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|  | 3 Points | 2 Points | 1 Points | 0 points  | Total  |
| Education and Training | Educational attainment and training in line with position as describe and is a benefit for the organization.  | Education and training are closely related to the position and relevance is apparent.  | Educational attainment and training not closely related to the position posted. However, may be considered as appropriate  | Education and training unrelated to the position.  |  |
| Quality of Publications  | Publications in well-established journals within the field, has been cited extensively, and has been lead author with most publications.  | Publications in well-established journals, has an appropriate citation record, and has been lead author in some publications.  | Has a record of Publications. Has not been cited often, and has not been lead author for most publications | Publication record is sparse. Presents with little record of citations and has not been identified as lead author with any publication.  |  |
| Contribution to Research Field | Researcher is a known leader within the field and has contributed new thought and methods.  | Researcher is well established within the field and contribution is well documented.  | Researcher is upcoming within the field. Has established protocols and promotes current research methodologies.  | Research contribution is not well documented. |  |
| Research Record  | Research is well established, current, and highly relevant to position.  | Research is established, current, and relevant to the position.  | Research is being established, not current, and has relevance to the position. ) | As presented, research is had to establish and evaluate.  |  |
| Previous Teaching Record | As presented, there is a strong, established record of teaching. Furthermore, individual has received awards and acknowledgement of their efforts.  | As presented, individual has an established record. However, there is no record of excellence with acknowledgement of their effort.  | As presented, there is a teaching record still being established.  | As presented, could not establish a teaching record to support their experience.  |  |
| Quality of References | Letter speaks to the candidate’s pedagogy, research, experience, and impact within the field, using specific examples and anecdotes where appropriate. Author is clearly identified and known.  | Letter speaks to the candidate’s pedagogy, research, experience, and impact within the field, however, letter is a little unclear. Author is clearly identified. | Author identifies themselves. Their letter offers limited insight towards candidate’s pedagogy, research, experience, and impact within the field. The letter submitted is somewhat generic.  | The letter offers no reasonable insight towards candidate’s pedagogy, research, experience, and impact within the field. The author may or may not have identified themselves.  |  |
| Total  |  |  |  |  |  |

Comments:

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