

Summer Studentship Rubric 2022

Category	Excellent	Satisfactory	Below Satisfaction
<p>Project Description (10 points)</p> <p><u>Students</u> are asked to: Provide a short abstract or overview of the proposed research project, including the background information and context, purpose, objectives, and methodological approach of the project. Please use language for a broad audience.</p>	<p><input type="checkbox"/> (2 points) Excellent background information and context are provided in a way that is appropriate to allow the reader to fully understand the project.</p>	<p><input type="checkbox"/> (1 point) Relevant background information and context are provided to mostly allow the reader to understand the project. However, there may be too much, or too little background and context provided.</p>	<p><input type="checkbox"/> (0 points) Background information and context are provided in an insufficient way to allow the reader to understand the project. <i>Or</i> this aspect is <i>missing</i>.</p>
	<p><input type="checkbox"/> (2 points) The purpose of the research is clearly articulated, providing the motivation and justification for undertaking the research. If appropriate, the student clearly identifies a gap or a challenge the research aims to tackle.</p>	<p><input type="checkbox"/> (1 point) The purpose of the research is somewhat clearly articulated, but it is a bit difficult to understand the motivation and justification for undertaking the research.</p>	<p><input type="checkbox"/> (0 points) The purpose of the research is not clearly articulated, so it is very difficult to understand the motivation and justification for undertaking the research. <i>Or</i> this aspect is <i>missing</i>.</p>
	<p><input type="checkbox"/> (2 points) The objectives or goals of the research project are provided. The objectives/goals are manageable and appropriate for the research term length, so it is reasonable that the project could be completed.</p>	<p><input type="checkbox"/> (1 point) The objectives or goals of the research project are provided and are somewhat manageable and appropriate for the research term length. It seems fairly reasonable that the project could be completed, but it might be slightly too large or small in scope.</p>	<p><input type="checkbox"/> (0 points) The objectives or goals of the research project are provided. However, they seem unmanageable and inappropriate for the research term length, so it is unlikely that the project could be completed as proposed. <i>Or</i> this aspect is <i>missing</i>.</p>
	<p><input type="checkbox"/> (2 points) Given the disciplinary context, the methodological approach is well-aligned and appropriate for the project's purpose and objectives.</p>	<p><input type="checkbox"/> (1 point) It is somewhat difficult to determine if the methodological approach is aligned and appropriate for the project's purpose and objectives.</p>	<p><input type="checkbox"/> (0 points) The methodological approach appears poorly aligned and appropriate for the project's purpose and objectives. <i>Or</i> this aspect is <i>missing</i>.</p>
	<p><input type="checkbox"/> (2 points) Language choice and writing: The project description is exceptionally clear, concise, and easy to understand for someone outside of the discipline. Field-specific jargon, if used, is clearly explained.</p>	<p><input type="checkbox"/> (1 point) Language choice and writing: The project description is mostly clear and easy to understand. However, some field-specific jargon or lack of information makes it somewhat difficult to understand.</p>	<p><input type="checkbox"/> (0 points) Language choice and writing: The project description is unclear and difficult to understand due to field-specific jargon or poor language choice.</p>

Summer Studentship Rubric 2022

<p>Originality, Creativity, and Significance (5 points)</p> <p><u>Students</u> are asked to: Highlight the originality, creative aspects, and significance of your research project. Please use language for a broad audience</p>	<p><input type="checkbox"/> (2 points) The originality of the project is clearly and convincingly described. The research is a novel, creative approach to examining a problem or question. It is clear how the research fits into and contributes to the broader scholarly or creative field.</p>	<p><input type="checkbox"/> (1 point) The originality of the project is somewhat clearly and convincingly described. The research may not be completely novel, but it is a creative approach to examining a problem or question. It is mostly clear how the research fits into and contributes to the broader scholarly or creative field</p>	<p><input type="checkbox"/> (0 points) The originality of the project is not clearly nor convincingly described. The research is not a novel nor a creative approach to examining a problem or question. It is unclear how the research fits into and contributes to the broader scholarly or creative field.</p>
<p>Student Preparedness & Benefits (10 points)</p> <p>[5 points] <u>Benefits to the student</u> Students are asked to: Briefly explain the potential benefit this project will provide to you.</p> <p>[5 points] <u>Background preparation</u> Students are asked to: Tell us about any relevant professional, volunteer or academic experience that prepared you for succeeding with the proposed project.</p>	<p><input type="checkbox"/> (4-5 points) The benefits to the student are clearly and convincingly described in terms of academic, professional, and personal development.</p>	<p><input type="checkbox"/> (2-3 points) The benefits to the students are somewhat clearly described in terms of academic, professional, and personal development. However, benefits may be vague or somewhat incompletely articulated.</p>	<p><input type="checkbox"/> (0-1 point) The benefits to the students are not clear in terms of academic, professional career and personal development. <i>OR</i> this aspect is <i>missing</i>.</p>
<p><input type="checkbox"/> (4-5 points) The student demonstrates <i>excellent</i> background preparation and research potential by clearly and convincingly describing 2 or more relevant experiences, with a strong description of <i>how</i> the experiences prepared them for research. Students can show evidence of their background preparation in many diverse ways:</p> <ul style="list-style-type: none"> ○ Previous work, volunteer, community engagement 	<p><input type="checkbox"/> (2-3 points) The student demonstrates solid background preparation and research potential by clearly and convincingly describing 1 relevant experience, with a strong description of <i>how</i> the experience prepared them for research. <i>OR</i> the student describes 2 or more experiences, but the connection to how to experiences prepared them for research is somewhat incomplete or unclear.</p>	<p><input type="checkbox"/> (0-1 point) The student demonstrates minimal background preparation or research potential, as the connection between the student's experiences and research preparation is not relevant or is incomplete or unclear. <i>OR</i> this aspect is <i>missing</i>.</p>	

Summer Studentship Rubric 2022

<p>Students <i>may</i> also answer the <i>optional</i> question, which can be used for part of the rubric: Is there anything else we should know about your application? For example, any situations that might have impacted your academic record. This information can be used to assess this criterion</p>	<ul style="list-style-type: none"> ○ Academic research and/or creative activity training ○ Previous research experience and/or research awards held ○ Relevant community involvement and outreach ○ Coursework, connections to a degree program, course load, year in program pursued ○ Providing examples of how they have demonstrated initiative and independence in non-research contexts ○ Providing examples of how they have demonstrated judgement and ability to think critically ○ Demonstrated ability to apply skills and knowledge in different contexts 		
<p>Mentorship and Research Environment (10 points)</p> <p><u>SUPERVISORS</u> are asked: Describe the research environment in which the student will be working and include mentoring opportunities</p>	<p><input type="checkbox"/> (3 points) Research environment – the supervisor describes excellent opportunities for the student to engage with a team, function in a learning space, develop research partnerships & collaborations, and/or exposure to a research team.</p>	<p><input type="checkbox"/> (2 points) Research environment – the supervisor describes good opportunities for the student to engage with a team, function in a learning space, develop research partnerships & collaborations, and/or exposure to a research team.</p>	<p><input type="checkbox"/> (0-1 point) Research environment – the supervisor describes unsatisfactory opportunities for the student to engage with a team, function in a learning space, develop research partnerships & collaborations, and/or exposure to a research team. <i>OR</i> this aspect is <i>missing</i>.</p>
	<p><input type="checkbox"/> (3 points) Mentorship opportunities – the supervisor describes <i>strong</i> support for research mentorship, career & professional development, and provides a <i>welcoming and inclusive</i> environment that acknowledges the intersection of professional and personal identities. It is evident that the student will receive <i>excellent</i> training in research techniques, skills, and approaches.</p>	<p><input type="checkbox"/> (2 points) Mentorship opportunities – the supervisor describes good support for research mentorship, career & professional development, and provides a welcoming and inclusive environment that acknowledges the intersection of professional and personal identities. It is evident that the student will receive training in research techniques, skills, and approaches.</p>	<p><input type="checkbox"/> (0-1 point) Mentorship opportunities – the supervisor describes <i>minimal</i> support for research mentorship and career & professional development. It is <i>unclear</i> how the mentor will provide a welcoming and inclusive environment that acknowledges the intersection of professional and personal identities. It is <i>unclear</i> whether the student will receive training in research techniques, skills,</p>

Summer Studentship Rubric 2022

			and approaches. <i>OR</i> this aspect is <i>missing</i> .
	<input type="checkbox"/> (2 points) Role clarity – the role, involvement, and activities of the student and faculty mentor are carefully described and explained. Roles are appropriate, given the context. The expected student contributions to research output are clearly defined.	<input type="checkbox"/> (1 point) Role clarity – the role, involvement, and activities of the student and faculty mentor are somewhat described and explained. Roles are somewhat appropriate, given the context. The expected student contributions to research output are somewhat defined.	<input type="checkbox"/> (0 points) Role clarity – the student and faculty mentor's role, involvement, and activities are <i>not</i> described and explained. <i>OR</i> roles are <i>inappropriate</i> , given the context. The expected student contributions to research output are <i>not</i> defined.
	<input type="checkbox"/> (2 points) Benefits to the mentor – the supervisor <i>clearly</i> describes why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.	<input type="checkbox"/> (1 point) Benefits to the mentor –the supervisor <i>somewhat</i> clearly describes why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.	<input type="checkbox"/> (0 points) Benefits to the mentor – The supervisor does not describe why they want to mentor the student, the benefits, and how they see this opportunity contributing to their professional career.