



Program Evaluator Recruitment and Selection Guide

Developed for Use by **ABET** Member Societies

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Introduction

This recruitment and selection guide has been developed to assist ABET member societies' and their volunteer committees in selecting program evaluators (PEVs).

Minimum Qualifications

Program evaluator applicants should meet the following minimum criteria, which reflect the competencies contained in the Program Evaluator Competency Model:

Minimum Qualifications Required:

1. Demonstrated interest in improving education.
2. Member of one or more [ABET member societies](#) or willing to become a member prior to applying to serve as an evaluator. (Computing professionals: Membership in or willingness to join ACM or IEEE/CS fulfills this minimum qualification.)
3. Formal education and recognized distinction in your field.
 - a. Program evaluators with an industry background must possess the following:
 - i. Degree appropriate to the field.
 - ii. Experience in employment of graduates from accredited programs.
 - b. Program evaluators with an academic background must possess the following:
 - i. Degree appropriate to the field.
 - ii. Experience with accreditation process (desirable).
4. Internet and e-mail access and proficiency in using word processing programs (compatible with Word and Word Perfect), spreadsheets, and PDF files.
5. Other minimum qualifications may be required by ABET's member societies (i.e., PE license).

Next Level of Qualifications – Competencies

What are competencies?

- Competencies are BEHAVIORS (which include knowledge, skills, and abilities) that define a successful PEV.
- Competencies align with the vision, values, and strategy of an organization and thus help set expectations for behavior.
- Competencies drive continuous improvement by raising the bar for what is expected.
- Competencies become benchmarks against which to measure performance.

This competency model has been approved by the ABET Board of Directors and is included in the ABET Rules of Procedure.

Why Use Competencies to Guide Recruitment and Selection?

Competencies set on-the-job expectations and demonstrate how PEVs will be evaluated.

“Past behavior predicts future behavior.” Once the competencies (expected behaviors) are identified for a specific role, decision makers can determine who most likely will be successful in that role. Decision makers determine success by evaluating how an applicant might have demonstrated those competencies elsewhere (in their past jobs or volunteer activities). Thus, the goal is to get the applicant to articulate how they have demonstrated those competencies elsewhere.

Decision makers then assess the degree to which an applicant’s examples demonstrate behavior required of a PEV. It is important for decision makers to have a good understanding of the competencies and how they are demonstrated in the accreditation process. For example, a person who has worked very effectively as part of a project or task team and can explain how this behavior relates to the PEV competency would be a good PEV candidate. Participation on a project team does not necessarily indicate the quality of that participation. Therefore, more complete answers on an application will provide the best evidence for a selection team to determine the likelihood that a candidate will be a successful PEV.

An added benefit of reviewing applications where candidates have had to describe their experiences is that decision makers will also have an opportunity to observe how well a person expresses him or herself in writing.

Recruiting Candidates

Increase the applicant pool by soliciting government/industry candidates

- Mine your member society database through pro-active solicitation.
 - What percentage of your current membership is represented by industry, government, and other non-academic sectors?
 - Suggestions for increasing the PEV applicant pool include
 - An e-mail targeted to industry and government members meeting minimum requirements.
 - An e-mail targeted to those in society leadership positions (outside of educational activities) who could encourage government/industry members to apply. (See appendix for sample e-mails.)
 - Recruit at regional society meetings, as industry candidates often attend regional meetings rather than annual meetings.
- Mine your member society contacts through pro-active solicitation.

- Who among society volunteers or staff members has contacts with leaders in industry and can recruit candidates to become PEVs?
 - Utilize the volunteer leadership on accreditation-related committees to spearhead a campaign to contact personally industry and government leaders they know could recruit candidates.

Increase the applicant pool by soliciting underrepresented candidates

- Mine the member society database through pro-active solicitation.
 - What percentage of the current membership is from underrepresented groups? How can you reach them?
 - Increase the number of diverse applicants through an e-mail targeted to members of underrepresented groups who meet minimum requirements. (See appendix for sample e-mail.)
- Mine your member society contacts through pro-active solicitation.
 - Who among society volunteers or staff members has contacts with those who can recruit candidates from underrepresented populations to become PEVs?
 - Have the volunteer leadership on accreditation-related committees personally contact potential candidates from underrepresented groups.

For more ideas and recruitment materials, please refer to the [PAVE](http://www.abet.org/pave) webpage at: <http://www.abet.org/pave.shtml> or contact eglazer@abet.org.

Assessing Candidates

A Complete Application

Each candidate will need to be prepared to provide the following information to be considered:

- Completed application by applying online at http://www.abet.org/pev_app.shtml.
- References from people who have observed their job performance (if required by society).
- Resume/CV (if required by society).

Minimum Requirements

Candidates must have the following to be considered:

- Access to e-mail and internet and proficiency in word processing programs
- Relevant technical background (as determined by member society).

Technical/Professional Background

Member societies should establish their own minimum requirements for an applicant's technical/professional background. Minimum requirements establish absolute qualifications a candidate must possess to be considered.

Here are some considerations when setting minimum requirements for PEV candidates:

- Non-academic candidates: What academic degree is required for a PEV to evaluate a baccalaureate program? With high ratings in the PEV competencies and other background areas, could a PEV with a terminal degree of BS adequately evaluate a baccalaureate program?
- Non-academic candidates: What constitutes the appropriate technical background? Would applicants need to be published, or is it sufficient that they have kept current in their field and have a good understanding of what is required of the entry-level technical professionals they would employ and supervise?
- Academic candidates: What constitutes an appropriate technical degree? Would the applicant need to have the exact technical degree of the program they would evaluate? Is it sufficient that the applicant is currently teaching and working in the field they would evaluate (e.g., a mechanical engineering professor with a chemical engineering degree and thermodynamics background evaluating a mechanical engineering program)?

Background Questions

Program-Assessment-Related Training, Certifications, or Experience

Outcomes-based accreditation criteria require judgment and an understanding of continuous quality improvement (CQI) processes, as well as knowledge of program assessment practices. Competitive candidates should have experience in CQI and assessment.

Competitive non-academic candidates might have training and/or be certified in quality assurance processes, such as Malcolm Baldrige, Six Sigma, ISO, or equivalent.

Accreditation Process Experience

For academics, candidates who have been involved in the accreditation process in any form would have an advantage over peers who have no familiarity with accreditation.

Government and industry applicants should have some experience with students (e.g., serving as an adjunct faculty member and/or working with the recruitment, employment, or development of technical students hired into industry, or serving on campus industry advisory committees).

Leadership Experience

Team chairs report that the most effective evaluators are those who have had managerial experience either in academia, government, or industry as, generally, these leadership roles require them to think broadly, apply broad judgment, and communicate effectively.

Leadership experience should constitute actual managerial positions (e.g., department head, dean, or provost, manager, director, VP, program manager, or group leader) or be derived from leading task teams or committees within or outside the work environment.

Competency Questions

In assessing competencies using performance oriented questions, it is important to look for examples of past behaviors that would demonstrate each competency and could be transferable to the role of PEV.

A complete answer will contain all of following:

- a description of the situation or example
- a description of the action taken by the applicant or the role he/she played
- the result accomplished (positive or negative)

Incomplete answers could signify the applicant failed to read the question, did not take the time required to provide a complete answer, or did not have an example to provide. Without a complete answer, the question--and therefore the competency--is difficult to assess, ultimately affecting the applicant's candidacy.

Examples provided by the candidate should be in the recent past, no more than five years prior to the application submission, in order to be most relevant.

Ratings

The following ratings are suggested for use in assessing candidates, with "1" being the lowest and a "5" being the highest.

Decision Maker/Interpreted Reference Ratings

1. Strong evidence competency is NOT present
2. Evidence competency is NOT present
3. Some evidence competency IS present
4. Evidence competency IS present
5. Strong evidence competency IS present.

Reference Ratings

1. Do not know
2. Lower 50% of peer group
3. Upper 50% of peer group
4. Upper 25% of peer group
5. Upper 10% of peer group
6. Upper 1% of peer group

Guide to Determining Ratings

Competency	PEV Definition	Desired Behaviors Ratings (3-5)	Undesirable behaviors Ratings (1-2)
Effective Communicator	<ul style="list-style-type: none"> ▪ Easily conducts face to face interviews ▪ Writes clearly and succinctly ▪ Presents focused, concise oral briefings 	<ul style="list-style-type: none"> • Is able to write clearly and succinctly in a variety of communication settings • Can get messages across that have desired effect 	<ul style="list-style-type: none"> • Not a clear communicator in writing • May be hard to tell what the point is • May be too wordy or too terse or have grammar/usage problems • May not adjust to different audiences
Interpersonally Skilled	<ul style="list-style-type: none"> • Friendly and sets others at ease • Listens and places input into context • Open minded and avoids personal bias • Forthright – doesn't hold back what needs to be said • Adept at pointing out strengths & weaknesses in non-confrontational manner 	<ul style="list-style-type: none"> • Relates well to all kinds of people, up, down, and sideways • Builds appropriate rapport • Builds constructive and effective relationships • Uses diplomacy and tact • Can diffuse high tension situations comfortably 	<ul style="list-style-type: none"> • Doesn't relate smoothly to a variety of people • May not build relationships easily • May lack approachability or good listening skills • May be too raw and direct at times • May be impatient, judgmental, or arrogant • May be shy or lack confidence around others
Professionalism	<ul style="list-style-type: none"> • Conveys professional appearance and demeanor • Is committed to contributing and adding value to the evaluation process • Considered a person with high integrity and ethical standards 	<ul style="list-style-type: none"> • Is cool under pressure • Does not become defensive or irritated when times are tough • Doesn't show frustration when resisted or blocked 	<ul style="list-style-type: none"> • May blow up and say things he/she shouldn't • May be defensive and sensitive to criticism • May let anger and frustration show
Organizational Skills	<ul style="list-style-type: none"> • Is focused on meeting deadlines • Focuses on critical issues and avoids minutia • Displays take charge initiative • Takes responsibility and works under minimum supervision 	<ul style="list-style-type: none"> • Arranges information and files in a useful manner • Can marshal resources to get things done • Can orchestrate multiple activities at once to accomplish goal 	<ul style="list-style-type: none"> • May scramble at the last minute and have to work long hours to finish • May not anticipate or be able to see how multiple activities come together
Team Oriented	<ul style="list-style-type: none"> • Readily accepts input from team members • Works with team members to reach consensus • Values team success over personal success 	<ul style="list-style-type: none"> • Can quickly find common ground and solve problems for good of all • Can represent his/her own interests and yet be fair to others • Is seen as a team player and cooperative • Easily gains trust and support of peers • Can be candid with peers • Encourages collaboration 	<ul style="list-style-type: none"> • Doesn't strike fair bargains or understand what peers expect or need • A loner, not a team player, doesn't have greater good in mind • Not open to negotiation • May withhold resources from other team members • May be very competitive, play and maneuver for advantage
Technically or Professionally Current (do not confuse with minimum technical requirements)	<ul style="list-style-type: none"> ▪ Engaged in life long learning and current in their field 	<ul style="list-style-type: none"> • Demonstrated evidence applicant keeps current in field (technical or managerial, specific industry) through seminars, reading, research, conferences, publishing, speaking etc. 	<ul style="list-style-type: none"> • Demonstrates limited interest in keeping current in field • Relies on past knowledge and experience only.

Each Society will have its own process for selection; however, it is recommended that each selection team member, including the Society Educational Liaison, individually score each of the applicants.

Ratings of 4 or 5 in all categories are the most desirable for selecting candidates. A 3 rating “meets the criteria.” While 4s or 5s are preferred, 3 ratings may be considered, especially in background areas, such as training, accreditation experience, and management experience and for hard-to-recruit candidates. For example, you may have a minority candidate or other top candidate with management experience and top-notch technical degrees but who scores a 3 in assessment training. Please note that the individual’s reference will have a “don’t know” category.

Candidates with ratings of 3 or below in the competency areas should be considered unqualified. Sometimes raters believe that the competencies can be instilled and/or developed in candidates during training. The training involves several online modules and a one-and-a-half-day face-to-face training session. The focus is to allow practice of the competencies in an accreditation situation rather than developing competencies in the candidates. Learning a competency on a site visit is too late, especially if a resulting complaint comes from an institution. Historically, the concerns about PEV performance have been in one or more of the competencies.

Rating Score Sheet Example

Applicant Name:				
Background	Comments			
Technical				
Training				
Leadership				
Accreditation/Assessment				
Interest in Education				
Difficult-to-Recruit Demographic				
Competencies Ratings (1 to 5) Note: References (averaged) and look for individual scores of 3 or below.	Society Selection Committee	Reference 1	Reference 2	Reference 3
Technically Current				
Effective Communicator				
Interpersonally Skilled				
Team Oriented				
Professional Question 1				
Professional Question 2				
Organizationally Skilled				
Team Oriented				
Comments:				
Totals				

Appendix

Sample Letter to Solicit Female Candidates

(This could also be tailored to minority candidates – statistics were found at the Department of Labor website.)

Subject: (INSERT SOCIETY NAME) is looking for your unique perspective!

Dear Colleague,

We need your help! (INSERT SOCIETY NAME) needs (INSERT SOCIETY NAME)/ABET Program Evaluators (PEV) for (INSERT PROGRAM NAME) related degree programs. We are writing specially to YOU, because we are especially interested in attracting talented female candidates.

Here is why we want female candidates:

Currently only 20% of U.S. engineering graduates and 10% of engineering faculty are female. (INSERT SOCIETY NAME) believes that (INSERT PROGRAM NAME) needs the unique female perspective. Many women have competencies that are highly valuable in the role of program evaluators - competencies that are reflective of successful PEVs and what universities are calling for right now in those who evaluate their programs (interpersonal skills, communication skills, team skills). Serving as a PEV will also help you hone those skills yourself--skills that are highly valued in leadership roles and other roles requiring influence and communications skills.

Please help us out this year: apply yourself, nominate another or share this information with a colleague! Serving on an assessment team for a degree program is very professionally and personally rewarding and an important means of "giving back" to and supporting the future advancement of the engineering profession.

Desired Qualifications (Society Specific):

- * 10+ years professional experience in industry, government, or academia.
- * (INSERT SOCIETY NAME) member or willing to become a member prior to applying to serve as an evaluator.
- * Graduate degree preferred.
- * Management experience a plus.

How to Apply

Applications are due by (INSERT MONTH/DAY). To apply and for more information, please visit www.abet.org/volunteer.shtml. Minorities, women, and engineers working in industry are especially encouraged to apply.

Questions? Please contact (INSERT SOCIETY CONTACT).

Sample Letter to Solicit Government/Industry Candidates

(This letter was sent to (INSERT SOCIETY NAME) leadership outside of Education.)

Subject: Get Involved: Help Assure the Quality of Undergraduate Programs!

Dear Colleague,

Are you interested in undergraduate education? If so, we need your help! We are currently looking for new (INSERT SOCIETY NAME)/ABET Program Evaluators.

Role of an (INSERT SOCIETY NAME)/ABET Program Evaluator:

Contribute to the continuous improvement of (INSERT PROGRAM NAME), or related degree programs by evaluating them against a set of criteria. These criteria outline the requirements for faculty, facilities, curriculum, and other key program areas. In doing so, Program Evaluators help to assure the quality and vitality of (INSERT PROGRAM NAME) degree programs. Serving on an assessment team for a degree program is very professionally and personally rewarding and an important means of giving back to and supporting the future advancement of the engineering profession.

Minimum Qualifications (SOCIETY SPECIFIC):

- Demonstrates interest in improving education.
- Demonstrates desired competencies outlined in ABET's Competency Model.
- At least one degree in (INSERT PROGRAM NAME), or a closely related discipline.
- Graduate degree preferred.
- 10+ years of work experience. Management experience a plus.
- (INSERT SOCIETY NAME) member or willingness to become a member prior to applying to serve as an evaluator.

How to Apply:

Applications are due by (INSERT MONTH/DAY). To obtain an application and for more information, please visit www.abet.org/volunteer.shtml. Minorities, women, and engineers working in industry are especially encouraged to apply.

Questions? Please contact (INSERT SOCIETY CONTACT).

Sample Letter to Solicit Government/Industry and Underrepresented Minority Candidates

(This letter was sent to (INSERT SOCIETY NAME) department heads.)

Subject: (INSERT SOCIETY NAME)/ABET Program Evaluators – Now accepting applications

Dear Department Heads:

We are currently looking for new (INSERT SOCIETY NAME)/ABET Program Evaluators (PEVs). It is important that we continue to encourage highly qualified and enthusiastic individuals to become PEVs to assure the quality and vitality of (INSERT PROGRAM NAME), and related degree programs. While the majority of the current evaluators come from academia, we strongly encourage nominations of engineers working in industry, consulting, or government. A good source of such individuals may be those who serve on your advisory boards or are alumni of your programs. While (INSERT SOCIETY NAME) has made great strides in the number of under-represented program evaluators, we encourage you to continue to identify and nominate highly qualified women and minority candidates.

Minimum Qualifications (SOCIETY SPECIFIC):

- Demonstrates interest in improving education.
- Demonstrates desired competencies outlined in ABET's Competency Model.
- At least one degree in (INSERT PROGRAM NAME), or a closely related discipline.
- Graduate degree preferred.
- 10+ years of work experience. Management experience a plus.
- (INSERT SOCIETY NAME) member or willingness to become a member prior to applying to serve as an evaluator.

How to Apply:

Applications are due by (INSERT MONTH/DAY). To obtain an application and for more information, please visit www.abet.org/volunteer.shtml. Minorities, women, and engineers working in industry are especially encouraged to apply.

Questions? Please contact (INSERT SOCIETY CONTACT).