Screening Process

During the application screening process, you will be considering the suitability of candidates for the position. It will start by reviewing the primary responsibilities of the position and evaluating each applicant's background in meeting them. It is helpful to examine non-traditional approaches applicants may have taken in gaining knowledge and experience in the subject area. These can be found on the application form as well as the resume provided.

Some areas to consider in the screening process are:

Experience: Identify experiences which would indicate ability to handle the duties and responsibilities of the position. Consider level of responsibilities of the position. Consider level of responsibilities and time served as part of the experience.

Education: Review the education obtained, relevant course work completed, and the continual learning process. In some positions, the importance of formal education may not be as critical as industry experience.

Other knowledge: Evaluate knowledge gained through volunteer work and community involvement programs.

Personal qualifications: Consider demonstrated interest in the field, self-improvement efforts, initiative leading to technical and professional competence.

Resumes and applications generally do not provide information about applicant's working relationships with others, likes and dislikes about working, degree of leadership, and motivational factors. To gain perspective on these areas, consider the following:

Supervisor responsibility: Measure the size of the budget or the number and position of those reporting to the applicant. Some idea of effectiveness in supervision can be gained through questions on motivation, turnover, or philosophy of supervision.

Accomplishments: Review such ideas as productivity improvements, increased revenues, cost-saving methods, mastery of successive skill levels, innovative or creative ideas, increased responsibility, or something as simple as perfect attendance. The accomplishments of which the applicant is most proud can also provide some insight into the person's opinion about the nature of work. If the accomplishments have been routine, it may indicate limited growth potential.

Effectiveness: Consider the applicant's personal traits including an assessment of the environment in which he or she will work. The goal is to match the person to the position and the environment. For example, an introverted, soft-spoken applicant may not be the best candidate for a competitive, high-powered department.
Stability: Generally, applicants who have "job-hopped" are evaluated as lacking stability, although this is not always the case. "Job-hopping" is fairly common in some fields, such as computer programming.

Progress: Consider the applicant's progress in each position generally by skill level. If the moves were lateral, you may wish to investigate the reasons for changing jobs.

Attitude: Evaluate how the prospective employee feels about work. Does the applicant consider past positions as less than satisfactory or as something that provides intense satisfaction? These can usually be measured by asking the aspects of the job that are best and least liked during the interview.

It is important to assess interpersonal skills to determine not only what a candidate can do, but also what a candidate will do if hired. Faculty have a great deal of flexibility in their assignments to choose committee work, student club advising, community involvement, governance tasks, program development, curriculum review, etc. Look at past experience in these areas.

The oral interview process will go farther in answering questions that may come up as a result of the application screening. Many times employees prove to be unsatisfactory, not for technical reasons, but for limitations due to interpersonal reasons.