

Rubric for Evaluation of the 2021 Postdoctoral Excellence in Teaching and/or Mentoring Award

(values in parentheses = % of final score)

Category	4 (Capstone)	3 (Milestone)	2 (Benchmark)	1 (Developing)	0 (Unable to Evaluate)
Nomination/Recommendation Letter(s) - Relationships (20% total, score averaged across letters)	Recommender indicates the applicant has made strong professional relationships with students and models best practices in interactions.	Recommender indicates the applicant has made good connections and acts professionally in relationships with students.	Recommender indicates the applicant has connected with some students/mentees, and has not had relationship problems with students.	Recommender indicates the applicant has some difficulty making strong professional relationships with students, and/or does not always act professionally.	No recommendation was received.
Nomination/Recommendation Letter(s) -Commitment /Impact (20% total, score averaged across letters)	Recommender states the applicant is a master teacher/mentor who exhibits a high level of commitment to teaching and/or mentoring, and is seen as a leader and model for other teachers/mentors, making a broad impact in education. Recommender considers the applicant in the top 10% in teaching/mentoring abilities.	Recommender states the applicant is an excellent and committed teacher/mentor, and makes a broad impact on students/mentees. Recommender considers the applicant in the top 25% in teaching/mentoring abilities.	Recommender states the applicant is a good teacher/mentor, and has made some impact on students/mentees. Recommender considers the applicant in the top 50% in teaching/mentoring abilities.	Recommender raises concerns about the applicant's teaching and/or mentoring abilities. Recommender considers the applicant in the bottom 50% in teaching/mentoring abilities.	No recommendation was received.

[Application Portal](#)

Category	4 (Capstone)	3 (Milestone)	2 (Benchmark)	1 (Developing)	0 (Unable to Evaluate)
Personal Statement: Writing Quality (10%)	Statement is exceptionally well-written using clear, concise, and accessible language, making it easy for reviewers to follow and comprehensible for a general audience.	Statement is well-written using accessible language, making it easy for reviewers to follow.	Statement is field-specific and/or disorganized, and is difficult for reviewers to follow.	Statement is very jargon-heavy, field-specific, and/or disorganized making it incomprehensible to reviewers.	Personal Statement section not completed.
Personal Statement: Commitment to teaching and/or mentoring (20%)	The applicant demonstrates a significant commitment to teaching and/or mentoring through time and energy working with students and/or mentees, and has indicated a true mastery in teaching and/or mentoring through self-improvement (attending workshops or seminars) and dedication to colleagues in the field (sharing practices and taking leadership positions in teaching/mentoring).	The applicant demonstrates a good commitment to teaching and/or mentoring through time and energy working with students/mentees (regular practice with moderate frequency), and demonstrates interest in self-improvement in pedagogy through workshops or other means.	The applicant demonstrates some commitment to teaching/mentoring through time and energy working with students/mentees (irregular frequency or duration), and has a sense of what it means to be a teacher/mentor.	The applicant does not demonstrate a strong commitment to teaching and/or mentoring in terms of time spent. There is not a very well formed sense of methodology or growth as a teacher/mentor.	Personal statement section not completed.
Personal Statement: Impact of the applicant's teaching and/or mentoring (20%)	The applicant provides an excellent description of the way(s) in which their teaching/mentoring is important for individual mentees/students, their field as well as for society. The applicant backs up purposeful activities with examples of the impact made.	The applicant describes areas in teaching and/or mentoring where there was an impact on individual mentees/students, supported through activities, and the applicant adequately describes the ways in which their teaching and/or mentoring is important for their field.	While the significance/impact of their teaching and/or mentoring is mentioned, the applicant provides insufficient information/justification for how and/or why their work in education is important and/or does not expand further than how it addresses their immediate activities.	The applicant did not address the significance/impact of their teaching and/or mentoring.	Personal statement section not completed.
1-page Resume (10%)	Exceptional teaching and/or mentoring accomplishments and activities. Excellent organization and clarity. Addresses multiple areas of teaching and/or mentoring, including mentee/student outcomes. High level of commitments and impacts of teaching and/or mentoring. Demonstrates personal growth and leadership.	Focused on teaching and/or mentoring accomplishments and activities. Organized well, and easy to follow. Addresses main areas of teaching and/or mentoring, including mentee/student outcomes. Clearly demonstrates commitments and impacts of teaching and/or mentoring. Demonstrates personal growth.	Includes examples of teaching and /or mentoring accomplishments and activities, but not well-highlighted. Demonstrates some commitments and impacts of teaching and/or mentoring. Lack of attention to mentee/student outcomes and/or personal growth.	Poor organization or extraneous details makes accomplishments in the area of teaching and/or mentoring unclear. Lack of attention or focus on students/mentees. Poor demonstration of growth and/or leadership.	Resume not completed.