

EXAMPLE - Screening (Phone/Video) Interview Evaluation Tool

	5	4	3	2	1	
Performance Indicator	Applicant Assessment					
	Excellent	Good	Neutral	Fair	Poor	
R1 – evidence of productivity R2 – evidence of strong foundation R3 – potential for impact and funding R4 – research vision	Makes an outstanding case for translating past training/experiences into the challenges of succeeding as a new faculty (funding, students, pubs, etc.)	Makes a strong case for translating past training/experiences into the challenges of succeeding as a new faculty (funding, students, pubs, etc.)	Provides insights to CV/materials and gives a weak plan for translating it into an independent research group (funding, students, pubs)	Provides additional context for information on the CV/materials.	Simply repeats information from CV/materials without additional insights.	missing or insufficient information provided
T1 – evidence of experience, interest, and passion T2 – potential to teach core courses T3 – potential to teach new courses	Makes an outstanding case for translating past training/experiences into instruction for the Fourth Industrial Age. Highly student focused and in tune with student needs.	Makes a strong case for translating past training/experiences into instruction. Very student focused.	Provides insights to CV/materials and gives a weak plan for instructional impacts. Less about student learning, more about themselves.	Provides additional context for information on the CV/materials. Instruction discussion is entirely about themselves.	Simply repeats information from CV/materials without additional insights. No mention of students in the learning process.	missing or insufficient information provided
C1: evidence of mentorship C2: potential for diversity C3: Potential for Collaboration	Gives an impression of being highly collaborative, complimentary, and supportive of others and of students. Describes proactive roles to craft environments supportive of all students.	Gives an impression of being collaborative, complimentary, and supportive of others and of students. Mentions things that can be done to support all students.	Some evidence of being collaborative, complimentary, and supportive of others and of students. Demonstrates an awareness of differences.	Minor evidence of being collaborative, complimentary, and supportive of others and of students. Minor discussion of diversity.	Discussions are all about themselves without thought/understanding of others.	missing or insufficient information provided
Knowledge of Michigan Tech	Extensive research and provides concrete examples from reading.	Researched Tech and provides some concrete examples.	Vague mentions of Tech. Opportunities for overlap are apparent.	Little evidence of research on Tech. Opportunities for connections are minimal.	No evidence has read up on Tech. No opportunities for connections	missing or insufficient information provided
Communication skills	Clear and concise organization of answers; Thoughtful responses relevant to Michigan Tech; Content and delivery adapted to engage audience	Organization of thoughts could be discerned with minor effort; Good responses relevant to Michigan Tech; Content and delivery mostly adapted to engage audience	Organization of thoughts were discernable with effort; Responses somewhat relevant to Michigan Tech; Content and delivery partially adapted to engage audience	Organization of thoughts were barely discernible; Responses with little thoughtfulness or relevance to Michigan Tech; Content and delivery not well adapted to engage audience	No organization (rambling); Canned responses that are not relevant; Content and delivery do not engage audience	