Subsequent Screening Step

This is an example of an evaluation form prepared for use by individual search committee members to fill a faculty position with primarily teaching responsibilities. The details of this example would be adapted to the needs of a specific faculty position.

Applicant Name: FIRST LAST

Date of review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Log Number: 19-000

Rank/Position Title: Lecturer in FIELD

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| --- | --- | --- | --- | --- | --- |
| **Essential Qualifications** | **Criteria for Subsequent Screening (e.g., video interview)** | **Very Strong** | **Strong** | **Fair** | **Weak**  |
| PhD in X, Y, or related field | N/A - completed in earlier screening step(s) |
| Experience teaching at the university level | N/A - completed in earlier screening step(s) |
| Ability to work effectively with a diverse community | Evidenced in video interviews by detailed explanations of skills used effectively in one or more past interactions with a diverse community in any work environment, including in-person and/or email interactions.  |  |  |  |  |
| Effective verbal and non-verbal communication with diverse search committee in video interview. |  |  |  |  |
| **Preferred Qualifications** | **Criteria for Subsequent Screening (e.g., video interview)** | **Very Strong** | **Strong** | **Fair** | **Weak**  |
| Excellence in teaching SUBJECT at the university level | Evidenced in video interview by cogent explanations of the use of components of high-quality university-level teaching in SUBJECT. Depending on the wording of interview questions, this may include currency, quality, and/or relevance of instructional materials; design of instruction to support learning objectives; determination of appropriate level of content for course and student audience; use of specific contemporary teaching techniques; student engagement; use of technology. Explanations may pertain to any mode(s) of course delivery (face-to-face, hybrid, online). |  |  |  |  |
| Evidenced in video interview by one or more dispositions essential to ongoing excellence in teaching SUBJECT, such as reflection on efficacy of past teaching, pursuit of continuous improvement, student-centered teaching.  |  |  |  |  |
| Ability to effectively teach online and/or hybrid courses | Evidenced in video interview by cogent explanations of principles and techniques of effective course organization and content delivery in online and/or hybrid courses. Explanations may be based on training, past implementation, and/or proposed implementation. Examples may pertain to teaching any subject; these are transferable skills.  |  |  |  |  |
| Evidenced in video interview by cogent explanations of principles and techniques of interaction in online and/or hybrid courses. Examples may include interactions between students and/or between instructor(s) and students. Explanations may be based on training, past implementation, and/or proposed implementation. Examples may pertain to teaching any subject; these are transferable skills. |  |  |  |  |

Comments for discussion: