

## Nancy McKinstry Trainee Excellence Award 2025 Supervisor Reference Assessment Form

### SECTION 1: SUPERVISOR INFORMATION AND CONSENT

| TRAINEE CANDIDATE |            |
|-------------------|------------|
| First Name:       | Last Name: |

| SUPERVISOR                                                         |             |        |
|--------------------------------------------------------------------|-------------|--------|
| First Name:                                                        | Last Name:  |        |
| Email:                                                             |             |        |
| Position:                                                          |             |        |
| Institution:                                                       | Department: |        |
| Number of years/month that the supervisor has known the candidate: | Years:      | Month: |

**Please carefully read the following statement and check *ONE* of the boxes below:**

*In the event that the candidate above is awarded the Nancy McKinstry Trainee Excellence Award, the full value of the award (\$5000) will be administered as a salary top-up to this candidate. No amount of this award will be spent on research activities or other purposes.*

As the candidate's supervisor:

☐ I agree with the above statement – the full value of the award (\$5000) will be administered as a salary top-up to candidate.

☐ I disagree with the above statement – the candidate's application to this competition will be subsequently withdrawn.

## SECTION 2: TRAINEE RATING FORM

For each characteristic listed below, please indicate with an “X” the column with description which best reflects your assessment of the candidate:

| CHARACTERISTICS                               | DESCRIPTION                                                                                                                                   | T<br>o<br>p<br>5<br>% | T<br>o<br>p<br>1<br>0<br>% | T<br>o<br>p<br>2<br>5<br>% | T<br>o<br>p<br>4<br>0<br>% | A<br>v<br>e<br>r<br>a<br>g<br>e | B<br>e<br>l<br>o<br>w<br>A<br>v<br>e<br>r<br>a<br>g<br>e | U<br>n<br>a<br>b<br>l<br>e<br>t<br>o<br>J<br>u<br>d<br>g<br>e |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------|----------------------------|----------------------------|---------------------------------|----------------------------------------------------------|---------------------------------------------------------------|
| <b>Originality</b>                            | Shows creativity and ingenuity in problem solving.                                                                                            |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Research Ability</b>                       | Potential or demonstrated proficiency for scientific investigation.                                                                           |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Enthusiasm for Research</b>                | Self-motivated with a natural drive to pursue new knowledge.                                                                                  |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Perseverance</b>                           | Shows persistence despite encountering challenges. Treats setbacks/critiques as learning opportunities.                                       |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Critical Thinking Skills</b>               | Carefully scrutinizes information from various sources<br>Shows awareness of the limitations in one’s own work as well as the work of others. |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Independence</b>                           | Takes initiative in the pursuit of knowledge or performing research activities.<br>Seeks guidance only when appropriate.                      |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Cooperation &amp; Communication Skills</b> | Works well with other lab personnel and trainees.<br>Communicates ideas clearly and effectively to others verbally and in writing.            |                       |                            |                            |                            |                                 |                                                          |                                                               |
| <b>Time Management</b>                        | Reliably meets goals and anticipated deadlines.<br>Efficient use of time, prioritizing tasks based on importance and urgency.                 |                       |                            |                            |                            |                                 |                                                          |                                                               |

### **SECTION 3: EXPLANATION OF RATINGS**

Please elaborate on the ratings provided in Section 2: