



Equity Mindedness in Faculty Hiring: *Evaluating Faculty Applicants*

ACC is committed to a robust candidate assessment approach that matches a wide array of candidate strengths with the needs of our diverse student population. This rubric should be used as a summative evaluation form. Scores should reflect insights gathered from applicant's application, cover letter, resume/CV, interview, and teaching demonstration. All completed forms should be returned to HR.

Applicant: _____

Position: _____

Job #: _____

Attribute	Description	Ranking/Score				
		Exceptional (4)	Good (3)	Fair (2)	Poor (1)	Score
Teaching and Pedagogy	Potential for high quality teaching in the program; understanding and demonstration of innovative approaches to teaching, cultural responsiveness, and active and engaged strategies for learning; demonstrates knowledge of content; understands assessment and use of outcomes data to improve practice.					
Advising/ Mentoring/ Engagement	Recognizes the value of student engagement beyond the classroom; understands the importance of mentoring for adult learners; takes personal responsibility for student success; understands unconscious bias.					
Expectations/ Attitude (Faculty Values)	Recognizes students and their identities as assets; demonstrates a willingness to support students; sees education as a promotion of agency and empowerment; evidence of willingness to work with others (i.e. is collegial and collaborative); understands the mission of community colleges; understands the role of scholarship and professional development.					
Service/Professional Experience	Possesses the necessary technical knowledge for the position (i.e. computer knowledge and other machine operations); has noted license(s) and/or certification(s) as evidence of skill (where necessary); communicates effectively; demonstrates quality presentation ability; has noted conference presentation(s) and/or scholarship as evidence of content knowledge (where necessary);					
Equity-Mindedness	Understands equity as distinct from diversity and equality; avoids deficit thinking and use of deficit-minded references; understands race-based inequalities and their elimination as individual and collective responsibility; encourages positive race consciousness; promotes equity through relationship building to increase buy-in among colleagues.					
					TOTAL:	

Committee Member Name: _____

Date: _____

Signature: _____