*The following is a model rubric for members of the search committee and/or department faculty to use in evaluating job applicants.* ***It is a template for departments/committee to customize for their own searches****. Note that each category of evaluation should be elaborated with specific metrics, and potentially include a space to record contextualizing information. Evidence of “potential” is recommended for junior faculty candidates, whereas evidence of “demonstrated ability” is appropriate for senior faculty candidates.*

Applicant’s name:

Please indicate which of the following materials were considered as the basis of your review:

|  |  |
| --- | --- |
|  | Applicant’s statements ( research, teaching, contributions to diversity, equity, inclusion) |
|  | Applicant’s CV |
|  | Applicant’s letters of recommendation |
|  | Applicant’s scholarship (indicate specific documents): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ExcellentGoodUnable to judgePoorFairNeutral |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Evidence of strong background in [ relevant field / perspective / methodology ] |  |  |  |  |  |  |
| * [*metric*]
 | *notes re: assessment* |
| Evidence of research productivity |  |  |  |  |  |  |
| * *[“fast thinking” metrics, e.g., # of publications]*
 | *notes re: assessment* |
| * *[“slow thinking” metrics ….]*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| * contextualizing factors to note:
 | [e.g., co-authorship, large lab] |
| Evidence of scholarly quality / impact / novelty |  |  |  |  |  |  |
| * *[“fast thinking” metrics, e.g., # of citations ]*
 |  |
| * *[“slow thinking” metrics ….]*
 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| * contextualizing factors to note:
 |  |
| Evidence of quality research plan / potential for sustained impact |  |  |  |  |  |  |
| * [*metric*]
 |  |  |  |  |  |  |
| Evidence of teaching experience and interest (incl. grad mentorship) |  |  |  |  |  |  |
| * [*metric*]
 |  |  |  |  |  |  |
| Potential to teach courses  |  |  |  |  |  |  |
| * in core curriculum
 |  |  |  |  |  |  |
| * in [particular area] (incl. creation of new courses)
 |  |  |  |  |  |  |
| Ability to make positive contribution to department’s climate | Indicates Awareness | Track Record | Specific Plans |
| * Potential (demonstrated ability) to …
 |  |  |  |
| Note specifics that support evaluation: |
| * Potential (demonstrated ability) to …
 |  |  |  |
| Note specifics that support evaluation: |
| * Potential (demonstrated ability) to …
 |  |  |  |
| Note specifics that support evaluation: |

**Comments/Notes:**