Graphic Design Draft rubrics[1]

Rubrics for the initial screening for anonymized searches

Rubrics for the Research Statement

Significance of the creative activity/design work: what is the nature of the design work? Is there a clear emerging design direction? Is there evidence of technical proficiency & conceptual ideation. Is the candidate able to describe the project for a non-specialist?

Criteria	**3 (exceptional)**	**2 (average)**	**1 (poor)**	**0**
Description of current/past design work	Clearly describes current/past design work in a way that captures the scope, concept(s), and technical proficiencies of the work; discusses the relationship of this work to broader design theories; describes work in way that can be understood by non-specialists	Provides a general overview of current or past projects, technical proficiencies, and basic conceptual framework; minor areas of narrative confusion	Provides general discussion of past project work; significant confusion or lack of clarity to work description	Not addressed
Broader impacts of design work	Can articulate the connection between current projects, future goals, as well as the position of the work more broadly in the community. OR: Can articulate the impacts of the research outside of a specialized field of study.	Identification of current specific social benefits to research question(s), or its broader design impact; minor progression of information regarding future work	Vague or unclear connections to social benefits or broader design impacts; no future work discussed	Not addressed

[1] Adapted from the rubrics created by the Swenson College of Science and Engineering

Innovation and scope: Is the design work innovative or responding to shifts in the discipline?

Criteria	**3 (exceptional)**	**2 (average)**	**1 (poor)**	**0**
Innovation	Highly novel concept(s) and/or methodologies developed by the applicant; successful portions of the work are very likely to be broadly adopted by others	Significant conceptual and/or methodological novelty; successful portions of the work might be adopted by others	Though still important, innovation is conceptually incremental or lateral movement in the creative activity; uses standard methods to answer recognizable questions	Not addressed
Scope	Ambitious and defined multi-year project described	Provides general sense and timeline of where the creative activity is leading	Objectives are either overly ambitious or excessively narrow; timeline ambiguous	Not addressed

Rubrics for the Teaching statement

What about the teaching opportunities at UMD are exciting? What experience or preparation to teach the history of graphic design? What would you most like to teach?

Criteria	**3 (exceptional)**	**2 (average)**	**1 (poor)**	**0**
Teaching interests & opportunities	Expresses what they appreciate about their own discipline and identifies areas of greatest interest within the Graphic Design (sub-plan Studio, sub-plan Marketing)	Provides overview of areas of interest, but shows little-to-no familiarity with UMD's program	Provides general discussion of areas of interest	Not addressed .
Teaching motivation	Clearly expresses a developed teaching philosophy that is student-centered and offers examples	Expresses a somewhat vague student-centric teaching philosophy	General statement that provides little info on approach to pedagogy	Not addressed

JEDI: Does the candidate demonstrate knowledge and awareness of JEDI issues in higher education? Does the candidate address the importance of promoting JEDI and offer at least one clear example that demonstrates their commitment?

	3 (exceptional)	**2 (average)**	**1 (poor)**	**0**
JEDI knowledge	Clear knowledge of JEDI as they relate to Graphic Design; understands specific challenges faced by underrepresented minorities; identifies the responsibilities of designers	Shows modest understanding of challenges faced by underrepresented individuals; acknowledges importance of JEDI	Only vaguely defines diversity and social justice in terms of different areas of study or nationalities but neglects race, ethnicity, gender, etc.	No knowledge or awareness about JEDI issues concerning gender, ethnicity, race, sexual orientation, disabilities, social justice, or cultural differences

JEDI commitment & activities	Demonstrates fully how a commitment to JEDI connects with their teaching and/or service	Shows commitment to promoting JEDI but with only a general discussion of how that translate into service and teaching	Vaguely states commitment without specifics	Not addressed