

Undergraduate Research Initiative Grants: Evaluation Criteria

According to the Council on Undergraduate Research (CUR), undergraduate scholarship is a student-faculty collaboration to examine, create, and share knowledge or works in ways commensurate with practices in the discipline. The goal of the Undergraduate Research Grant Program is to advance students' competence in scholarly activities within their disciplines using the framework established by CUR. In your written critique of this funding proposal, please **score** then **comment** on each of the following criteria to judge the likelihood that the proposed project will have a substantial impact on the pursuit of this goal. Each of these criteria will be considered in assigning the overall score. Please attach to this form your written comments addressing each of these criteria.

Criterion	Points Possible	Score
Significance and Viability of the Project: <ul style="list-style-type: none"> - Does this study address an important issue? - Does the proposal include an adequate discussion of the background/theoretical context of the project? - Is the research question/hypothesis/objective clearly stated? - Are the framework, design, and methods adequately developed, well reasoned, and appropriate to the aims of the project? 	60	
Student Preparation and Impact: <ul style="list-style-type: none"> - Does the student have preparation and qualifications that would suggest the project can be completed? - Does the student articulate an appreciation of how this scholarly endeavor will impact his/her academic development and future? 	15	
Timetable and Budget: <ul style="list-style-type: none"> - Does the timetable demonstrate the student's understanding of the investment of time and energy necessary to complete the project? - Does the timetable include adequate detail that demonstrates a realistic and feasible plan for completing the research? - Is there evidence to suggest the work can be completed in the timeframe and with the resources provided? 	15	
Faculty Recommendation: <ul style="list-style-type: none"> - Is the faculty mentor sufficiently familiar with the student to assess the student's ability to complete the project and benefit from it? - Does the faculty mentor articulate an explicit plan for what his/her role in the project will be? - Has the faculty member provided appropriate, measurable student learning outcomes? 	10	
TOTAL	100 (possible)	