**SEARCH RUBRIC**

Applicant’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate which of the following are true for you (check all that apply):

* Read applicant’s CV
* Read applicant’s Research Statement
* Read applicant’s Teaching Statement
* Read applicant’s Committee to Diversity, Equity, and Inclusive Excellence Statement
* Read applicant’s Letters of Recommendation
* Read applicant’s scholarship (indicate what): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate the applicant on each of the following on a scale of 1-5 (5: Excellent, 4: Good, 3: Neutral, 2: Fair, 1: Poor). Please note separately if you are unable to judge any area.

**Scholarship:**

1. Evidence of scholarly productivity
2. Evidence of creativity and innovation in research/scholarship
3. Evidence of strong background in (relevant fields)
4. Potential contribution to the breadth of areas address in department research
5. Evidence of (potential for) research contributions to understanding barriers facing women, racial/ethnic minorities or identities tied to socioeconomic, gender, sexual orientation, disability, veteran status or other protected categories
6. Potential for (record of) scholarly impact/tenurability
7. Potential for (record of) funding

**Teaching:**

1. Evidence of teaching experience and interest
2. Potential (ability) to teach courses in the core curriculum
3. Potential (ability) to utilize pedagogies addressing different learning needs and education backgrounds of students
4. Potential (ability) to teach and advise diverse students
5. Demonstrated (potential) ability to attract and supervise graduate students from groups historically underrepresented in higher education
6. Potential (ability) to contribute to new course coverage to the curriculum

**Service:**

1. Potential (ability) to contribute positively to the collegial work environment of the department
2. Demonstrated (or potential) ability to positively impact department climate for historically underrepresented groups?
3. Evidence of (or potential) for engagement in activities designed to remove barriers, and to increase participation by groups historically underrepresented in higher education.
4. Highlights specific plans for how they will continue to engage with diversity, equity, and inclusion, at UMBC?