

Paul Simon Outstanding Teacher-Scholar Award Scoring Guide

ORP Pre-Award Compliance Checklist

If any of the first three statements are true, the application is to be returned as ineligible to apply with an explanation. If any of the remaining statements are true, the application is to be returned with an explanation. Resubmission is not allowed.

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| <ol style="list-style-type: none">1. Applicant is not a tenured faculty member. Not eligible.2. Applicant received the Paul Simon in the previous year. Not eligible.3. All previous Internal Award requirements have not been met. Not eligible.4. Application Packet attachments is not in the correct order as indicated on the KB form.5. Application does not contain letters from Chair or other appropriate faculty member | <ol style="list-style-type: none">6. Introductory Statement is less than 3 pages7. Introductory Statement exceeds 5 pages (excludes Curriculum Vitae and Appendices)8. Format is not compliant (e.g. 1” margins, 11-point Times New Roman or 10-point Arial font)9. Curriculum Vitae is not included10. CV exceeds 2 pages |
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Committee Directions:

This scoring guide is to be used to facilitate review of all Paul Simon Outstanding Teacher-Scholar Award submissions. It is allowable in the use of this rubric to split cells and award partial credit from each cell but the total cannot exceed the highest cell used. This scoring guide addresses all elements contained in the Guidelines, which are available to all applicants. **Numerical scores resulting from the use of this scoring guide can help in final decisions but do not have to be the only deciding factor.**

Paul Simon Outstanding Teacher-Scholar Award Review Committee Scoring Guide

Component	3	2	1	0
Introductory Statement	<ul style="list-style-type: none"> • Well organized, clear statement with no typographical or syntax errors • The originality of the research/creative activity is clear and supported with evidence • The research/creative activity has been developed continuously over time • The significance of the research/creative activity is clear and supported with evidence • Consistently engages students in research/creative activities as part of the instructional experience • Obviously successful in integrating the indicated research/creative activity into excellence in teaching - including multiple, convincing reasons it was successful • Describes success in relation to three or more student outcomes (e.g. skills, attitudes, behaviors) • Includes substantial evidence of a steady continuation of interactions that integrate outstanding research/ creative activities into excellent teaching 	<ul style="list-style-type: none"> • Reasonably well organized and reasonably clear statement with no typographical or syntax errors • The originality of the research/creative activity is clear but not as well supported with evidence • The research/creative activity has been developed intermittently over time • The significance of the research/creative activity is clear but not as well supported with evidence • Intermittently engages students in research/creative activities as part of the instructional experience • Successful in integrating the indicated research/creative activity into excellence in teaching - including some reasons it was successful • Describes success in relation to two student outcomes (e.g. skills, attitudes, behaviors) • Includes some evidence of a steady continuation of interactions that integrate outstanding research/ creative activities into excellent teaching 	<ul style="list-style-type: none"> • Statement could be better written and may have minor typographical errors • The originality of the research/creative activity is less clear and not well supported with evidence • The research/creative activity has been developed sporadically over time • The significance of the research/creative activity is less clear and not well supported with evidence • Sporadically engages students in research/creative activities as part of the instructional experience • Successful in integrating the indicated research/creative activity into excellence in teaching - including few reasons it was successful • Describes success in relation to one student outcome (e.g. skills, attitudes, behaviors) • Includes little evidence of a steady continuation of interactions that integrate outstanding research/ creative activities into excellent teaching 	<ul style="list-style-type: none"> • Statement contains multiple and/or major typographical or syntax errors • Fails to provide evidence that the research/creative activity is original and/or has been sustained over time • The significance of the research/creative activity is unclear and/or not supported with evidence • Seldom engages students in the research /creative activities as part of the instructional experience • Unclear success in integrating the indicated research/creative activity into excellence in teaching and/or lacking evidence • Fails to include evidence of a steady continuation of interactions that integrate outstanding research/ creative

	<ul style="list-style-type: none"> Includes substantial evidence of sustained research/creative activities Overall, includes a strong and detailed rationale for warranting the award 	<ul style="list-style-type: none"> Includes some evidence of sustained research/creative activities Overall, includes a strong rationale for warranting the award 	<ul style="list-style-type: none"> Includes little evidence of sustained research/creative activities Overall, includes a mediocre rationale for warranting the award 	<p>activities into excellent teaching</p> <ul style="list-style-type: none"> Fails to include evidence of sustained research/creative activities Overall, includes a weak rationale for warranting the award
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Introductory Statement Comments:

Component	3	2	1	0
Curriculum Vitae	<ul style="list-style-type: none"> Includes only activities most relevant to award Includes substantial evidence of experiences relevant to award 	<ul style="list-style-type: none"> Includes some activities irrelevant to award Includes some evidence of experiences related to award 	<ul style="list-style-type: none"> Includes few activities relevant to award Includes little evidence of experiences related to award 	<ul style="list-style-type: none"> Document fails to include activities and/or experiences relevant to the award

Curriculum Vitae Comments

Component	3	2	1	0
Letter of Support from Chair or Appropriate Faculty Member	<ul style="list-style-type: none"> Includes letter content that <u>strongly details</u> the applicant's achievements in sustained research/creative activities and success in linking outstanding research/creative activities with excellent teaching 	<ul style="list-style-type: none"> Includes letter content that <u>details</u> the applicant's achievements in sustained research/creative activities and success in linking outstanding research/creative activities with excellent teaching 	<ul style="list-style-type: none"> Includes letter content that <u>very briefly</u> details the applicant's achievements in sustained research/creative activities and success in linking outstanding research/creative activities with excellent teaching 	<ul style="list-style-type: none"> Fails to address both areas of achievement (i.e. applicant's sustained research/creative activities and creative activities with excellent teaching)

Chair/Appropriate Faculty Letter of Support Comments

Component	3	2	1	0
Appendices – General	<ul style="list-style-type: none"> • More than two types of appendices are included and all are relevant to information provided in the application • All appendices provide support to application by addressing specific application content • If letters of support from peers are provided: letter content <u>convincingly details</u> the applicant’s achievements in sustained research/ creative activities and success in linking outstanding research/ creative activities with excellent teaching <u>related to application content</u> • If letters of support from students are provided: letter content includes multiple instances of excellent teaching and mentoring activities involving the applicant’s research or creative activity <u>in a detailed manner</u> 	<ul style="list-style-type: none"> • Two types of appendices are included and all are relevant to information provided in the application • Most appendices provide support to application by addressing specific application content • If letters of support are provided: letter content <u>details</u> the applicant’s achievements in sustained research/ creative activities and success in linking outstanding research/ creative activities with excellent teaching <u>related to application content</u> • If letters of support from students are provided: letter content includes multiple instances of excellent teaching and mentoring activities involving the applicant’s research or creative activity but with less detail 	<ul style="list-style-type: none"> • Includes only one type of appendix and is relevant to information provided in the application • Some appendices provide support to application by addressing specific application content • If letters of support are provided: letter content <u>briefly</u> details the applicant’s achievements in sustained research/ creative activities and success in linking outstanding research/ creative activities with excellent teaching <u>related to application content</u> • If letters of support from students are provided: letter content includes multiple instances of excellent teaching or mentoring activities involving the applicant’s research or creative activity 	<ul style="list-style-type: none"> • Appendices do not provide support for content in Introductory Statement
Appendices Comments				