# **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**

Personal statemen	Personal statement				
Maximum	Maximum five pages				
• Critical elements of the personal statement:					
0 C	Content				
	<ul> <li>Teaching philosophy         <ul> <li>Applicant's primary educational values and how they contribute to ASU students</li> </ul> </li> <li>Teaching development and Innovation         <ul> <li>Implementation of innovative teaching approaches in the classroom</li> <li>Education within/beyond the classroom</li> <li>Development of critical thinking, mentorship opportunities and special</li> </ul> </li> </ul>				
<ul> <li>projects connecting students with learning environments outside their programs</li> <li>Community service <ul> <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> <li>Description of the intended use for the award prize</li> <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>					
<ul> <li>Organization and writing</li> <li>Structure</li> <li>Argument and clarity</li> <li>Writing style</li> <li>Grammatical accuracy</li> </ul>					
1 Point	2 Points	3 Points	4 Points	5 Points	

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

aggagg the level	account the local of	of montorin -	instances of	anosifia instances of
assess the level	assess the level of	of mentoring	instances of	<b>specific</b> instances of
of critical	critical thinking.	opportunities	mentoring	mentoring
thinking. Little	Vague instances	including the context,	opportunities	opportunities
or no instances	of mentoring	beneficiaries and	including the context,	including the
of mentoring	opportunities	impact generated.	beneficiaries and	context, beneficiaries
opportunities	including the	Somewhat clear	impact generated.	and impact
including the	context,	strategies on creating	Clear and somewhat	generated. Creative,
context,	beneficiaries and	special projects for	detailed strategies	clear and detailed
beneficiaries and	impact generated.	students. Applicant	on creating special	strategies on
impact	Vague strategies	makes <b>minor</b>	projects for students.	creating special
generated. Little	on creating	contributions and	Applicant makes	projects for students.
or no strategy	special projects	weakly supports	moderate	Overall, the
on creating	for students.	students.	contributions and	applicant
special projects	Applicant makes		moderately support	demonstrates going
for students.	weak		students.	above and beyond
Applicant makes	contributions			to make significant
weak	and weakly			contributions and
contributions	support students.			strongly support
and weakly				students.
support students.				
			- Clear description	-Excellent (clear
- Lists academic	- Vague	- Somewhat clear	about academic and	and detailed)
and local	description about	description about	local community	description about
community	academic and	academic and local	service. Somewhat	academic and local
service. Little or	local community	community service.	clearly explains	community service.
<b>no</b> explanation	service. Vaguely	Somewhat clearly	positions held,	Clearly explains
positions held,	explains positions	explains positions	term/duration, main	positions held,
term/duration,	held,	held, term/duration,	responsibilities,	term/duration, main
main	term/duration,	main responsibilities,	interaction with and	responsibilities,
responsibilities,	main	interaction with and	impact.	interaction with and
interaction with	responsibilities,	impact.		impact.
and impact.	interaction with			
	and impact.			
		~	- Clear budget plan	- Effective, clear
- Little or no	- Vague budget	- Somewhat clear	with somewhat clear	and detailed budget
budget plan with	plan with Vague	budget plan with	need, rationale, price,	plan detailing the
little or no	need, rationale,	somewhat clear need,	quantity and total	need, rationale,
description on	price, quantity	rationale, price,	expense. Clear	price, quantity and
need, rationale,	and total expense.	quantity and total	description on impact	total expense.
price, quantity	Vague	expense. Somewhat	with appropriate	Excellent
and total	description on	clear description on	and relevant	description on
expense. Little	impact with	impact with irrelevant	measures for impact	impact with
or no description	vague measures	measures for impact	assessment.	appropriate and
on impact with	for impact	assessment. Weak	Moderate impact on	relevant measures
little or no	assessment.	impact on	academic/local	for impact
measures for		academic/local	communities.	assessment. Strong
impact		communities.		impact on
assessment.				academic/local
				communities.
	1			1

<ul> <li>Poorly organized structure with an inconsistent argument in poorly presented style, very difficult to follow and with grammatical errors</li> <li>Somewhat organized structure with a somewhat consistent argument in a very dry style, difficult to follow and with a few grammatical</li> <li>Somewhat organized structure with a somewhat argument in a very dry style, difficult to follow and with a few</li> </ul>	- Well-organized structure with a consistent argument in a dry style but somewhat easy to follow with some grammatical errors	- Very well-organized structure; clear and consistent argument in an accessible style; easy to follow with very few grammatical errors	- Highly organized structure; clear, consistent and compelling argument in a very accessible style; quite easy to follow without any grammatical errors
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#### **Curriculum Vitae**

Curriculum Vita	e				
• Maximum five pages					
Critical e	lements:				
0	Teaching activities and p	professional/academic dev	elopment		
0	Accomplishment and contributions in the field of study (in proportion to the applicant's				
	experience as a professor)				
	o Efforts to mentor ASU students beyond the classroom				
	o Leadership roles in the community (academic/local) that potentially benefits students				
1 Point	2 Points	3 Points	4 Points	5 Points	
- Demonstrates <b>limited</b> involvement and experience for most critical elements.	- Demonstrates some <b>moderate</b> involvement and experience for ( <b>at</b> <b>least</b> ) <b>2-3</b> critical elements.	- Demonstrates moderate involvement and experience in most critical elements.	- Demonstrates strong involvement and experience for all critical elements.	- Clearly demonstrates excellent involvement and remarkable experience for all critical elements.	

## Letter of Support

<ul> <li>Letter of Support</li> <li>Letter must highlight:         <ul> <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 somewhat relevant contributions; moderate community involvement but with vague examples	- Describes <b>relevant</b> contributions; <b>strong</b> community involvement and somewhat <b>specific</b> examples	- Describes relevant contributions; excellent community involvement and specific examples