



## Pharmacy Student Mentee - Rubric

| Points                                                                 | 1                                                                                                                                                                                     | 2 | 3                                                                                                                                                                                                                               | 4 | 5                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal Statement</b>                                              | Superficial explanation providing little insight into the student's motivations or goals. Poor understanding of the role. Poorly written and/or numerous grammar and spelling errors. | ↔ | Some insight into the student's motivations and goals. Somewhat understands the role. Adequate writing skills with only minor grammar and spelling errors.                                                                      | ↔ | Provides detailed insight into the student's motivations and goals. Clear understanding of the role. Well written. No spelling or grammatical errors.                                                                                           |
| <b>Leadership</b>                                                      | No evidence of obtaining formal or informal leadership roles.                                                                                                                         | ↔ | Evidence of having held some formal or informal leadership roles with no or unclear evidence of success in those positions.                                                                                                     | ↔ | Evidence of having held several formal or informal leadership roles and evidence of having excelled in those roles through receipt of awards or by documentation of achievements or other positive outcomes.                                    |
| <b>Advocacy / Commitment to (Healthcare-Systems) Pharmacy Practice</b> | No evidence of involvement in organizations that advocate for the pharmacy profession and does not demonstrate an interest in Healthcare-Systems pharmacy.                            | ↔ | Evidence of involvement (e.g. DSPS) or membership (e.g. PANS, CSHP) in organizations that advocate for the pharmacy profession or demonstrates an interest in Healthcare-Systems pharmacy through work or volunteer experience. | ↔ | Evidence of roles or positions in organizations that advocate for the pharmacy profession and/or demonstrates interest in Healthcare-Systems pharmacy through significant work or volunteer experience (e.g. hospital summer student position). |
| <b>Diversity, Equity, and Inclusion</b>                                | No evidence of involvement in diversity, equity and inclusion work or evidence of these values through other community contributions (i.e. volunteer work).                           | ↔ | Some evidence of involvement in organizations directly supporting diversity, equity and inclusion or evidence of these values through other community contributions (i.e. volunteer work).                                      | ↔ | Evidence of substantial involvement in organizations directly supporting diversity, equity and inclusion or evidence of these values through significant community contributions (i.e. volunteer work).                                         |
| <b>Content Creation or Marketing and Communications Experience</b>     | No marketing or content creation experience. Poor written communication skills.                                                                                                       | ↔ | Some experience with content development and/or marketing and communications experience. Adequate written communication skills.                                                                                                 | ↔ | Experienced content developer and/or equivalent marketing and communications experience. Exemplary written communication skills.                                                                                                                |