

**Pepperdine University  
Committee on Women Faculty, Seaver College**

**Gender-based AYURI Rubric for Award Decisions**

	<b>Poor (1)</b>	<b>Marginal (2)</b>	<b>Good (3)</b>	<b>Very Good/ Outstanding (4)</b>
<b>Clear statement of proposal and justification for research</b>	The research project is not clearly described. The project description lacks context and/or literature review.	The research project is adequately described. The project's context or literature review is partly ambiguous.	The research project is clearly stated and described. The main idea behind the work and placement in the literature are clear.	The research project is convincingly stated and described. Justification for the research is compelling in the context of past scholarship.
<b>Potential for the results to contribute to the general field</b>	No clear indication of the potential theoretical or practical contribution of the project.	The potential theoretical or practical contribution of the project are stated, but may be limited.	The proposal makes a case that the project could make theoretical and practical implications to the field.	Project stands to make a significant contribution to the field. The finished work is likely to be published in credible sources.
<b>Relationship of research to gender</b>	No tie between research and gender.	Ambiguous or limited ties between research and gender-related topics.	Proposal states moderate ways that research relates to gender-based topic.	Project directly relates to gender-based topic. Project may help close important lacunae in a gender-related research.
<b>Feasibility of the proposed research</b>	Budget, timeline, and other resources are missing in the proposal.	Budget, timeline, and other resources are stated but may be unclear, incomplete, or unattainable. Feasibility of the project may be questionable.	Budget, timeline, and other resources are stated and reasonable.	Budget, timeline, and resources are all feasible due to already proven milestones or support.
<b>Involvement of undergraduate student(s) and plan for faculty mentorship</b>	No description of undergraduate student(s) involvement or faculty mentorship.	Involvement of undergraduate student(s) and faculty mentorship is described but proposed engagement is minimal.	Involvement of undergraduate student(s) and faculty mentorship are described; student has potential to learn and grow through the project perhaps through involvement in conference presentation or publication.	Faculty member has a clear plan for involving undergraduate student and providing mentorship. Project stands to make a significant impact on undergraduate research. A clear plan describes potential resources for sending student(s) to conference.