

Miller Faculty Fellowships Proposal Evaluation Rubric

Criteria for Proposal Evaluation	Levels of Achievement		
	Excellent 5 points	Good 3 points	Not Fully Developed 1 point
Project Significance. Successful proposals will improve the quality of the undergraduate curriculum for students. Proposals should indicate why the project is important to curriculum, instructional delivery, and the students served. The proposal should directly support departmental, college, and/or university strategic planning goals.	The proposal is central to the development of core competencies (for students inside and outside the major), and clearly articulates how the proposal will further departmental, college and/or university outcomes and strategic planning goals.	The proposal is connected to the development of core competencies (primarily affecting students inside the major), and notes how the proposal will further departmental, college and/or university outcomes and strategic planning goals.	The proposal is a curricular add-on with little link to departmental, college and/or university outcomes and strategic planning goals.
Impact. The proposed project provides noteworthy impact on undergraduate teaching and learning at ISU. This could be a broad impact (large number of students) or a narrow-but-deeper impact (fewer students but deeply important or innovative).	The proposal clearly indicates how the project will create a meaningful impact in the lives of the students served. The impact is central to the success of the project and shows promise of making important future change.	The proposal shows promise of making an impact on student learning or success but needs further clarification or emphasis.	The proposal indicates minimal interaction or impact on student learning or success.

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<p>Enhancement of Student Learning Outcomes and the student learning experience through improvement of pedagogy and instructional delivery. Successful proposals will clearly identify intended outcomes and will demonstrate a clear connection between pedagogy that will be implemented and specific learning outcomes</p>	<p>Clear congruence between pedagogy and intended student learning outcomes. Maximizes student learning potential. Clear rationale provided that supports use of the proposed pedagogy. In- depth learning outcomes are clearly stated/identified.</p>	<p>Uses pedagogy that is appropriate to intended student learning outcomes; rationale provided that supports use of the proposed pedagogy. Shows potential for enhanced student learning.</p>	<p>Pedagogy is a mismatch with intended student learning outcomes. Rationale for the proposed pedagogy is vague or missing. Improved student learning is questionable.</p>
<p>Assessment Plan. Successful proposals will include a clear and actionable plan to assess whether the project has achieved its desired outcomes, including the intended impact on students. Effective proposals will address the project's learning outcomes and how they are measured, including data collection, analysis, and reporting plans.</p>	<p>Plans for assessment are clear and related to the learning outcomes. Measures and plans for data collection, analysis, and reporting are appropriate for all of the objectives being measured. The planned assessment will provide stakeholders with sufficient information to fully determine the extent to which the program was successful.</p>	<p>Learning outcomes with assessment plans are stated/identified. The planned assessment will provide stakeholders with valuable information for determining the extent to which the program was successful, but falls short of fully/adequately addressing all intended learning or other program outcomes.</p>	<p>Learning and/or other program outcomes and assessment plan are not clearly stated or missing. If present, the assessment plan does not address the stated learning and/or other program outcomes.</p>

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<p>Statement on Intended Scholarship and Dissemination. Scholarship resulting from the project enhances the understanding of teaching and student learning in the discipline. A solid assessment strategy fosters this.</p>	<p>The proposal will make a worthwhile contribution to the enhancement of teaching and student learning in the discipline. Utilizing an in-depth assessment strategy, the proposal offers a concrete plan to disseminate what is learned by the project to others locally, regionally and/or nationally.</p>	<p>The proposal will make a contribution to the enhancement of teaching and student learning in the discipline. The proposal includes an assessment plan and a plan to share what is learned by the project with others.</p>	<p>The proposal shows little promise to make a contribution to the enhancement of teaching and student learning in the discipline. There is little or no plan for assessment and no clear intention to share what is learned by the project to others locally, regionally and/or nationally.</p>
<p>Project Plan. Successful proposals will have a clear design, a strong link between design and intended outcomes, and a high likelihood of the proposers being able to complete the project within the timeline provided.</p>	<p>High likelihood that the project will be completed within the timeline provided. High congruence between the project design and intended outcomes. The resources identified are appropriate and available. Proposer(s) and department(s) are highly motivated and committed to the project's success.</p>	<p>Good likelihood that the project will be completed within the timeline provided. Appropriate match between project design and intended outcomes. The resources identified are appropriate and available. Proposer(s) and department(s) demonstrate commitment to the project's success.</p>	<p>Low likelihood that the project will be completed within the timeline provided, or timeline is missing. Mismatch between project design and intended outcomes. Resources are unavailable or are inappropriate. The proposer(s) and department(s) motivation and commitment to the project's success are unclear.</p>

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Budget. Clarity, appropriateness, and relevance of the proposed budget. Successful proposals will include a budget with a clear rationale for each expenditure in accordance with the project's overall plan and desired outcomes. Proposals with matching funds are preferred.	Detailed budget narrative and worksheet are provided. Clear rationale is provided for each expenditure— directly related to the intended outcomes. Appropriate use of funds. Matching funds are identified and verified as available.	Budget narrative and worksheet are provided. Proposed costs are justified. How proposed expenditures relate to the intended outcomes needs clarification.	Budget narrative or worksheet is missing or incomplete. Rationale not provided for expenditures; inappropriate or unclear use of funds.
The proposed project is sustainable. The future of the project, including financial viability and continuation of the research, learning interventions, or learning outcomes. <i>(This criterion is not scored.)</i>	Projects do not necessarily need to be sustainable to be fundable. However, reviewers are interested in knowing from applicants what the (ideal) envisioned future of the project looks like. For example, whether this is a pilot for larger grant funds, or might the changes within this proposal be embedded in all future departmental curriculum. The reviewers acknowledge there are no guarantees, but would like to hear about future goals of this proposed work. <i>(This criterion is not scored.)</i>		

Revised July 5, 2022