

Rubric for Evaluation of the 2020 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)
<p>Nomination/Recommendation Letter(s) - Relationships (20% total, score averaged across letters)</p>	<p>Recommender indicates the applicant has made strong professional relationships with students and models best practices in interactions.</p>	<p>Recommender indicates the applicant has made good connections and acts professionally in relationships with students.</p>	<p>Recommender indicates the applicant has connected with some students/mentees, and has not had relationship problems with students.</p>	<p>Recommender indicates the applicant has some difficulty making strong professional relationships with students, and/or does not always act professionally.</p>	<p>No recommendation was received.</p>
<p>Nomination/Recommendation Letter(s) - Commitment /Impact (20% total, score averaged across letters)</p>	<p>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.</p> <p>Recommender considers the applicant in the top 10% in teaching/mentoring abilities.</p>	<p>Recommender states the applicant is an excellent and committed teacher/mentor, and makes a broad impact on students/mentees.</p> <p>Recommender considers the applicant in the top 25% in teaching/mentoring abilities.</p>	<p>Recommender states the applicant is a good teacher/mentor, and has made some impact on students/mentees.</p> <p>Recommender considers the applicant in the top 50% in teaching/mentoring abilities.</p>	<p>Recommender raises concerns about the applicant's teaching and/or mentoring abilities.</p> <p>Recommender considers the applicant in the bottom 50% in teaching/mentoring abilities.</p>	<p>No recommendation was received.</p>

[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.