

## Sample Candidate Evaluation Tool for Faculty Searches

- Use Selection Criteria created specifically for this search to populate the form (consider using a Google Form or Microsoft Forms to expedite the review and scoring process).
- 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 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 DEI		
Curricular Fit	Productivity	Plans	Teaching Area	Mentoring	Engagement with campus	Engagement with 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 of 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>Examples 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>Examples for assessing contributions (see rubric for guidance):</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 Columbia if hired</li> </ul>		