

APS Committees Application Rubric — Committee on Committees

Criterion 1: Interest on serving on this APS Committee — (20 points max)		Comments
<ul style="list-style-type: none"> • Specific areas of personal, academic, or professional interest • Areas in which the applicant would like to contribute to the work of this committee • Demonstration of understanding of the work of this committee • Has previously applied for or obtained APS service roles 		<p><i>Responses from the applicant should be specific and relevant to the committee to which the applicant is applying. Consider the tone and content of writing and application itself. For repeat applicants, the application should specify areas in which the application has continued to be strengthened by the applicant.</i></p>
<p align="center">Score 13-20</p> <ul style="list-style-type: none"> • Clearly identifies the applicant's motivation in applying for the committee with specific personal examples of how the work of the committee aligns with their personal, academic, or professional interests • Exhibits an understanding of the general work that is performed by the committee and the role that the committee fills within the Society • Is able to outline potential contributions and ways in which the applicant would be able to contribute to the ongoing stated goals and projects that the committee is engaged in. • Consideration with respect to career stage should be made regarding an applicant's history in applying for Society service opportunities and roles. This application may be the first Society-wide application for a trainee or early career faculty. 	<p align="center">Score 7-12</p> <ul style="list-style-type: none"> • Individuals receiving a rating in this range will likely show aspects of both "13-20" and "0-6" ratings. • For example, the applicant may express little understanding of the work being done by a committee or have ideas and contributions that are outside the current scope and work of the committee but provide a strong and compelling case for their personal, academic, or professional interest in the committee. 	<p align="center">Score 0-6</p> <ul style="list-style-type: none"> • Statements of interest and motivation are vague. These statements may include "wanting to be more involved" and "needing a place to start." • Responses to this category are not specific to the committee for which the applicant is applying and speak generally to "serving others," "giving back to the community," and, "working for the Society."
<p>Specific Notes:</p>		

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Criterion 2: Special qualifications — (25 points max)		Comments
<ul style="list-style-type: none"> • Prior experiences or service relevant and specific to the work of this committee • Inclusion in specific groups or identities that are relevant to the work of this committee • Special awards or leadership positions previously held that would benefit the work of this committee • Special qualifications and experiences will be considered as appropriate to their rank and career stage 		<p><i>Consider any experiences or qualifications the applicant may have specific to the work of the committee and should be considered with respect to career stage (i.e., grad students and trainees are NOT expected to have the same experience as more experienced APS members). Applicants are not expected to have contributions in every area. The focus is on overall impact, commitment, and level of involvement. Diversity may be considered in this category as it relates to the needs of the committee.</i></p>
<p align="center">Score 17-25</p> <ul style="list-style-type: none"> • Clearly identified previous roles and experiences in the work of the committee with examples identified. This can result from a mix of personal experiences as well as formal engagement within local, regional, and national roles. • Is able to provide specific context and ways in which their identified special qualifications translate to further the goals and work of the committee to which the applicant is applying. • Inclusion within specific APS Sections, races, genders, and other identities, as well as other qualifying criteria for the work and goals of the committee may be considered to ensure that committees are representative of the Society membership and provide diverse perspectives to furthering the work of the Society. 	<p align="center">Score 9-16</p> <ul style="list-style-type: none"> • Individuals receiving a rating in this range will likely show aspects of both "17-25" and "0-8" ratings. • For example, the applicant may identify as belonging to a membership or identity that aligns with the goals and work of a committee but do not provide specific examples of how that experience will translate and further the work of the committee. 	<p align="center">Score 0-8</p> <ul style="list-style-type: none"> • Statements consist of vague or non-specific sentiments related to previous contributions without context to the work done by this committee. • Examples provided are not specific to the committee to which the applicant is applying. • Repeats or overlaps significantly the information provided in Criterion 5: Prior APS and other service without providing context to how the information fits within the work of the committee.
<p>Specific Notes:</p>		

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Criterion 3: Contribution to APS DEI goals — (25 points max)		Comments
<ul style="list-style-type: none"> • Demonstrated and clear interest in, knowledge of, and experience with dimensions of diversity consistent with APS DEI policies and goals • Specific actions, contributions, and experience to further DEI at local, regional, and national levels. • Plans for advancing DEI within the APS and APS Committees 		<p><i>Consider the consistent contributions of the applicant to DEI at all levels of involvement. Roles, contributions, and plans should be appropriate for the career stage of the applicant. Also consider the comfort demonstrated in discussing DEI matters and understanding of challenges faced by underrepresented individuals. Refer to the APS Values, Policies, and Statements and the APS Diversity Statement.</i></p>
<p align="center">Score 17-25</p> <ul style="list-style-type: none"> • Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own. • Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education, the APS or for their discipline. • Openly discusses diversity-related issues (including distinctions and connections between diversity, equity, and inclusion). • Understands the challenges faced by underrepresented individuals, and the need for all APS members to work to identify and eliminate barriers to full and equitable participation and advancement. • Discusses diversity, equity, and inclusion as core values that every APS member should actively contribute to advancing. 	<p align="center">Score 9-16</p> <ul style="list-style-type: none"> • Individuals receiving a rating in this range will likely show aspects of both "17-25" and "0-8" ratings. • For example, the applicant may express little understanding of demographic data related to diversity and have less experience and interest in dimensions of diversity but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers and be comfortable discussing diversity-related issues. 	<p align="center">Score 0-8</p> <ul style="list-style-type: none"> • Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities but doesn't discuss gender or ethnicity/race. • Seems uncomfortable discussing diversity-related issues. The applicant may state "I just haven't had much of a chance to think about these issues yet." • Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity. • Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "Physiology definitely needs more women." • Seems not to be aware of, or understand, the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.
<p>Specific Notes:</p>		

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Criterion 4: Broad academic interests and background — (10 points max)		Comments
<ul style="list-style-type: none"> Brief description of academic areas of expertise and interest List no more than 2 recent publications/citations 		<p><i>APS Committees benefit from a wide variety of backgrounds and expertise from the standing members. Consider the background of the applicant in relation to the current committee membership (section affiliations, university affiliations, scientific expertise, etc.). Diversity of the applicant may also be considered in evaluating the application.</i></p>
<p align="center">Score 7-10</p> <ul style="list-style-type: none"> Provides a concise description of academic interests that define their scope of expertise. The statement should be clearly written and avoid jargon and other verbose or overly detailed descriptions of their work. Is able to translate their specific academic interests to the general mission of the Society, their affiliated Section(s), and the work of this specific Committee. 	<p align="center">Score 4-6</p> <ul style="list-style-type: none"> Individuals receiving a rating in this range will likely show aspects of both "7-10" and "0-3" ratings. For example, the applicant may struggle to convey their specific areas of expertise without jargon but be able to highlight specific and notable contributions to their field, or the applicant may be able to concisely explain their field of work but are unable to provide context into which that work advances physiology as a field. 	<p align="center">Score 0-3</p> <ul style="list-style-type: none"> Discusses their work in overly vague terms (e.g., physiology, neuro, cancer biology) or in such hyper-specific terminology that non-experts in the field are unable to parse the description. Fails to translate their contributions to physiology, science at large, and the work of the Society in broader contexts.
<p>Specific Notes:</p>		

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Criterion 5: Prior APS activities and other service — (10 points max)		Comments
<ul style="list-style-type: none"> • Previous service on APS Committees • All other prior APS service (Sections, task forces, interest groups, chapters, and other volunteering events, etc.) • Other relevant service, not APS related (other university, professional, or personal activities and affiliations) • Engagement or attendance at APS-affiliated events (APS annual meetings, section or chapter activities, etc.) 		<p><i>APS members currently serving on a Society committee are required to spend at least one year off-service before beginning another term to allow opportunities for other members. Prior APS and other relevant service should be considered with respect to career stage (i.e., grad students and trainees are NOT expected to have the same experience as more experienced APS members).</i></p>
<p align="center">Score 7-10</p> <ul style="list-style-type: none"> • Has served in a variety of roles with the potential for leadership experience that is appropriate to their rank and career stage. • A trainee (undergrad, graduate student, or postdoctoral fellow) receiving top scores would have served in roles at the department and institutional levels within their student governance or equivalent. Leadership roles are not expected but should be recognized. This may be their first Society position. • Early career faculty earning top scores will have demonstrated service with possible leadership roles at multiple levels locally and within their institution and may also have some service at the Section or Chapter levels of the APS. This may be their first Society position. • More experienced faculty should be evaluated with respect to higher expectations for Society-wide contributions and leadership experience. • All career stages should demonstrate a commitment to external service to their community in addition to academic and professional service to receive the highest scores in this category. • Engagement and attendance at prior APS events, including the APS annual meetings may be included for awarding the highest scores in this criterion. • APS members with an identified lack of access to travel funds or with excessive travel distances to events that leads to an inability to prioritize some events and forms of engagement should not be penalized in awarding points in this criterion. 	<p align="center">Score 4-6</p> <ul style="list-style-type: none"> • Individuals receiving a rating in this range will likely show aspects of both "7-10" and "0-3" ratings. • For example, a senior career applicant may have numerous examples of engagement but lacks a noted progression towards higher levels of involvement and leadership in the APS. 	<p align="center">Score 0-3</p> <ul style="list-style-type: none"> • Displays limited engagement at appropriate levels for their career stage. • Specific roles, contributions, and dates of service for activities are not clearly identified. (e.g., the difference between listing, "University Service Committee," and more specifically, "Voting Member, University Service Committee, 2017-2019).
<p>Specific Notes:</p>		

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Criterion 6: Endorsement letter — (10 points max)		Comments
<ul style="list-style-type: none"> • Statements about applicant's service contributions • Statements about applicant's overall impact to the community • Statements about the impact of committee service on career trajectory • Statements about applicant's scholarship and personal or professional interests 		<p><i>Specific and notable comments from the endorser that are relevant to the applicant and the specific work of the committee. Does this person stand out? What specific impact has the applicant had in other areas of their career and service?</i></p>
<p align="center">Score 7-10</p> <ul style="list-style-type: none"> • The letter clearly speaks to the applicant's previous and current service contributions, overall impact, and career benefits relevant to the career stage. • Specific examples are given to support each area of the letter identified in the criterion description. • The letter speaks strongly to how the skills, strengths, and other attributes of the applicant apply to the specific work of the committee. 	<p align="center">Score 4-6</p> <ul style="list-style-type: none"> • Reference letters receiving a rating in this range will likely show aspects of both "7-10" and "0-3" ratings. • For example, a letter may speak strongly to the applicant's personality or credentials but may be lacking in specific details or does not identify how the applicant would contribute to the specific work of the committee. 	<p align="center">Score 0-3</p> <ul style="list-style-type: none"> • The reference appears to be unfamiliar with the applicant or does not specifically speak to the areas defined in this criterion. • The letter does not provide specific examples of contributions and attributes of the applicant or speaks in general vague terms.
<p>Specific Notes:</p>		

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Overall Summary Worksheet		Comments
Criterion 1: Interest on serving on this APS Committee	/20 points	<i>Insert the awarded number of points from each of the 6 ranked category criteria above.</i>
Criterion 2: Special qualifications	/25 points	
Criterion 3: Contribution to APS DEI goals	/25 points	
Criterion 4: Broad academic interests and background	/10 points	
Criterion 5: Prior APS and other service	/10 points	
Criterion 6: Endorsement letter	/10 points	
Rubric total score:		<i>Calculate the sum of the scores from each of the 6 ranked category criteria.</i>
Individual ranking:		<i>Rank applicants in order of preference. Do not award ties. Consider the overall strength of the committee membership and impact that an applicant will have on the committee.</i>
Specific Notes:		

Instructions for entering data on the APS Awards Site: Enter the total number of points earned by a single applicant into the field provided. Then enter the individual ranking of the applicant, numbered in order beginning with 1 as the highest ranked (most qualified) individual for the committee position. See comments above for details. Enter any relevant comments into the blank field. Click the 'Update' button. Note: Each applicant will need to be individually updated by line before proceeding. Data entered or modified on other lines will not be saved when the 'Update' button is clicked for another applicant.

DEI Specific criteria adapted from Berkeley Office of Faculty Equity and Welfare Document, 2018 - <https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity>

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