

Office of Human Resources

Faculty Interview: Qualitative Screening Instrument

**Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Search Committee Member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Scoring : Using a qualitative screening instrument allows a more meticulous and nuanced evaluation of candidates. This multidimensional approach provides individual details, a summary of candidates on each criterion, and an overview of individual candidates as a whole-that is, including the complementariness of the candidate’s qualifications and characteristics with required and preferred criteria. Typically, this method analyzes the strengths and weaknesses of candidates by acknowledging that few, if any, candidates are ever perfect in every way.

1. Teaching effectiveness/potential:
2. Research and publication record/potential:
3. Services-learning knowledge or experience:
4. Is the candidate’s teaching philosophy consistent with the mission of this institution?
5. Which courses has the candidate taught at the undergraduate level?
6. What is the degree to which the candidate has experience with our type of students (e.g., commuter, graduate, underrepresented, veteran, or older students)?
7. How well did the candidate demonstrate cultural competence, working with diverse student populations or efforts toward ensuring equitable and inclusive learning environments?
8. What are the candidate’s strengths as a scholar?
9. What are the candidate’s weaknesses?
10. Other considerations:

Consider further\_\_\_\_\_

Maybe\_\_\_\_\_\_\_

Do not consider further\_\_\_\_\_\_\_\_\_\_