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|  | Fair (1) | Good (2) | Exemplary (3) |
| **Educational Leave Objectives** | Educational leave objectivesare missing. | Educational leave objectiveslisted, but clarity is lacking orobjectives are unreasonable. | Educational leave objectivesare clear and reasonable. |
| **Description of Leave****Activities** | Proposal either lacks adescription of leave activities,the timeline is absent orinappropriate, or it’scompletely unclear how theleave activity will positivelyimpact the individual’steaching quality or scholarlyachievement. | Proposal includes adescription of leave activitieswith an appropriate timeline.It’s unclear how the leaveactivities will make a positiveimpact on teaching qualityand/or scholarly achievement. | Proposal includes a detaileddescription of leave activitiesand a timeline that isappropriate. Leave activitieswill clearly make a positiveimpact on teaching qualityand/or scholarly achievement. |
| **Relationship to Applicant’s****Professional Field** | It is unclear how the proposedleave activity is related to thefaculty member’s professionalfield. | The proposed leave activityappears relevant to thefaculty member’s professionalfield; however, this is notexplicitly stated or relevantliterature is lacking. | Proposal clearly highlightshow the leave relates to theapplicant’s professional field.A concise review of relevantliterature for this purpose isincluded. |
| **Professional Growth** | It is unclear if the proposedactivity will aid the teachingabilities or intellectual growthof the faculty member. Or, it’sunclear how the proposedactivity aligns with the facultymember’s long‐rangeteaching and scholarlyobjectives. | It seems likely that theproposed activity will aid theteaching abilities orintellectual growth of thefaculty member; however,this is not specifically stated inthe proposal. The proposedactivity is aligned with thefaculty member’s long‐rangeteaching and scholarlyobjectives. | Proposal provides a strongargument that the proposedactivity will aid the teachingabilities or intellectual growthof the faculty member. It isaligned with the facultymember’s long‐rangeteaching and scholarlyobjectives. |
| **Logistics** | It’s unclear how the projectlocation will facilitate thesuccess of the project or it’sunclear that the facultymember possesses therelevant skills needed tocomplete the project. | The project location seemsappropriate for facilitating thesuccess of the project. Thefaculty member likelypossesses the relevant skillsneeded to complete theproject. | The project location is clearand appropriate forfacilitating the success of theproject. The faculty memberpossesses the relevant skillsneeded to complete theproject. |
| **Seniority****(Applicable when proposals****are of equal merit, as noted****on webpage)** | Do not provide rating if NA | Do not provide rating if NA | The faculty member is asenior applicant who hasdemonstrated a high qualityof service to JMU and who hasnot received an educationalleave while employed at JMU. |
| **Overall Proposal Quality** | The proposal was lacking. | The proposal was good, butthere were areas/gapsidentified that could beimproved. Or, there weretypographical errors, writingissues. | The proposal was well-written,complete, and strong. |