

Distinction Through Discovery Undergraduate Curriculum Grant Program
Key Proposal Dimensions to be Evaluated

Reviewer: _____

Proposal Title: _____

Lead Author: _____

Lead Author's Program/Department and College: _____

Type of Proposal (check one): ☐ Program-/Department-Level ☐ College-Level ☐ University-Level

*******Only completed applications will be considered for review with this rubric.*******

Dimension of Grant Proposal	First Tier	Second Tier	Third Tier	
Proposal focus	Meets all program goals: 5 points	Meets most program goals: 3 points	Needs further development: 1 point	Score
Student-centered URI learning experiences	URI goals are framed in terms of student centered experiences and learning	Some URI goals are framed in terms of student experiences and learning. Others may be framed from the faculty perspective, or the perspective may be unclear.	URI goals are framed in terms of faculty activities and teaching	
Curricular focus	Focused on specific courses and/or other credit-bearing elements; may incorporate co-curricular opportunities into curricular elements	Generally focused on the curriculum, but some information is incomplete, or it is unclear how the URI enhancements will be specifically integrated into the curriculum	Focused only on co-curricular activities without them being incorporated into curriculum; or, it is not clear how URI enhancements are integrated into the curriculum.	
URI focus	The URI basis for the proposed teaching and learning activities is clear and specific	Teaching and learning are generally associated with research and inquiry, but more information is needed	Lack of clarity on how the teaching and learning utilize research and inquiry, or how they are relevant to the discipline	
Fit within program's mission	Clear alignment with the mission of the author's program	General description of alignment is provided, but it is not fully specified	Lack of clarity of how proposal aligns with the mission of the author's program	
Comments:				

Application is complete	Meets all program goals: 3 points	Meets most program goals: 2 points	Needs further development: 0 points	Score
Personnel and collaborating units	All authors and collaborating units are identified		Relevant personnel or collaborating units are not included	
Letters of support	Letters of support from each collaborating unit are included		Relevant letters of support from some collaborating units are not included	
All letters state commitment to: (1 point each)	☐ Permanent implementation of plan (including funds for proposed new faculty/personnel) ☐ Assessment ☐ Reporting obligations			
Research compliance	All appropriate information and documentation is provided and clear	Information and/or documentation are provided, but some significant details need further explanation	Insufficient information and documentation is provided	
Narratives	All required sections are completed with clarity	All required sections are completed, but some significant details need further explanation	The information provided is insufficient	
Curriculum map	Included and completed	Included but missing minor information	Included but missing major information	
Course plan worksheet(s)	Included and completed	Included but missing information	Included but missing major information	
Comments:				
Student Learning Outcomes (SLOs)	Meets all program goals: 5 points	Meets most program goals: 3 points	Needs further development: 1 point	Score
Targeted SLOs	Targeted SLOs are clearly identified	Most, but not all, targeted SLOs are identified	Few or no targeted SLOs are identified	
Number of SLOs for identified research and inquiry levels	Number of SLOs for identified research and inquiry levels are appropriate	Number of SLOs for identified research and inquiry levels are insufficient	Number of SLOs for identified research and inquiry levels are inappropriate	
The alignment of learning experiences and measures with targeted URI level.	The learning experiences and measures of each selected SLO meet the targeted URI level.	Most of the learning experiences and measures of each selected SLO meet the targeted URI level.	The learning experiences and measures of each selected SLO do not meet the targeted URI level.	
Developmental coherence	Provides coherent, clear, and specific continuity among SLOs as students progress through the curriculum	Provides general continuity among SLOs as students progress through the curriculum	Does not provide continuity among SLOs as students progress through the curriculum	
Comments				

Scope of Project	Meets all program goals: 5 points	Meets most program goals: 3 points	Needs further development: 1 point	Score
Depth of curricular enhancements	3 or more courses	2 courses	1 course	
Potential to impact large numbers of students	More than 100 students annually	Between 50 & 100 students annually	Fewer than 50 students annually	
Program- or dept-level projects: Breadth of curricular enhancements	URI enhancements within a range of upper-division courses of the program have the potential to improve or link SLOs across a significant portion of the entire program	URI enhancements within key upper-division courses of the program have the potential to improve or link SLOs across those key components of the program	URI enhancements are limited to isolated elements of the program; the impact on other aspects of the program is unclear	
Multiple programs, college-level projects: Breadth of curricular enhancements	URI enhancements within a range of upper-division courses across multiple programs; plan has the potential to improve or link SLOs across a significant portion of the college's upper-division offerings.	URI enhancements within key upper-division courses across multiple programs; plan has the potential to improve or link SLOs across those programs; impact is primarily within those programs, but there is a clear impact at the college level	The potential to enhance URI is isolated to just a few courses within only specific programs; it is not clear that there will be an impact at the college level.	
Multiple programs, university-level: Breadth of curricular enhancements	URI enhancements within a range of upper-division courses across multiple programs; plan has the potential to improve or link SLOs across a significant portion of the university's upper-division offerings.	URI enhancements within key upper-division courses across multiple programs; plan has the potential to improve or link SLOs across those programs; impact is primarily within those programs, but there is a clear impact at the university level	The potential to enhance URI is isolated to just a few courses within only specific programs; it is not clear that there will be an impact at the university level.	
Comments:				
Sustainability	Meets all program goals: 5 points	Meets most program goals: 3 points	Needs further development: 1 point	Score
Structure of the curriculum	Clear plan to continue to offer the new or revised course(s)	Insufficient plan to continue to offer the new or revised course(s)	No clear plan to continue to offer the new or revised course(s)	
Delivery of the curriculum with URI components.	Clear plan to continue the delivery of the new or revised course(s)	Insufficient plan to continue the delivery of the new or revised course(s)	No clear plan to continue the delivery of the new or revised course(s)	
Funding of the curriculum	Clear plan to continue funding the new or revised course(s)	Insufficient plan to continue funding the new or revised course(s)	No clear plan to continue funding the new or revised course(s)	
Comments				

Timeline	Meets all program goals: 5 points	Meets most program goals: 3 points	Needs further development: 1 point	Score
Timeline is reasonable	Timeline for implementation is realistic	Timeline for implementation may be challenging	Timeline for implementation is not realistic	
Comments				
Sum of all Scores so far				
Budget (check box if applicable)	Acceptable (2 points)	Needs more information (1 point)	Not acceptable (0 points)	Score
☐ Stipends for curricular development efforts (design, implementation, assessment)	All funds are for faculty/staff efforts directly tied to URI curricular development in courses or programs	Only some funds are for faculty/staff efforts directly tied to URI curricular development in courses or programs	None of the funds for faculty/staff efforts are related to URI curricular development in courses or programs	
☐ Funds supporting courses (materials, equipment, and activities)	All funds are for appropriate materials, equipment, and activities directly tied to URI curricular development	Only some funds are for appropriate materials, equipment, and activities directly tied to URI curricular development in courses or programs	None of the funds are for appropriate materials, equipment, and activities directly tied to URI curricular development in courses or programs	
☐ Additional faculty/staff	All funds for additional faculty/staff are directly tied to URI curricular development in courses or programs AND are included in letters of support	Only some funds for additional faculty/staff are directly tied to URI curricular development in courses or programs, AND these funds are included in letters of support	None of the funds for additional faculty/staff efforts are directly related to URI curricular development in courses or programs, OR, these funds are NOT included in the letters of support	
☐ Travel	All funds for travel are directly tied to URI curricular development in courses or programs	Only some funds for travel are directly tied to URI curricular development in courses or programs	None of the funds for travel are related to URI curricular development in courses or programs	
☐ Student assistants	All funds for student assistants are directly tied to URI curricular development in courses or programs	Only some funds for student assistants are directly tied to URI curricular development in courses or programs	None of the funds for student assistants are related to URI curricular development in courses or programs	
Average Budget Score (Sum of points earned/Number of applicable budget categories checked)				
Grand Total for the Proposal:				