

Selection Criteria: Professors

In identifying criteria for selection of professors it can be anticipated that, as in the past, many of the candidates will probably have an adequate background in subject areas but meager knowledge and skills in teaching functions and probably even fewer skills in terms of teaching adults.

Obviously, the first set of criteria to be assessed and weighted will be those that deal with the candidates knowledge and experience in the particular field of discipline.

The development of the knowledge and skills related to teaching in the College setting should be achieved through pre-service and or in-service training programs. Consequently, whether a candidate has formal teaching expertise or not, selection committees need to be able to assess a candidate's potential for becoming a successful College professor through such a training program.

Categories of criteria, with their method of assessment, have been listed in the attached document. Selection committees would use this tool, i.e., the selection process, for all candidates.

It is suggested that the categories of criteria be weighted at follows:

Category 1	40
Category 2	10
Category 3	25
Category 4	5
Category 5	5
Category 6	5
Category 7	5
Category 8	5
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	100

The rationale for the weighting is:

1. Professional expertise is the main criterion for selection of professors in the Community College.
2. A candidate without teaching experience is not heavily penalized if he/she meets criteria in categories 3-8.
3. A candidate with teaching experience must demonstrate his/her knowledge in category 3.
4. All candidates must demonstrate the personal attributes that would make them suitable for a teaching position.

For the purpose of demonstration, points have been assigned to the criteria within each category in this document. Selection committees may wish to redistribute these points to place more emphasis on some criteria within a category.

CATEGORY 1: Knowledge of Field or Discipline

Method of Assessment: Curriculum Vitae and Direct Questioning							
CRITERIA	RATING SCALE				WEIGHTING FACTOR	MAXIMUM SCORE	CANDIDATE SCORE
Education preparation relevant to the field or discipline.	High Level		Low Level		2.5	10	/10
	4	3	2	1			
Recency of the educational preparation. If not recent, has candidate updated?	Updated		Out of Date		2.5	10	/10
	4	3	2	1			
Practical experience in the field or discipline.	High Level		Low Level		2.5	10	/10
	4	3	2	1			
Relevance of practical/work experience to the subject areas to be taught.	Relevant		Not Relevant		2.5	10	/10
	4	3	2	1			
TOTAL						40	/40

* Suggestion – Asking a candidate to briefly review the curriculum vitae with the committee at the outset of the interview may help to put the candidate at ease.

CATEGORY 2: Knowledge of Field of Education

Method of Assessment: Curriculum Vitae and Direct Questioning							
CRITERIA	RATING SCALE				WEIGHTING FACTOR	MAXIMUM SCORE	CANDIDATE SCORE
Education preparation relevant to teaching.	High Level		Low Level		1	4	/4
	4	3	2	1			
Practical experience in teaching.	High Level		Low Level		1	4	/4
	4	3	2	1			
Relevance of teaching experience to the specific position (adult learners, subject matter to be taught, level of students,etc)	High		Low		0.5	2	/2
	4	3	2	1			
TOTAL						10	/10

CATEGORY 3: Knowledge of the Teaching/Learning Process

Method of Assessment: Presentation of the list of principles to the candidate, following by questioning.

The following is a list of learning principles that are particularly significant in the community college:

We believe that students learn best when:

- What is to be learned is closely related the their immediate goals;
- They actively participate in the learning process;
- They can put the new learning into practice;
- They are motivated and their interest is stimulated;
- Learning is consistently reinforced through positive feedback and achievement is recognized; and,
- The professor is available to them.

Considering those principles, please answer the following questions:

QUESTIONS	CRITERIA (Candidate Responses)	POINTS DISTRIBUTION	X	CANDIDATE SCORE
What kind of activities do you think would enhance student participation in the classroom?	<ul style="list-style-type: none"> • Role playing • Small group discussions • Individual or small group projects • Problem-solving exercises • Student presentations • Case studies • Laboratory experiments • Simulation • Other 	1 point will be attributed for each appropriate answer for a cumulative maximum of 5 points for each question in that category.		/5
What kind of resources could you use to support your teaching in order to facilitate learning?	<ul style="list-style-type: none"> • Guest lecturers • PowerPoint/Overheads • Blackboard and flipcharts • Films or videos • Computer assisted learning • Slides/tapes • Modules/individualized packages • Books and periodicals • Other 	Same as for the first questions to a maximum of 5 points.		/5

QUESTIONS	CRITERIA (Candidate Responses)	POINTS DISTRIBUTION	X	CANDIDATE SCORE
How could you provide opportunities for to increase student interest in and motivation for learning?	<ul style="list-style-type: none"> • Hands-on experience in the classroom • Simulation exercises • Laboratory sessions • Arrange for field work experiences • Observation (e.g. field trips) • Role playing • Other 	Same as for the first questions to a maximum of 5 points.		/5
What could you do as a professor to stimulate interest and motivation for learning?	<ul style="list-style-type: none"> • Tell the students how they will be using what they will be learning • Get to know the students (background, education, experiences, strengths, weaknesses, interests, goals, etc.) • Use strategies to gain students' attention • Make students feel at ease • Relate content to student experiences • Treat students as individuals • Encourage participation by questioning in class • Other 	Same as for the first questions to a maximum of 5 points.		/5
How could you use evaluation tools to promote student success in your course(s)?	<ul style="list-style-type: none"> • Frequent measurement of student performance • Immediate feedback to students about their performance • Rewarding success • Being available and readily accessible to students for academic assistance • Responding to student questions • Using evaluation methods and tools that are relevant to what is being taught • Other 	Same as for the first questions to a maximum of 5 points.		/5
TOTAL		25		/25

CATEGORY 4: Presentation at the Interview

Method of Assessment: Observation			
CRITERIA	POINTS DISTRIBUTION	X	CANDIDATE SCORE
The Candidate: <ul style="list-style-type: none"> • Is dressed appropriately • Maintains eye contact • Does not exhibit distracting mannerisms (gesture, speech, postures) • Conveys self-confidence 	1 1 1.5 1.5		/5
TOTAL	5		/5

CATEGORY 5: Interpersonal Skills

Method of Assessment: Presentation of a situation to the candidate followed by questioning.				
QUESTION	CRITERIA (CANDIDATE RESPONSES)	POINTS DISTRIBUTION	X	CANDIDATE SCORE
<p>Situation:</p> <p>A group of your students approaches you to voice their dissatisfaction with the most recent evaluation given in class. These students indicate that the test was unfair and that they do not agree with the test. Please describe how you would deal with this situation.</p>	<p>The candidate responses indicate that he/she will:</p> <ul style="list-style-type: none"> • Take the initiative to resolve the problem • Verify the information or clarify the problem • Seek advice from peers or supervisor, if necessary • Take action appropriate to the problem • Follow up on the problem 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>		<p>/5</p>
TOTAL		5		/5

CATEGORY 6: Receptiveness to Participating in Program-Related Activities

Method of Assessment: Questioning				
QUESTION	CRITERIA (CANDIDATE RESPONSES)	POINTS DISTRIBUTION	X	CANDIDATE SCORE
In addition to teaching, what other contribution would you expect to make to the program/school or College and the students?	<p>The candidate responses indicate that he/she will:</p> <ul style="list-style-type: none"> • Provide student counseling and advising • Participate in committee work related to the program • Be involved in professional organization(s) • Be a resource person for other staff members • Other 	<p>1 1 1 1 1</p>		/5
TOTAL		5		/5

CATEGORY 7: Professional Growth & Development

Method of Assessment: Questioning				
QUESTION	CRITERIA (CANDIDATE RESPONSES)	POINTS DISTRIBUTION	X	CANDIDATE SCORE
What action would you take to prepare yourself for this teaching position?	<p>The candidate responses indicate that he/she will:</p> <ul style="list-style-type: none"> • Gather information about students • Meet with other professors teaching in the program • Review program documents (curriculums, course outlines, etc.) • Become familiarized with policies and procedures • Read pertinent subject related materials • Identify and collect resources • Other 	0.5 will be attributed for each appropriate answer for a maximum of 2.5 points for each question and a cumulative maximum of 5 points for category 7.		/2.5
What assistance would you need from the College to help you prepare for this teaching position?	<ul style="list-style-type: none"> • Orientation sessions to the College/program • Opportunities to develop teaching skills through in-service training • Preparation time • Support from peers and supervisors • Identification of resources available within the College • Other 	0.5 will be attributed for each appropriate answer for a maximum of 2.5 points for each question and a cumulative maximum of 5 points for category 7.		/2.5
TOTAL		5		/5

CATEGORY 8: Communication Skills

Method of Assessment: Observation and assessment of candidate responses to the questions presented in the interview.			
CRITERIA (CANDIDATE RESPONSES)	POINTS DISTRIBUTION	X	CANDIDATE SCORE
Responses are clear and concise.	1.5		/5
Responses demonstrate organization and logic of thought.	1.5		
Responses demonstrate language proficiency.	1		
Candidate has established a positive rapport with the committee.	1		
TOTAL	5		/5

Candidate Assessment Tool Summary

Name of Candidate: _____

Results from computation of score obtained in each category:

CATEGORY	SCORE
1. Knowledge of Field or Discipline	/40
2. Knowledge of Field of Education	/10
3. Knowledge of the Teaching/Learning Process	/25
4. Presentation at the Interview	/5
5. Interpersonal Skills	/5
6. Receptiveness to Participate in Program Related Activities	/5
7. Professional Growth and Development	/5
8. Communication Skills	/5
TOTAL	/100