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|  | Fair (1) | Good (2) | Exemplary (3) |
| **Educational Leave Objectives** | Educational leave objectives  are missing. | Educational leave objectives  listed, but clarity is lacking or  objectives are unreasonable. | Educational leave objectives  are clear and reasonable. |
| **Description of Leave**  **Activities** | Proposal either lacks a  description of leave activities,  the timeline is absent or  inappropriate, or it’s  completely unclear how the  leave activity will positively  impact the individual’s  teaching quality or scholarly  achievement. | Proposal includes a  description of leave activities  with an appropriate timeline.  It’s unclear how the leave  activities will make a positive  impact on teaching quality  and/or scholarly achievement. | Proposal includes a detailed  description of leave activities  and a timeline that is  appropriate. Leave activities  will clearly make a positive  impact on teaching quality  and/or scholarly achievement. |
| **Relationship to Applicant’s**  **Professional Field** | It is unclear how the proposed  leave activity is related to the  faculty member’s professional  field. | The proposed leave activity  appears relevant to the  faculty member’s professional  field; however, this is not  explicitly stated or relevant  literature is lacking. | Proposal clearly highlights  how the leave relates to the  applicant’s professional field.  A concise review of relevant  literature for this purpose is  included. |
| **Professional Growth** | It is unclear if the proposed  activity will aid the teaching  abilities or intellectual growth  of the faculty member. Or, it’s  unclear how the proposed  activity aligns with the faculty  member’s long‐range  teaching and scholarly  objectives. | It seems likely that the  proposed activity will aid the  teaching abilities or  intellectual growth of the  faculty member; however,  this is not specifically stated in  the proposal. The proposed  activity is aligned with the  faculty member’s long‐range  teaching and scholarly  objectives. | Proposal provides a strong  argument that the proposed  activity will aid the teaching  abilities or intellectual growth  of the faculty member. It is  aligned with the faculty  member’s long‐range  teaching and scholarly  objectives. |
| **Logistics** | It’s unclear how the project  location will facilitate the  success of the project or it’s  unclear that the faculty  member possesses the  relevant skills needed to  complete the project. | The project location seems  appropriate for facilitating the  success of the project. The  faculty member likely  possesses the relevant skills  needed to complete the  project. | The project location is clear  and appropriate for  facilitating the success of the  project. The faculty member  possesses the relevant skills  needed to complete the  project. |
| **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 a  senior applicant who has  demonstrated a high quality  of service to JMU and who has  not received an educational  leave while employed at JMU. |
| **Overall Proposal Quality** | The proposal was lacking. | The proposal was good, but  there were areas/gaps  identified that could be  improved. Or, there were  typographical errors, writing  issues. | The proposal was well-written,  complete, and strong. |