connectivity, affordability, inclusive and participatory design)</td>
<td></td>
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<tr>
<td>• Adoption (uptake/relevance, digital literacy, privacy and safety)</td>
<td></td>
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<tr>
<td>• Application (e.g. employment, social inclusion, economic development, civic engagement, healthcare, community safety, cultural expression)</td>
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<tr>
<td>Lead Institution</td>
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<tr>
<td>Lead Researcher / Project Lead</td>
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<tr>
<td>Collaborators (if applicable, list all institutions, organizations and/or departments)</td>
<td></td>
</tr>
<tr>
<td>Total Budget Request</td>
<td></td>
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<tr>
<td>Project Type</td>
<td>Small-Scale Project (max. $20,000) Large-Scale Project (max. $125,000)</td>
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</table>

I attest that this proposal adheres to the requirements as set out in the Request for Proposals for Digital Inclusion Research Funding.

• This is a proposal to conduct a research project related to digital inclusion.

• The results and work product related to this research project will be made openly available with a Creative Commons license (CC-BY 4.0) and provided to eCampusOntario by the due date specified. eCampusOntario and the Government of Ontario are free to publish and share the results openly, with clear attribution. eCampusOntario and the Government of Ontario will not have any intellectual property rights respecting any materials or products developed using Digital Inclusion Research funds. Please see eCampusOntario Open Licensing Policy for more information.

• A final Project Report in a machine-readable AODA-compliant format will be submitted no later than one month after conclusion of project (no later than 30 April 2018) and will include a one-page summary of the research or project results and their general significance to digital inclusion, as well as a description of how knowledge mobilization/dissemination activities were—or will be—achieved.

• All necessary ethics approvals have been, or will be, obtained, as appropriate.
<table>
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<tr>
<th>Criteria</th>
<th>Potential Evidence or Indicators</th>
<th>Scoring</th>
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</table>
| Objectives of project are clearly articulated and reasonable | The objectives are clearly stated, using terminology that can be understood by non-experts  
Objectives can reasonably be achieved within the available timeline | Exceptional (9-10 pts): The objectives are directly appropriate to the goals of the funding, are clearly detailed and articulated, and can be easily understood. Objectives can reasonably be met according to the timeline available.  
Excellent (6-8 pts): The objectives are appropriate to the goals of the funding, are clearly articulated and easily understood. Objectives can reasonably be met according to the timeline available.  
Acceptable (2-5 pts): The objectives are provided and seem appropriate to the goals for funding. Objectives seem reasonable for the time available.  
Incomplete (0-1 pts): The objectives are not clearly articulated and leave questions about reasonableness to the goals for funding and the time available. |
| Roles and relevant experience of partners and / or team members are clearly outlined | Proposal articulates roles, responsibilities, research and/or practitioner experience of individuals who will be involved in the project, such as:  
- faculty/discipline experts  
- graduate students with appropriate faculty supervision  
- information policy experts  
- design practitioners | Exceptional (9-10pts): Proposal includes a clear and detailed breakdown of roles and responsibilities of each partner and/or individual, along with previous experience with research and/or digital inclusion projects; project team proposed is diverse and includes variety of relevant expertise.  
Excellent (6-8 pts): Proposal includes a clear breakdown of the roles and responsibilities of each partner and/or individual, but includes only some specific details; project team proposed is fairly diverse and includes at least digital inclusion research expertise, and some practitioner expertise.  
Promising (2-5 pts): Proposal includes a vague breakdown of the roles and responsibilities of each partner and/or individual, with minimal detail; project team proposed is not diverse and includes only limited relevant expertise.  
Incomplete (0-1 pts): Roles and responsibilities are not outlined. Project team is relatively homogenous with no clear evidence of relevant expertise. |
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Potential Evidence or Indicators</th>
<th>Scoring</th>
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<tbody>
<tr>
<td>Proposal includes a clear rationale that is reasonable and relevant</td>
<td>Rationale for undertaking the research project is clearly understood and makes sense in the context of the funding goals. Research project is situated in the context of what is known from literature and/or previous research evidence. If applicable, rationale for considering innovative technology approaches is clearly articulated.</td>
<td>Exceptional (9-10 pts): Proposal provides detailed evidence of rationale and context for the research project that clearly situates it within the goals of the funding. Evidence includes specific references to literature and/or data from previous research. Excellent (6-8 pts): Proposal provides clear evidence of rationale and context for the research project to meet the funding goals. References to the literature or to previous research is provided. Acceptable (2-5 pts): Proposal provides some evidence for the rationale and context for the research project and fits within the goals for the funding. Incomplete (0-1 pts): Inadequate information is provided to support the rationale and context of the research project.</td>
</tr>
<tr>
<td>Plans for carrying out the work, approaches to be employed are clear, relevant, and feasible</td>
<td>Proposed methodology, strategies, or approach will clearly support attainment of stated objectives. Key activities and procedures to collect and analyze data are clearly articulated and reasonable.</td>
<td>Exceptional (9-10 pts): The proposed methodology, strategies, or approach are clear and reasonable, and sufficient detail is provided to indicate that they unambiguously support the attainment of stated objectives. Key activities are articulated, including details regarding data collection and analysis. Research ethics approval is in place as required. Excellent (6-8 pts): The proposed methodology, strategies, or approach are reasonable and clearly stated, and will support attainment of the stated objectives. Planned data collection and analysis activities are described. Research ethics approval is not in place, but clear plans are articulated to obtain approval within the timeline available as required. Acceptable (2-5 pts): Some information is provided regarding methodology or approach to be used to address the stated objectives. Some information is provided regarding how data will be collected and analyzed. Research ethics approval is not in place and appears to be required. Plans to obtain approval are vague or unreasonable given the timeframe. Incomplete (0-1 pts): Insufficient information is provided regarding approach or methodology, including how data would be collected and analyzed. Research ethics approval is not mentioned in the proposal and appears to be required.</td>
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## QUALITY (35%)

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<th>Criteria</th>
<th>Potential Evidence or Indicators</th>
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</table>
| Applicability & transferability        | Anticipated contribution of this research project is clear and will provide value to stakeholders                         | Exceptional (9-10pts): The proposal articulates a contribution that will have broad applicability for organizations and/or individuals in the public, private and non-profit/civil society sectors which are working on addressing digital inclusion issues. The proposal makes clear how the outcomes/knowledge might be transferable to support practice within multiple sectors.  
Excellent (6-8pts): The proposal articulates a contribution that will have broad applicability for organizations which are addressing digital inclusion issues.  
Acceptable (2-5 pts): The proposal articulates an intended contribution to knowledge and understanding of digital inclusion.  
Incomplete (0-1 pts): The proposal provides limited information regarding the contribution and applicability of outcomes beyond project participants. |
|                                        | Research project will advance knowledge or understanding of digital inclusion                                              |                                                                                                                                          |
| Plan for dissemination                  | Plans for dissemination of results or lessons learned through the research project are clearly articulated                | Exceptional (9-10 pts): Proposal includes plans for knowledge mobilization/dissemination that cover multiple approaches (e.g., conference or other event presentations, journal submission, workshop).  
Excellent (6-8 pts): Proposal includes plans for knowledge dissemination that cover at least two approaches.  
Acceptable (2-5 pts): Proposal includes plan for knowledge dissemination at one event or in one written format.  
Incomplete (0-1 pts): Proposal provides insufficient information regarding knowledge dissemination. |
**COLLABORATION (20%)**

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<tr>
<th>Criteria</th>
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<th>Scoring</th>
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<tbody>
<tr>
<td>The project involves working with a diverse group of organizations to enhance its impact.</td>
<td>The project involves working with public, private and non-profit/civil society organizations from multiple sectors (e.g. social services, education, telecommunications, etc.). Outcomes of collaboration are clearly detailed (e.g. public education, program development, community capacity building, etc.).</td>
<td>Exceptional (9-10 pts): The project entails substantive research, knowledge mobilization, or other collaboration with public, private and non-profit/civil society organizations. The proposal clearly details expected outcomes of collaboration. Excellent (6-8 pts): The project entails substantive collaboration with organizations in other sectors. The proposal provides general details about outcomes of collaboration. Promising (2-5 pts): The project entails limited collaboration with organizations in other sectors. Incomplete (0-1 pts): The project does not involve collaboration with organizations outside the research team, or the proposal omits details of collaboration.</td>
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**BUDGET (10%)**

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<tr>
<th>Criteria</th>
<th>Potential Evidence or Indicators</th>
<th>Scoring</th>
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<tbody>
<tr>
<td>The budget clearly outlines cost projections and priorities of the project.</td>
<td>The budget is easy to understand and reflects the priorities of the project.</td>
<td>Exceptional (9-10 pts): The budget clearly outlines cost projections and the numbers accurately reflect the priorities of the project. The budget is easy to understand and provides sufficient detail for clarity about how funds will be used. The financial plan outlines a valid timeline of expenses.</td>
</tr>
<tr>
<td>The financial plan stipulates a timeline of expenses and provides detail regarding in-kind contributions.</td>
<td>For each of the roles to be involved in the project (subject matter expert, instructional designer, project manager, etc.), FTE percentage and rate/cost are provided.</td>
<td>Excellent (6-8 pts): The budget outlines cost projections and the numbers generally reflect the priorities of the project. The budget is clear and some level of detail is provided, but some questions remain. The financial plan provides an indication of a timeline of expenses are noted.</td>
</tr>
<tr>
<td>Direct costs are identified in sufficient detail to be clear (such as licensing and accessibility compliance costs, ongoing costs, such as hosting)</td>
<td>The budget is clear about when project work and related expenses will occur.</td>
<td>Promising (2-5 pts): The budget provides some cost projections; the numbers are not entirely reflective of project priorities. The budget is difficult to read and understand and provides insufficient detail. The financial plan provides minimal indication of a timeline of expenses.</td>
</tr>
<tr>
<td>The budget is clear about when project work and related expenses will occur</td>
<td>Administrative overhead, to a maximum of 2% of the total budget, is detailed.</td>
<td>Incomplete (0-1 pts): The budget does not outline cost projections and the numbers do not reflect the priorities of the project. The budget is not clear and does not provide sufficient detail.</td>
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**APPENDIX C – ELIGIBLE INSTITUTIONS**

- Algoma University
- Brock University
- Carleton University
- Lakehead University
- Laurentian University
- McMaster University
- Nipissing University
- OCAD University
- Queen’s University
- Ryerson University
- Trent University
- University of Guelph
- University of Ontario Institute of Technology
- University of Ottawa
- University of Toronto
- University of Waterloo
- University of Windsor
- Western University
- Wilfrid Laurier University
- York University
- Algonquin College
- Collège Boréal
- Cambrian College
- Canadore College
- Centennial College
- Conestoga College
- Confederation College
- Durham College
- Fanshawe College
- George Brown College
- College Humber College
- La Cité collégiale
- Lambton College
- Loyalist College
- Mohawk College
- Niagara College
- Northern College
- Sault College
- Seneca College
- Sheridan College
- S.S. Fleming College
- St. Clair College
- St. Lawrence College