Sample 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 proportionally 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

Example areas for assessing research quality and potential:

• Past research accomplishments (publication record-- emphasize quality not number or journal, impact/novelty of research, presentations, grants/fellowships etc.)

• Research plan. Potential for sustained impact? Creative, doable, exciting? Long term and short term vision? Also consider info from rec letters.

• 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.

• Potential for interdisciplinary collaboration

• Interest and ability to develop a new research area

Example areas for assessing teaching quality and potential:

• Potential to or demonstrated ability to teach undergrad and graduate courses (specify which areas)

• Interest in teaching and record of teaching accomplishments

• Ability to attract and successfully mentor excellent graduate students

Example areas for assessing service:

• Potential or track record of department engagement

• Potential to make a positive contribution to the department climate

• Potential to be a conscientious community member

• Potential to make positive contributions to the professional community

Go to the OFEW contributions to diversity webpage for guidance. Example areas:

• 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.

• Familiarity with challenges faced by underrepresented individuals and the need to identify and eliminate barriers to their full and equitable participation and advancement.

• Experiences or participation in activities designed to remove barriers and increase participation of underrepresented students, staff, and/or faculty.

• Specific ideas for programs, initiatives, or activities to initiate at Berkeley if hired

*See separate rubric for evaluating this area