

# Candidate Evaluation Tool for Faculty Searches

- Use the Selection Criteria created specifically for this search to populate the form (consider using a Google Form to expedite the review and scoring process).
- Consider using a 1- 5 rating for each category (5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor), where any score of "1" would disqualify a candidate from moving forward.
- Calibrate the scoring form by first discussing and agreeing on the selection criteria, and then having all committee members independently score 5- 10 applications to assess reliability.
- Base scoring on career stage and expected accomplishments for that level- discuss the different expectations for each criteria.
- Each applicant should be reviewed using this form by a minimum of two- three search committee members for the full pool. Widely divergent assessments should necessitate a "tie breaker" review.
- Each applicant on the "long list" should receive a review and rating by all committee members.
- Weights can be assigned to different categories as needed (e.g., if Research should be 60% of the total score, the three research categories can receive weighting to make them proportionately 60%).

Research			Teaching		Service		Contributions to Diversity, Equity, and Inclusion (DEI)*		
Curricular Fit	Productivity	Plans	Teaching Area	Mentoring	Engagement with the campus	Engagement with the professional community	Knowledge and understanding	Track Record	Plans
1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5	1 - 5
<p><b>Example areas for assessing research quality and potential:</b></p> <ul style="list-style-type: none"> <li>• Past research accomplishments (publication record-- emphasize quality not number or journal, impact/novelty of research, presentations, grants/ fellowships etc.)</li> <li>• Research plan. Potential for sustained impact? Creative, doable, exciting? Long term and short term vision? Also consider info from rec letters.</li> <li>• How well does the proposed research mesh with current research in the department? Would they find research colleagues here? Synergy can come from techniques, systems, etc.</li> <li>• Potential for interdisciplinary collaboration</li> <li>• Interest and ability to develop a new research area</li> </ul>			<p><b>Example areas for assessing teaching quality and potential:</b></p> <ul style="list-style-type: none"> <li>• Potential to or demonstrated ability to teach undergrad and graduate courses (specify which areas)</li> <li>• Interest in teaching and record of teaching accomplishments</li> <li>• Ability to attract and successfully mentor excellent graduate students</li> </ul>		<p><b>Example areas for assessing service:</b></p> <ul style="list-style-type: none"> <li>• Potential or track record of department engagement</li> <li>• Potential to make a positive contribution to the department climate</li> <li>• Potential to be a conscientious community member</li> <li>• Potential to make positive contributions to the professional community</li> </ul>		<p><b>Go to the OFEW contributions to diversity webpage for guidance. Example areas:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences.</li> <li>• Familiarity with challenges faced by underrepresented individuals and the need to identify and eliminate barriers to their full and equitable participation and advancement.</li> <li>• Experiences or participation in activities designed to remove barriers and increase participation of underrepresented students, staff, and/or faculty.</li> <li>• Specific ideas for programs, initiatives, or activities to initiate at Berkeley if hired</li> </ul>		

\*See separate rubric for evaluating this area