TEXAS TECH UNIVERSITY
Teaching, Learning & Professional Development Center
Ethics in Teaching & Learning™

Application Evaluation Rubric: Ethics in Teaching & Learning (ETL) Program

This rubric will be used to evaluate applications to the Ethics in Teaching & Learning program. Applications will be assessed according to four criteria (length and content; thematic overlap; contributions/benefits; positionality) and rated on a scale of 0-3 corresponding to four levels of performance (outstanding = 3; satisfactory = 2; acceptable = 1; unsatisfactory = 0).

	Outstanding (3)	Satisfactory (2)	Acceptable (1)	Unsatisfactory (0)
Length and content	Responses are between 100 and 300 words, and all questions are adequately addressed.	Responses are between 100 and 300 words, but some questions are not adequately addressed.	Responses are less than 100 words or more than 300 words, AND multiple questions are not adequately addressed.	Responses are less than 50 words or more than 400 words, OR responses are off topic.
Thematic overlap	The application shares strong thematic overlap with other applications.	The application shares some thematic overlap with other applications.	The application shares minimal thematic overlap with other applications.	The application shares no thematic overlap with other applications.
Contributions / benefits	Applicant provides concrete examples of what they will contribute to the cohort and how they will benefit from participating in ETL.	Applicant provides vague examples of what they will contribute to the cohort and how they will benefit from participating in ETL.	Applicant does not provide examples of what they will contribute to the cohort OR how they will benefit from participating in ETL.	Applicant neither provides examples of what they will contribute to the cohort NOR how they will benefit from participating in ETL.
Positionality	Applicant's positionality highly enriches the academic diversity of the cohort in terms of rank, college, area of teaching, and/or subject expertise.	Applicant's positionality somewhat enriches the academic diversity of the cohort in terms of rank, college, area of teaching, and/or subject expertise.	Applicant's positionality minimally enriches the academic diversity of the cohort in terms of rank, college, area of teaching, and/or subject expertise.	Applicant's positionality does not enrich the academic diversity of the cohort in terms of rank, college, area of teaching, and/or subject expertise.