Chancellor’s Distinguished Undergraduate Research and Creative Practice Mentor Award

Guidelines for Scoring each Category
Listed below are the two general criteria, Quality and Intensity of Nominee’s Mentoring Activities and Leadership Activities followed by bulleted points intended to help you further understand and apply the criteria.

Each bullet point does not need to be satisfied; they are factors you may consider. In each category of your evaluation, please assign a point value between 0 and 20 (20=excellent). Following each criteria category, you will find benchmarks for scoring applications.

Beyond the criteria provided, this is a subjective evaluation process. You are encouraged to apply the criteria in the context of your own experience with mentoring undergraduate students in research and creative practice. Your comments are extremely important. Reviewer identity is kept confidential. These comments do not need to be full sentences but the more feedback you can provide the better it is for everyone.

1. Quality and Intensity of Applicant’s Mentoring Activities

- Establishes clear expectations, maintains consistently high standards for quality student work and supports reflective practice as a means to synthesize, contextualize, challenge, and extend student learning.
- Actively and effectively guides students’ research, creative projects, and development, helping them to move from directed toward independent research and creative work
- Encourages students to share the results of their work in a manner that is appropriate to the discipline (e.g., meetings, conferences, exhibitions performances, publications)
- Actively prepares students for future success in their career and/or graduate and professional schools
- Motivation: sincere motivation and commitment in providing research and creative practice experiences to undergraduates

Score of 10:

- Applicant has good record of mentoring students as shown by the quality of student learning, reflective work and project outcomes including dissemination of that work on local, national and international scales.
- Applicant adequately expresses motivation and commitment to undergraduate mentoring
- Mentor is attentive to student’s development and provides a rich array of resources to support student’s learning through research and creative practice

**Score of 20:**

- Applicant has excellent record of mentoring students as shown by the quality of student learning, reflective work and project outcomes including dissemination of that work on local, national and international scales.
- Expresses true passion and commitment for working with undergraduate students.
- Mentor is very attentive to student's development and provides a rich array of resources to support student’s learning through research and creative practice; mentor provided the appropriate level of challenge for students to move them towards increasing levels of competence, reflection and knowledge.
- Outstanding assessment overall; faculty is “one of the best”, is critical to success of students, has high potential for continuing to mentor students by building on mentoring experiences that create an engaging learning environment.

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2. **Leadership Activities**

- Encourages research, scholarship and creative practice in undergraduate students including encouraging participation by students in traditionally underserved populations
- Encourages research, scholarship and creative practice in undergraduate students in a variety of ways that can include part of regularly scheduled classes, undergraduate research credits, summer research, volunteer and paid opportunities.
- Goes above and beyond the average mentoring expectations in their program/division/department/school or what is expected at the stage they are at in their career.
- Pursues available funding opportunities/grants to support undergraduate research and creative activities to support students. This can be in the form of encouraging students to apply for funding opportunities and scholarships like the UWB Founder’s Fellows and Mary Gates Research scholarships to finding funds for student research on awards and grants.
- Serve as a mentor for other faculty or are willing to serve as mentors for faculty who would like to increase their participation in undergraduate research and creative practice
Score of 10:

- Applicant encourages undergraduate participation in research and creative practice in a several different ways in a manner that is similar and consistent with expectations within their program or school.
- Applicant has a record of encouraging and engaging with undergraduate students from underserved population in research and creative practice.
- Applicant encourages undergraduate students to pursue funding opportunities and actively pursues funding opportunities to include undergraduates in research and creative practice.
- Applicant is emerging as a leader in mentoring undergraduates in research and creative practice in their program or school and on the UWB campus.

Score of 20:

- Applicant demonstrates that they highly value student participation in undergraduate research and creative practice by supporting participation in a variety of ways and go above and beyond what is the normal practice within their program and school.
- Applicant has an outstanding record of encouraging and engaging with undergraduate students from underserved population in research and creative practice.
- Applicant encourages undergraduate students to pursue funding opportunities and actively pursues funding opportunities to include undergraduates in research and creative practice.
- Applicant is seen as a leader in mentoring undergraduates in research and creative practice in their program or school and on the UWB campus.