



American Association of Hispanics in Higher Education, Inc.

## AAHHE GRADUATE STUDENT FELLOWS PROGRAM EVALUATION RUBRIC

|                              | 1 (Unsatisfactory)   | 2 (Limited)  | 3 (Satisfactory)   | 4 (Strong)   | 5 (Outstanding)   | Total |
|------------------------------|--|--|--|--|---|-------|
| <b>Statement of Interest</b> | <p>A statement that does not state an understanding of the program's goals (e.g., commitment to AAHHE; GSFP, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answers 1 or none of the application questions</li> <li><input type="checkbox"/> A non-existent record of commitment to the Chicax/Latinx Community at large</li> <li><input type="checkbox"/> Non-existent scholarship for the betterment of the Chicax/Latinx community.</li> <li><input type="checkbox"/> Demonstrates a limited need for holistic/professional support.</li> <li><input type="checkbox"/> Does not Express a lack of relevant - inclusive -diverse perspective(s) in their discipline of study.</li> </ul> | <p>A statement that vaguely states an understanding of the program's goals (e.g., commitment to AAHHE; GSFP, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> -Answers some of the application questions</li> <li><input type="checkbox"/> -A limited record of commitment to the Chicax/Latinx Community at large</li> <li><input type="checkbox"/> Limited scholarship for the betterment of the Chicax/Latinx community.</li> <li><input type="checkbox"/> Demonstrates a promising need for holistic/professional support.</li> <li><input type="checkbox"/> Expresses a limited lack of relevant - inclusive -diverse perspective(s) in their discipline of study.</li> <li><input type="checkbox"/> Expresses a limited desire to join an administrative or a</li> </ul> | <p>A statement that demonstrates an understanding of the program's goals (e.g., commitment to AAHHE; GSFP, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answers all but 1 of the application questions</li> <li><input type="checkbox"/> A sample record of commitment to the Chicax/Latinx Community at large</li> <li><input type="checkbox"/> Promising scholarship for the betterment of the Chicax/Latinx community.</li> <li><input type="checkbox"/> Demonstrates a need for holistic/professional support.</li> <li><input type="checkbox"/> Expresses a lack of relevant - inclusive -diverse perspective(s) in their discipline of study.</li> <li><input type="checkbox"/> Expresses a lack desire</li> </ul> | <p>A polished statement of interest that demonstrates the applicants understanding of the program's goals (e.g., commitment to AAHHE; GSFP, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answers all application questions</li> <li><input type="checkbox"/> A vast record of commitment to the Chicax/Latinx Community at large</li> <li><input type="checkbox"/> some scholarship for the betterment of the Chicax/Latinx community.</li> <li><input type="checkbox"/> Potential leader to the organization</li> <li><input type="checkbox"/> Demonstrates a strong need for holistic/professional support.</li> <li><input type="checkbox"/> Expresses a clear lack of relevant - inclusive -diverse perspective(s) in their discipline of study.</li> <li><input type="checkbox"/> Expresses a clear desire</li> </ul> | <p>A well written statement of interest that demonstrates the applicants understanding of the program's goals (e.g., commitment to AAHHE; GSFP, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answers all application questions thoroughly</li> <li><input type="checkbox"/> A legacy record of commitment to the Chicax/Latinx Community at large</li> <li><input type="checkbox"/> Committed scholarship for the betterment of the Chicax/Latinx community.</li> <li><input type="checkbox"/> The scholar is diversifying their field of study (e.g., STEM/PWI).</li> <li><input type="checkbox"/> Promising leader to the organization</li> <li><input type="checkbox"/> Demonstrates an outstanding need for holistic/professional support.</li> </ul> |       |

AAHHE GSFP Application Review Rubric

|           | <input type="checkbox"/> Does not express a desire to join an administrative or a professorate role  | professorate role   | to join an administrative or a professorate role   | to join an administrative or a professorate role   | <input type="checkbox"/> Expresses an explicit lack of relevant - inclusive -diverse perspective(s) in their discipline of study.<br><input type="checkbox"/> Expresses an explicit desire to join an administrative or a professorate role   |  |
|-----------|--|---|--|--|---|--|
| <b>CV</b> | <p>The applicant does not demonstrate a record of service to the profession/field of study by exhibiting the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not show a record of publications/Presentation or clear research agenda.</li> <li><input type="checkbox"/> Does not demonstrate a history of leadership and service to the community/or the profession.</li> <li><input type="checkbox"/> Does not demonstrate a teaching record and fe/mentorship towards undergraduate scholars or community members.</li> <li><input type="checkbox"/> Does not show involvement in the profession by their record of affiliations.</li> </ul> | <p>The applicant will demonstrate a limited record of service to the profession/field of study by exhibiting the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A limited record of publications/Presentation or clear research agenda.</li> <li><input type="checkbox"/> Demonstrates a limited history leadership and service to the community/or the profession.</li> <li><input type="checkbox"/> Demonstrates a limiting teaching record and fe/mentorship towards undergraduate scholars or community members.</li> <li><input type="checkbox"/> Demonstrates a limiting sense of involvement in the profession by their record of affiliations.</li> </ul> | <p>The applicant will demonstrate a record of service to the profession/field of study by exhibiting the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A record of publications/Presentation or clear research agenda.</li> <li><input type="checkbox"/> Demonstrates a history leadership and service to the community/or the profession.</li> <li><input type="checkbox"/> Demonstrates a teaching record and fe/mentorship towards undergraduate scholars or community members.</li> <li><input type="checkbox"/> Demonstrates involvement in the profession by their record of affiliations.</li> <li><input type="checkbox"/> A need for professional development through</li> </ul> | <p>The applicant will demonstrate a vast record of service to the profession/field of study by exhibiting the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A strong record of publications/Presentation or clear research agenda.</li> <li><input type="checkbox"/> Demonstrates a strong history leadership and service to the community/or the profession.</li> <li><input type="checkbox"/> Demonstrates a strong teaching record and fe/mentorship towards undergraduate scholars or community members.</li> <li><input type="checkbox"/> Demonstrates a strong sense of involvement in the profession by their record of affiliations.</li> <li><input type="checkbox"/> A clear need for professional development through the lack of (Awards scholarship).</li> </ul> | <p>The applicant will demonstrate a legacy record of service to the profession/field of study by exhibiting the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An outstanding record of publications/Presentation or clear research agenda.</li> <li><input type="checkbox"/> Demonstrates an outstanding history leadership and service to the community/or the profession.</li> <li><input type="checkbox"/> Demonstrates an Outstanding teaching record and fe/mentorship towards undergraduate scholars or community members.</li> <li><input type="checkbox"/> Demonstrates an outstanding sense of involvement in the profession by their record of affiliations.</li> <li><input type="checkbox"/> An explicit need for</li> </ul> |  |

AAHHE GSFP Application Review Rubric

|                          |  |   |   |   |  |       |
|--------------------------|--|---|---|---|--|-------|
|                          | <input type="checkbox"/> Does not show a need for professional development through the lack of (Awards scholarship).   | <input type="checkbox"/> A limited need for professional development through the lack of (Awards scholarship).  | the lack of (Awards scholarship).   |   | professional development through the lack of (Awards scholarship).   |       |
| <b>Letter of Support</b> | <p>The letter of recommendation demonstrates the applicants fit for the program in the following ways:</p> <input type="checkbox"/> Does not show need for support/professional development<br><input type="checkbox"/> Does not describe a relationship with the recommended applicant<br><input type="checkbox"/> Does not validate/reiterate content of resume/vita and letter of interest. | <p>The letter of recommendation demonstrates the applicants fit for the program in the following ways:</p> <input type="checkbox"/> A limited need for support/professional development<br><input type="checkbox"/> Describes a limited relationship with the recommended applicant<br><input type="checkbox"/> Briefly validates/reiterates content of resume/vita and letter of interest. | <p>The letter of recommendation demonstrates the applicants fit for the program in the following ways:</p> <input type="checkbox"/> A need for support/professional development<br><input type="checkbox"/> Describes a relationship with the recommended applicant<br><input type="checkbox"/> Validates/reiterates content of resume/vita and letter of interest. | <p>The letter of recommendation demonstrates the applicants fit for the program in the following ways:</p> <input type="checkbox"/> A strong need for support/professional development<br><input type="checkbox"/> Describes a strong relationship with the recommended applicant<br><input type="checkbox"/> Clearly validates/reiterates content of resume/vita and letter of interest. | <p>The letter of recommendation demonstrates the applicants fit for the program in the following ways:</p> <input type="checkbox"/> An outstanding need for support/professional development<br><input type="checkbox"/> Describes an outstanding relationship with the recommended applicant<br><input type="checkbox"/> Explicitly validates/reiterates content of resume/vita and letter of interest. |       |
| <b>AVERAGE</b>           |  |   |   |   |  | ___/3 |

Overall Assessment:

|   |   |  |
|---|---|--|
| Reject; average ratings of 1-2              | Recommend consideration; average rating of 3-4                | Strongly recommend applicant for acceptance; average rating of 4-5 |
| Applicant not recommended for consideration | Applicant recommended for consideration, but with reservation | Applicant recommended for consideration                            |