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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary (4)** | **Compelling (3)** | **Satisfactory (2)** | **Weak (1)** | **Points** | **Comments­­** |
| **Quality & Originality of Scholarship** | Makes an exemplary case for the need and the significance of this research. The scope, method, and goals are expertly defined. | Makes a compelling case for the need and significance of this research. The scope, method, and goals are compelling. | Makes an adequate case for the need and significance of this research. The scope, method, and goals are satisfactory. | Makes a weak case for the need and significance of this research. The scope, method, and goals are weak. |  |  |
| **Capacity to Further Articulate Pedagogical Goals & Connection to Mission and Vision** | Provides an exceptionally sophisticated articulation of pedagogical goals and an exemplary case for a stand-alone course in the humanities. Provides an excellent connection to the mission and vision of the university. | Provides a compelling articulation of pedagogical goals and a strong case for a standalone course in the humanities. Provides a strong connection to the mission and vision of the university. | Provides a satisfactory articulation of pedagogical goals and a satisfactory case for a standalone course in the humanities. Provide a satisfactory connection to the mission and vision of the university. | Provides a weak articulation of pedagogical goals, a weak case for a standalone course in the humanities, and/or a weak connection to mission and vision of the university. |  |  |
| **Foreseeable Impact of Student Learning and Engagement, Advanced Scholarship, and Original Research** | The case for the impact of this work on teaching, learning, engagement and scholarship is exceptionally well made and persuasive. | The case for the impact of this work on teaching, learning, engagement and scholarship is compellingly made and persuasive. | The case for the impact of this work on teaching, learning, engagement and scholarship is satisfactorily made and persuasive. | The case for the impact of this work on teaching, learning, engagement and scholarship is weakly made. |  |  |
| **Creative Merit** | This proposal is creative merit is exemplary. Ideas are combined in original and surprising ways.  The proposal is also new, or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose. | This proposal is creative merit is compelling.  Ideas are somewhat original, yet compelling. The proposal is interesting and somewhat makes an original contribution that includes identifying a previously unknown problem, issue, or purpose. | This proposal is creative merit is satisfactory. Ideas are common and are the norm.  The proposal is standard, yet attempts to make a contribution that includes identifying a previously unknown problem, issue, or purpose. | This proposal’s creative merit is weak. New ideas are not presented. The proposal is does not make a contribution that includes identifying new or a previously unknown problem, issue, or purpose. |  |  |
| **Feasibility** | The work plan is exceptionally detailed, clear, and feasible. The student researcher is an exceptionally integrated component of the plan. | The work plan is compellingly detailed and feasible. The student researcher is a well-integrated component of the plan. | The work plan is satisfactorily detailed, and feasible. The student researcher is a satisfactorily integrated component of the plan. | The work plan is weak. The student research is not well integrated into the plan. |  |  |
| **Diversity and Inclusion** | This project's scholarly contribution significantly enhances our appreciation for diversity within its field and is inclusive. | This project's scholarly contribution strongly enhances our appreciation for diversity within its field and is inclusive. | This project's scholarly contribution satisfactorily enhances our appreciation for diversity within its field and is inclusive. | This project's scholarly contribution does not address diversity or inclusion. |  |  |
| **Interdisciplinary** | This project is firmly rooted in the humanities and its interdisciplinary is exceptional. | This project is firmly rooted in the humanities and its interdisciplinary is strong. | This project is satisfactorily rooted in the humanities and its interdisciplinary is satisfactory. | The project is weakly connected to the humanities and/or its interdisciplinary is weak. |  |  |
| **Total Points of 28** |  |  |  |  |  |  |