

	1-Insufficient	2-Beginner	3-Developing	4-Accomplished	5-Advanced
Motivation and Knowledge	Only wants position for free housing Lacks understanding and purpose of role Cannot articulate what they will get out of the position	Has limited knowledge of MIT and the position Expressed interest in gaining leadership experience but lacks current experience	Explained positive motive for wanting position Has some relevant experience Has a general understanding of role	Articulated motive(s) for wanting position that are aligned with role Has leadership experience Has knowledge of MIT	<ul style="list-style-type: none"> • Has significant knowledge of MIT, the undergrad exp., and Res. Ed. • Has years of exp. as a RA, mentor, etc. • Has solid understanding of the role and how they will transition into the position
Interpersonal Communication	Does not see the value in relationship building Expresses a lack of boundaries when working with residents, i.e. wants to be friends with residents	Articulated value of relationship building but unable to identify strategies for building relationships Indicated understanding of boundaries but could not connect importance of boundaries to the role	Articulated value of relationship building with vague strategies for building relationships Articulated importance of boundaries for the role without providing examples of boundaries they would set	Articulated specific strategies for building relationships with residents Articulated importance of boundaries and gave examples of boundaries they would set in the role	<ul style="list-style-type: none"> • Has specific strategies for relationship building and cited examples of utilizing these strategies in the past • Gave specific examples of setting and maintaining personal and/or professional boundaries
Group and Community Dynamics	Express discomfort with enforcing community standards and holding students accountable Does not see value in providing intentional community programming	Understands value of community standards, but has not been an active participant in their development Minimal understanding of and/or limited experience with mediation	Understands value of community standards, and may have some experience having discussions about standards. Understands value of mediation; little to no experience with mediation	Comfortable facilitating conversations about community standards, but may not have been in position to enforce them Some experience with mediation in a facilitation role	<ul style="list-style-type: none"> • Demonstrated understanding of the value of community standards, and experience implementing them • Demonstrated exemplary experience with upholding community standards • Skilled in mediation practices

	1-Insufficient	2-Beginner	3-Developing	4-Accomplished	● 5-Advanced
Inclusion	Used exclusive or demeaning language Gave no examples for any question	Had difficulty explaining inclusive environments Had trouble articulating community development Has limited experience in relationship building	Has some experience building relationships and collaborating Articulated the need for community development and gave example(s) Was able to somewhat describe an inclusive community	Used inclusive language when answering questions Provided examples of fostering community Provided examples of relationship building and reaching out to stakeholders	<ul style="list-style-type: none"> Used inclusive language throughout the interview Provided exemplary examples of fostering a welcoming community Spoke about the importance of levels of support and the need to make connections with stakeholders and campus resources
Crisis Management	Lacks problem-solving skills for role Could not provide examples Lacks any crisis management experience or how to respond to urgent issues	Limited critical thinking skills evident during interview Had difficulty articulating healthy confrontation Has limited experience responding to urgent matters Possesses desire to develop problem-solving skills	Has some experience with confrontation and expressed desire to learn more Has some experience in crisis management or responding to urgent matters Evidence of some critical-thinking skills	Critical-thinking skills evident during interview Provided one example of confrontation and healthy outcomes Provided an example of crisis response or responding to urgent issues	<ul style="list-style-type: none"> Provided exemplary examples of healthy confrontation and outcomes Has significant experience with crisis response Sound critical-thinking skills evident during interview Articulated after action plans for crisis response

TOTAL SCORE:

2020 INTERVIEW QUESTIONS

Candidate Name:

Welcome the candidate to the interview, introduce yourself and your interview partner. Give an overview of the position they are applying for and your role in the process. Explain that this interview will last about 25min and that you'll give some time at the end to answer questions. Please ask all italicized questions, but if a question is answered in a response to a previous question, you do not need to ask the question. There are additional questions you may ask if time allows.

BRIEFLY give an overview of the undergraduate residential system at MIT, the residential dorm structure, the FSILGs, and how the housing system is unique. Include:

- Many students will stay in their residential dorm or FSILG for multiple years, if not their entire time at MIT, some in the same room
- As a result, living communities develop unique “cultures”, along with traditions and expectations about their living community, both positive and negative (be prepared to offer examples)
- House Team and FSILG house structures

INTERVIEW QUESTIONS:

1. *Briefly describe your understanding of the GRA role, and why you would like to serve as a GRA.*
2. *How would you develop relationships with individuals who are new to the community? How would you develop relationships with individuals who are returning to the community?*
3. *How do you build relationships with various stakeholders beyond your residents (i.e. alumni, faculty, colleagues?)*
4. *Please explain how you establish boundaries with those you are supporting, advising, supervising etc., and provide examples if possible.*
5. *How would you work to assist your community in developing and maintaining healthy and safe cultures and traditions?*
6. *Talk about a time when you had to unexpectedly address an urgent matter or crisis. How did you assist in resolving this issue? What did follow-up look like?*
7. *What role does a GRA play in supporting an inclusive and diverse environment?*

ADDITIONAL QUESTIONS:

1. What excites you most about the GRA role and what are some areas of concern?
2. Talk about a time when you had to confront someone to resolve an issue. What steps did you take and what was the resolution?
3. How would you go about establishing a welcoming and accepting environment in your building?
4. What does confrontation mean to you? How would you help students understand your definition?

What is your recommendation on hiring this candidate?

TOTAL SCORE:

- ☐ Do not hire
- ☐ Hire with reservations
- ☐ Hire with no reservations

Interviewer Name and Role: Jessica Morris

Date: