

Example of Review Criteria Search 2019

1. clear trajectory for excellence in research

- we are interested in trajectory rather than accomplishments per se; thus, we will evaluate the points below relative to others at the same career stage for any given applicant
- research statement, cover letter, and (if short-listed) seminar: vision, cohesion, articulation of a research program that asks big-picture and important questions
- Scholarly papers, placement, citations
- Awards and honors
- Grants, fellowships, and other research funding
- Letters of recommendation recognize research potential

2. Research focus within our area of interest

- Biogeochemistry or nutrient / water / energy / toxin cycling as the key research focus
- Focus on anthropogenic environmental change
- Research area that would allow for natural collaborations in ENVIS
- Research area that would allow for natural collaborations across Emory

3. interdisciplinary / combines disciplines in a novel way

- research statement: clear articulation of interdisciplinarity
- we are particularly interested in candidates who can bridge geology, ecology, and/or chemistry while engaging specialists in each of those disciplines. While biogeochemistry is inherently interdisciplinary, some of its practitioners really come from a primarily single-discipline focus.
- Scholarly papers (and if short-listed, seminar) that demonstrate integration of disciplines
- Grants / awards / honors / etc. that recognize interdisciplinary contributions
- letters of recommendation recognize interdisciplinary contributions / mindset

4. clear trajectory for excellence in teaching

- we are interested in trajectory / potential for teaching excellence rather than accomplishments per se; thus, we will evaluate the points below relative to others at the same career stage for any given applicant
- teaching statement: clear articulation of *particular* areas of interest and development within the broader theme of pedagogy, that demonstrate thought and engagement with teaching (as opposed to the generic platitudes about teaching that are commonplace in teaching statements)
- training in teaching, especially non-required training
- teaching / TA experience with metrics (including course evaluations if relevant)
- awards and honors related to teaching
- letters of recommendation recognize potential for outstanding teaching
- if short-listed, is delivery of seminar consistent with teaching ability

5. demonstrated commitment to inclusion and diversity

- articulation of commitment to inclusion and diversity in diversity statement, including clear articulation of *particular* areas of interest and development within the broader theme of diversity and inclusion, that demonstrate real thought and engagement with teaching (as opposed to the generic platitudes about teaching that are commonplace in diversity statements)

- articulation of commitment to inclusion and diversity beyond the diversity statement: in cover letter, teaching statement, and potentially research statement
- in the above, evidence of concrete accomplishments / initiatives that have had a tangible impact on diversity or inclusion
- training candidate has undertaken in support of diversity and inclusion measures, especially non-required training
- awards / honors or other recognition for promoting diversity
- candidates whose personal experience would allow them to more fully understand and relate to students from under-represented backgrounds, and vice-versa (allowing student to relate to the prospective faculty member) will receive particular review priority
- letters of recommendation recognize commitment to inclusion and diversity
- if short-listed, evidence of potential for positive relationships with not just faculty, but a wide range of students from various backgrounds and also department staff