

# Effective Faculty Recruitment Practices & Strategies



*Washburn embraces our mission of enriching the lives of students by creating educational pathways to success for everyone. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.*

Every faculty member Washburn hires has tremendous opportunity to contribute to this mission and impact our students.

In order to recruit an outstanding faculty committed to Washburn's mission to help students become their best selves we must regularly train all those involved in the recruiting process to be familiar with effective recruitment policies and processes.

This course will review the information needed to protect the legal integrity and effectiveness of our faculty searches.

## **Objectives for this training:**

- Understand the importance of recruiting a faculty committed to teaching excellence and to creating educational pathways for everyone.
- Understand the importance of following recruitment procedures and policies, as well as state and federal regulations, to protect the legal integrity of our faculty searches.


- Learn tools for the effective and fair screening of applicant pools.
- Discuss strategies to make the most of interviews, especially on-campus interviews.

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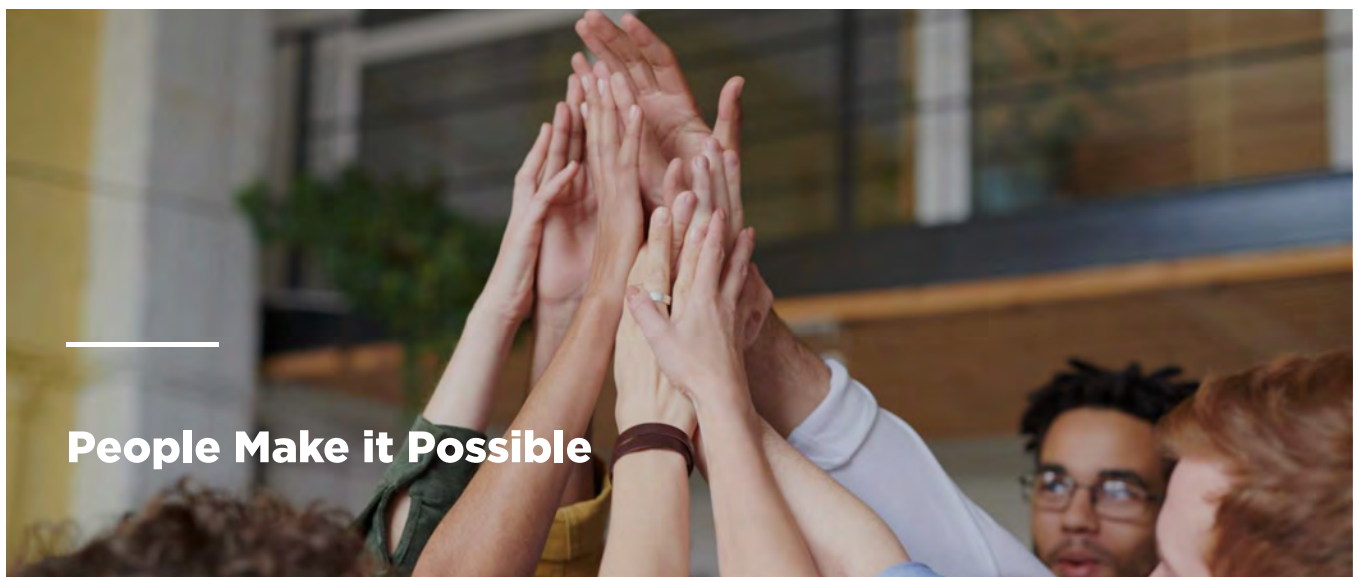
# The Importance of Effective Faculty Recruitment

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## Our faculty are our future

The decision to hire a faculty member is a major- and often long-term investment for the University; it is not uncommon for a faculty member to devote their entire career to teaching at Washburn. This means the faculty we hire today are likely to be the people responsible for creating our student-learning experiences for the next twenty-five to forty years.

It is critical Washburn recruit and retain outstanding faculty members who are committed to teaching excellence as we continue to fulfill our mission and serve students for many years into the future.



**People Make it Possible**



## **Staying true to Washburn's Values: IMPACT**

In keeping with the University's founding heritage, we commit ourselves to the following values. These are also what we look for in our candidates.

## Step 2

### **Value: Inclusion**

Our employees are committed to creating a welcoming and supportive environment for all learners, faculty, staff and visitors.

### Step 3

## **Value: Modernization**

Our employees strive to ensure financial stability while developing new ideas, methods and technologies that improve teaching and learning, scholarship, and the lives of others.

#### Step 4

### **Value: Partnership**

In order for everyone to be successful at Washburn we must foster collaboration among learners, faculty, staff and external partners to solve problems and achieve common goals.



## Step 5

### **Value: Achievement**

As University employees, it's important we demonstrate excellence by providing high quality teaching and learning, conducting meaningful scholarship and producing graduates who are prepared to make a difference in the world.

## Step 6

### **Value: Community**

We must embrace becoming a valued community asset and an Employer of Choice.

## Step 7

### **Value: Transformation**

Washburn employees are committed to helping learners develop knowledge, skills, and values.

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**Exceptional talent starts with exceptional hiring. In the next lesson, we'll share why fair hiring practices are essential to our process.**

# Our Commitment to Fair Hiring Practices

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## Washburn University Is Committed to Fair Hiring Practices

Washburn University is committed to providing an environment for individuals to pursue educational and employment opportunities free from discrimination and/or harassment.

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. Each unit within the University is charged with conducting its programs and activities in accordance with the University's commitment to equal opportunity for all.



**Fair hiring practices mean that we select candidates based on their qualifications and ability to do the job. We do not tolerate discrimination at any step of the recruiting, hiring, or selection process.**



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**Unfair or discriminatory hiring practices aren't just against Washburn University's values and commitment to equal opportunity for all, they're also against the law.**

## **An Overview of Anti-Discrimination Laws**

These laws require that equal opportunities be afforded to all applicants for employment

**1964**

### **Title VII of the Civil Rights Act of 1964**

Prohibits discrimination against qualified applicants or employees based on religion, gender, national origin, race, or color.

**1967**

### **Age Discrimination in Employment Act (ADEA)**

Prohibits discrimination against qualified applicants or employees who are 40 and older.

**1972**

**Title IX of the Education Amendments**

Prohibits sex discrimination in any education program or activity receiving federal financial assistance.

**1973**

**Section 504 of the Rehabilitation Act**

Prohibits organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services.

**1978**

**Pregnancy Discrimination Act**

An amendment to Title VII of the Civil Rights Act of 1964 to prohibit sex discrimination on the basis of pregnancy.

1990

### **Americans with Disabilities Act (ADA)**

Prohibits discrimination against qualified applicants or employees based on physical or mental disabilities.

2024

### **Kansas House Bill 2105**

Prohibits the hiring of an applicant for employment or hiring, reappointing or promoting a faculty member, on the applicant's or faculty member's pledging allegiance to or making a statement of personal support for or opposition to any political ideology or movement, including a pledge or statement against diversity, equity or inclusion, or to request or require any such pledge or statement from an applicant or faculty member.



**The federal anti-discrimination laws listed above are not exhaustive. Also, note that laws may be different or more stringent depending on state laws.**



## I UNDERSTAND

### **Discrimination Isn't Always Overt—or Intentional**

Hiring managers and screening committees may not intentionally discriminate against applicants in the hiring process. Sometimes, discrimination happens as a result of personal bias.

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**Equitable hiring practices are essential for cultivating a robust talent pool.**

# Ways We Promote Fairness and Combat Personal Bias in the Hiring Process

Below are a few strategies Washburn University uses to combat discrimination and bias in the hiring process.

## **We base our hiring decisions on job-specific qualifications.** —

This is why it's so important we get our position descriptions right before ever posting the ad. We set up our screening rubrics to align with job duties and qualification requirements.

## **We standardize interview questions.** —

All of the interview questions we use are selected before the position is ever posted. This practice ensures that we never tailor our questions to fit a specific applicant and ensures all candidates receive a fair and consistent interview experience.

## **We don't research our candidates on the internet** —

At Washburn we understand that researching candidates on the internet, including social media, may identify information that would otherwise be protected or contribute to a bias. The information used to determine a candidate's ability to do the job they have applied for is based solely on the information provided in their application materials. Hiring managers and screening committee members may not utilize the internet to research candidates. If the committee and hiring manager believe there is additional information available on a reputable, third-party maintained, fact-based site, that is beyond the information requested and provided in their application materials, including references, please contact Human Resources or the Equal Opportunity Director.

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**We'll continue to reference ways to combat bias in each respective step of the hiring process. For now, let's take a step back, and share an overview of our hiring process, systems, and tools in the next lesson.**

# Preparation and Planning

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## Effective hiring is more than just preventing discrimination

To attract the best faculty talent to Washburn we also need to be forward-thinking in crafting position descriptions, inclusive in our recruitment strategies, and take intentional steps to mitigate unconscious biases that have been shown to impact faculty hiring.

### Forward thinking position Descriptions

In preparing to fill a faculty position at Washburn, take time to brainstorm with your unit about the many changes your discipline and department are likely to experience over the next 25-35 years.

Some items to consider when creating a position description:

1

What areas of study within your discipline are likely to grow and be most resilient over time? Are there areas that have become less influential or important?

2

What perspectives and experiences are you currently missing in your academic hiring unit?

3

Who are you educating now? Who will you be educating in 10 years? 20 years? How will your course offerings be most responsive to and

effective for these students?

4

What skills do you need in your faculty to be able to best serve the future needs and skill development of Washburn's student body?

5

What are the job opportunities for your students? Are there areas of study that would help to increase their marketability or career readiness?

Craft position descriptions which are forward-looking as opposed to backward-looking to help the University recruit a faculty prepared to meet the future needs of our students.

Remember, you are not just recruiting someone to fill a class you need taught next semester—you are recruiting a faculty member who could continue to teach here for several decades.

*You will find additional recommended best practices for crafting effective position descriptions in Washburn's faculty recruitment guide.*

## **Ensuring an Inclusive Recruitment**

You will recall *inclusion* is one of Washburn's core values.

An inclusive community values a welcoming and supportive environment for all learners, faculty, staff and visitors.

To live up to this value, we must be inclusive in our faculty recruitment processes.

To accomplish this, each academic hiring unit will develop and submit a formal plan of how they will recruit applicants for their position. This is known as the *recruitment plan* and it is one of the most important tools for effective hiring.

Effective, inclusive recruitment is more than simply posting an ad somewhere.

The recruitment plan must provide a specific and wide-ranging outline of the steps that will be taken to attract applicants. These steps will include a detailed explanation of outreach methods including personalized recruitment efforts via phone, email, or in person.

Deans will decide who will take the lead in developing and implementing the recruitment plan for each academic hiring unit. The Equal Opportunity Director will also assist with the development of the recruitment plan.

*You will find additional recommended best practices for developing a robust recruitment plan in Washburn's faculty recruitment guide.*

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**Once you've completed these steps, you're ready to consider your evaluative criteria, which is up next.**

# Creating Evaluative Criteria

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## What is evaluative criteria?

Evaluative criteria is all of the information used to evaluate the candidates throughout the recruitment process. This includes the screening rubrics, both for application screening and teaching demonstration (where applicable), and all questions (e.g., interview, reference) which will be asked during the screening process. By selecting all criteria prior to the position being posted, we are able to maintain fair and consistent hiring practices by ensuring we are evaluating our candidates based on our identified needs and position description versus creating criteria which may favor individual candidates over others.



Your job posting may be the first experience prospective candidates have with Washburn. When done well, a job posting gives an accurate description of the opportunity and inspires qualified candidates to apply. When done poorly, a job posting can mislead candidates, deter top talent from applying or reduce the applicant pool.

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## Understanding the different types of evaluative criteria

### Application Screening Matrix/Rubric —

These questions/rubric are used to evaluate the candidate based solely on the application materials provided. More information regarding screening candidates is included in the screening applications section of this training.



## Interview questions —

This includes all questions you expect to ask of each candidate during the interview process. This includes initial phone screening questions, virtual interview questions, and on-campus interview questions. Additional information regarding interview questions is included in the interview section of this training.

## Reference Questions —

Our current hiring practices require the checking of references for your final candidate(s). The questions you will be using for reference checks will be selected during the posting process.

## Teaching Demonstration Evaluation/Rubric —

All faculty recruitments will include a teaching demonstration as part of the on-campus interview. Develop a common assessment measure to evaluate this presentation. Share it with anyone who attends the demonstration, including students, and invite them to share their feedback. In the School of Law, a scholarly presentation to law faculty may be required instead of a teaching demonstration with students.

*Examples of evaluative criteria are included in the faculty recruitment guide and faculty recruitment Sharepoint site.*

CONTINUE

**Let's take a deeper look at our evaluative criteria  
and the role it plays in simplifying the hiring  
process while helping us maintain consistent hiring  
practices.**

# Screening Applications

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## **Finding a way**

Identifying the top candidates to bring on campus begins with the application screening process. By effectively screening candidates, we ensure that those brought onto campus can best demonstrate the skills and abilities necessary to successfully perform the job they are applying for.

## **Understanding the Screening Rubric**

The screening rubric is one of the most effective methods to maintain balance, consistency and mitigate bias in our hiring practices. Creating a rubric may be time-intensive but is time well spent as it helps maintain our fair and consistent hiring practices.

The screening rubric is used to screen the applicant's application materials to identify which applicants will be chosen for the initial interviews. The hiring supervisor will review the description and create the rubric based on the required and preferred qualifications, experience, education, knowledge, skills, abilities, licenses, certifications, and physical demands. Not every required and preferred qualification, experience, etc. can be assessed from an applicant's application materials, some are best reviewed during interviews.

## Step 2

### Selecting the right question

**All criteria** on the rubric should be objective, not subjective. Each criteria should clearly related to a stated qualification of the position description.

### Step 3

## Know what you can and can't screen for

**Do not include items on your screening rubric that were not identified as qualifications in the position description.** If the hiring supervisor remembers a qualification vital to the position that was not included in the position description, the supervisor should contact Human Resources to discuss any revision. Once the description is modified, the screening criteria can also be updated. Any candidate who was already screened will need to be rescreened using the updated criteria.



#### Step 4

## Set your scoring

**Create appropriate scoring for your questions.** Are there certain requirements for the position that will more significantly impact an applicants success in that role? If so, consider adding additional weight to those questions or higher point values to specific answers.

## Summary

Utilizing a screening rubric is an important part of a selection process for candidates and creating a strong screening rubric helps ensure we are selecting the best candidates to continue in the hiring process.

## Mitigating bias in the screening process

Effective hiring also means we take intentional steps to guard against the unconscious biases we all have that research shows affect the faculty recruitment and hiring process.

**Anticipating Bias is One Evidence-Based Method of Mitigating It:** Being aware of the following biases and their definitions can help evaluators avoid making quick judgements or inappropriate decisions during the faculty screening process.

## Common biases found in faculty recruitment

### FAMILIARITY —

What is it?

- Being drawn to people like us
- Psychologically looking for evidence to support our unconscious affinity for people like us

What does it look or sound like?

- *"This person was trained at an institution like where we were trained or where we now work, or at a place that we admire..."*
- *"This person is similar to the person leaving the position for which we are hiring"*
- When we make inferences about some candidates and/or dismiss information about others

## LESS WORK FOR ME —

What is it?

- Being drawn to people we think will already know what it's like to work here
- Thinking this person will require minimum mentoring and will stay for a long time, resulting in less work for us as colleagues

What does it look or sound like?

- *"This person knows what it's like to be at a teaching institution!"*
- *"This person understands the Midwest"*
- *"This person will stay here for a long time"*
- *"This person is a good fit for our department"*

## SEARCH SEIVE —

What is it?

*I have 200 applicants for a posting. How do I get rid of applications so I can get this search wrapped up as quickly as possible?*

What does it look or sound like?

- *"This person didn't say enough about teaching in their cover letter..."*
- *"I can't tell if this person has X qualification."*

- *"This person graduated from a PhD program I've never heard from or attended an undergrad program I consider subpar."*

## APPLES & ORANGES —

What is it?

An attempt to compare candidates at different stages in their careers

What does it look or sound like?

- *"This person fresh out of graduate school doesn't have the same level of experience as this person who has completed a postdoc and VAP."*
- *"I need someone ready to do X on a regular basis and this person right out of graduate school has never done it."*

## Additional considerations for screening applicants:

**Begin screening applications as you receive them– don't wait!** Best practices in screening suggest it is important to take regular breaks and not rush. When we rush, we often fall back on mental short cuts and the unconscious biases we all have. This can adversely affect our judgement of who to screen out or in of our pools.

**Beware of over-valuing applications which arrive early** in the process, or simply giving them more attention. All application materials received by the review date should all be screened with the same level scrutiny.

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**Once you have successfully screened your applicant pool, you should have a shortlist of prospective candidates to interview. In the next lesson, explore our best practices for conducting effective interviews.**

# Interviewing Best Practices

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## Goals of the Interview

As mentioned earlier, the interview process is not just about us determining if we want a candidate to work with us at Washburn, but it's also an opportunity for the candidate to determine if they want to work with us. The interview process is designed to ensure we select the best candidate for the position while also providing the candidate with a positive experience.

The information below doesn't just apply to an on-campus interview, but the same practices should be utilized for phone and web (Zoom/Skype/Teams) interviews.



A good interview—like a good conversation—depends on asking insightful questions.

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## When it comes to interview questions, you're already good to go!

Because the selection of our evaluative criteria takes place during the job posting process, all of your interview questions are ready to go!



**Ask every candidate the same questions to ensure consistency and combat bias. As mentioned earlier, this is one of the strongest steps we can take to avoid discrimination complaints. By ensuring we ask all candidates**

**the same questions - it supports a fair and consistent candidate experience.**

## Types of Questions You Might Ask

Asking good questions during the interview helps promote positive dialogue and gives both the applicant and the employer a chance to get to know one another better. The questions you choose to ask can help determine the success level of your interview. All of the questions asked need to relate to the position description.

While we may ask questions about why the employee is interested in the job or how their experience relates to the position they have applied for, we will also want to ask behavioral based interview questions to use their previous experiences to help determine their future behavior.

Consider the following types of questions for your interviews:

- Questions about the candidate's relevant job experience, accomplishments, skills, training, or other predetermined qualifications
- Questions about the candidate's *professional, job related* interests
- Behavioral (tell me about a time when ...) questions



## **4 Steps to Craft Tailored Behavioral Interview Questions**

Using past behavior is a proven technique used to more accurately predict the future performance or success of the individual. Behavioral based questions will ask the applicant to describe actual past behavior, which in turn helps you predict their future behavior. Conversely, traditional questions such as “What are your strengths and weaknesses?” and “How do you define success?” are more generic with straightforward answers. Behavioral answers should give you stronger comparisons between candidates.

## Step 2

### **Focus on behaviors most important to the position**

Review the job description and determine the knowledge, skills and abilities necessary for a person to satisfactorily perform the duties of the position. What behaviors might demonstrate those skills, abilities and attributes?

### Step 3

## Translate those identified behaviors into questions

Using the "tell me about a time..." model, formulate a specific question in which the candidate will recall a previous experience to demonstrate how they behaved or performed.

Utilize the STAR method for creating questions:

- **ST: Situation or Task** - What was the context?
- **A: Action** - What was done and how?
- **R: Result** - What was the effect of the action?

#### Step 4

### **Look for only one specific example with each question**

Ask the candidate for only one specific example per question and ensure that the question is posed in the past tense.

## Step 5

### Ask for successes and failures

We can learn a lot about a candidate based on the way they handle both success and failure. Vary your questions to incorporate both. Start by seeking a few positive examples. Balance the questions equally between those utilizing positive examples and negative examples.

**Note:** You can make it easier for a candidate to share negative examples by leading into your question with a relatable statement such as "Everyone makes mistakes. Tell me about a time you made a mistake at work..."

### Inappropriate Interview Questions

While there are a lot of great questions that you can ask your candidates, there are certain topics and questions that should be worded very carefully or avoided all together. Review the cards below to learn more.

#### Age

**Avoid questions about age or date of birth. Do not ask a candidate to provide proof of age. This information can be obtained after hire if needed.**

**You may ask if the applicant meets the age requirement as set out by law, if you ask each candidate.**

## **Sex or Gender**

**Do not ask any questions which could only be posed to one specific assumed sex or gender.**

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## **Race, Color, or Ethnicity**

**Do not ask questions about organizations and activities a person belongs to that indicate race, color, or ethnicity.**

**You may ask about professional and job-related organizations if the question is asked of all candidates.**

3 of 8

## Religion

**Do not ask questions about a candidate's willingness to work on religious holidays.**

**You may ask about willingness to work a required schedule if you ask all candidates.**

4 of 8

## National Origin

**Do not ask questions about a foreign address that would indicate national origin.**

**Do not ask questions about a candidate's native-born or naturalization status.**

**You may ask if the candidate is eligible to work in the U.S. if the question is asked of all**

5 of 8

## Disability Status

**Do not ask questions about disabilities and the time needed for treatment of the disabilities unless this information is necessary to determine the candidates ability to perform an essential function of the job without significant hazard.**

## Family or Marital Status

**Do not ask questions about past, present, or futures marital status, pregnancy, plans for a family or child care issues.**

**You may ask if the applicant has any commitments that would preclude the applicant from satisfying job schedules or performing job-related travel. If**

## Military Status

**Do not ask questions about military service and/or questions regarding their type of discharge.**

**You may ask questions concerning service in the U.S. armed forces only if such service is a qualification for the position being sought and the question is asked of all candidates.**





**Please note, the list above is not all inclusive. Don't hesitate to seek assistance if you're ever unsure whether an interview question is appropriate or not.**

## Tips to Create an Exceptional Interview Experience

The job interview is not one-sided. While we assess prospective candidates, the candidates will also assess Washburn. We want to present our best and create a positive experience with Washburn University from the start.

### Be Thoroughly Prepared —

Review the job description and application materials prior to the interview. Showing the candidate that you have taken the time to familiarize yourself with their background as well as the position they are interviewing for can go a long way in making them feel like a valued candidate.

### Make Candidates Feel Comfortable —

Interviewing can be a stressful event. Take time to help put the candidate at ease. Greet the candidate cheerfully and explain what the interview process is going to look like for them.

#### **For example:**

- Provide introductions for all screening committee members
- Start with *appropriate, job related* "warm-up" questions before building up to more challenging behavioral based interview questions.
- Use encouraging body language and tone of voice
- Be available to repeat a question when asked.

- Answer questions willingly and appropriately

## Approach the Interview as a Conversation —

While the interview process itself is a formal process, approach your time with the candidate as a conversation. You are trying to gain information about their skills and abilities to do the job they applied for, this can be done by asking the interview questions with a conversational approach, which includes a back and forth dialogue. Be willing to ask follow-up and clarifying questions if needed to gain further clarity and to keep the conversation moving forward.

## Be Professional —

You are a representative of Washburn University and during the interview process you will want to represent the University appropriately. By preparing for the interview and conducting it in a professional manner, you have the ability to further demonstrate Washburn as a great place to work.

## Communicate Timelines and Next Steps —

Do not leave the candidate with questions. Let the candidate know what the timeline is for the selection process and when they may hear from someone regarding potential next steps.

***Do not promise or extend an offer of employment during the interview process.***

## Take Interview Notes

There are many advantages to taking notes during an interview. Consider the following when taking notes:

- Taking notes helps you remember the specifics about each candidate
- Taking notes lets the candidate know you are listening

- Taking notes demonstrates to the candidate that what they are saying is important
- Notes help document the interaction and make it easier to share information with other interviewers.

### Helpful hints when taking notes

- Don't try to write it all down. Record only key words and phrases
- Use an approach that works for you but can be easily explained. Abbreviations and symbols are okay, as long as you can understand and describe them.
- Avoid acronyms
- Organize your notes using the same STAR method used to create the question. This will help you know if you have all the information you need.



**REMEMBER:** Interview notes are collected following the selection process. This information is discoverable through a legal process or complaint. Do not list anything on your notes that may be mistaken as discriminatory (e.g., race, marital status, religion).

## Combat Interviewer Bias

In addition to the common biases found when screening faculty applicants, there are additional biases which may appear during interview process which are important to be aware of. Being aware of the following biases and their definitions can help evaluators avoid making quick judgements or inappropriate decisions during the selection process.

## **First Impressions**

**While you never get a second chance to make a first impression, placing too much weight on a less than perfect first impression may mean missing out on an otherwise talented candidate.**

## **Contrast Effect**

**This bias comes from comparing an applicant to the candidate before them. It's easy to avoid this bias by choosing to only compare each candidate to their ability to demonstrate the knowledge, skills and abilities needed to do the job. Comparing candidates to each other should**

## **Negative Information**

**Are you weighing negative information more highly than positive information? Focus on what their application materials say about their ability to do the job to avoid this type of bias.**

## **Halo/Horn Effect**

**This is about allowing one strong point that you value highly to overshadow all other information; when this works in the candidate's favor, it's the halo effect; when it works in the opposite direction, it is called the horn effect.**

**Understanding that the values of**

### **Similar to Me Effect**

**This comes from rating candidates who are more like you higher than those who are less like you. Continuing to hire individuals "just like us" simply does not align with the University's commitment to inclusion.**

### **Physical Characteristics**

**Scoring a candidate higher based on their perceived attractiveness is unacceptable.**

## **Collecting References**

Before inviting candidates to campus you must check their references. This includes two listed references and one unlisted reference.

Reference questions should be selected at the same time as the rest of your evaluative criteria and as with all evaluative criteria, the questions selected should be based on the position the candidate has applied for.

## **The check before the check**

Regardless of when in the interview process you check references, notify the candidate you will be checking references – including unlisted references and ask their permission.

If a candidate asks you not to reach out to their current supervisor – respect this request! While feedback from their current or most recent supervisor is important or encouraged – it is not required if obtaining it could jeopardize relationships for the candidate.

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**The campus visit is an integral part of the faculty recruitment process. In the next section we will take a close look at what we can do to make it a great experience for our faculty candidates.**

# Getting the most out of the Campus Visit

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## Leveraging the campus visit

The duration, components, and approximate schedule of the final-round interview and campus visit should be the same for each candidate. The same amount of meeting times and social activity must be devoted to all the candidate(s).

All faculty campus visits must include:

- Teaching demonstration with students and an opportunity for students to give feedback to the committee. School of Law may require a scholarly presentation.



- Scheduled interview time with the dean or dean's designee.
- Scheduled interview times with department chair (if applicable) and with individual or groups of faculty.

**Reminder:** Standard questions for all interviews throughout the campus visit must be prepared in advance and submitted as part of the evaluative criteria.

## Creating a positive candidate experience during the campus visit

In preparing for the campus visits, remember that you are interviewing and being interviewed. The goal is to assess candidates and market Washburn as a place for the candidate to thrive in their academic career. General principles to follow:

- 1 Be welcoming. Take time to put candidates at ease.
- 2 Demonstrate ways that candidates can contribute, and not just "fit in," to our campus.
- 3 Point out the vibrancy of our campus and community. [This webpage](#) contains information on resources in Topeka and the region.
- 4 It is important to involve students in the on-campus interview. They should be invited to each candidate's teaching demonstration and invited to give feedback. In addition, consider inviting students to connect more informally with candidates over breakfast or lunch. Seek students from a wide range of backgrounds to participate and provide feedback of candidates.

## The Teaching Demonstration

Click on the markers below for best practices for the teaching demonstration.





When at all possible, the teaching demonstration should be conducted in a real Washburn class with actual Washburn students. If it isn't possible for each candidate to present to the same actual class, they should each present to roughly similar classes (e.g., if one candidate presents to an introductory-level survey course, the other candidate should as well).



If it is not possible for candidates to present to an actual class (e.g., the search is occurring over the summer) care should be made to ensure attendees that include at least some actual students.



Consider inviting additional people from campus and the community to sit in on these presentations.



Attendees of the teaching demonstration should be asked to provide feedback and this feedback should be submitted to the committee and department chair/dean. Students should also be invited to demonstrations and invited to provide feedback.



A method of evaluating the presentations must be developed and submitted as part of the evaluative criteria prior to review of applications.

## **Assessing candidates' dedication to inclusive teaching practices that engage all learners**





A commitment to teaching excellence and to developing inclusive teaching practices that engage all learners is a required qualification for all faculty positions at Washburn.

Before you begin reviewing applications, discuss with your screening committee what inclusive teaching and learning looks like for your discipline and what you will look for in screening applicants for this qualification.

Look for this qualification in application materials as you would other required qualifications. Seek a more in-depth evaluation of this during interviews.

## **Identifying and evaluating a commitment to inclusive teaching practices that engage all learners**

Here are some ideas and suggestions of ways a candidate might demonstrate a dedication to inclusive teaching practices that engage all learners in their application materials:



- Discussion/reflection about strategies candidate intends to use or has used to create inclusive and welcoming classroom environments
- Examples of syllabi and other teaching materials incorporating such inclusive learning strategies
- Evidence of success in implementing of such strategies
- Experience or interest in professional development opportunities to build and cultivate inclusive classrooms
- Research interests in understanding learning barriers facing all students

Consult the Faculty Recruitment Guide for additional ideas.

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**The next and final step of the hiring process is selection and follow-up. Let's explore what that entails.**

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# Selection and Follow-Up

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## How Do I Evaluate Candidates Fairly and Effectively?

Once the interview process has concluded, it's time to recommend the top candidate for the job. Below are some things to consider.

1

**Review the job responsibilities and requirements.** Did all of the candidates interviewed meet the requirements for the position as stated in the job posting? Did all of the candidates demonstrate an ability to meet the responsibilities of the position?

2

**Consult your interview notes.** This information was collected for this very reason! Now that all interviews are completed, you are able to compare the demonstrated knowledge, skills and abilities of the candidates.

3

**Critically evaluate your reasoning and base decisions on the predetermined hiring criteria.** Our hiring decisions are based on the candidates knowledge, skills and abilities based on the criteria set during the position description process. When deciding between two candidates - refer to the job duties and requirements of the position to ensure you're making the best decision for the role.

4

**Get another perspective.** Share your insights with others on the screening committee. Make sure all voices and perspectives are

heard and considered. Also consult students and others who participated in the interview process.



Feel confident about your final candidate selection by reviewing your notes, reviewing the job description and responsibilities, and basing your decision on the predetermined hiring criteria.

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## **Extending an offer and closing the search**

Detailed instructions about extending an offer and closing the search are included in the Faculty Recruitment Guide.

Once you have extended an offer, talk with others in your unit about onboarding and mentoring your new hire to be successful.

Also discuss with your screening committee what went well about your search and what could be improved for next time. Convey any feedback about the recruitment process to the Associate Provost for Faculty Development.

CONTINUE

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**Continue to the next section to get comfortable using our internal hiring systems, technology, and tools.**

# Hiring Do's and Don'ts

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## Final Do's and Don'ts

Below are some statements which relate to Washburn's Effective Faculty Recruitment Practices & Strategies. Drag the statement into the "Do" or "Don't" box based on the information you've learned.

Do

Review your position description every time you have an opening.

Select your evaluative criteria prior to posting the job.

Ask interview questions based on the job duties and

Take notes during the interview to refer back to later

responsibilities.

Provide each individual we  
bring on campus with a great  
candidate experience.

Don't

Change up your interview  
questions and schedule  
between candidates.

Compare each candidate to  
the one right before them.  
Were they better or worse?

Promise a candidate a job  
offer during the interview.

Make sure everyone on the  
screening committee thinks  
just like you!

CONTINUE

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**Continue to the next lesson to review the course summary and additional contact information.**

## Conclusion and Contact Information

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**"Nothing we do is more important than hiring and developing people. At the end of the day, you bet on people, not on strategies."**

Lawrence Bossidy



### Conclusion

Thank you for taking part in our Effective Faculty Hiring Practices Training. We all have a part in ensuring we maintain fair and effective hiring practices.





Promote fairness and combat bias every step of the way. One of the first steps to combating bias is to be aware of it and the different ways in which it can creep into hiring practices.

## Have Additional Questions? We are here to help

- About position descriptions, postings, and evaluative criteria: contact Associate Provost of Faculty Development, [facultydevelopment@washburn.edu](mailto:facultydevelopment@washburn.edu).
- About recruitment plans and Equal Opportunity: contact Equal Opportunity Director, 785-670-1509.
- About connecting candidates to community resources: contact Associate Provost of Faculty Development, [facultydevelopment@washburn.edu](mailto:facultydevelopment@washburn.edu).
- Additional questions: contact department chair, dean, or Human Resources.
- [Faculty Recruitment and Hiring Webpage](#)

**Please complete the Knowledge Check to receive your certification for course completion. Notification of completion will automatically be routed to Human Resources.**

KNOWLEDGE CHECK

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**Thank you for completing this course!**

