# GENETIC EPIDEMIOLOGY RESEARCH ALLIANCE:

POSTDOC FELLOWSHIP FUNDING ASSESSMENT FORM

ROUND 1, 2025

|  |  |
| --- | --- |
| **Title of Project:** |  |
| **Name of applicant** |  |
| **Name of assessor** |  |

This assessment form is modelled from NHMRC investigator grant score descriptors.

**Assessment Process**

1. All funding applications will be independently assessed and scored by at least two reviewers.
   * Reviewers will include Chief Investigators. Associate Investigators and External Reviewers will be invited as necessary. Investigators who are named on an application will not be invited to review applications in that category. Reviewers are also required to declare if they believe they are in a conflict of interest. The Executive Committee will decide if to exclude them from review.
2. Scores will be calculated and provided to the Executive Committee.
3. Applications will be discussed by the Executive Committee. CIA will make the final decision if no consensus.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Alignment with CRE (15%)**  How closely does the proposed project align with the vision and aims of GERA?  Boast score for collaborations between GERA investigators. For example, if a project “Highly aligns” and includes multiple investigators, you may choose to score 5 or 6 out of 7 instead of 4 out of 7.  **Vision:**  Our vision is to embed the field of genetic epidemiology into population health research, leading to more tailored approaches to improve health for all Australians  **Aims**   1. *To develop, teach and apply advanced analytic methods to big and complex datasets to generate new knowledge on disease causes and risk predictions.* 2. *To transfer research insights and outcomes into practice and decision-making via working with stakeholders such as researchers, clinicians, governments, policymakers.* 3. *To build a new generation of up-skilled early- and mid-career research leaders with opportunities for training, mentorship, career development, leadership, and international collaborations.* | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent alignment** | **4 Very Good alignment** | | **3 Good alignment** | **2 Satisfactory alignment** | **1 Poor alignment** |
| The project extremely aligns with CRE focus  Shows strong collaboration between GERA investigators | Strongly aligns  Boost score if shows collaborations between GERA investigators\* | Highly aligns  Boost score if shows collaborations between GERA investigators\* | Aligns well  Boost score if shows collaborations between GERA investigators\* | | Aligns  Boost score if shows collaborations between GERA investigators\* | Marginally aligns  Boost score if shows collaborations between GERA investigators\* | Weakly aligns (application to be rejected) |
| ***Academic record and research achievement, relative to opportunity (45% total)***   * ***Publications: 25%*** * ***Research impact: 10%*** * ***Leadership: 10%***   *Refer to question 7.* | | | | | | | |
| **Publications: 25%**  Relative to opportunity and their field of research, the applicant demonstrates: | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Weak, limited or no** |
| **Exceptional** record of publications in terms of quality and contribution to science | **Outstanding** record of publications in terms of quality and contribution to science | **Excellent** record of publications in terms of quality and contribution to science | **Very Good** record of publications in terms of quality and contribution to science | | **Good** record of publications in terms of quality and contribution to science | **Satisfactory** record of publications in terms of quality and contribution to science | **Weak, limited or no** record of publications in terms of quality and contribution to science |
| **Research impact: 10%** • **Knowledge impact** – Research that has contributed to discoveries and/or demonstrable benefits emerging from adoption, adaption or use of the discovery to inform further research.  • **Health impact** – Research that has contributed to improvements in health through new therapeutics, diagnostics, or disease prevention; or by contributing to improvements in disease prevention, diagnosis and treatment, health policy, health systems, and quality of life.  • **Economic impact** – Research that has contributed to the nation’s economic performance by creating new industries, jobs and valuable products, and reducing health care costs. An economic impact may also contribute to social or health impacts, including human capital gains and the value of life and health.  • **Social impact** – Research that has contributed to improvements in the health of the society, including the well-being of the end user and the community. This may include improved ability to access health care services and to participate socially. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Weak, limited or no** |
| **Exceptional** reach and significance, and the applicant and their research program have made an **exceptional** contribution to the claimed impact | **Outstanding** reach and significance, and the applicant and their research program have made an **outstanding** contribution to the claimed impact | **Excellent** reach and significance, and the applicant and their research program have made an **excellent** contribution to the claimed impact | **Very good** reach and significance, and the applicant and their research program have made a **very good** contribution to the claimed impact | | **Good** reach and significance, and the applicant and their research program have made a **good** contribution to the claimed impact | **Satisfactory** reach and significance, and the applicant and their research program have made a **satisfactory** contribution to the claimed impact | **Weak, limited or no** reach and significance, and the applicant and their research program have made a **weak** contribution to the claimed impact |
| **Leadership: 10%**  Relative to opportunity (including career stage) and to their field of research, the applicant demonstrates performance in the following area(s):  • supervision, mentoring, teaching, training and/or career development of staff and/or students within and/or beyond their research group  • experience and contribution to the peer review of publications and grant applications  • contribution to community engagement, public advocacy, government advisory boards or committees, professional societies at a  local, national and/or international level  • non-research contribution(s) to department, centre, institute or organisation, (e.g. people development, relationship building, stewardship, teaching, mentoring, contributions towards improving equity and diversity, behaviour and culture)  • conception and direction of a research project or program  • building and maintaining collaborative networks necessary to achieve research outcomes within and/or beyond their institution. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Weak or limited** |
| Demonstrates exceptional leadership for their career stage.  Evidence of significant and recognised contributions across multiple areas listed above | Demonstrates outstandingleadership for their career stage.  Strong evidence of contributions across multiple areas listed above | Demonstrates excellentleadership for their career stage.  Evidence of meaningful contributions in one or more areas listed above | Shows consistent engagement in leadership activities appropriate to their career stage.  Evidence of consistent contributions in one or more areas listed above | | Demonstrates some early leadership activity, appropriate to their career stage.  Some evidence of contributions in one or more areas listed above | Demonstrates some early leadership activity, appropriate to their career stage.  Some evidence of contributions in one area listed above | Demonstrates little to no leadership activity. |
| **Project Quality (25%)**  This includes clarity of aims and objectives, strengths and weaknesses of the study design or project.  Refer to questions 3 & 4. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Week** |
| *supported by extremely well-defined and justified aims and objectives*  *flawless in design*  *highly feasible in the timeframe* | *has very well-defined and justified aims and objectives*  *very strong in design*  *highly feasible in the timeframe* | *has well-defined and justified aims and objectives*  *strong in design*  *feasible in the timeframe* | *has well-defined and justified aims and objectives*  *very good in design, may have some minor weaknesses*  *feasible in the timeframe* | | *has sound aims and objectives*  *logical and generally clear in design with some minor weaknesses*  *feasible in the timeframe* | *has satisfactory aims and/or objectives*  satisfactory in the design, but may lack clarity in some aspects and may contain some major weaknesses  *may be feasible in the timeframe* | has weak aims and objectives  have significant flaws in design and may contain several major weaknesses |
| **Research environment, support and career development opportunities (15%)**  The Research Environment and Supervisor:  Refer to questions 9 & 10. | | | | | | | |
| **7 Exceptional** | **6 Outstanding** | **5 Excellent** | **4 Very Good** | | **3 Good** | **2 Satisfactory** | **1 Poor** |
| *are extremely well matched to the applicant’s proposed project*  *provide exemplary mentoring and training arrangements*  *offer exceptional collaborative opportunities for the applicant*  *offer exemplary opportunities to extend the applicant’s knowledge and skills.* | *are very well matched to the applicant’s proposed project*  *provide outstanding mentoring and training arrangements*  *offer outstanding collaborative opportunities for the applicant*  *offer outstanding opportunities to extend the applicant’s knowledge and skills.* | *are very well matched to the applicant’s proposed project*  *provide excellent mentoring and training arrangements*  *offer excellent collaborative opportunities for the applicant*  *offer excellent opportunities to extend the applicant’s knowledge and skills.* | *are well matched to the applicant’s proposed project*  *provide mentoring and training arrangements*  *offer collaborative opportunities for the applicant*  *offer opportunities to extend the applicant’s knowledge and skills.* | | *are suitable to the applicant’s proposed project*  *may provide some mentoring and training arrangements*  *may offer some collaborative opportunities for the applicant*  *may offer some opportunities to extend the applicant’s knowledge and skills.* | *are suitable to the applicant’s proposed project*  *provides little mentoring and training arrangements*  *offer little collaborative opportunities for the applicant*  *offer little opportunities to extend the applicant’s knowledge and skills.* | *are not suitable to the applicant’s proposed project*  *offers little to no collaborative or knowledge extension opportunities for the applicant.* |
| **Additional comments:** | | | | | | | |
| **To be shared with the applicant:** | | | | **For the GERA team ONLY:** | | | |
|  | | | |  | | | |