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%).

<table>
<thead>
<tr>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
<th>Contributions to Diversity, Equity, and Inclusion (DEI)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Fit</td>
<td>Productivity</td>
<td>Plans</td>
<td>Teaching Area</td>
</tr>
<tr>
<td>1 - 5</td>
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</tr>
</tbody>
</table>

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.)
- 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

Example areas for assessing service:
- 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