**Snyder Undergraduate Mentorship Award Rubric 2023 – 2024**

**General Information**

* A score of zero (0) may be assigned if there is insufficient evidence in the nomination to assign a score as per the rubric
* Assessment of each category should consider what is appropriate for the specific discipline, scope of project and stage of student.
* Intermediate scores and half-scores may be awarded

**Personal Support (25%)**

Please comment on and provide specific examples as to the personal support provided by the mentor and how this contributedto a positive research environment.

For example: How approachable is the supervisor to students? How does the mentor respond to and incorporate the individual needs and experiences of students, including skillset, personal interests and motivations, course load, extra-curriculars and co-curriculars, etc.? How does the mentor foster resiliency and well-being in the student despite potential setbacks? How does the mentor demonstrate awareness and recognition of students' capabilities and contributions to the research (irrespective of the research outcome)? How does the mentor promote a sense of community? How does the mentor model and develop appropriate and supportive relationships among their research team and within the greater institute?

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| **Poor (1)** | **Good (3)** | **Excellent (5)** |
| * The nomination presents limited evidence of behaviours indicating personal support. No concrete examples are given, or examples lack sufficient context to evaluate. | * The nomination presents a few examples highlighting the mentor’s behaviours relating to personal support. * The examples provided have sufficient context to evaluate the nature of the mentor’s contribution to the mentee’s success. * The mentor demonstrates an interest in the mentee’s success, and this is evident through a few specific behaviours. | * The nomination presents multiple concrete examples highlighting the mentor’s behaviours relating to personal support. * The examples are specific, and it is very clear how these behaviours are making a positive impact on the mentee(s). * The mentor demonstrates a genuine interest in the mentee’s success, and this is evident through a strong and consistent pattern of behaviours. |

**Professional Support (25%)**

Please comment on and provide specific examples as to the mentor’s enthusiasm in supporting the student’s professional

Skill development and how they facilitate this.

For example: How does the mentor support and encourage students’ overall career development? How does the mentor demonstrate an interest in the student’s goals, and support the student through their research journey? What opportunities does the mentor provide for the student to develop the knowledge, skills, attitudes, and connections to prepare for their future career? How does the mentor transmit or model the professional norms, values, expectations, and behaviours of the discipline? What expectations or guidelines do they set for undergraduate researchers? How does the mentor support students’ introduction to/integration into a research project? How do they encourage students to become more confident, independent researchers? How does the mentor support the development of students’ professional identity or sense of belonging in the research community? How does the mentor promote dissemination of the students’ research through symposia, conferences, publications, etc.?

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| **Poor (1)** | **Good (3)** | **Excellent (5)** |
| * The nomination presents limited evidence of behaviours indicating professional support. No concrete examples are given, or examples lack sufficient context to evaluate. | * The nomination presents a few examples highlighting the mentor’s behaviours relating to professional support. * The examples provided have sufficient context to evaluate the nature of the mentor’s contribution to the mentee’s career and professional development. * The mentor demonstrates an interest in the mentee’s career and professional development, and this is evident through a few specific behaviours. | * The nomination presents multiple concrete examples highlighting the mentor’s behaviours relating to professional support. * The examples are specific, and it is very clear how these behaviours are making a positive impact on the mentee(s). * The mentor demonstrates a genuine interest in the mentee’s career and professional development, and this is evident through a strong and consistent pattern of behaviours. |

**Intellectual Support (25%)**

Please comment on and provide specific examples as to the mentor’s contribution to the student's intellectual growth.

For example: How does the mentor provide encouraging and constructive feedback to support students’ intellectual development and critical thinking? How does the mentor contribute to the technical/methodological skill development of the student? How does the mentor foster problem-solving skills and conceptualization of innovative solutions? How do they enhance learning and an understanding of the scholarly process/context of research? How does the mentor support the student in developing the skills, knowledge and confidence to become more independent in managing their project?

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| **Poor (1)** | **Good (3)** | **Excellent (5)** |
| * The nomination presents limited evidence of behaviours indicating intellectual support. No concrete examples are given, or examples lack sufficient context to evaluate. | * The nomination presents a few examples highlighting the mentor’s behaviours relating to intellectual support. * The examples provided have sufficient context to evaluate the nature of the mentor’s contribution to the mentee’s intellectual development. * The mentor demonstrates an interest in the mentee’s intellectual development, and this is evident through a few specific behaviours. | * The nomination presents multiple concrete examples highlighting the mentor’s behaviours relating to intellectual support. * The examples are specific, and it is very clear how these behaviours are making a positive impact on the mentee(s). * The mentor demonstrates a genuine interest in the mentee’s intellectual development, and this is evident through a strong and consistent pattern of behaviours. |

**Support of Equity, Diversity, Inclusion and Anti-Racism (25%)**

Use this category to elaborate on the ways your mentor demonstrates support and awareness of Equity, Diversity, and Inclusion (EDI) in their support of undergraduate research. For definitions of Equity, Diversity and Inclusion and related principles, please visit the [EDI Glossary](https://www.ucalgary.ca/equity-diversity-inclusion/literacy-education/edi-glossary) from the Office of Equity, Diversity and Inclusion.

For example: What behaviours does your mentor model to create a respectful, inclusive environment for students, regardless of identity? How does the mentor recognize the unique strengths, experiences, and perspectives each team member contributes to the project? How does the mentor foster inclusion with their classrooms or research teams? How do they encourage the student to consider EDI in their own work? How do they challenge or consider the impact of implicit bias on their work and the work of their student? How does the mentor participate in or increase public engagement with equity, diversity, and inclusion in their own research or activities?

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| **Poor (1)** | **Good (3)** | **Excellent (5)** |
| * The nomination presents limited evidence of behaviours supporting EDI-A. No concrete examples are given, or examples lack sufficient context to evaluate. | * The nomination presents a few examples highlighting the mentor’s behaviours relating to support of EDI-A. * The examples provided have sufficient context to evaluate the nature of the mentor’s contribution to the mentee’s knowledge of EDI-A. * The mentor demonstrates an interest in the mentee’s understanding of EDI-A in relation to their research, and this is evident through a few specific behaviours. | * The nomination presents multiple concrete examples highlighting the mentor’s behaviours relating to support of EDI-A. * The examples are specific, and it is very clear how these behaviours are making a positive impact on the mentee(s). * The mentor demonstrates a genuine interest in the mentee’s understanding of EDI-A in relation to their research, and this is evident through a strong and consistent pattern of behaviours. |

**References**

1. Undergraduate Research Initiative. URI Mentor Award Rubric 2023-2024. University of Alberta.
2. Shanahan, J. O., Ackley-Holbrook, E., Hall, E., Stewart, K., & Walkington, H. (2015). Ten Salient Practices of Undergraduate Research Mentors: A Review of the Literature. Mentoring & Tutoring: Partnership in Learning, 23(5), 359–376. https://doi.org/10.1080/13611267.2015.1126162