BRANDON UNIVERSITY

Undergraduate Student Research Award (USRA) Adjudication Rubric

Applications will be assessed based on the following criteria:

Academic Excellence (30%)

Academic excellence as demonstrated by past academic results, transcripts, awards and distinctions.

Indicators of academic excellence:

a. Academic record;
b. Cumulative Grade Point Average (CGPA);
c. Grade Point Average (GPA) within discipline;
d. Trajectory of GPA over academic career;
e. Stage in academic program; and
f. Scholarships and awards held.

Sources:

- Transcripts
- Form 202 Part I;
- Supervisor Statement of Support form;
- Student Personal Statement form.

Research Potential (50%)

Research potential as demonstrated by the applicant's research history and their interest in discovery.

Indicators of Research Potential:

a. Academic training;
b. Previous research/work experience (can include co-op terms, previous USRAs held);
c. Relevance of work experience and academic training to field of proposed research;
d. Ability to apply skills and knowledge;
e. Enthusiasm for research;
f. Research experience and achievements relative to expectations of someone with the applicant's academic experience.
g. *Previous USRA holders*: description of skills and knowledge acquired during prior award(s) and extent to which the current project builds off of previous USRA projects.

Sources:

- Form 202 Part II;
- Supervisor Statement of Support form;
- Student Personal Statement form.
- *Previous USRA holders*: final reports from previous awards.

Leadership (20%)

Leadership as demonstrated by personal achievement, involvement in academic life, involvement beyond academia, goal-achievement, and the management of self and others.

Indicators of Leadership:

a. Judgement and ability to think critically;
b. Initiative and autonomy;
c. Relevant community involvement and outreach;
d. Mentoring/teaching;
e. Commitment to and leadership in student government and in the institution and broader community, including committees, teams, senate, boards, ethics committees, etc.;

Sources:

- Supervisor Statement of Support form;
- Student Personal Statement form.

Other Considerations

a. The Committee will take into consideration any special circumstances described by the student that may have affected performance and/or productivity.
b. The Committee will take into consideration the number of USRAs a student has received in the past, when adjudicating applications.
c. To be considered for a subsequent award, students must clearly describe the outcomes from their previous USRA project(s). Consideration will be given to applicants who are continuing and building on a previous USRA project.
d. Where reviewer evaluations are comparable, priority will be given to first-time applicants who have not previously held a USRA.
e. Supervisors are normally limited to two USRA recipients per competition, with the exception of students who do not affect the institutional quota, i.e., Indigenous students or any other exceptions that may apply.
f. Priority will be given to Brandon University students.

Applications do not have to meet each item listed in the rubric below to fall into the review category, but should meet **at least one**.

Each category will be scored out of 100 based on the below evaluation rubric table, where

0-40 = Weak
41-60 = Moderate
61-80 = Strong
81-100 = Exceptional

BRANDON UNIVERSITY

Evaluation Rubric

	EXCEPTIONAL (81-100)	*STRONG (61-80)*	*MODERATE (41-60)*	*WEAK (0-40)*
Academic Excellence (30%)	• Cumulative GPA represents a **high first-class average** (≥4.0); • Student has held **multiple** awards and/or scholarships (previous USRAs excluded).	• Cumulative GPA represents a **first-class average** (≥3.7); • OR the cGPA is < 3.7, but the **overall trajectory** demonstrates clear improvements in recent years; • Student has held **at least one award and/or scholarship** (previous USRAs excluded) or has demonstrated evidence of **academic recognition**.	• Cumulative GPA represents a **second-class average** (≥2.7); • OR the cGPA is < 2.7, but the **overall trajectory** demonstrates clear improvements in recent years; • Student has **limited evidence** of academic recognition.	• Cumulative GPA is **below a second-class average** (<2.7); • Student has **not** received any previous awards and/or scholarships or demonstrated any evidence of academic recognition.
Research Potential (50%)	• Student's research experience and research potential are **exceptional** relative to expectations of someone with their academic experience; • Previous work/volunteer experience is directly related to the field of study; • Student demonstrates exceptional ability to apply skills and knowledge, and demonstrates great enthusiasm for research; • The supervisor provides an **exceptionally detailed** and **clear** training plan; • Proposed research is **extremely original** and **innovative.**	• Student's research experience and research potential are **above average** relative to expectations of someone with their academic experience; • Previous work/volunteer experience is partially related to research in the proposed field of study; • Student demonstrates strong ability to apply skills and knowledge, and demonstrates enthusiasm for research; • The supervisor provides a **detailed** training plan; • Proposed research is **original** and **innovative.**	• Student's research experience and research potential are **reasonable** relative to expectations of someone with their academic experience; • Previous work/volunteer experience is related to research outside of the proposed field of study; • Student demonstrates limited ability to apply skills and knowledge; • The supervisor provides a **moderately detailed** training plan; • Proposed research has **original** and **innovative aspects.**	• Student's research experience and research potential are **limited** or **non-existent** relative to expectations of someone with their academic experience; • No previous work/volunteer experience related to research; • Student does not demonstrate ability to apply skills and knowledge • The supervisor provides **limited to no details** for the training plan; • Proposed research **lacks clarity** and/or **limited originality** and **innovation.**

	Previous USRA holder • Skills and knowledge acquired during prior award(s) are **described in detail** and **clearly linked** to current proposed project; • Current project **builds directly off of** previous USRA project(s); • Previous project(s) resulted in **external** formal research contributions (e.g., presentations, posters, abstracts, publications).	*Previous USRA holder* • Skills and knowledge acquired during prior award(s) are **described and linked** to current proposed project; • Current project **partially builds on** previous USRA project(s); • Previous project(s) resulted in formal research contributions **at BU** (e.g., presentations, posters, etc.).	*Previous USRA holder* • Skills and knowledge acquired during prior award(s) are **partially described**; • Current project **partially builds** on previous USRA project(s); • Previous project(s) did **not** result in formal research contributions.	*Previous USRA holder* • Skills and knowledge acquired during prior award(s) are **not described**; • Current project is **unrelated** to previous USRA project(s); • A final report from the previously held USRA was **never received**.
Leadership (20%)	• **Detailed examples** of exercising judgement and the ability to think critically are provided are provided by **both** the student and the supervisor; • **Detailed examples** of the student demonstrating initiative and autonomy are provided are provided by **both** the student and the supervisor; • Examples of community involvement and outreach **related to the field of study** are provided; • Examples are provided of the student taking a repeated **leadership role** in institutional and/or community committees, teams, boards, etc.	• Examples of exercising judgement and the ability to think critically are provided by **both** the student and the supervisor; • Examples of the student demonstrating initiative and autonomy are provided are provided by **both** the student and the supervisor; • Examples of community involvement and outreach **related to research outside of the field of study** are provided; • Examples are provided of the student's **leadership** in institutional and/or community committees, teams, boards, etc.,	• Examples of exercising judgement and the ability to think critically are provided by **either** the student **or** the supervisor; • Examples of the student demonstrating initiative and autonomy are provided by **either** the student **or** the supervisor; • Examples of community involvement and outreach are provided • Examples are provided of the student's **participation** in institutional and/or community committees, teams, boards, etc.,	• Examples of exercising judgement and the ability to think critically are **not provided**; • Examples of the student demonstrating initiative and autonomy are **not provided**; • Examples of community involvement and outreach are **not provided**; • Examples of the student's **participation** in institutional and/or community committees, teams, boards, etc., are **not provided**.