

About the Rubric:

Before reviews occur, all Pedagogical Fellow applications are blinded (names are removed). The applications are then scored using this rubric by a committee of current Pedagogical Fellows and the Program Director. Please see each table for the scoring categories, criteria, and examples of components that are taken into consideration. *Note: Examples provided are not exhaustive.*

Teaching Experience, Quality, & Knowledge:

Aspects to consider:	Demonstrates strong commitments to and interests in teaching (6 – 8 Points)	Demonstrates average commitments to and interests in teaching (3 – 5 Points)	Limited experience and knowledge of teaching (1 – 2 Points)
<ul style="list-style-type: none"> ● Self-Reflection ● Student Feedback ● Evidence of Inclusive Teaching ● Letters of Recommendation (LORs) ● Teaching-Related Awards ● CV & Cover letter/ Essay 	<ul style="list-style-type: none"> ● Discusses specific examples of effective teaching techniques used in the classroom ● Incorporates student feedback to improve teaching and learning experiences ● Demonstrates interest in and experience with evidence-based pedagogical practices ● Utilizes trainings and/or teaching observation feedback to improve teaching skills ● Demonstrates understanding of and experience with inclusive pedagogy and support for diversity, equity, and inclusion 	<ul style="list-style-type: none"> ● Presents a few examples of teaching techniques used in the classroom ● Discusses examples of how student feedback can be incorporated to improve teaching and learning experiences ● Demonstrates experience leading discussion sections or labs and/or efforts to advance teaching skills (e.g., participating in pedagogy trainings, guest lecturing, hosting study sessions) ● Demonstrates understanding of needs for inclusive pedagogy 	<ul style="list-style-type: none"> ● Provides few examples of specific teaching techniques used in the classroom ● Weak evidence of integration of student feedback ● Limited efforts to advance teaching skills ● Limited understanding of evidence-based and/or inclusive pedagogy practices ● Presents vague and general discussion of teaching experience

8 points total

Service:

Aspects to consider:	Demonstrates strong commitments to and interests in service (4 Points)	Demonstrates average commitments to and interests in service (3 Points)	Limited experience with service (1 – 2 Points)
<ul style="list-style-type: none"> ● To UCI ● To Department/ School ● To the Local Community ● Diversity/Inclusion Service ● Awards for Service 	<ul style="list-style-type: none"> ● Demonstrates strong commitments to serving department, school, university, and/or community by participating in programs and/or volunteering ● Demonstrates strong commitments to promoting diversity and inclusion through service (e.g., member of DECADE, LGBT ally) ● Has been recognized for commitment to service through awards from department, school, university, and/or community 	<ul style="list-style-type: none"> ● Demonstrates engagement in serving department, school, university, and/or community by participating in programs and/or volunteering ● Demonstrates interests in promoting diversity and inclusion through service (e.g., provides informal mentorship) 	<ul style="list-style-type: none"> ● Provides no or few examples of providing service to department, school, university, and/or community ● Provides no or few examples of promoting diversity and inclusion through service

4 points total

Community & Inclusion:

Aspects to consider:	Demonstrates strong commitments to building community (4 Points)	Demonstrates average commitments to building community (2 – 3 Points)	Demonstrates limited interests in building community (0 – 1 Point)
<ul style="list-style-type: none"> ● Committed to community and inclusion ● Attitude: Humility and desire to learn ● Involvement with DTEI ● Cover Letter/Essay ● LORs ● Professional Development for Teaching CV & Cover letter/ Essay 	<ul style="list-style-type: none"> ● Demonstrates numerous examples of working collaboratively (e.g., team research, team teaching) ● Expresses strong interests in learning from peers ● Demonstrates interests in contributing to and being a part of a pedagogical community (e.g., attended DTEI workshops) ● Indicates commitment to learning from and working with peers in a multidisciplinary setting 	<ul style="list-style-type: none"> ● Demonstrates examples of working collaboratively (e.g., team research, team teaching) ● Expresses strong interests in learning from peers 	<ul style="list-style-type: none"> ● Application materials do not indicate experience with or interest in contributing to an inclusive, pedagogical community (e.g., working with and learning from peers)

4 points total

Research:

Aspects to consider:	Demonstrates excellent research and publication record (2 Points)	Demonstrates on-track with research commitments (1 Points)	Demonstrates potential problems with completing research commitments (0 Points)
<ul style="list-style-type: none"> • Publications • Grants • Conference Presentations/Posters • Letter of rec 	<ul style="list-style-type: none"> • Materials demonstrate a strong research and publication record • Advisor expresses promise in applicant 	<ul style="list-style-type: none"> • Applicant appears to be on-track for their discipline (average research record) • Advisor states that applicant is progressing in program 	<ul style="list-style-type: none"> • No demonstration of meeting research requirements • Advisor expresses concern with research progress and/or completing the program

2 points total

Long-Term Interest in PF Program:

Aspects to consider:	Demonstrates extensive, long-term interest in PF Program (2 Points)	Demonstrates some ongoing interest in the program (1 Points)	No evidence of long-term interest in program (0 Points)
<ul style="list-style-type: none"> • Previously Applied to PF Program • Communicates Long-Term Interest in Cover Letter/Essay 	<ul style="list-style-type: none"> • Applicant has applied to PF Program previously 	<ul style="list-style-type: none"> • Applicant expresses long-term interests in becoming a PF 	<ul style="list-style-type: none"> • Applicant does not indicate long-term goals in becoming a PF

2 points total