Date

**To: Dr. xxxxxxx, Dean, College of Professional Studies**

**From: Dr. xxxxxxxx, Search Committee Chair**

**Re: Position Title
 Assistant Professor-Tenure Track**

 **Department Name**

 **Job #: FAC20xx-xxx**

**Narrative**

**Introduction**

The CSUMB xxDepartmentNamexx Search Committee consists of the following members:

Dr. xxxx, Dr. xxxx, Dr. xxxx, and Dr. xxxx(chair of committee). The committee reviewed a total of 72 applications for the xxxxxx Position. In January 20xx the committee identified four top applicants and invited three candidates to interview and scheduled their campus interviews as follows:

Dr. xxxxx- February 27, 2012

Dr. xxxxxx- February 20, 2012

Dr. xxxxxx- March 2, 2012

After reviewing the strengths and weaknesses of the three candidates who were interviewed the committee decided to revisit the applicant pool and review the additional new applications. While there was one candidate the committee identified as someone whose qualifications and dispositions seemed a suitable fit for the position, the committee was interested in reviewing the additional new applicants to see if there was someone whose qualifications were stronger/ more of a fit for the position? After reviewing the additional 8 new applications as we identified the following two applicants and invited them to interview for the position.

Ms. xxxxxx- April 23, 2012

Mr. xxxxxx-April 30, 2012

**Candidate Strengths and Areas for improvement**

Below is a narrative of the strengths and areas for improvement (based on the minimum and desirable qualifications as indicated in the job description) of the five candidates that were interviewed on campus. Reference check confirmation forms for two of the candidates are attached.

Minimum Qualifications:

* PhD or EdD by the time of appointment from an accredited doctoral program
* Three or more years of successful Pre-K-12 teaching experience
* Ability to teach effectively in a wide range of courses
* Willingness to model effective teaching practices in public school settings
* Knowledge of action research methods

Desirable Qualifications:

* Demonstrated leadership skills in professional or academic areas
* Experience in school or district leadership positions
* Expertise in English/Language Arts Education

(this section would be completed for each interviewed candidate)

Dr. xxxxxxx: Ph.D. in Curriculum & Instruction - University of Hawaii at Manoa

Dr. xxxxxx received her Ph.D. in Curriculum and Instruction from the University of Hawaii at Manoa in December 2011. Dr. xxxxxx met all of the minimum qualifications except for the ability to teach a wide range of courses at the university level.

Dr. xxxxx’s Research presentation titled: “ New Teacher Induction: A case study of beginning teachers’ perceptions of support in their first year, ” was an action research study informed by the conceptual framework based on Brofenbrenner’s Ecological Systems theory of human development. Dr. xxxxx was well prepared and she delivered her presentation with clarity and confidence. The research presentation could have been improved by including data charts to display the findings and providing handouts of her presentation.

During Dr. xxxxx’s teaching presentation addressed Schema Theory and its applications to reading comprehension. Feedback from the CSUMB teacher candidates (n=13) who attended her teaching presentation commented on how engaging and interactive the lesson was as well as the value of the content. One candidate commented, “It was interactive, thought provoking & interesting. Learned about schema and how to apply certain strategies. Respectful, polite.”

Search committee members commented on Dr.xxxxx’s organization, use of current strategies, and presenting a research-based lesson with a practical application. Dr. xxxxx modeled good classroom practice, she took the time to learn about the teacher candidates and she actively engaged students throughout the lesson. Feedback for improvement included that she could have modeled the activation of prior knowledge, and proofread her power point slides (one typo was noted).

Strengths

* exemplifies a passion for teaching
* student centered democratic approach
* understands the tie between instruction and assessment
* effective communication, explains and describes w/ clarity
* -able to improve school performance; use of comprehension strategies to improve test scores from 30%-60% within one year
* experience working with teachers as literacy coach
* has technology experience; has service-learning experience

Areas for Improvement

* -little formal university teaching skills although she earned her doctorate in Dec. 2011
* -proofreading: this is especially crucial for someone who may be teaching the English C&I course and interacting with teachers and administrators in the K-12 system
* -has experience as a teacher leader at the elementary and middle school level but no H.S. experience
* -leadership in higher education context.

**Conclusion**

The search committee recommends that both Ms. xxxx and Mr. xxxxx to be considered for the position. Each candidate brings a set of unique skills and experiences that would address some of the existing needs in the Teacher Education Department.

Attach interview questions, itinerary for interview schedule, and reference checks for top candidates