

## Sample Candidate Evaluation Tool for Staff 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 Communication should be 60% of the total score, the two communication categories can receive weighting to make them proportionally 60%).

Builds Strong Teams			Communication		Service		Contributions to DEI		
Knowledge and understanding	Track Record	Plans	Knowledge and understanding	Track Record	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
<b>Examples of Team Building:</b> <ul style="list-style-type: none"> <li>• Has the candidate built a team of leaders that shares their philosophies and extends their reach across institution/community?</li> <li>• Does the candidate have a history of collaboratively working with faculty and staff?</li> <li>• How has the candidate collaborated – created a culture of collaboration – to ensure broad agreement?</li> <li>• To what extent does the candidate take most of the credit, versus sharing credit, for success? Who gets the blame when something goes wrong?</li> </ul>			<b>Examples for assessing communication skills:</b> <ul style="list-style-type: none"> <li>• Can the candidate boil down complex issues to convey their importance to groups with divergent perspectives and interests?</li> <li>• Can the candidate provide significant examples of having successfully communicated the importance of a change agenda to secure support from diverse groups?</li> <li>• Does the candidate’s communication ability include a willingness and ability to listen?</li> </ul>		<b>Examples for assessing service:</b> <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>		<b>Examples for assessing contributions (see rubric for guidance):</b> <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>		