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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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