**Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) Scoring Rubric for ZSEIFS Applicant**

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| **Applicant name:** | Click or tap here to enter text. | | **Total Score:** | Click or tap here to enter text. | |
|  | **3** | **2** | **1** | **0** | **SCORE** |
| Organization/Quality of writing | 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 generally detailed, developed, and supported with evidence. | 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. | \_\_\_\_\_ |
| **Section I. ZSEIFS Application Questions** | | | | | |
| **Question #1** Have you traveled to or visited countries outside of the U.S.? | NO, has never traveled to/visited countries outside U.S. for professional or personal purposes. | YES, has traveled to/visited countries outside the U.S., but only for personal travel/experience. | YES, has traveled to/visited countries outside the U.S. for 1 professional experience. | YES, has had multiple international professional experiences. | \_\_\_\_\_ |
| **Question #3** How have you, whether through your research, teaching, or co-curricular programming, contributed to the internationalization of this or other universities? | 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. | \_\_\_\_\_ |
| **Question #4** Have you received funding from OIP before? (No assigned value to this response. Applicants who answer YES are asked to address why, given past investment from OIP, ZSEIFS participation is necessary for sustainably expanding international scholarship or launching new long-term initiatives.) | No Score | No Score | No Score | No Score |  |

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| **Question #5**  Why are you a strong candidate for this program?  *If the applicant is a department head or dean, please factor into their score the case they make for how participation will impact their department/college.* | Makes extremely strong case for candidacy. Provides multiple compelling and carefully considered reasons as to why the unique nature and objectives of the ZSEIFS **and** the year’s target country make sense given the applicant’s area of specialization and professional goals. *For dean/dh:* provides compelling evidence that ZSEIFS participation will result in meaningful and substantial internationalization within their college/department. | Case for candidacy is sound. Provides multiple justifiable reasons as to why the unique nature and objectives of the ZSEIFS and the year’s target country make sense given the applicant’s area of specialization and professional goals. *For dean/dh:* provides reasonably sound evidence that ZSEIFS participation will result in meaningful though limited internationalization within their college/department. | Case for candidacy is limited/weak. Applicant provides limited number of reasons as to why the unique nature of the ZSEIFS and the year’s target country make sense given applicant’s area of specialization and professional goals. *For dean/dh:* provides limited evidence (e.g., not concrete, not feasible) that ZSEIFS participation will result in meaningful internationalization within the college/department. | Applicant’s case for ZSEIFS candidacy is extremely weak or non-existent. Fails to articulate the reasons why the ZSEIFS and/or the year’s target country make sense given applicant’s area of specialization and professional goals. *For dean/dh:* does not clearly address how ZSEIFS participation will result in college/department internationalization. | \_\_\_\_\_ |
| **Question #6** How will participation in the ZSEIFS enhance your teaching and scholarship over the long term?  *If applicant answered yes to question #1 or #4, please factor into their score whether their response adequately argues why they should participate in the ZSEIFS (in light of question #1) and/or how their participation builds off previous or current international scholarship or launches a new, different initiative that aligns with their professional goals (in light of question #4).* | Demonstrates clear commitment to sustained engagement with target country in multiple significant ways in both teaching and scholarship. *For those who answered YES to Q #1 and/or Q #4:* provides compelling reasons as to why participation is necessary for sustainably expanding international scholarship or launching new long-term initiatives.  Includes thoughtful and feasible plans for long-term engagement with target country. | Demonstrates a commitment to sustained engagement with target country in 1 or 2 sensible ways in teaching and/or scholarship. *For those who answered YES to Q #1 and/or Q #4:* provides sound reasons as to why participation is important, but not essential for sustainably expanding int’l scholarship or launching new long-term initiative.  Includes plans that are sound and reasonable, but may not be feasible or sustainable in the long-term. | Demonstrates a weak commitment to sustained engagement with target country. Proposed impact on teaching or scholarship is limited. *For those who answered YES to Q #1 and/or Q #4:* applicant does not clearly address why participation is essential for sustainably expanding int’l scholarship or launching new long-term initiative.  Plans are vague, not feasible, or do not indicate long-term engagement with the target country. | Does not demonstrate any commitment to sustained engagement with target country. *For those who answered YES to Q #1 and/or Q #4:* Provides no argument as to why participation is necessary.  Response does not include plans for long-term engagement with target country. | \_\_\_\_\_ |
| **Section II. Introductory reading list**\* | | | | | |
| For ALL applicants: *\*Faculty selected to participate will be required to develop more comprehensive bibliographies which will be due at a date determined by the Faculty Leader.* (see page 5) | 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. | \_\_\_\_\_ |
| **Section III. Connecting with Scholars in Country** | | | | | |
| For ALL applicants:  (see page 6) | Demonstrates careful and thoughtful consideration of faculty contacts and provides a clear and relevant explanation of how contacts fit into their ZSEIFS goals. | Demonstrates some consideration of faculty contacts and provides adequate explanation of how contacts fit into their ZSEIFS goals. | Demonstrates little consideration of faculty contacts and provides an unclear/unrelated explanation of how contacts 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. | \_\_\_\_\_ |
| **Section IV. Comprehensive CV** - A CV provides valuable information about a scholar’s qualifications, background, accomplishments, and professional development.  ZSEIFS reviewers are asked to consider an applicant’s CVs as part of the overall evaluation process. | | | | | |
| **Section V. Teaching** | | | | | |
| For ALL applicants:  (see page 7) | At least 3 courses selected for target country enhancement. Majority of courses are offered on a regular basis, and have the potential to impact large numbers of students. | 2-3 courses selected for target country enhancement. Enrollments are relatively small OR may not be offered regularly. | 1-2 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. | \_\_\_\_\_ |
| For dean or department head:  Must provide plans for how they will leverage their participation to internationalize the curriculum within their department or college. For regular faculty members, score from previous row should be counted twice. | Strategy to impact curriculum through other faculty within college/department is feasible and sustainable and has potential to impact large number of students. | Plan to impact curriculum through other faculty within college/department is feasible but may be narrow in scope or appears to be unsustainable. | Plan to impact curriculum through other faculty within college/department is not feasible and has little potential to impact a large number of students over the short- or long-tem. | Strategy to impact the curriculum through other faculty within college/department is not provided. | \_\_\_\_\_ |
| **Section VI. Scholarship goals** | | | | | |
| For ALL applicants:  (see page 8) | Provides 2 to 3 strong measurable goals as well as anticipated tangible outcomes (e.g., research projects, publications, creative works). Goals are substantial yet achievable. | Provides 2 measurable goals. One or both of the goals may include anticipated tangible outcomes. Goals are limited in terms of scope/significance. | Goals are generally vague and limited in terms of scope/significance. Goals may not be feasible. | No goals listed or goals are limited in number, vague, and not appropriately substantial. | \_\_\_\_\_ |
| For department head/dean: One goal must include how they will leverage their participation to impact their college/department. For regular faculty members, score from previous row should be counted twice. | Provides at least 1 goal that is measurable, attainable, and furthers internationalization in substantial ways within the college/department. | Provides 1 goal that is measurable and attainable in further internationalization within the college/department, but impact may be more narrow. | Goal provided is limited, not sustainable, and does not further internationalization within the college/department. | Does not provide a goal for impacting department/college. | \_\_\_\_\_ |
| **Section VII. IYO contributions** | | | | | |
| For ALL applicants: (see page 9) | Provides 2 well-developed ideas to contribute to the IYO, at least one of which connects to/complements applicant’s academic program. Plans clearly take goals of [IYO](http://www.wku.edu/iyo/index.php) into consideration. | Provides ideas to contribute to IYO, one of which connects to/complements applicant’s academic program. Plans are not concrete or fleshed out. Generally, the proposed activities take the goals of [IYO](http://www.wku.edu/iyo/index.php) into consideration. | Provides limited number of ideas for IYO contributions. Ideas offered are vague, generally not feasible, and does not consider the goals of [IYO.](http://www.wku.edu/iyo/index.php) | No ideas/plans for contributions. | \_\_\_\_\_ |

**Final comments: Considering the overall case made by the applicant, please provide comments on the applicant’s capacity to successfully, sustainably, and substantially internationalize their own teaching and scholarship and, in turn, the student experience.**

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