

| Criteria | Excellent (3) | Good (2) | Developing (1) |
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| Publications | The nominee has produced a strong and sustained body of peer-reviewed biology education research appropriate for their career state. The record reflects a consistent trajectory in BER across multiple years. The nominee demonstrates clear intellectual leadership in their scholarships, as evidenced by a substantial proportion of publications as first, co-first, or senior author (~50% or more), and/or other clear indicators of independent leadership (e.g., PI role, conceptual leadership). | The nominee has produced multiple peer-reviewed biology education research publications. The record reflects engagement in BER, though consistency or independence may still be emerging. The nominee plays a meaningful authorship role in their publications (e.g., ~25-50% first/co-first/senior authorship or equivalent evidence of leadership). | The nominee has limited peer-reviewed biology education research publications or limited evidence of intellectual leadership in authorship. |
| Comments: | | | |

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| Impact of work | The research statement shows how the nominee’s research advances biology education research in ways clearly aligned with SABER’s goals . The work substantially adds to, refines, or challenges the field’s knowledge base and demonstrates clear implications for teaching, learning, and/or practice. | The research statement provides more limited evidence of the body of work advancing biology education research, with more limited implications for biology education research, teaching, and/or learning | The research statement does not illustrate how the body of work advances biology education research or has only limited implications for biology education research, teaching, and/or learning |
| Comments: | | | |
| National recognition of work in biology education research | The statement illustrates prominent national recognition of work with four or more lines of evidence, which can include (but is not limited to): citations; grants; media coverage; invited seminars; direct influence of research on teaching and learning (e.g., if the research has been used by Centers for Teaching and Learning); and workshops based upon the candidate’s research. | The statement illustrates some national recognition of work with two or three lines of evidence, which can include (but is not limited to): citations; grants; media coverage; invited seminars; direct influence of research on teaching and learning (e.g., if the research has been used by Centers for Teaching and Learning); and workshops based upon the candidate’s research. | The statement illustrates only limited national recognition of work with zero or one lines of evidence, which can include (but is not limited to): citations; grants; media coverage; invited seminars; direct influence of research on teaching and learning (e.g., if the research has been used by Centers for Teaching and Learning); and workshops based upon the candidate’s research |

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| Comments: | | | |
| Dissemination of work at SABER | The nominee has consistently disseminated their biology education research at SABER (or regional SABER) meetings or equivalent national venues. They have presented or co-authored presentations across most years of their active faculty career. | The nominee has presented their biology education research at SABER (or equivalent venues) in fewer than half of the years they have been an active faculty member. | The candidate has only shared their work at one SABER (or regional SABER) meeting, or has never done so |
| Comments: | | | |
| Contributions relative to resources provided | The nominee demonstrates productivity that clearly exceeds what is likely expected given the resources, institutional context, and professional level. | The nominee demonstrates productivity that is consistent with what would be expected given the resources, institutional context, and professional level. | The nominee demonstrates limited productivity relative to what would be expected given the resources, institutional context, and professional level. |
| Comments: | | | |

Total points: