

Rubrics for the initial screening for SCSE searches

Research Experience and Interests (from Research and Teaching Statement)

Criterion & guiding questions	3 (exceptional)	2 (solid)	1 (weak)	0
Significance, innovation & Impact: <i>Which specific research questions does the candidate seek to answer, how fundamental/pioneering are they, and what is their broader impact on the field and society?</i>	Articulates an innovative research vision addressing fundamental questions with high impact and broad societal/field relevance	Identifies important research problems with solid justification and clear scientific / engineering value	Focuses on incremental questions with limited broader relevance or weak justification	Not addressed
Research Plan & Methodology: <i>Is the proposed research approach logical, feasible, and methodologically sound, with a balance between practical short-term and ambitious long-term goals?</i>	Presents a logical, well-structured research approach with a balanced scope between short-term and long-term goals.	Outlines a clear, feasible approach with logical experimental or theoretical methods	Methodological plan lacks critical details, feasibility, or logical alignment with research goals.	Not addressed
Student Research Integration: <i>How clearly and effectively does the candidate plan to incorporate, train, and mentor graduate and undergraduate students in their research program?</i>	Details a well-defined strategy to actively train, mentor, and publish with graduate and undergraduate students in the research program	Provides concrete plans for incorporating graduate and undergraduate students into research activities	Student mentoring plan is vague or uninterested in student supervision.	Not addressed

Teaching Experience and Interests (from Research and Teaching Statement)

Criterion & guiding questions	3 (exceptional)	2 (solid)	1 (weak)	0
Teaching Philosophy & Motivation <i>What educational experiences drive the candidate's interest in their discipline, and do they express a well-developed, student-centered philosophy?</i>	Articulates a compelling, student-centered teaching philosophy and strong enthusiasm for disciplinary education	Demonstrates a solid teaching philosophy focused on student learning, engagement, and success.	Offers a vague teaching motivation with limited connection to student-centered learning.	Not addressed
Inclusive Pedagogy & Course Assessment <i>How does the candidate apply evidence-based and inclusive teaching methods for diverse student needs, and how do they use assessment data to improve learning?</i>	Applies evidence-based teaching practices aligned with structured learning objectives, attentive to diverse student needs, and uses assessment/evaluation data for continuous course improvement	Employs effective, structured teaching practices with clear attention to diverse learners and awareness of teaching assessment methods.	Uses broad or generic teaching methods without clear alignment to evidence-based practices, student needs, or assessment data	Not Addressed
Mentoring & Advising <i>How effectively has the candidate worked individually with undergraduate or graduate students through advising and mentorship?</i>	Demonstrates exceptional quality, commitment, and proactive strategies for individual academic advising, mentoring, and supporting student success	Provides concrete evidence of effective student advising and mentoring experience	Mentoring approach or advising experience is stated too broadly or generally.	Not Addressed

Mission Alignment (from Mission Alignment Statement)

	3 (exceptional)	2 (solid)	1 (weak)	0
Past Service & Engagement <i>How has the candidate previously participated in academic, departmental, or professional service roles, and what were their contributions and impact?</i>	Sustained track record of meaningful professional service with clear evidence of contribution and impact and concrete plans for future contributions.	Demonstrates active past participation in service activities with some ideas about future contributions.	Limited or sporadic past involvement in academic or community service roles.	No meaningful discussion of past service involvement noted
Mission commitment <i>Does the candidate demonstrate understanding of institutional/college (SCSE) objectives, and do they present a concrete plan for future service and mission alignment?</i>	Clear, actionable plan to advance college (SCSE) and university educational objectives, institutional mission, and student success priorities through teaching, research and service.	Articulates concrete future goals for service, teaching, and research that align with department, college, and campus initiatives.	Expresses generic goals including service without clear alignment to institutional objectives or college mission.	No future service plan or mission alignment provided.