# 2024 UMass Lowell Faculty Excellence Awards Rubrics

## Award for Excellence in Mentoring Students

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---|---|---|---|---|---|
| **Effectivens of Mentori** | Clear examples of how mentoring positively impacted mentees' academic, personal, or professional growth. | No examples provided. | 1-2 impact of mentoring provided. | Examples of clear impact on mentees' growth. (3-5 examples) | Significant examples of long-term mentee transformation and achievements. (more than 6 examples). |
| **Building Trst and Suppo** | Demonstrated ability to foster a trusting, supportive relationship, helping mentees overcome challenges and achieve goals. | No evidence of trust-building. | Some efforts (1-2 examples) towards providing support and trust. | Consistent support and encouragement for mentees. (3-5 examples) | Strong trust-based relationships, showcasing mentees overcoming challenges. (more than 6 examples). |
| **Guidance o Growth** | Evidence of guiding mentees towards deeper intellectual engagement and skill development relevant to their aspirations. | No evidence provided. | Basic guidance provided to mentees. | Examples of mentees guided to meaningful growth. (3-5 examples) | Mentees achieve significant intellectual or professional milestones with guidance. (more than 6 examples). |
| **Commitment to Mentori** | Sustained efforts over time, showing leadership in mentoring initiatives at UMass Lowell or beyond. | No evidence of sustained mentoring efforts. | Some evidence (1-2 examples) of mentoring efforts. | Consistent mentoring initiatives over time. (3-5 examples) | Leadership in mentoring programs with sustained impactful contributions. (more than 6 examples). |

## Award for Excellence in Faculty Mentoring Faculty

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---|---|---|---|---|---|
| **Constructie Guidance** | Provides mentorship leading to professional development in teaching, research, or service. | No examples provided. | Limited examples (1-2 examples) of constructive mentorship. | Clear examples of impactful mentorship. (3-5 examples) | Demonstrated consistent mentorship resulting in long-term growth or success. (more than 6 examples). |
| **Fostering Collaboraton** | Encourages collaborations or creates opportunities that support mentees' career growth. | No evidence of collaboration. | Some support (1-2 examples) provided for professional growth. | Examples of mentoring leading to successful collaborations. (3-5 examples) | Multiple examples of innovative mentoring that significantly impacted mentees' careers. (more than 6 examples). |
| **Building Trst and Suppo** | Fosters a trusting relationship, providing empathetic and practical support. | No examples of trust-building. | Some evidence of fostering trust and empathy. | Consistent support and encouragement. (3-5 examples) | Strong mentor-mentee relationships that inspire long-term impact and confidence. (more than 6 examples). |
| **Sustained Commitment** | Evidence of long-term mentoring initiatives with leadership in faculty mentoring programs. | No evidence of mentoring efforts. | Mentorship provided on an occasional basis. (1-2 examples). | Consistent and meaningful faculty mentoring initiatives. (3-5 examples) | Leadership in programs and sustained impactful mentoring contributions. (more than 6 examples). |

**Award for Excellence in Teaching for Adjunct Faculty**

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---|---|---|---|---|---|
| **Engaging Students** | Demonstrates ability to inspire and actively engage students in the classroom. | No examples provided. | Limited examples (1-2 examples) of engagement. | Clear examples of active classroom engagement. (3-5 examples) | Students inspired to learn more and apply knowledge beyond the classroom. (more than 6 examples). |
| **Timely Feedback** | Provides timely and useful feedback to improve student learning and performance. | No examples provided. | Some examples of feedback provided. (1-2 examples) | Detailed and actionable feedback shared regularly. (3-5 examples) | Innovative feedback methods using diverse approaches (written, oral, etc.). (more than 6 examples). |
| **Promoting Critical Thinking** | Encourages students to develop their own ideas and challenge existing theories. | No examples provided. | Some examples provided. (1-2 examples) | Clear evidence of fostering critical thinking. (3-5 examples) | Students consistently challenge and evaluate ideas, showcasing deep critical skills. (more than 6 examples). |
| **Communication Skills** | Promotes effective written and oral communication as appropriate for the discipline. | No examples provided. | Limited integration of communication skills. (1-2 examples) | Clear support for developing students' communication skills. (3-5 examples) | Students demonstrate mastery of communication skills relevant to their discipline. (more than 6 examples). |

**Award for Excellence in Undergraduate Teaching**

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---|---|---|---|---|---|
| **Engaging Students** | Uses innovative methods to spark interest and active participation in learning. | No examples provided. | Limited examples of engagement. (1-2 examples) | Clear examples of innovative teaching practices. (3-5 examples) | Students describe the instructor as inspiring further exploration of the subject. (more than 6 examples). |
| **Timely Feedback** | Provides timely and useful feedback that supports student learning and performance. | No examples provided. | Some examples of feedback provided. (1-2 examples) | Detailed and actionable feedback. (3-5 examples) | Innovative feedback methods tailored to students' needs. (more than 6 examples). |
| **Critical Thinking** | Encourages students to analyze, evaluate, and generate new ideas. | No examples provided. | Some examples of fostering critical thinking. (1-2 examples) | Clear evidence of developing students' analytical skills. (3-5 examples) | Students demonstrate advanced critical thinking in coursework and discussions. (more than 6 examples). |
| **Collaboration Skills** | Provides opportunities for collaboration and teamwork to enhance learning. | No examples provided. | Limited group or collaborative activities. (1-2 examples) | Clear support for collaborative learning. (3-5 examples) | Students showcase teamwork skills relevant to academic and professional settings. (more than 6 examples). |

## Award for Excellence in Graduate Teaching

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---|---|---|---|---|---|
| **Engaging Students** | Uses effective methods to challenge and engage graduate-level learners in complex material. | No examples provided. | Limited examples of engagement. (1-2 examples) | Clear evidence of effective student engagement. (3-5 examples) | Students describe being inspired to pursue advanced research or professional goals. (more than 6 examples). |
| **Integrating Research** | Incorporates advanced research topics and methodologies into the learning experience. | No examples provided. | Limited use of research topics in teaching. (1-2 examples) | Clear examples of incorporating advanced research. (3-5 examples) | Students report applying research methods and critical analysis learned in class. (more than 6 examples). |
| **Providing Feedback** | Offers timely and constructive feedback that helps graduate students refine their skills and research capabilities. | No examples provided. | Some evidence of providing feedback. (1-2 examples) | Clear examples of detailed, actionable feedback. (3-5 examples) | Students describe consistent, innovative feedback methods supporting their success. (more than 6 examples). |
| **Mentoring Graduate Success** | Guides students in applying their learning to research, professional development, or career aspirations. | No evidence provided. | Limited examples of mentoring provided. (1-2 examples) | Clear examples of supporting students' professional growth. (3-5 examples) | Students achieve notable academic or professional milestones as a result of mentorship. (more than 6 examples). |

**Award for Excellence in Online Teaching**

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---------|-------------------|----------------------------------|-----------------|---------------------|-------------------|
| **Engaging Students** | Uses strategies to ensure active student involvement in the online learning process. | No examples provided. | Limited examples of engagement in online settings. (1-2 examples) | Clear examples of fostering engagement online. (3-5 examples) | Students describe being inspired to explore more deeply beyond the online classroom. (more than 6 examples). |
| **Promoting Interactio** | Implements technology and creative methods to encourage interaction among online students. | No examples provided. | Limited use of interaction strategies. (1-2 examples) | Examples of regular interaction and creative approaches. (3-5 examples) | Innovative, effective methods enhance student collaboration and overall online learning. (more than 6 examples). |
| **Technology for Conten Delivery** | Uses technology effectively to deliver course content in an asynchronous format, enhancing the learning experience. | No examples provided. | Some use of asynchronous tools. (1-2 examples) | Clear examples of effective, detailed technology use. (3-5 examples) | Students describe innovative and engaging use of technology for delivering content. (more than 6 examples). |
| **Feedback and Support** | Provides timely and productive feedback to support online student success and well-being. | No examples provided. | Some evidence of timely feedback. (1-2 examples) | Clear examples of consistent, detailed feedback. (3-5 examples) | Students describe exceptional support and innovative feedback methods tailored to their needs. (more than 6 examples). |

## Award for Excellence in Community Engagement

| Element | Element Description | Not Exemplified or Discussed (0) | Meets Norms (1) | Exceeds Norms (2-3) | Exceptional (4-5) |
|---|---|---|---|---|---|
| **Collaborative Initiatives** | Establishes and/or sustains community initiatives benefitting UMass Lowell and external communities. | No examples provided. | Limited examples of community initiatives. (1-2 examples) | Clear examples of impactful collaborations. (3-5 examples) | Demonstrated long-term community impact through sustained and meaningful partnerships. (more than 6 examples). |
| **Supporting Community Objectives** | Contributes professional expertise to support community-defined goals through workshops, training, or events. | No examples provided. | Some evidence of community support initiatives. (1-2 examples) | Clear examples of impactful contributions. (3-5 examples) | Sustained track record of successful and influential community initiatives. (more than 6 examples). |
| **Equitable Educational Access** | Works with community partners to expand access to educational and lifelong learning opportunities. | No evidence provided. | Limited integration of community collaboration in teaching. (1-2 examples) | Clear examples of fostering equitable opportunities. (3-5 examples) | Demonstrated long-term impact on students and community through education partnerships. (more than 6 examples). |
| **Inspiring Citizenship** | Develops initiatives that enrich lives and prepare students as engaged citizens. | No evidence provided. | Plans are vague with limited objectives. (1-2 examples) | Clear examples of impactful teaching and mentoring. (3-5 examples) | Students and peers describe being inspired by the faculty's work in community engagement. (more than 6 examples). |