

## University of Colorado Denver | Anschutz 2020-2021 Undergraduate Research Opportunity Program (UROP) – Mini Grant

Undergraduate research and creative activities foster personalized student learning outside the classroom under the guidance of a faculty mentor. General information about undergraduate research is available through the CU Denver Office of Undergraduate Research and Creative Activities: <https://www.ucdenver.edu/lynxconnect/undergraduate-research>

Undergraduate Research Opportunity Program (UROP) awards are designed to cover expenses, travel, and/or stipends for University of Colorado Denver undergraduates who undertake scholarly research and creative activities in collaboration with a CU Denver | Anschutz faculty member. Students participating in UROP gain experience presenting project results at the CU Denver | Anschutz Research and Creative Activities Symposium (RaCAS) each spring.

**Student Eligibility:** Undergraduate students seeking UROP support for research and creative activities must meet criteria listed below.

- CU Denver undergraduate student working toward a baccalaureate degree
- proposed project defined by the student's declared major or minor. Undeclared students are ineligible to apply.
- minimum of 15 semester hours of completed course work with a cumulative CU GPA of at least 2.5
- students graduating prior to May 2021 may participate as the sole principle investigator, but may not serve as the principle investigator of a team project involving multiple students

**Faculty Eligibility:** Regular and adjunct faculty from the CU Denver | Anschutz Campuses are eligible to sponsor one or more UROP students. Lecturer and instructor faculty must have permission of their department chair or program director.

**Mentorship:** Faculty sponsoring a project for undergraduate students must be willing to provide strong mentorship including:

- initial support to the student principal investigator in submitting the UROP application
- lead contact and support for UROP projects utilizing human subjects, animal care, and/or project risk
- support to initiate the project for fall and spring semesters
- regular meetings with UROP student(s) to review progress and oversee budget expenditures
- support for Spring RaCAS presentation and final UROP report

**Considerations:** UROP funds for projects involving human subjects, animal care and/or risk cannot be considered for a UROP Award unless the faculty mentor has already obtained a waiver or approval from the CU Denver Human Subjects Research Committee, the Institutional Animal Care and Use Committee, and/or CU Denver Risk Management.

**UROP Awards:** Approximately 20 UROP Mini Grants are awarded each fall semester, with funds available immediately for use. Mini UROP awards are limited to up to \$500 per individual.

Allowable expenses for UROP proposals include materials, supplies, virtual conference registration, and student stipends. All expenses must be identified, with the justification, in the UROP Application Budget Narrative.

**Application:** The student principal investigator is responsible for submitting the complete UROP Mini application, available at: <https://www.ucdenver.edu/lynxconnect/undergraduate-research/grants>. This includes the online application, faculty mentor letter of support, and unofficial student transcripts. Letter and transcript should be submitted directly to Mary Baitinger ([mary.baitinger@ucdenver.edu](mailto:mary.baitinger@ucdenver.edu)).

**Deadline:** The complete fall Mini application is due electronically by **Friday, October 2, 2020, 5:00 pm MT**. UROP applications submitted without the required faculty mentor materials are incomplete. Late or incomplete applications will not be reviewed.

**Evaluation:** The UROP program is designed to provide the flexibility needed to meet diverse educational needs of undergraduate students from the CU Denver | Anschutz Campuses. Selection criteria include: quality of proposed project, student learning potential, faculty collaboration and mentoring, budget justification, academic record, project potential for presentations and published papers, quality of references, and overall writing ability (including grammar and spelling).

**Information:** For questions regarding the UROP program or application process, please contact the Office of Undergraduate Research and Creative Activities ([undergrad.research@ucdenver.edu](mailto:undergrad.research@ucdenver.edu)).

## UROP GRANT PROPOSAL RUBRIC

	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1) Proposal (25%)	Objectives of activity not entirely clear or well-supported from background provided, details needed; project plan with little structure, design deficient in many areas; methods vague; timeline vague, with few major milestones  (9-14)	Objectives of activity clear, but some additional background detail needed; project plan satisfactory, with few areas not properly structured; methods clear; timeline clear, with majority of milestones described  (15-20)	Objectives of activity clear and well-supported from background detail provided; project plan very well-structured; methods both clear and repeatable; timeline clear, milestones thoroughly described  (21-25)
2) Literature and bibliography (10%)	References few, not adequately framing or supporting proposed activity; many neither scholarly nor state-of-the-field; limited summary and synthesis of relevant background information; bibliography generally not formatted correctly following an editorial format (e.g., APA).  (4-5)	References generally framing and supporting proposed activity; generally scholarly, state-of-the-field; adequate summary and synthesis of relevant background information; bibliography generally formatted correctly following an editorial format.  (6-8)	References nicely framing and supporting activity; scholarly, state-of-the-field; strong summary and synthesis of relevant background information; bibliography consistently formatted correctly following an editorial format.  (9-10)
3) Budget and justification (15%)	Budget unclear, with inappropriate detail; may not be appropriate to complete proposed activity; justification lacking clarity, with little explanation offered for budget items; budget and justification not entirely correlated with objectives of activity; proposal details other sources of budgetary support, if appropriate.  (5-8)	Budget relatively clear and detailed; appropriate to complete proposed activity; justification generally clear sufficiently explaining most budget items; budget and justification correlated with objectives of activity; proposal details other sources of budgetary support, if appropriate.  (9-11)	Budget clear and detailed; appropriate to complete proposed activity; justification clear, thoroughly explaining each budget item; budget and justification are nicely correlated with objectives of activity; proposal details other sources of budgetary support, if necessary for completion of activity.  (12-15)
4) Overall writing (5%)	Manuscript relatively well-written; ideas under-developed, communicated adequately; some grammatical, spelling, and/or punctuation errors; requires editing and proof-reading  (2)	Manuscript well-written; ideas well-developed, communicated successfully; few minor grammatical, spelling, and/or punctuation errors; requires minor editing and/or proof-reading.  (3-4)	Manuscript very well-written; ideas very well developed, communicated effectively; no significant grammatical, spelling, and/or punctuation errors; carefully edited and proof-read.  (5)

	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
5) Academic preparation (10%)	<p>Student(s) poorly prepared for activity; little relevant academic preparation; training or prior experience lacking; proposal does not clearly address how student will gain skills needed to complete activity.</p> <p>(4-5)</p>	<p>Student(s) adequately prepared for activity; adequate academic preparation; some training, and/or prior experience; proposal addresses how student will gain skills needed to complete activity.</p> <p>(6-8)</p>	<p>Student(s) well-prepared for activity; excellent academic preparation; adequate training or prior experience; proposal clearly addresses how student will gain skills needed to complete activity.</p> <p>(9-10)</p>
6) Faculty mentoring (10%)	<p>Proposed mentoring relationship and/or role of mentor vague; frequency and regularity of meetings with student unclear.</p> <p>(4-5)</p>	<p>Proposed mentoring relationship and role of mentor clear, designed to support student; regular meetings with student planned.</p> <p>(6-8)</p>	<p>Proposed mentoring relationship clear and very well-designed to support student, while encouraging independence; frequent and regular meetings with student planned.</p> <p>(9-10)</p>
7) Student learning potential (20%)	<p>Activity provides few opportunities to: acquire and apply new knowledge and skills; problem solve; work autonomously, as well as part of a collaboration; practice ethical behavior; reflect on scholarship; enhance communication skills; articulate relevance of activity to a broader audience; and otherwise develop professionally, while synthesizing their academic interests, professional interests, and career goals.</p> <p>(7-11)</p>	<p>Activity provides some opportunities to: acquire and apply new knowledge and skills; problem solve; work autonomously, as well as part of a collaboration; practice ethical behavior; reflect on scholarship; enhance communication skills; articulate relevance of activity to a broader audience; and otherwise develop professionally, while synthesizing their academic interests, professional interests, and career goals.</p> <p>(12-16)</p>	<p>Activity provides many opportunities to: acquire and apply new knowledge and skills; problem solve; work autonomously, as well as part of a collaboration; practice ethical behavior; reflect on scholarship; enhance communication skills; articulate relevance of activity to a broader audience; and otherwise develop professionally, while synthesizing their academic interests, professional interests, and career goals.</p> <p>(17-20)</p>
8) Other impact of activity (5%)	<p>Novelty of activity vague, contribution to field unclear; little evidence of plan for dissemination of results from activity beyond RaCAS.</p> <p>(2)</p>	<p>Activity somewhat novel, making a relatively new contribution; vague plan for dissemination of results from activity beyond RaCAS.</p> <p>(3-4)</p>	<p>Activity novel, making a new and significant contribution to field; detailed plan for dissemination of results from activity beyond RaCAS.</p> <p>(5)</p>