DOCUMENT RESUME

ED 161 489   JC 780 568

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TITLE   A Model for the Selection of Members of the
               Faculty.
NOTE   21p.

EDRS PRICE   MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS   College Faculty; Employment Qualifications; *Faculty
               Evaluation; *Faculty Recruitment; Personnel Data;
               *Postsecondary Education; Teacher Employment; Teacher
               Evaluation; *Teacher Qualifications; Teacher
               Recruitment; *Teacher Selection

ABSTRACT
               An idealized model for the selection of faculty is
presented in three phases. The first of these, pre-recruitment,
consists of four steps: determining needs for positions to accomplish
institutional aims; analysis of student, community, administrative,
and colleague characteristics, and of job qualifications; preparation
of the selection package; and affirmative action evaluation and final
reviews. The recruitment phase involves engaging in efforts which
will produce a high quality and diverse set of applicants from all
relevant populations. The third phase is applicant and candidate
evaluation; the steps which comprise this phase are candidate
screening, admission to candidacy, examination of candidates'
references and final checks, evaluations of the candidates, final
reviews and consultations, and invitation to faculty membership or
resubmission of position announcement. Appendices contain a model
faculty selection process flow chart and guideline statements from
the literature for each of the phases described. A bibliography is
also included. (MB)

A MODEL FOR THE SELECTION OF MEMBERS OF THE FACULTY

by

Joseph Lappin Marks

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I. The Importance of the Process of Selecting Faculty

There is humor in the following statement to the extent that the process of selecting members of the faculty is important.

> ...the last opportunity to change a college is
> the day before the first faculty member is
> hired.... (Bacchetti, p.)

Institutions of higher education are in the terms of economics, labor intensive. From this fact "derive" many of the problems, challenges and unique sources of strength of these institutions.[1] Labor intensive endeavors depend heavily for success on the caliber and good intentions of the people involved in the central activities. It is not surprising then, to find that scholars of education emphasize the prime importance of the process by which members of the faculty are selected for engagement in educational endeavors.

> No decision involved in the governance of a
> college...affect the quality of the educa-
> tional program more than those that deter-
> mine the makeup of the faculty. (Corson, p. 101)

> ...teacher selection is the fulcrum on which
> the success of the...educational system rests.
> (Diekager, p. 186)

> ...careful selection procedures for instruc-
> tors and professors are prerequisite to ful-
> filling the mission of the institution... .
> (Bornheimer, et al, p. 117)

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[1] A central problem and challenge widely recognized is the financial inflexibility that results from the high proportion of revenues that must be commited to salaries coupled with the limited abilities to increase productivity. Less widely recognized is the following strength: Since the central endeavors of those involved in higher education are in, what may be termed broadly, the human development field, the heavy reliance on human resources and the dignity and liberty those individuals are (more or less) accorded, provides the grounding for eduptional values.

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The Need for a Model Faculty Selection Process

What is surprising is that, as far as we have been able to deter-
mine, the quantity and thoroughness of the literature on the process
of faculty selection does not match what would be expected for a topic,
of such recognized importance. The literature pertaining to faculty
selection, like X-rays, provides a view of the skeleton of current
selection practices. The reason for this limitation may be due to
limitations in the practices themselves though this is by no means
universally the case.

> When compared with the processes obtaining
> in many business firms, government agencies,
> and professional enterprises, the prevailing
> process of hiring faculty is amateurish and
> marked by the use of overly subjective cri-
> teria by inexperienced department heads.
> (Corson, p. 192)[2]

Corson draws a distinction between membership in a faculty and
employment by a firm. He maintains that the selection of faculty
differs from the selection of an employee.

> The process is substantially identical in
> the concern of the decision-maker as to the
> basic qualities of the individual...; it is
> similar in terms of the evaluation of the
> individual's training for the work to be under-
> taken; but it differs in terms of the appraisal
> of the individual's goals and commitment.
> (Corson, p. 101)

This suggests that there is much to be gained from a judiciously con-
ducted examination of other literatures on selection for adaptation
to the process of faculty selection.

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[2] Corson outlines his view of the prevailing processes on pages
190-191. Other outlines of current practices can be found by
referring to Bornheimer et al, pp. 118, 124; Diekager; Poort; Shawl;
University of Florida; and Knowles.

The aim of this paper is to synthesize from the literature on faculty selection, and the literatures pertaining to public school teacher selection, business, and government agencies, a more in-depth and comprehensive model for the selection of faculty.

The term 'model' has many senses and uses. It is often used with the meaning 'proto-theory' or 'pseudo-theory', as in 'simulation models'. It is often used with the meaning 'paradigm' or 'idealization'. It is often used in a way that mixes at least these two meanings. In this paper the term is used in the sense of idealization. The model developed is not to be taken too literally. It is not designed to be employed in cookbook fashion. Rather, it is designed to highlight, schematically, important variables and interrelationships among components of the selection process in order to provide a heuristic device to guide those conducting unique selection processes fitted to unique instructional needs and contexts.

The Proposed Faculty Selection Model[3]

Phase 1: Pre-recruitment

First steps are not always the most difficult nor are they always the most important. But without them no one ever gets anywhere (on foot). And if we set ourselves in the wrong direction we waste energy and resources setting our course aright. This analogy applies to the selection process. A thoughtful and thoroughly conducted pre-recruitment phase is of central importance to the success of the selection process.

Step 1: Needs Analysis

The purpose of this step is to determine needs for positions to accomplish institutional aims. This requires a clear, noncontroversial statement of what the mission and goals of the educational endeavors are and documentation of need from a planning unit.

Step 2: "Job" Analysis

The first part of "job" analysis consists of situation analysis. Bolton lists three classes of situational factors that influence the nature of a faculty position that require analysis. In adapted form these are: (1) student and community characteristics, These include such items as the interests, attitudes, abilities, motivation, morale and prior learning of the students, and the atmosphere of the community in regard to the institution. (2) Administration characteristics include such items as the orientation to change, ability and interests in supporting faculty, human relations and organizational skills.

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[3]The basic outline for the model is adapted from Bolton. Refer to Appendix 1 for an understanding of the relationship of the model selection process to other organizational functions.

(3) Colleague characteristics include such items as general morale,
attitude toward newcomers and change, willingness to aid new faculty
and willingness to plan programs cooperatively.

The second part of "job" analysis consists of a position analysis.

> The purpose of a specific position analysis
> is to gather and analyze data about the
> position to identify what is important to
> teaching successfully in that situation,
> identify how the important aspects can be
> measured, communicate to prospective new
> teachers the major and minor aspects of the
> position, and infer what information might
> be collected to help predict...success...
> in the job. (Bolton, p. 5)

This requires drawing heavily on information from the evaluation
process. It is important to be neither too specific nor too gen-
eral in developing a position analysis. The qualifications must be
demonstrably relevant, yet not so restrictive as to foreclose the
exercise of professional judgement. The analysis should produce the
data for the screening of applicants and evaluation of candidates.

Step 3: Preparation of the Selection Package

The selection package incorporates, in documented form, the
results of the previous steps. The package takes form around a basic
time-table that specifies the what, who, when, where, and how of what
is to occur. All information, including "salary range" leaving suf-
ficient "degrees of freedom," and all forms prepared for applicants
and candidates should be included at the appropriate points. All
forms to be used by the selection group should be included at the
appropriate points as well as specified criteria and evaluation aids.

Step 4: Affirmative Action Evaluation and Final Reviews

The entire package should be submitted and circulated for
final checks and revisions to insure compliance with affirmative

action guidelines as well as to insure the adequacy of the total package.

Phase 2: Recruitment

The substance of this phase is to engage in those efforts which will produce a high quality[4], diverse set of applications from all relevant populations. The careful conduct of this phase is particularly important in relationship to affirmative action compliance.

Phase 3: Applicant and Candidate Evaluation

Step 1: Screening Applicants

The screening process begins when all eligible applications have been received. The applications are studied to determine which among them satisfy basic criteria. When this has been achieved those not qualifying should be immediately notified that they have not been admitted to candidacy for the position. The involvement of individuals who are close to the position to be filled is particularly important here, as is the involvement of the individual who will be the immediate supervisor of the person to be employed. The recommendatory role of those involved in this step should be made clear.

Step 2: Admission to Candidacy

Those who do meet basic criteria are notified that they have been admitted to candidacy for the position and the full range of materials supporting the individual's candidacy is requested.

Step 3: Examination of Candidates

When full documentation is received it is analyzed and evaluated according to established guidelines. The list of prime candidates is

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[4]'Quality' as used here may be defined by such variables as 'number of applicants meeting basic qualifications,' 'number of applicants with substantial strengths in required qualification areas,' etc.

formulated and the in-person examination is arranged. The examina-
tion procedes through those examination activities formulated in the
selection package.

Step 4: Reference and Final Checks

This step has as its aim the collection of all final informa-
tion required for the evaluation of the candidates. Summary docu-
ments should be attached to the candidates' files when all items are
complete. Such files may be termed 'evaluation packages' and form
the basis for the next step.

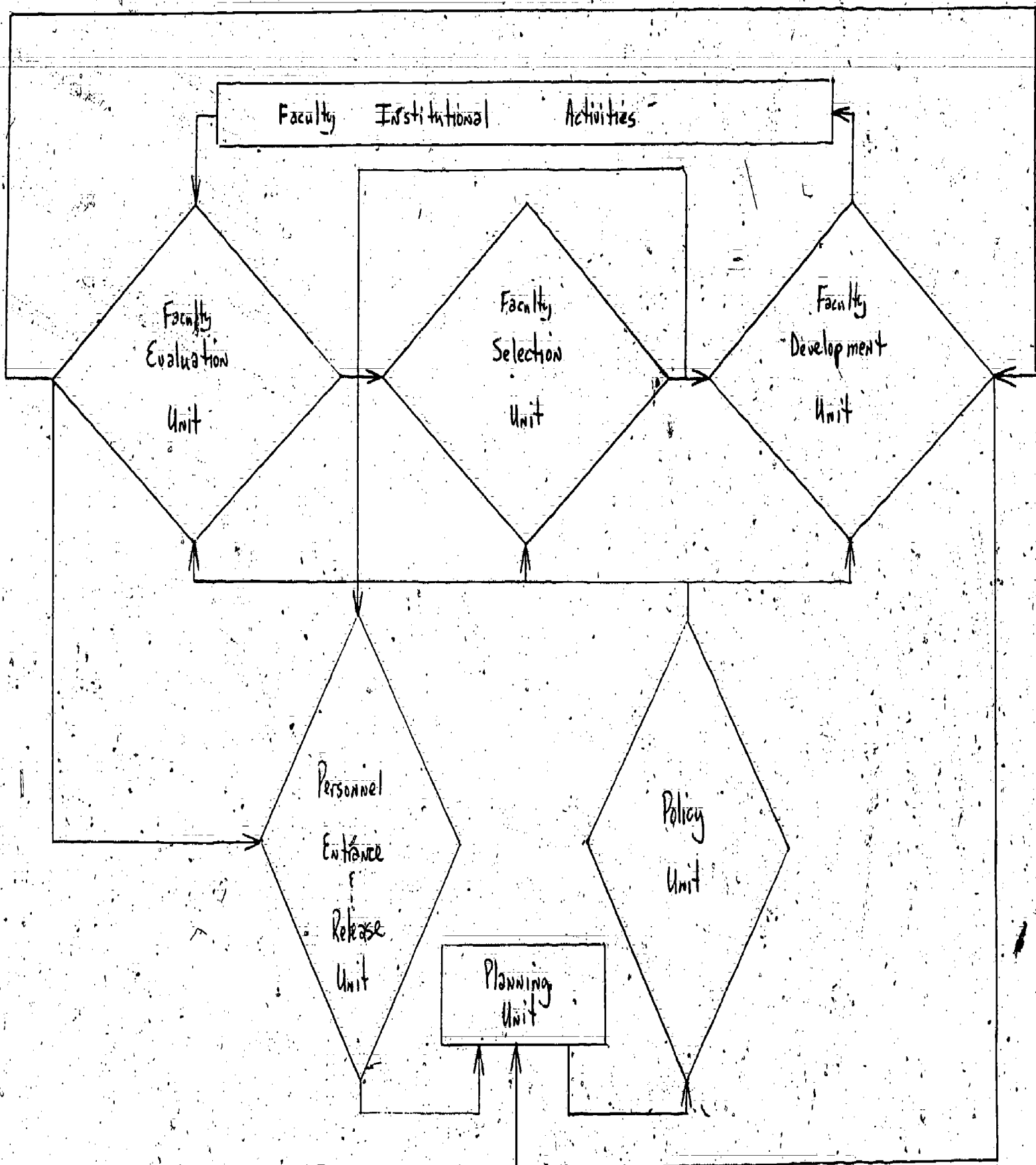### Step 5: Evaluation of the Candidates.

After all the evaluation packages have been prepared, they are
systematically studied and evaluated.

Step 6: Final Reviews and Consultations

After the evaluation packages have been completed, the results
are reviewed and the final discussions and consultations are held.
The result of these reviews and consultations are the concluding
step.

Step 7: Invitation to Faculty Membership or Resubmission of Position Announcement

Model Faculty Selection Process Flow Chart

Faculty Institutional Activities

Faculty Evaluation Unit

Faculty Selection Unit

Faculty Development Unit

Personnel Entrance & Release Unit

Policy Unit

Planning Unit

Appendix 2

Pre-recruitment Phase Guidelines

A. Guidelines Excerpted from W. A. Diekager.

ACADEMIC CRITERIA FOR SELECTION

"On the basis of the research studies reviewed it
appears that there is not sufficient evidence to sup-
port or reject the hypothesis that the number of
courses in professional education is an indicator of
teaching success or that grades in professional educa-
tion courses are indicators of teaching success.

It was determined that there is a positive and sig-
nificant correlation between the number of subject
matter courses taken, grades in subject matter courses,
and teaching success.

The research evidence showed that communication
skills such as verbal ability, oral vocabulary, writ-
ten vocabulary, and being well-read are strong
indicators of teaching success.

The research finding relative to intelligence test
scores do not have enough consistency to support the
hypothesis that intelligence scores can be utilized
as predictors of teaching success.

It appears that there is a positive but not signi-
ficant relationship between successful teaching and
the number of years of teaching experience. The rela-
tionship is strongest during the first years of
teaching experience and then decreases." (pp. 188-189)

PERSONAL CRITERIA

"...it appears that age is not a predictor nor
factor in successful teaching. However, there is
substantial evidence to support the hypothesis that
a faculty should be kept balanced in terms of age of
the teachers.

It appears that there is not sufficient research
evidence to support or reject the hypothesis that
cultural background is a predictor or indicator of
teaching success.

The research evidence strongly supported the hypo-
thesis that teachers should be selected from a broad
and diverse geographical background or residence.

It was determined that there is little relation-
ship between health and teaching success.

It appears that marital status is not a determining
factor in teaching success unless the position of
being married, single, divorced, or widowed is pro-
ducing emotional turmoil within the individual.

The consensus of the research findings suggested
that the personality of the teacher is the most impor-
tant factor in teaching success; however, "personality"
is also the most difficult of the selection cri-
teria to define, measure, and evaluate. Also, within
the criterion of "personality," the research evidence
suggests that those aspects of the personality which
appear to be the best predictors of teaching success
are also the very ones which are most difficult to
measure or ascertain.

Although the research evidence did not indicate that
sex is a determining factor in teacher success, it is
considered to be a good practice to keep a...faculty
balanced in terms of the number of male and female
teachers."

Appendix 3

Recruitment Phase Guidelines

A. Guidelines Excerpted from W. A. Diekager.

PROCEDURES FOR SELECTION

"Job descriptions and job specifications appear to
be extremely valuable procedures in selection of teachers.
The research evidence suggested that job descriptions be
used to define the nature of the job position and that
job specifications be used to define the qualities or
characteristics needed by the individual who will fill
the job position.

The research evidence has demonstrated that a recruit-
ment program needs to be carefully planned and defined,
preferably in written form. Applicants should be re-
cruited from as many sources as possible. After locating
prospective candidates, aggressive action should be taken
when inducing or persuading the prospective applicant to
seek employment activity. Recruitment procedures need to
be carried on throughout the school year on a continuous
basis. There appears to be a substantial need in this
area for research that would correlate specific recruit-
ment practices with later evaluations of good or bad
teaching.

The research findings showed that the application form
is the most commonly used procedure for collecting infor-
mation on teacher applicants. The application form should
be designed to fit the needs of the local school system
and may legally elicit any information except that which
is related to race or religion.

The research suggested that references and recommenda-
tions should be used as a selection procedure, but with
caution. The available evidence showed that using "guide-
lines" and "rating scales" in writing recommendations
improves the validity and reliability of the references
to a substantial degree. Formal training of the selection

officials who read letters of reference or recommenda-
tion also increases the value of this instrument. (p. 21).
     The research findings related to interviewing...
support the following...(a) The interview is a widely
used teacher selection procedure being used by 99.9 per-
cent of the nation's school systems. (b) The interviewer
needs to define the purpose, structure, technique, and
length of the interview which he proposes to use. (c)
Interviewers need to be properly trained. A recom-
mended training program utilizes audio and visual
recording devices. (d) The use of a model or stimuli
elicits a greater amount of information from the inter-
view. Based on the research evidence reviewed, it
appears that the interview is a valuable procedure...
     The research...showed that observation of a teacher
candidate is a strongly recommended procedure but sel-
dom used... .
     The evidence showed that written exams are not
widely used... .
     The information and data collected...should be
evaluated as objectively as possible. Devices such
as "qualification profiles" and "rating scales" help
convert the information and data to graphic or numer-
ical illustrations. A group or committee...will pro-
vide evaluations of greater validity and reliability
than if only one individual is responsible for the
total evaluation.
     Eligibility lists, either ranked or unranked, pro-
vide a systematic method of recording information
concerning potential candidates. The research find-
ings suggested that the legal aspects...need to be
adhered to." (pp. 191-195)

B. Guidelines Excerpted from Milton M. Mandell.

SOURCES OF INFORMATION FOR SELECTION

"The application blank.
The interview.
Tests: general intelligence, knowledge, aptitude,
performance, interests, and personality.
Reference checking.
Physical exam.
Follow-up before completion of conditional employ-
ment period.
Appraisal during training.
Evaluation during temporary or part-time employ-
ment.
Special work assignments.
Credit and police record checks.
Appraisal of job performance and potential."

NO PAT ANSWERS TO PROBLEMS OF SELECTION

"The complexity of jobs and of human beings defies
those who seek easy, cheap answers to the problems
of selection. Successful people in the same position
are the product of a variety of molds and are success-
ful for a variety of reasons... ." (p. 23)

GENERAL PRINCIPLES OF RELIABLE METHODS

"In general, we can have most confidence in our
selection when we see the employee actually perform
the job under circumstances which are as normal as
possible.
  Next and almost equal in value is performance on
a job, in the same organizational environment, that
is different only in degree from the job to be filled.
  Performance tests which truly represent the impor-
tant demands made by the job, and which can be
objectively scored, probably are next in value, while
biographical information blanks may be nearly as good.
  Tests of specialized knowledge for professional jobs,
and aptitude tests for...jobs with little emphasis on
interpersonal relations... .
  Intelligence tests... .
  Interviews...will remain at the bottom as long as
untrained employees whose capacity as interviewers has
never been evaluated... .
  ...reference inquires, their varying quality elimi-
nates...evaluation of their general validity... ." (p. 24)

JOB DESCRIPTION TECHNIQUES

"Observation or time budget studies of actual activities
Interviews with current job holders
Questionnaires to get information on activity rele-
vance, importance, time spent and level of difficulty
Dairies
Critical incident reports to give insight into effec-
tive behavior." (pp. 56-59)

JOB DESCRIPTION DATA NEEDS

"Amount and type of supervision received
Extent of responsibility
Need for (and opportunity to use) initiative
Necessary background and knowledge
Degree to which alertness is important
Judgement factors
Level of dexterity called for
Standards of accuracy
Tools and equipment used
Production standards
Working conditions
Physical demands" (p. 60)

"What does the employee do?
How does he do it?
What is the end product or the objective of the job?
What standards are used in evaluating performance?
What qualities characterize the supervisor and the employees in the work unit?" (p. 61)

CRITERIA FOR JOB ANNOUNCEMENTS

"Keep the length to a minimum by removing non-differentiating or overlapping items, items about things post employment training would compensate for, items that narrow applicants too much, and items that are desirable but not necessary.
Use three types of qualifications: eliminators, eliminators and selectors, and selectors.
Consider qualities needed for advancement.
Include performance factors.
Maintain a balance between personal traits, appti-tudes, learning ability and knowledge in stating desired qualities.
Mention specialized criteria with caution.
Consider training possibilities.
Emphasize the organizational environment and structure." (pp. 91-95)

CRITERIA FOR APPLICATION FORMS

"...should elicit sufficient accurate information that the least likely applicants can be eliminated by reviewing its contents, without additional screening and with a minimum of errors, while the same information can be the basis for further evaluation of those who survive. ...fewer people are willing to lie by errors of commission than by errors of omission.
Complete coverage of the major categories of information obtainable through application forms will increase validity at every selection stage...although... a time consuming form introduced too early will discourage many desirable applicants... ." (pp. 158-182)

INTERVIEW LIMITATIONS

"Interviews as typically conducted result in extensive inferences from limited data by people who often are not qualified by experience or training in this art. ...An inherent weakness is its artificial setting, away from the workplace." (p. 187)

DESIRABLE QUALITIES FOR INTERVIEWERS

"...a thorough knowledge of the jobs for which he is interviewing, a knowledge best derived from experience

in performing or supervising the work or...from analyzing
the job and the background of those who have done well
and poorly on it.

Cold-blooded objectivity is a more appropriate atti-
tude for the interviewer when he starts to analyze
results, although he needs warmth to establish a quick
relationship with the applicant. Those who tend toward
objectivity and think critically, systematically, and
analytically are the most likely to be successful
interviewers, although their critical ability has to
be masked by a non-critical attitude during the interview.

Those who associate with and have experience with
people who have a variety of backgrounds and charac-
teristics are likely to be good interviewers....

For some professional and administrative positions,
high-level intelligence...in the interviewer is essen-
tial.

An interviewer needs recent extensive acquaintance
with people similar in age and occupation to those
being interviewed.

An interviewer with experience is better than one
without, assuming the quality of his performance has
been satisfactory.

Overtalkative people make poor interviewers.
Opinionated people make poor interviewers." (pp. 189-190)

WAYS OF IMPROVING INTERVIEWING METHODS

"Analyses of observed or recorded interviews.
Queries to applicants...on their opinions of the
interview." (p. 193)

TYPES OF INTERVIEWS

"Preliminary: Usually three to five minutes in dura-
tion; aimed at seeing if further interviews or evalua-
tion, testing, etc. is worthwhile. These are a poor
screening device.

Job and Probing Question: The candidate is asked
questions relevant to job duties and situations. The
advantage is content relation. The disadvantage is
that it encourages overlooking personality factors.

Stress: Interruptions, criticisms, long silences
after candidate answers, and other devices are used
to induce stress. The devices should be employed
during the middle of an interview. The technique
may not be related to behavior under "real" stress.

Background Information Interviews: The emphasis
is on learning what experiences he has faced and what
he has done in these situations, as the best indica-
tor of what he will do. ...The method demands a more
mature understanding of human behavior and development...

because it emphasizes an analytical rather than impressionistic evaluation of the extensive material that is obtained.

Discussion: This type is similar to the background interview but is significantly different in that it is not systematic or comprehensive, no set questions are asked, and the emphasis is on analysis of impressions, not facts. ...it may fail to cover significant portions of the applicants background.

Group Oral Performance: A group of applicants are seen at one time...and interact with each other...This provides an approximation of some actual job situations. Such an interview has the advantages of a longer observation period per individual, that raters' interactions do not interfere, that it provides a direct comparison of candidates and that it produces more spontaneous thus more characteristic behavior. The weakness are that raters may be misled by the general quality of the group. This type should be used in conjunction with an individual interview." (pp. 193-201)

PREPARATION FOR INTERVIEWING

"Choosing the appropriate types of interviews.

Plotting the areas to be covered on the basis of a thorough study of the job requirements.

Determining the number of interviewers and, if more than one, determining whether they will conduct the interview as a panel or separately.

Reviewing all the information available on each candidate in advance so that factors needing emphasis can be predetermined.

Deciding on the administrative arrangements, including the place to hold the interview and its approximate length." (p. 204)

INTERVIEWING MISTAKES

"Indulging in sheer discourtesy and rudeness...

Jumping to conclusions before the interview has proceeded very far; continuing to ask questions but no longer listening.

Mechanically asking every applicant the same questions and not following up his answers.

Accepting what is said at face value without probing to determine its meaning or accuracy.

Leaving unexplored gaps in the applicants' work and educational history.

Allowing the applicant to guide and take over the interview.

Asking leading questions and hinting at the desired answers.

Being too shy to ask questions about family and work adjustment problems.

Depending on memory, not notes, for remembering impor-
tant facts (or taking too many notes).

Feeling sorry for the applicant and rushing in to
ask other questions when he hesitates (or attempting to
counsel him).

Failing to ask those questions that would call forth
revealing answers or wording such questions poorly.

Appearing to be so critical or cold that the appli-
cant "clams" up instead of opening up.

Expecting the applicant to "sell" himself when the
organizations' needs may be greater than his.

Failing to observe such non-verbal clues as nervous
gestures, voice changes, and obvious hesitation and
to relate these clues to the subject being discussed."
(pp. 212-213)

C. Guidelines Excerpted from Internal Revenue Service.

REVIEWING JOB REQUIREMENTS AND ESTABLISHING SELECTION CRITERIA

"Job requirements include such categories as: (1) know-
ledge (such as the knowledge of training methodologies);
(2) skills (such as the skill in developing performance
measures); (3) abilities (such as the ability to
coordinate programs); (4) personal characteristics (such
as the characteristic of independence).

The product of your review should be a list of those
job requirements that describe a superior employee... .
This is the base data upon which the selection criteria
are developed. You may find it helpful to arrange the
job requirements into broad categories: (1) general
abilities—abilities generally considered basic to
all training positions, e.g., the ability to work
independently; training and learning specialist abili-
ties—abilities directly related to training or learning
process, e.g., the ability to instruct; (3) program
management, administration and consultation abilities—
abilities related to the nature and scope of the
program responsibilities of the position and the
nature of work relationships, e.g., management of course
development activities.

You must decide which of those listed will be cri-
tical in the selection process. ...you might ask the
following questions... . (1) Is it reasonable to
expect candidates to possess this ability considering
the grade level of the position? (2) Is the ability
so elementary that it is highly probable that all can-
didates will possess it or can easily acquire it once
selected? (3) Is it highly probable that the best
candidate will still be selected if this ability is
ignored in the selection process?

As a general rule you should wirte five to ten
criteria." (pp. 6-7)

"Behavioral indicators should be written for each
selection criterion. Behavioral indicators are state-
ments of specific, observable, behaviors that candidates
who meet a selection criterion are likely to exhibit.
The specification of "action verbs" is the key to
a behavioral indicator. For example, for a knowledge
criterion; defines, describes, identifies, lists, or
outlines. For an evaluation criterion; appraises, com-
pares, concludes, contrasts, criticizes, describes,
discriminates, justifies, interprets, or supports." (pp. 8-9)

SELECTING INTERVIEW TECHNIQUES

"The techniques are dictated by the selection criteria
and their behavioral indicators. For example, for a know-
ledge criterion with behavioral indicators as noted, dir-
ect questions such as "What is meant by...?" will suffice.
For an evaluation criterion with behavioral indicators
as noted, simulations such as "What would be your cri-
tique of these presentations?" are most appropriate."
(pp. 10-12)

Appendix 4

Evaluation Phase Guidelines

A. Guidelines Excerpted from Mandell, The Selection Process

.Evaluation requires not only understanding the
applicant but also relating this understanding to the
needs of the organization, comparing applicants who
are distinctly different, and then predicting the
behavior of a stranger...over a future whose character-
istics can be only dimly seen. ..

EVALUATION GUIDELINES

Is the candidate still growing? Has he reached his
peak? Or is he on the way down?
Are the reasons for his past successes or failures
still relevant?
Are his abilities, temperament, interests, and
attitudes consistent with each other or in conflict?
Does he have personal problems that will affect his
work performance?
Is his changing jobs a sign of growth or defeat?
Are his reasons for leaving jobs creditable and
favorable or unfavorable?
Is this organization the right one for him?
Do his strong points supplement or duplicate the
strengths of the organization?
Can he control his weaknesses?
Are his strengths related to the critical require-
ments of the job?
If he displays contradictions, what are the most
recent signs of the most relevant characteristics?
What needs is he willing to strive and "die" for?
Is he honest?
Is his performance in the interview sufficiently
superior to outweigh his poor showing when judged
by other selection methods and vice versa? What is the
known validity of these methods in this particular case?
(p. 252)

REFERENCE CHECKING GUIDELINES

Reference checking is an excellent adjunct to other
selection methods because it provides information on
behavior, not traits, and because the behavior eval-
uated has been observed in a natural, rather than an
artificial, situation. But there are weaknesses:
its lack of standardization and objectivity.
the degree of similarity of the work situation.
the characteristics of those providing the
information are as directly reflected in their evalua-
tion as in the behavior of those being evaluated.
the relevance of reference information varies
considerably from applicant to applicant. (p. 255)

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