

# Pioneer Scholars Grant Program

## Proposal Evaluation Rubric

The following rubric will be used to evaluate proposals submitted for the Pioneer Scholars Grant Program. Student/faculty teams should use this rubric as a guide when drafting their responses. Each proposal will score up to 65 points for a domestic project and 70 points for an international project.

1. Describe the scholarly project.

Articulation of the project description.

- 5** The description of the project is extremely well-written and the nature of the project is very clear.
- 4** The description of the project is well-written and the nature of the project is clear.
- 3** The description of the project is understandable, but not entirely clear or precise.
- 2** The description of the project is not completely understandable and lacks precision and clarity.
- 1** The description of the project is vague and poorly written.

2. Content of the project.

- 10** Project demonstrates remarkable innovation and creativity, is doable, and involves key intellectual contributions from the student.
- 8** Project demonstrates good innovation or creativity, is doable, and involves moderate intellectual contributions from the student.
- 6** Project demonstrates some innovation or creativity, is doable, and involves few if any intellectual contributions from the student.
- 4** Project demonstrates little innovation or creativity, is doable, and involves no intellectual contributions from the student.
- 2** Project demonstrates a range of innovation and/or creativity, but is not doable, regardless of how the student might intellectually contribute to the project.

3. List specific scholar and mentor goals for the summer project.

Goals and steps toward achieving them.

- 5** Goals and steps toward achieving those goals articulated extremely well.
- 4** Goals and steps toward achieving those goals articulated very well.
- 3** Goals and steps toward achieving those goals articulated well.
- 2** Goals and steps toward achieving those goals articulated somewhat well.
- 1** Goals and steps toward achieving those goals are articulated poorly

4. Indicate how this project will contribute to the student's educational experience.

- 10** Project demonstrates exceptional potential for student growth within the area of study.
- 8** Project demonstrates good potential for student growth within the area of study.
- 6** Project demonstrates moderate potential for student growth within the area of study.
- 4** Project demonstrates little potential for student growth within the area of study.
- 1** Project demonstrates no potential for student growth within the area of study.

5. Indicate how this project is related to the mentor's scholarly work.

- 5 Project is within the faculty member's discipline and directly contributes to the faculty member's current scholarly interests.
- 4 Project is within the faculty member's discipline and integrates the faculty member's past, current or future scholarly interests.
- 3 Project is within the faculty member's discipline and loosely related to the faculty member's scholarly interests.
- 2 Project is outside the faculty member's discipline, but related to the faculty member's scholarly interests.
- 1 Project is outside the faculty member's discipline and unrelated to the faculty member's scholarly interests.

6. Benefits for scholar and mentor.

- 5 Both the student and the mentor clearly benefit from the collaboration.
- 4 The student clearly benefits from the collaboration, but the mentor does less so.
- 3 The student clearly benefits from the collaboration, but the mentor does not.
- 2 The faculty member clearly benefits from the collaboration, but the student does not.
- 2 Benefits for the student and the mentor are unclear.

7. How will the faculty mentor/monitor the student's progress? Be specific.

- 10 Faculty member's plan very detailed, with weekly or biweekly contact with the student that ensures that the student will succeed.
- 8 Faculty member's plan somewhat detailed, with weekly or biweekly contact with the student that should help the student succeed.
- 6 Faculty member's plan lacking one key detail, with biweekly or monthly contact with the student that might or might not help the student to succeed.
- 4 Faculty member's plan lacks several key details, with biweekly or monthly contact with the student that will likely not help the student to succeed.
- 2 Faculty member's plan extremely vague, with insufficient information to determine whether the faculty member's meetings with the student will help the student to succeed.

8. If this is a two-student project, explain why the scope of the project is appropriate to two students rather than one and how each student's work will be distinct. (if responding, pass/fail)

9. If the project has an international component, demonstrate the direct connection between the proposed travel and the project's goals.

- 5 Connection between travel and goals is extremely clear.
- 4 Connection between travel and goals is clear.
- 3 Connection between travel and goals is relatively clear but could be more precise.
- 2 Connection between travel and goals is unclear.
- 1 There is no evident connection between travel and goals.

10. Provide a detailed timeline for the project.

- 10 Project timeline is very detailed and very appropriate given the project.
- 8 Project timeline is somewhat detailed and generally appropriate given the project.
- 6 Project timeline lacks detail that is pertinent to the success of the project.
- 4 Project timeline lacks several key details that are pertinent to the success of the project.
- 2 Project timeline extremely vague.

11. If this project is related to a specific course and/or major or minor requirement, please indicate that connection. This response will not be scored, but will be used in assessing the Pioneer Scholar experience as it relates to course and major/minor requirements.

**Overall Quality of the complete proposal: (5 points)**

- 5 Proposal extremely well written with excellent clarity and precision.
- 4 Proposal well written with clarity and precision.
- 3 Proposal can be understood but is not entirely clear or precise.
- 2 Proposal is not clearly and precisely written.
- 1 Proposal is poorly written.

**Budget Request (s) (Pass/Fail)**

1. The grant provides up to \$500 for equipment, supplies, travel, etc. Additional money might be available based on demonstrated need. Please provide a budget for any necessary expenses and a brief explanation for any request over \$500.
2. If the project has an international component, provide a budget for this component that covers student and mentor expenses. Limit is \$5000.

Budget requests will be evaluated independently of the proposal review process. Student/faculty teams awarded grants will receive either pass or fail evaluations of their budgets. Budgets receiving a failing grade must be modified and resubmitted for approval.