

URI Stipend Adjudication Rubric (Revised for Winter 2025 Application Cycle)

Note to adjudicators: Intermediate or half points may be given in any category. Each adjudicator’s raw scores will be standardized prior to ranking. Please provide some written feedback that URI may share with the student – this is incredibly valuable to students and is much appreciated!

Adjudication criterion	Weight	Instructions to applicants	Scoring Rubric
Quality of the proposal	x2	<p>Abstract: Briefly introduce the objectives of your project, your proposed methods, and the potential benefits/outcomes of the research. Your abstract is intended to provide a high-level summary of your proposal. (Max. 1020 characters)</p> <p>Project background & rationale: Please describe the background of the project. That is, what is the context for the project? Why is it necessary? This section introduces adjudicators to the general research area, including any limitations or gaps in the current state of the field that help rationalize your proposed project. (Max 1350 characters.)</p> <p>Project objectives or research question(s): Please describe your research question, and your specific objectives for the project. This section focuses adjudicators on what, specifically, you aim to address during the term of your project. There should be a logical connection between the background/rationale above, your objectives, and the methodological approach described in the next question. The objectives should be feasible within the timeframe proposed for the project. (Max 1350 characters.)</p> <p>Proposed methods: Please describe the proposed methods and their appropriateness for addressing your research question(s). Remember that adjudicators will be from a variety of disciplines and may not be familiar with technical methods or processes specific to your discipline. Please explain the general methodological approach and your rationale for such an approach. (Max. 1350 characters)</p> <p>Potential risks: Please provide a brief description (2-3 sentences) outlining potential risks of the project or barriers to project feasibility, and how you plan to mitigate them. This section helps adjudicators understand what factors might interfere with your research, and what contingencies are in place to ensure your project is feasible. (Max. 675 characters)</p> <p>Project proposals must be written by the student. Students should work with their supervisors to develop their proposal ideas, then write it in their own words.</p> <ul style="list-style-type: none"> • Please write your proposal in plain language, accessible to a multidisciplinary audience. Avoid jargon or technical language specific to your discipline. • Use of personal pronouns (e.g. I, we) is permitted. Please avoid identifying information (e.g. names) in the text of your application, to preserve applicant anonymity. • Due to character limits, citations are not required in the proposal. 	<p>0 = poorly developed proposal, research question not well-defined and/or the proposal has serious research design flaws; potential risks have not been identified, proposal is not accessible to readers outside the discipline.</p> <p>3 = some aspects/sections of the proposal are unclear or under-developed; potential risks are identified, but proposal lacks details on risk mitigation, proposal contains some technical jargon that is unclear to readers outside the discipline.</p> <p>5 = clear and well-developed proposal, potential risks and risk mitigation strategies are clearly described, proposal is accessible to readers outside the discipline.</p>

Impact/Outcomes of the project	x1	<p><i>Please describe the anticipated impact and outcomes of the project. For example, what does your project contribute to your field(s) and/or how does your project advance the well-being of individuals or communities? What are the potential benefits of your research? What is your plan to mobilize and disseminate the results of your research? Note: Dissemination may take many forms (e.g. academic paper, presentation, community report, creative work, etc.). Your plan for dissemination should be appropriate for the scope and nature of the project.</i></p> <p><i>This section helps adjudicators understand the potential benefits of your research, and how those benefits will be realized/transmitted. (Max. 1350 characters)</i></p>	<p>0 = minimal potential to make a contribution to the field(s); outcomes are poorly articulated by the applicant; no mobilization/dissemination plan.</p> <p>3 = project has some potential to make a contribution to the field(s); some aspects of impact are poorly-articulated by the applicant; mobilization/dissemination plan is unclear.</p> <p>5 = outstanding potential to make an important contribution to the field(s), and the impact/outcomes are well-articulated by the applicant; there is a clear plan to mobilize and disseminate the results of the research.</p>
Role of the student (addressed by both student & supervisor in respective sections of the application)	x2	<p>Student: <i>Please explain your role in the proposed project. How have you been involved in the development/design of the project? What aspects of the proposed project will you be responsible for? This section helps adjudicators understand the nature and scope of your involvement in the proposed project. (Max. 1020 characters)</i></p> <p>Supervisor – role of student: <i>Please describe the student’s role in the proposed project. If the student is completing part of a larger overall project, please describe the scope of the student’s involvement and how the student’s work contributes to the larger project. (Max. 675 characters)</i></p>	<p>0 = student’s role in the project is not clearly described or poorly developed. Student has a minimal or superficial role in the project.</p> <p>3 = student’s role is superficially described, but some aspects of the student’s role remain unclear. Student has an integral role in limited aspects of the project.</p> <p>5 = Student’s role is very clear and well-developed. The research is largely student-driven (in collaboration with the supervisor), with the student being integrally engaged in all aspects of the project.</p>
Student Skill Development (addressed by both student & supervisor in respective sections of the application)	x2	<p>Student: <i>Please describe how your project will contribute to your personal and professional goals. Please be specific about the skills you hope to obtain, and how this experience will benefit your career development. What unique career development opportunities does this project provide for you at this time? This section helps adjudicators understand what you will gain from the experience, and how this particular experience fits within the broader context of your academic and career development. (Max. 1020 characters)</i></p> <p>Supervisor – skill development: <i>Please describe the specific learning objectives for the student, and how the student’s skill development goals will be achieved through the proposed project. (Max. 675 characters)</i></p>	<p>0 = minimal impact on student</p> <p>3 = some impacts on student in terms of skill development, proposal describes generic skills that could be obtained in a variety of settings (weak tie to the specific proposed research)</p> <p>5 = multiple impacts on student in terms of skill development, potential for publication, presentation, or performance; proposal makes a strong argument for how the proposed research specifically contributes to student skill development, skill development is described in the context of the student’s overall career development.</p>
Interdisciplinarity	x2	<p>Supervisors: <i>Please discuss any interdisciplinary aspects of the proposed research with your student, and assist with the completion of this section.</i></p> <p>Why are we asking this? <i>Many complex problems or projects require communication and collaboration with experts across disciplines. One of the goals of the URI Stipend program is to help students begin to develop knowledge, skills, attitudes</i></p>	<p>0 = project is not interdisciplinary, or no explanation of interdisciplinarity is provided.</p> <p>1 = interdisciplinarity is poorly described or artificial; there is limited integration/synthesis of knowledge from multiple disciplines; the benefits to the project or student are not clearly described.</p>

	<p><i>and connections that will help them succeed as members of interdisciplinary teams.</i></p> <p>What counts as "interdisciplinary"?</p> <p><i>Interdisciplinary research integrates or synthesizes information, methods, concepts and/or theories from two or more disciplines to address research questions that are beyond the scope of a single discipline.</i></p> <p><i>(Definition adapted from Facilitating Interdisciplinary Research. Washington, D.C.: National Academies Press, 2005.)</i></p> <ul style="list-style-type: none"> • <i>Methods that have been assimilated from one discipline into another do not (on their own) constitute an interdisciplinary approach (e.g. using routine, well-established statistical tests to analyze data from a biological experiment does not constitute interdisciplinarity between biology and statistics.)</i> • <i>A multidisciplinary team working separately on different aspects of a project does not (on its own) constitute interdisciplinarity. Interdisciplinary projects are integrative in nature, and engage students in learning across disciplines.</i> • <i>Contributions from diverse sub-disciplines may be considered a form of interdisciplinarity, provided there is sufficient explanation of how distinct aspects of each sub-discipline are being integrated to advance the overall project, and this integration contributes meaningfully to the student's skill development. For example, chemical and electrical engineering may fall under the general discipline of engineering, but may rely on vastly different knowledge/skills/methods and contribute in different ways to projects that are beyond the scope of a single sub-discipline.</i> <p>Please describe how the research question(s) in the proposed project are beyond the scope of a single discipline. Please explain why an interdisciplinary approach is necessary or advantageous to address the research objective(s)/question(s). (Max. 675 characters)</p> <p>Please describe how the proposed research integrates or synthesizes knowledge, methods, concepts and/or theories from two or more disciplines (Max. 675 characters)</p> <p>Please explain how this research experience contributes to the student's interdisciplinary skill development. Please explain how the student will engage with the various disciplines represented, and how the interdisciplinary aspects of the project contribute to the student's skill development. How will this project support the student's development of knowledge, skills, attitudes or connections that will help them succeed in collaborative, interdisciplinary environments in the future? (Max. 675 characters)</p>	<p>3 = the work incorporates some interdisciplinary elements; some aspects of the integration and benefits are unclear.</p> <p>5 = the interdisciplinary aspects of the project are strong and well-developed; there is meaningful integration of knowledge from multiple disciplines, there is a clear rationale for an interdisciplinary approach, and the interdisciplinary aspects strongly contribute to the student's skill development.</p>
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Supervisor Commitment	x1	<p>Supervisors: Please describe your mentorship plan for the student. What specific actions will you take to support the student's personal, professional, and intellectual growth throughout the proposed project? If others will be involved in mentoring the student, please also describe their role(s) and how you will support the development of a positive mentoring environment. (max 1020 characters)</p> <p><i>Personal Support refers to fostering productive, collegial relationships among mentors, mentees, and peers, which encourages a sense of belonging and development of students' identity as a member of the research community.</i></p> <p><i>Intellectual Support refers to fostering students' technical and transferable skill development, including critical thinking, analysis/interpretation, and other academic or research skills.</i></p> <p><i>Professional Support/Socialization involves transmitting the values and norms of the profession or discipline, essential disciplinary knowledge and skills, and supporting students' career and professional development. (Definitions adapted in part from Thiry & Laursen (2011))</i></p>	<p>5 - The supervisor describes a comprehensive mentorship plan that addresses all three domains of mentorship (personal support, intellectual support, professional support) with specific actions or behaviours. The mentorship environment is highly supportive.</p> <p>3 - The supervisor describes a mentorship plan that addresses two or more domains of mentorship, and some specific actions or behaviours are identified. Some aspects of the mentorship plan may not be fully developed or described, but the environment is generally supportive.</p> <p>0 - The mentorship plan does not clearly address any of the domains of mentorship, no specific actions are identified, and/or there is inadequate information to evaluate the quality of the mentoring environment.</p>
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