

## Research Excellence Doctoral Fellowships (REDF) Evaluation Rubric, Earth Sciences

REDFs are awarded to post-candidacy PhD students with the goal of elevating the research productivity of the graduate program, increasing PhD degree conferrals, enhancing recruitment of under-represented students, and maintaining an optimum time-to-degree.

Item	High (2 points EACH)	Medium (1 point EACH)	Low (0 point)	Comments
<b>Demonstration of Prior Research Productivity (0-6+ points)</b>	<ul style="list-style-type: none"> <li>Has published doctoral research as first author in peer-reviewed literature [in addition to these 2 pts, +1 point for each first author publication in a peer-reviewed journal, i.e., 1 paper 3 points, 2 papers 4 points]</li> </ul>	<ul style="list-style-type: none"> <li>Has doctoral research ready to be submitted or in review in peer-reviewed literature</li> </ul>	<ul style="list-style-type: none"> <li>Doctoral research is not yet ready for publication within the coming year</li> </ul>	
	<ul style="list-style-type: none"> <li>Has regularly presented research at national and regional conferences or received recognition for presentations (e.g. society awards)</li> </ul>	<ul style="list-style-type: none"> <li>Has presented doctoral research at a national conference</li> </ul>	<ul style="list-style-type: none"> <li>Has not presented doctoral research at a regional or national conference</li> </ul>	
	<ul style="list-style-type: none"> <li>Has received external research support from competitive grants</li> </ul>	<ul style="list-style-type: none"> <li>Has applied for external research support through a competitive grant</li> </ul>	<ul style="list-style-type: none"> <li>Has not applied for external research support from competitive grants</li> </ul>	
Item	High (3 points)	Medium (2 points)	Low (1 point)	Comments
<b>Research Potential for REDF Year (1-3 points)</b>	<ul style="list-style-type: none"> <li>Has presented clear and realistic goals for the REDF year;</li> <li>Goals for research are aspirational and include peer-reviewed publications, conference presentations, and/or grant applications</li> </ul>	<ul style="list-style-type: none"> <li>Has presented clear goals for the REDF year that risk being unrealistic;</li> <li>Goals for research are reasonable and appropriate, and include peer-reviewed publications, conference presentations, and/or grant applications</li> </ul>	<ul style="list-style-type: none"> <li>Goals for the REDF year are unclear and/or unrealistic;</li> <li>Goals for research are modest, and include peer-reviewed publications, conference presentations, or grant applications</li> </ul>	
<b>Timeline and Potential to Accelerate Time to Degree (1-3 points)</b>	<ul style="list-style-type: none"> <li>The REDF award will clearly accelerate the student's time to degree relative to the current trajectory (e.g.) student is on-track to finish PhD in <math>\leq 5</math> years</li> </ul>	<ul style="list-style-type: none"> <li>The REDF award may accelerate the student's time to degree relative to the current trajectory (e.g. student is on-track to finish PhD in 5 years)</li> </ul>	<ul style="list-style-type: none"> <li>The REDF award is unlikely to accelerate the student's time to degree relative to the current trajectory</li> </ul>	
<b>Prior Support (1-3 points)</b>	<ul style="list-style-type: none"> <li>Prior support has placed significant non-research demands (e.g., TA's) on the student's allocation of time.</li> </ul>	<ul style="list-style-type: none"> <li>Prior support has placed some non-research demands on the student's allocation of time.</li> </ul>	<ul style="list-style-type: none"> <li>Prior support has placed very few, if any, non-research demands on the student's allocation of time.</li> </ul>	
<b>Diversity, Equity, &amp; Inclusion Contributions (1-3 points)</b>	<ul style="list-style-type: none"> <li>The student's participation increases representation of under-represented groups within our PhD program;</li> <li>The student has engaged in activities that support a diverse and inclusive graduate program;</li> <li>The student's research is aligned with goals of increasing diversity, equity, and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>The student has demonstrated potential to support a diverse and inclusive graduate program This may be either by representing an underrepresented group in STEM or by demonstrating a commitment to outreach activities that enhance diversity in Earth Sciences (e.g., mentoring undergraduates, K-12 programs etc)</li> </ul>	<ul style="list-style-type: none"> <li>The student's potential to support a diverse and inclusive graduate program is unclear</li> </ul>	