## 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**

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| **Personal statement**   * Maximum five pages * Critical elements of the personal statement:   + Content     - Teaching philosophy       * Applicant’s primary educational values and how they contribute to ASU students     - Teaching development and Innovation       * Implementation of innovative teaching approaches in the classroom     - Education within/beyond the classroom       * Development of critical thinking, mentorship opportunities and special projects connecting students with learning environments outside their programs     - Community service       * Academic: Participation in a professional society executive committee membership, conference organizations, journal editorial board membership, dissertation/thesis committees       * Local: Knowledge transfer activities with local industry and organizations     - Description of the intended use for the award prize       * Detailed budget plan (including anticipated expenses and a tentative timeline) discussing the importance as well as expected impact on academic/local community   + Organization and writing     - Structure     - Argument and clarity     - Writing style     - Grammatical accuracy | | | | |
| **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).  **- Little or no** description of teaching approaches/aids with **little or no** emphasis on the innovative nature of chosen teaching approaches.  - **Little or no** description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to assess the level of critical thinking. **Little or no** instances of mentoring opportunities including the context, beneficiaries and impact generated. **Little or no strategy** on creating special projects for students. Applicant makes **weak contributions** and **weakly** support students.  **- Lists** academic and local community service. **Little or no** explanation positions held, term/duration, main responsibilities, interaction with and impact.  **- Little or no** budget plan with **little or no** description onneed, rationale, price, quantity and total expense. **Little or no** description on impact with **little or no** measures for impact assessment.  - **Poorly** organized structure with an **inconsistent** argument in **poorly** presented style, **very difficult** to follow and with **several** grammatical errors | - **Vague** description of primary educational values along with **vague** contributions to ASU students. **No** real-world example(s).  **- Vague** description of teaching approaches/aids with **vague or no** emphasis on the innovative nature of chosen teaching approaches.  - **Vague** description on identifying lack of critical thinking, developing strategies to improve critical thinking and measures to assess the level of critical thinking. **Vague** instances of mentoring opportunities including the context, beneficiaries and impact generated. **Vague strategies** on creating special projects for students. Applicant makes **weak contributions** and **weakly** support students.  **- Vague** description about academic and local community service. **Vaguely** explains positions held, term/duration, main responsibilities, interaction with and impact.  **- Vague** budget plan with **Vague** need, rationale, price, quantity and total expense. **Vague** description on impact with **vague** measures for impact assessment.  - Somewhat organized structure with a somewhat **consistent** argument in **a very dry** style, **difficult** to follow and with a **few** grammatical errors | - **Somewhat clear** description of primary educational values along with **vague** contributions to ASU students. **No** real-world example(s).  **- 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).  - **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 of mentoring opportunities including the context, beneficiaries and impact generated. **Somewhat clear strategies** on creating special projects for students. Applicant makes **minor contributions** and **weakly** supports students.  **- Somewhat clear** description about academic and local community service. **Somewhat clearly** explains positions held, term/duration, main responsibilities, interaction with and impact.  **- Somewhat clear** budget plan with **somewhat clear** need, rationale, price, quantity and total expense. **Somewhat** **clear** description on impact with **irrelevant** measures for impact assessment. **Weak** impact on academic/local communities.  - **Well-**organized structure with a **consistent** argument in **a dry** style but **somewhat** **easy** to follow with **some** grammatical errors | - **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 values.  **- Clear** description of teaching approaches/aids with **somewhat clear** emphasis on the innovative nature of chosen teaching approaches. **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).  - **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** instances of mentoring opportunities including the context, beneficiaries and impact generated. **Clear and somewhat detailed strategies** on creating special projects for students. Applicant makes **moderate contributions** and **moderately** support students.  **- Clear** description about academic and local community service. **Somewhat clearly** explains positions held, term/duration, main responsibilities, interaction with and impact.  **- Clear** budget plan with **somewhat clear** need, rationale, price, quantity and total expense. **Clear** description on impact with **appropriate and relevant** measures for impact assessment. **Moderate** impact on academic/local communities.  - **Very well**-organized structure; **clear and consistent** argument in an accessible style; **easy to follow** with **very few** grammatical errors | - **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 primary educational values.    **- Clear** description of teaching approaches/aids with **clear** emphasis on the innovative nature of chosen teaching approaches. **Strong** rationale for choice of teaching aids. **Clear and detailed** description on the appropriateness of teaching approaches to course type (for example, extensive handwork in a math class).  - **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 specific** instances of mentoring opportunities including the context, beneficiaries and impact generated. **Creative, clear and detailed strategies** on creating special projects for students. Overall, the applicant demonstrates **going above and beyond** to make **significant contributions** and **strongly** support students.  **-Excellent (clear and detailed)** description about academic and local community service. **Clearly** explains positions held, term/duration, main responsibilities, interaction with and impact.  **- Effective, clear and detailed** budget plan detailing the need, rationale, price, quantity and total expense. **Excellent** description on impact with **appropriate and relevant** measures for impact assessment. **Strong** impact on academic/local communities.  - **Highly** organized structure; **clear, consistent and compelling** argument in a very accessible style; **quite easy to follow without any** grammatical errors |

**Curriculum Vitae**

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| **Curriculum Vitae**   * Maximum five pages * Critical elements:   + Teaching activities and professional/academic development   + Accomplishment and contributions in the field of study (in proportion to the applicant’s experience as a professor)   + Efforts to mentor ASU students beyond the classroom   + Leadership roles in the community (academic/local) that potentially benefits students | | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** | **5 Points** |
| **-** Demonstrates **limited** involvement and experiencefor most critical elements. | - Demonstrates some **moderate** involvement and experience for **(at least) 2-3** critical elements. | **-** Demonstrates **moderate** involvement and experience in most critical elements. | **-** Demonstrates **strong** involvement and experience for all critical elements. | **- Clearly** demonstrates excellentinvolvement and remarkable experience for **all** critical elements. |

L**etter of Support**

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| **Letter of Support**   * Letter must highlight:   + Applicant’s relevant contributions to the education of ASU students within and beyond the classroom   + Notable impact on academic/local communities   + Specific examples/accounts supporting the main points | | | | |
| **1 Point** | **2 Points** | **3 Points** | **4 Points** | **5 Points** |
| **-** Describes **minor** contributions; **no** community involvement and **no** examples | **-** Describes **minor** contributions; **some** community involvement but with **vague** examples | **-** Describes **somewhat relevant** contributions; **moderate** community involvement but with **vague** examples | **-** Describes **relevant** contributions; **strong** community involvement and somewhat **specific** examples | **-** Describes **relevant** contributions; **excellent** community involvement and **specific** examples |