

UNMC Distinguished Educator Committee Scoring Rubric				
Application	Exemplary (3 points)	Competent (2 points)	Developing (1 point)	Score
Application – Completion	The applicant completed all the required sections of the application and submitted a complete digital teaching portfolio.	The applicant completed at least 50% of the required sections of the application and submitted a digital teaching portfolio that contained at least 50% of the required elements.	The applicant completed less than 50% of the required sections of the application and submitted a digital teaching portfolio that contained less than 50% of the required elements.	
Comments				/3
Recommendation Letters	Exemplary (3 points)	Competent (2 points)	Developing (1 point)	Score
Letter of Recommendation Commitment – College Dean	The letter of recommendation demonstrates a solid commitment to teaching and mentorship and includes specific examples describing how the nominee empowers other educators to have positive learning outcomes.	The letter of recommendation provides some evidence of commitment to teaching and mentorship but needs more specific/solid examples.	The letter of recommendation does not demonstrate commitment to teaching and mentorship sufficiently or include examples describing how the nominee empowers other educators to have positive learning outcomes.	
Comments				/3
Letter of Recommendation Commitment – Chair/Director	The letter of recommendation demonstrates a solid commitment to teaching and mentorship and includes specific examples describing how the nominee empowers other educators to have positive learning outcomes.	The letter of recommendation provides some evidence of commitment to teaching and mentorship but needs more specific/solid examples.	The letter of recommendation does not demonstrate commitment to teaching and mentorship sufficiently or include examples describing how the nominee empowers other educators to have positive learning outcomes.	
Comments				/3
Letter of Recommendation – Mentee or student #1	The letter of recommendation demonstrates the impact of the nominee's mentoring on teaching and includes specific examples illustrating how the nominee empowered the mentee in teaching to have positive learning outcomes. OR The letter demonstrates the impact of the nominee's mentoring on teaching and includes specific examples illustrating how the nominee empowered the mentee in teaching to have positive learning outcomes.	The letter of recommendation recognizes the nominee's mentoring but lacks specific examples of how they empowered the mentee in teaching. OR The letter of recommendation recognizes the nominee's mentoring but lacks specific examples of how they empowered the mentee in teaching.	The letter of recommendation does not discuss the nominee's mentoring on teaching or explain the impact of mentoring on the mentee. OR The letter of recommendation does not discuss the nominee's mentoring on teaching or explain the impact of mentoring on the mentee.	
Comments				/3
Letter of Recommendation – Mentee or student #2	The letter of recommendation demonstrates the impact of the nominee's mentoring on teaching. It includes specific examples illustrating how the nominee empowered the mentee in teaching to have positive	The letter of recommendation does not discuss the nominee's mentoring on teaching or explain the impact of mentoring on the mentee. OR The letter of recommendation does not discuss the	The letter of recommendation does not discuss the nominee's mentoring on teaching or explain the impact of mentoring on the mentee. OR The letter of recommendation does not discuss	

	learning outcomes. OR The letter demonstrates the impact of the nominee's mentoring on teaching. It includes specific examples illustrating how the nominee empowered the mentee in teaching to have positive learning outcomes.	nominee's mentoring on teaching or explain the impact of mentoring on the mentee.	the nominee's mentoring on teaching or explain the impact of mentoring on the mentee.	
Comments				/3
Digital Portfolio	Exemplary (3 points)	Competent (2 Points)	Developing (1 point)	Score
Teaching Philosophy/Narrative				
Teaching Philosophy Narrative- Educational Content	The narrative demonstrates a clear understanding of educational theories and philosophies, including current trends and best practices. It showcases how the educator adapts their teaching approach to meet the evolving needs of their students.	The narrative shows some understanding of educational theories and philosophies, but it lacks depth and may not incorporate current trends or best practices. The educator's approach to adapting to student needs may be mentioned, but not fully developed or supported.	The narrative shows limited or no understanding of educational theories and philosophies and does not incorporate current trends or best practices. The educator's approach to adapting to student needs is not addressed or is unclear.	
Comments				/3
Teaching Philosophy Narrative - Pedagogy	The philosophy describes the educator's teaching approach and methods, including engaging students, facilitating active learning, and promoting critical thinking and problem-solving skills.	The philosophy somewhat describes the educator's teaching approach and methods, including engaging students, facilitating active learning, and promoting critical thinking and problem-solving skills but is not fully developed or clear.	The philosophy does not describe the educator's teaching approach and methods.	
Comments				/3
Teaching Philosophy Narrative- Learning Outcomes	The philosophy clearly describes appropriate or complete learning outcomes for students and how the educator measures and assesses these outcomes.	The philosophy somewhat describes learning outcomes for students and how the educator measures and assesses these outcomes.	The philosophy does not describe learning outcomes for students nor how the educator measures and assesses these outcomes.	
Comments				/3
Teaching Philosophy Narrative- Empowering Other Educators	The philosophy describes how the educator shares their knowledge and experience with other educators, including mentoring, disseminating, collaborating, and leading professional development activities.	The teaching philosophy narrative briefly describes how the educator shares their knowledge and experience with other educators but lacks specific examples or strategies for empowering others.	The teaching philosophy narrative does not address how the educator empowers other educators through mentoring, disseminating, collaborating, or leading professional development activities.	
Comments				/3
Narratives and Artifacts	Exemplary (3 points)	Competent (2 Points)	Developing (1 point)	Score
Educational Impact				
Narrative	The nominee demonstrated a sustained commitment to continuing educational impact evident through a record of presentations, publications and/or grants.	The nominee demonstrated commitment to continuing educational impact evident through a record of presentations, publications and/or grants but the evidence presented was incomplete or lacked detail.	The nominee did not provide any evidence/artifacts demonstrating a commitment to continuing educational impact evident through a record of presentations, publications and/or grants.	

Comments				/3
Supporting Artifacts	The nominee provided at least 2 pieces of evidence/artifacts demonstrating educational impact evident through presentations, publications, and/or grants.	The nominee provided at least 1 piece of evidence/artifacts demonstrating educational impact evident through presentations, publications, and/or grants but the evidence presented was incomplete or lacked detail.	The nominee does not provide any evidence/artifacts demonstrating educational impact.	
Comments				/3
Diversity, Equity, and Inclusion (DEI) Impact				
Narrative	The nominee provides a comprehensive and reflective narrative describing their Diversity, Equity and Inclusion (DEI) efforts to improve student learning outcomes.	The nominee provides a reflective narrative describing their Diversity, Equity and Inclusion (DEI) efforts to improve student learning outcomes but were not clear or descriptive details were missing.	The nominee did not provide a reflective narrative describing their Diversity, Equity and Inclusion (DEI) efforts to improve student learning outcomes.	
Comments				/3
Supporting Artifacts	The nominee provided at least 2 pieces of evidence/artifacts demonstrating their Diversity, Equity and Inclusion (DEI) efforts to improve student learning outcomes	The nominee provided at least 1 piece of evidence/artifacts demonstrating their Diversity, Equity and Inclusion (DEI) efforts to improve student learning outcomes and/or the evidence presented was incomplete or lacked detail.	The nominee does not provide any evidence/artifacts demonstrating Diversity, Equity and Inclusion (DEI) efforts to improve student learning outcome.	
Comments				/3
Professional Development				
Narrative	The nominee provides a comprehensive and reflective narrative describing their professional development efforts to include new knowledge, skills, and strategies implemented in their teaching practice to improve student learning outcomes.	The nominee provides a reflective narrative describing their professional development efforts to include new knowledge, skills, and strategies implemented in their teaching practice to improve student learning outcomes but were not clear or descriptive details were missing.	The nominee did not provide a reflective narrative describing their professional development efforts.	
Comments				/3
Supporting Artifacts	The nominee provided a comprehensive list of recent professional development activities and evidence of how they have implemented new knowledge, skills, and strategies in their teaching practice.	The nominee provided a list of recent professional development activities, and/or evidence of how they have implemented new knowledge, skills, and strategies in their teaching practice was not clear or missing.	The nominee did not provide a list of recent professional development activities.	
Comments				/3
Teaching innovation				
Narrative	The nominee demonstrates high-quality innovation and provides evidence of how their innovative practices support student learning and teaching effectiveness.	The nominee demonstrates innovation and provides basic evidence of how their innovative practices support student learning and teaching effectiveness.	The nominee does not demonstrate innovation nor provides evidence of how their innovative practices support student learning and teaching effectiveness.	
Comments				/3
Supporting Artifacts	The nominee provides 2 teaching innovation artifacts that clearly demonstrate innovative approaches to	The nominee provides 1 teaching innovation artifact that demonstrates innovative approaches to student learning or evidence of successful	The nominee does not provide any teaching innovation artifacts.	

	student learning with evidence of successful implementation and positive student outcomes.	implementation and positive student outcomes is not clear.		
Comments				/3
Peer Mentoring				
Narrative	The nominee provides a clear and comprehensive description of their peer mentoring philosophy and approach, demonstrating high-quality mentoring has a significant and positive impact on their mentees and teaching effectiveness.	The nominee provides a description of their peer mentoring philosophy and approach, demonstrating mentoring impact on their mentees and teaching effectiveness.	The nominee did not provide a description of their peer mentoring philosophy and approach.	
Comments				/3
Supporting Artifacts	The nominee provided at least 2 compelling and substantial artifacts/evidence that demonstrate a significant impact on their mentees and teaching effectiveness (i.e., evidence of successful mentorship, positive student outcomes, innovative teaching strategies, and/or contributions to the field of education).	The nominee provided at least 1 compelling and substantial artifact/evidence that demonstrate an impact on their mentees and teaching effectiveness (i.e., evidence of successful mentorship, positive student outcomes, innovative teaching strategies, and/or contributions to the field of education).	The nominee did not provide any compelling and substantial artifacts/evidence that demonstrated an impact on their mentees and teaching effectiveness.	
Comments				/3
IAE Areas of Excellence				
Narrative	The nominee demonstrates excellence in three IAE Areas of Excellence (see matrix), including two of the following areas - Direct Teaching, Instructional Development and Curricular Design, or Advising and Mentoring.	The nominee demonstrates excellence in two IAE Areas of Excellence (see matrix), including two of the following areas - Direct Teaching, Instructional Development and Curricular Design, or Advising and Mentoring.	The nominee demonstrates excellence in one IAE Areas of Excellence (see matrix), including one of the following areas - Direct Teaching, Instructional Development and Curricular Design, or Advising and Mentoring.	
Comments				/3
IAE Service				
Narrative	The nominee demonstrates a strong record of service as an active IAE member through various IAE activities and programs, such as special interest groups, workshops, committees, and mentoring.	The nominee demonstrates a sporadic record of service and participates as an active IAE member through some IAE activities and programs, such as special interest groups, workshops, committees, and mentoring.	The nominee demonstrates a limited record of service and has not been actively engaged in IAE activities.	
Comments				/3
Supporting Artifacts	The nominee included a list and description of at least 8 IAE special interest groups, workshops, committees, and mentoring programs participated in during the last 2 academic years.	The nominee included a list of at least 4-7 IAE special interest groups, workshops, committees, and mentoring programs participated in during the last 2 academic years.	The nominee included a list of at least 0-3 IAE special interest groups, workshops, committees, and mentoring programs participated in during the last 2 academic years, or a list was missing.	
Comments				/3

C/V				
Content	The C/V demonstrates exceptional quality and completeness, with all relevant information presented in a clear and organized manner. A solid commitment to teaching, scholarship, and dedication to continual learning and growth is showcased.	The C/V is organized and complete. A commitment to teaching and scholarship is showcased, but this may not be as clear or extensive as possible.	The C/V is incomplete or poorly organized, with essential information missing or challenging to find. A solid commitment to teaching and scholarship is missing or difficult to discern from the materials provided.	
Comments				/3
Portfolio Design and Usability				
Portfolio design and usability	The digital portfolio includes a user-friendly navigation system with clear menus and links and a visually appealing and well-organized layout with multimedia integration, including images, videos, and audio recordings.	The digital portfolio has a clear navigation system with menus and links, a visually appealing and organized layout, and includes some multimedia elements to enhance the content.	The digital portfolio has some navigation menus and links, a somewhat organized layout, and includes limited multimedia elements or lacks clear organization.	
Comments				/3
Overall Comments				Total Score /72