## 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
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| **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
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| **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 |