

# Centennial Rubric

## General guidelines for applicants

1. Jargons, if used, must be explained for graduate and undergraduate student reviewers from diverse backgrounds to review.
2. Please upload your personal statement, curriculum vitae and letter of support as \*.pdf files.

## Personal statement

<p><b>Personal statement</b></p> <ul style="list-style-type: none"> <li>● Maximum five pages</li> <li>● Critical elements of the personal statement:             <ul style="list-style-type: none"> <li>○ Content                 <ul style="list-style-type: none"> <li>▪ Teaching philosophy                     <ul style="list-style-type: none"> <li>▪ Applicant’s primary educational values and how they contribute to ASU students</li> </ul> </li> <li>▪ Teaching development and Innovation                     <ul style="list-style-type: none"> <li>▪ Implementation of innovative teaching approaches in the classroom</li> </ul> </li> <li>▪ Education within/beyond the classroom                     <ul style="list-style-type: none"> <li>▪ Development of critical thinking, mentorship opportunities and special projects connecting students with learning environments outside their programs</li> </ul> </li> <li>▪ Community service                     <ul style="list-style-type: none"> <li>▪ Academic: Participation in a professional society executive committee membership, conference organizations, journal editorial board membership, dissertation/thesis committees</li> <li>▪ Local: Knowledge transfer activities with local industry and organizations</li> </ul> </li> <li>▪ Description of the intended use for the award prize                     <ul style="list-style-type: none"> <li>▪ Detailed budget plan (including anticipated expenses and a tentative timeline) discussing the importance as well as expected impact on academic/local community</li> </ul> </li> </ul> </li> <li>○ Organization and writing                 <ul style="list-style-type: none"> <li>▪ Structure</li> <li>▪ Argument and clarity</li> <li>▪ Writing style</li> <li>▪ Grammatical accuracy</li> </ul> </li> </ul> </li> </ul>				
<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>	<b>5 Points</b>

<p>- <b>Little or no</b> description of primary educational values along with <b>little or no</b> contributions to ASU students. <b>No</b> real-world example(s) (situation, strategy, outcome).</p>	<p>- <b>Vague</b> description of primary educational values along with <b>vague</b> contributions to ASU students. <b>No</b> real-world example(s).</p>	<p>- <b>Somewhat clear</b> description of primary educational values along with <b>vague</b> contributions to ASU students. <b>No</b> real-world example(s).</p>	<p>- <b>Clear and detailed</b> description of primary educational values along with <b>clear and specific</b> details on contributions to ASU students. <b>Vague</b> real-world example(s) (situation, strategy, outcome) demonstrating direct benefit to ASU students when operating from the space of mentioned primary educational values.</p>	<p>- <b>Clear and detailed</b> description of primary educational values along with <b>clear and specific</b> details on contributions to ASU students. <b>Detailed</b> real-world example(s) (situation, strategy, outcome) demonstrating direct benefit to ASU students when operating from the space of mentioned primary educational values.</p>
<p>- <b>Little or no</b> description of teaching approaches/aids with <b>little or no</b> emphasis on the innovative nature of chosen teaching approaches.</p>	<p>- <b>Vague</b> description of teaching approaches/aids with <b>vague or no</b> emphasis on the innovative nature of chosen teaching approaches.</p>	<p>- <b>Somewhat clear</b> description of teaching approaches/aids with <b>vague</b> emphasis on the innovative nature of chosen teaching approaches. <b>Weak</b> rationale for choice of teaching aids. <b>Vague</b> description on the appropriateness of teaching approaches to course type (for example, extensive handwork in a math class).</p>	<p>- <b>Clear</b> description of teaching approaches/aids with <b>somewhat clear</b> emphasis on the innovative nature of chosen teaching approaches. <b>Moderate</b> rationale for choice of teaching aids. <b>Somewhat clear</b> description on the appropriateness of teaching approaches to course type (for example, extensive handwork in a math class).</p>	<p>- <b>Clear</b> description of teaching approaches/aids with <b>clear</b> emphasis on the innovative nature of chosen teaching approaches. <b>Strong</b> rationale for choice of teaching aids. <b>Clear and detailed</b> description on the appropriateness of teaching approaches to course type (for example, extensive handwork in a math class).</p>
<p>- <b>Little or no</b> description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to</p>	<p>- <b>Vague</b> description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to</p>	<p>- <b>Somewhat clear</b> description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to assess the level of critical thinking. <b>Somewhat</b> instances</p>	<p>- <b>Somewhat clear</b> description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to assess the level of critical thinking. <b>Clear, detailed and specific</b></p>	<p>- <b>Clear and detailed</b> description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to assess the level of critical thinking. <b>Clear, detailed and</b></p>

<p>assess the level of critical thinking. <b>Little or no</b> instances of mentoring opportunities including the context, beneficiaries and impact generated. <b>Little or no strategy</b> on creating special projects for students. Applicant makes <b>weak contributions</b> and <b>weakly</b> support students.</p> <p>- <b>Lists</b> academic and local community service. <b>Little or no</b> explanation positions held, term/duration, main responsibilities, interaction with and impact.</p> <p>- <b>Little or no</b> budget plan with <b>little or no</b> description on need, rationale, price, quantity and total expense. <b>Little or no</b> description on impact with <b>little or no</b> measures for impact assessment.</p>	<p>assess the level of critical thinking. <b>Vague</b> instances of mentoring opportunities including the context, beneficiaries and impact generated. <b>Vague strategies</b> on creating special projects for students. Applicant makes <b>weak contributions</b> and <b>weakly</b> support students.</p> <p>- <b>Vague</b> description about academic and local community service. <b>Vaguely</b> explains positions held, term/duration, main responsibilities, interaction with and impact.</p> <p>- <b>Vague</b> budget plan with <b>Vague</b> need, rationale, price, quantity and total expense. <b>Vague</b> description on impact with <b>vague</b> measures for impact assessment.</p>	<p>of mentoring opportunities including the context, beneficiaries and impact generated. <b>Somewhat clear strategies</b> on creating special projects for students. Applicant makes <b>minor contributions</b> and <b>weakly</b> supports students.</p> <p>- <b>Somewhat clear</b> description about academic and local community service. <b>Somewhat clearly</b> explains positions held, term/duration, main responsibilities, interaction with and impact.</p> <p>- <b>Somewhat clear</b> budget plan with <b>somewhat clear</b> need, rationale, price, quantity and total expense. <b>Somewhat clear</b> description on impact with <b>irrelevant</b> measures for impact assessment. <b>Weak</b> impact on academic/local communities.</p>	<p>instances of mentoring opportunities including the context, beneficiaries and impact generated. <b>Clear and somewhat detailed strategies</b> on creating special projects for students. Applicant makes <b>moderate contributions</b> and <b>moderately</b> support students.</p> <p>- <b>Clear</b> description about academic and local community service. <b>Somewhat clearly</b> explains positions held, term/duration, main responsibilities, interaction with and impact.</p> <p>- <b>Clear</b> budget plan with <b>somewhat clear</b> need, rationale, price, quantity and total expense. <b>Clear</b> description on impact with <b>appropriate and relevant</b> measures for impact assessment. <b>Moderate</b> impact on academic/local communities.</p>	<p><b>specific</b> instances of mentoring opportunities including the context, beneficiaries and impact generated. <b>Creative, clear and detailed strategies</b> on creating special projects for students. Overall, the applicant demonstrates <b>going above and beyond</b> to make <b>significant contributions</b> and <b>strongly</b> support students.</p> <p>-<b>Excellent (clear and detailed)</b> description about academic and local community service. <b>Clearly</b> explains positions held, term/duration, main responsibilities, interaction with and impact.</p> <p>- <b>Effective, clear and detailed</b> budget plan detailing the need, rationale, price, quantity and total expense. <b>Excellent</b> description on impact with <b>appropriate and relevant</b> measures for impact assessment. <b>Strong</b> impact on academic/local communities.</p>
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- <b>Poorly</b> organized structure with an <b>inconsistent</b> argument in <b>poorly</b> presented style, <b>very difficult</b> to follow and with <b>several</b> grammatical errors	- Somewhat organized structure with a somewhat <b>consistent</b> argument in a <b>very dry</b> style, <b>difficult</b> to follow and with a <b>few</b> grammatical errors	- <b>Well-</b> organized structure with a <b>consistent</b> argument in a <b>dry</b> style but <b>somewhat easy</b> to follow with <b>some</b> grammatical errors	- <b>Very well-</b> organized structure; <b>clear and consistent</b> argument in an accessible style; <b>easy to follow</b> with <b>very few</b> grammatical errors	- <b>Highly</b> organized structure; <b>clear, consistent and compelling</b> argument in a very accessible style; <b>quite easy to follow without any</b> grammatical errors
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### Curriculum Vitae

<b>Curriculum Vitae</b> <ul style="list-style-type: none"> <li>● Maximum five pages</li> <li>● Critical elements: <ul style="list-style-type: none"> <li>○ Teaching activities and professional/academic development</li> <li>○ Accomplishment and contributions in the field of study (in proportion to the applicant’s experience as a professor)</li> <li>○ Efforts to mentor ASU students beyond the classroom</li> <li>○ Leadership roles in the community (academic/local) that potentially benefits students</li> </ul> </li> </ul>				
<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>	<b>5 Points</b>
- Demonstrates <b>limited</b> involvement and experience for most critical elements.	- Demonstrates some <b>moderate</b> involvement and experience for <b>(at least) 2-3</b> critical elements.	- Demonstrates <b>moderate</b> involvement and experience in most critical elements.	- Demonstrates <b>strong</b> involvement and experience for all critical elements.	- <b>Clearly</b> demonstrates excellent involvement and remarkable experience for <b>all</b> critical elements.

## Letter of Support

Letter of Support				
<ul style="list-style-type: none"> <li>● Letter must highlight:               <ul style="list-style-type: none"> <li>○ Applicant's relevant contributions to the education of ASU students within and beyond the classroom</li> <li>○ Notable impact on academic/local communities</li> <li>○ Specific examples/accounts supporting the main points</li> </ul> </li> </ul>				
1 Point	2 Points	3 Points	4 Points	5 Points
- Describes <b>minor</b> contributions; <b>no</b> community involvement and <b>no</b> examples	- Describes <b>minor</b> contributions; <b>some</b> community involvement but with <b>vague</b> examples	- Describes <b>somewhat relevant</b> contributions; <b>moderate</b> community involvement but with <b>vague</b> examples	- Describes <b>relevant</b> contributions; <b>strong</b> community involvement and somewhat <b>specific</b> examples	- Describes <b>relevant</b> contributions; <b>excellent</b> community involvement and <b>specific</b> examples