

## ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR (ZSEIFS)

### Scoring Rubric for ZSEIFS Applicants

Applicant Name:			TOTAL SCORE:		
Comments:					
	3	2	1	0	Score
1. Commitment to internationalization as demonstrated in the following areas: research, teaching, service, co-curricular programming.	Provides clear evidence (concrete examples) of commitment to internationalization in 2 or more of the target areas.	Provides evidence of commitment to internationalization in 1 or more of the target areas.	Provides little evidence of commitment to internationalization. Examples are non-existent or weak.	No evidence of a commitment to internationalization.	1. ____
2. Potential for expanded contributions to internationalization.	Makes strong argument by providing 1-2 specific examples for how participation in the ZSEIFS will enhance internationalization contributions.	Argument for enhanced contributions to internationalization as a result of ZSEIFS participation is well-thought out and feasible.	Argument for enhanced contributions to internationalization as a result of ZSEIFS participation is limited/weak.	Minimal or no argument made for enhanced contributions to internationalization as a result of ZSEIFS participation.	2. ____
2a. For department head/dean: Address how their participation will benefit and impact his or her department/college. (See question 2a in application)	Provides a strong argument with 2-3 clear examples justifying how their participation will contribute to and benefit his or her department/college.	Provides 1-2 general examples justifying how their participation will impact his or her department/college.	Argument for how their participation will benefit his or her department/college is limited/weak. Is not well thought out or feasible.	Provides no examples or explanation on how their participation will contribute to his or her department/college.	2a. ____ (If non-administrator, score from #2 will be counted twice.)
3. International experience and justification for ZSEIFS participation  Has int'l experience ____*yes, substantial ____*yes ____no (If applicant has no int'l experience, score from previous question will be counted twice.)	*Provides strong explanation/justification for why previous international experience makes them better candidate for this ZSEIFS or why their participation is critical.	*Provides some explanation/justification for why previous international experience makes them better candidate for this ZSEIFS.	*Weak explanation/justification for why previous international experience makes them better candidate for this ZSEIFS.	*No explanation/justification for why previous international experience makes them better candidate for this ZSEIFS.	3. ____ (If applicant has no int'l experience, score from previous question will be counted twice).
4. Goals for participant's teaching, research, service	Provides 3 strong, measurable goals that clearly take overarching <a href="#">ZSEIFS objectives</a> into consideration. Goals are substantial yet achievable.	Provides 1-2 measurable goals that consider/reflect the overarching <a href="#">ZSEIFS objectives</a> .	Goals are limited and/or are loosely connected with the overarching <a href="#">ZSEIFS objectives</a> .	No goals listed or few goals listed have no connection to the overarching <a href="#">ZSEIFS objectives</a> .	4. ____

<b>4a. For department head/dean: One goal must include how they plan to impact his or her department/college.</b>	Provides at least 1 strong, measurable goal that is measurable, attainable, and furthers internationalization within the department/college.	Provides 1 goal that is measurable, but impact may be more narrow.	Goal provided is limited, not sustainable, and does not further internationalization within the department/college.	Does not provide a goal for impacting department/college.	4a. ____ (If non-administrator, score from #4 will be counted twice.)
<b>5. Course Enhancement</b>	Courses selected for target country enhancement are multiple, offered on a regular basis, and have the potential to impact large numbers of students.	Multiple courses selected for target country enhancement. Enrollments are relatively small or are not offered regularly.	Limited number of courses selected for target country enhancement. Enrollments are small and are not offered regularly.	Few or no courses selected for target country enhancement. Enrollments are small. Course(s) are rarely offered.	5. ____
<b>5a. For department head or dean teaching one or no courses, provide strategy for other faculty to infuse target-country content into courses.</b>	Strategy to incorporate other faculty is feasible sustainable, and still allows for potential to impact large number of students.	Plan is feasible, but potential to impact students is limited.	Plan to incorporate other faculty is not feasible and has little potential to impact students.	Strategy to include other faculty within department/college is not provided.	5a. ____ (If non-administrator, score from #5 will be counted twice.)
<b>6. IYO contributions</b>	Provides 3 well developed plans to contribute to the IYO. Plans are well-developed and clearly take goals of <a href="#">IYO</a> into consideration.	Provides 1-2 ideas to contribute to IYO—few concrete plans. Generally, the proposed activities take the goals of <a href="#">IYO</a> into consideration.	Provides limited number of ideas for IYO contributions. Ideas offered are generally not feasible or do not consider the goals of <a href="#">IYO</a> .	No ideas/plans for contributions.	6. ____
<b>7. Introductory reading list with annotations*</b> <i>*Faculty selected to participate will be required to develop more comprehensive bibliographies which will be due at a date determined by the Faculty Leader.</i>	Demonstrates careful consideration of the target country, the discipline of the applicant, and the intended use (i.e., group reading list). Provides ample justification for works' relevance/significance.	Demonstrates some consideration of target country, the discipline of the applicant, and the intended use (i.e., group reading list). Provides some justification for works' relevance/significance.	Demonstrates little consideration of target country, the discipline of the applicant, and the intended use (i.e., group reading list). Provides little or no justification for works' relevance/significance. List may be missing some components.	List is incomplete or missing. Or demonstrates no consideration of target country, the discipline of the applicant, and the intended use (i.e., group reading list). Provides no justification for works' relevance/significance.	7. ____
<b>8. Faculty contacts</b>	Demonstrates careful and thoughtful consideration of faculty contacts and provides a clear and relevant explanation of how contacts will fit into their ZSEIFS goals.	Demonstrates some consideration of faculty contacts and provides adequate explanation of how contacts will fit into their ZSEIFS goals.	Demonstrates little consideration of faculty contacts and provides an unclear/unrelated explanation of how contacts will fit into their ZSEIFS goals.	List of faculty is incomplete or missing, or demonstrates no consideration of faculty contacts and explanation lacks clarity nor relevance.	8. ____
<b>9. Organization/Quality of writing</b>	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound.	9. ____