Faculty recruitment Guide

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Introduction

Washburn University has a long-standing legacy of providing an exceptional student-centered, teaching-focused learning environment. Washburn is a university where students and faculty have the opportunity to interact in meaningful and transformative ways. We embrace our mission to enrich the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading them to becoming productive and responsible citizens who impact our communities, nation, and world.

Faculty play an essential role of faculty in achieving the University's mission and in providing exceptional learning experiences. Each faculty member Washburn hires has tremendous opportunity to impact students. The decision to hire a faculty member is a major- and often long-term investment for the University, as it is not uncommon for a faculty member to devote their entire career to serving Washburn students. 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. So, it is imperative Washburn recruit and retain outstanding faculty members who are committed to teaching excellence as we continue to fulfill our mission of helping students become their best selves for many years into the future.

The Washburn University Faculty Recruitment Guide is intended to serve as a resource to all those who actively participate in faculty recruitment on campus. The guide is based on research that has expanded our knowledge of best practices in recruiting and hiring faculty members. It provides guidance on every stage of the recruitment process and sets forth steps to ensure a robust, inclusive, and effective search process.

We hope this guide will serve as an important resource to our campus community as we together commit to attracting the best faculty candidates possible.

Special Note

This guide has been written to serve the entire university and to standardize some of our hiring protocols across the different academic units. It is also true, however, that there are important variations across these academic units that impact hiring processes. For example, not every academic hiring unit will include a department chair. This guide attempts to account for these variations while providing best practices for all academic hiring units to follow. If you have a question about how/whether to apply a practice or procedure outlined in this guide to the specific context of your faculty search, please consult with your department chair and/or dean.

Checklist for Faculty Recruitments

More detailed information about each of the steps below is included throughout the guide that follows.

Before the Search:

Requesting the position:

- ✓ Department chair/dean will discuss potential position with dean and/or Provost.
- ✓ Department chair/dean will review the Washburn Faculty Recruitment Guide.
- ✓ Department chair/dean will complete the Faculty Request to Fill Position process in close collaboration with dean (follow steps outlined here). The Provost will notify of approval status.

Creating position description and preparing to recruit and screen applicants:

- ✓ Department chair/dean will receive a template from the Assistant Vice Provost of Faculty Development to use in preparing the detailed

position description and posting. These need to be completed in close collaboration with dean or dean's designee.

- ✓ Based on the position description, the department chair/dean will prepare evaluative criteria for screening applicants to the position. These criteria must include:
  __ Screening rubric
  __ Zoom interview questions
  __ Campus interview questions
  __ Reference check questions
  __ Teaching demonstration rubric

- ✓ HR will formally create or revise the position description in the applicant tracking system PageUp.

- ✓ Entire academic hiring unit will assist in creating a detailed recruitment plan for broad outreach to attract as many qualified applicants to the posting as possible. The recruitment plan should include personalized outreach to colleagues, graduate programs, postdoctoral programs, departments at other institutions, industry connections, professional organizations, conferences, professional development programs including those for underrepresented groups, publications, and emerging scholars. The Equal Opportunity Director will consult in creation of recruitment plan.

- ✓ Department chair/dean will establish a screening committee. The proposed committee should include members who represent different backgrounds and perspectives. The dean must approve committee. Designate (or dean will appoint) a chairperson and an inclusion advocate from among the committee members.

- ✓ Once department chair/dean is notified by email that position description has been fully approved, dean's designee will create a position posting in Page Up following these instructions. Please note all evaluative criteria and a detailed recruitment plan is required to be submitted with the posting before the posting can be approved and advertised. Screening committee members will also need to be identified at this time.

Training the search committee:

- ✓ All screening committee members will review the Washburn Faculty Recruitment Guide.

- ✓ Committee members, department chair, and dean will complete required university-wide training for faculty screening committees. Inclusion advocate will also complete additional training.

During the Search:

Continuing to recruit for the position:

- ✓ Academic unit will continue to implement the recruitment plan to attract diverse candidates to posting. Adjust recruitment plan as needed to ensure a robust pool.

Screening & Interviewing Applicants:

- ✓ View applicants in PageUp, following these instructions. Screen applicants utilizing approved evaluative criteria. Be sure to keep copies of all completed screening rubrics and notes to upload later to PageUp. ***Please note that it is recommended to view and screen applications as they are received as opposed to waiting until a particular date***. To mitigate unconscious bias, periodically reflect on whether you are applying evaluative criteria equally in screening applicants. Do not rush.

- ✓ The screening committee chair or department chair will communicate with the dean's designee each time they move a candidate forward in the recruitment process. The dean's designee will update applicants' application statuses in PageUp (see Appendix J).

- ✓ Screening committee will conduct video interviews to help in selection of top candidates to bring to campus.

- ✓ Screening committee will conduct reference checks for candidates being considered to interview on campus. Reference checks must include a minimum of 2 listed references and 1 unlisted reference. Be sure to ask candidates before checking their references.

- ✓ The screening committee and/or department chair will make recommendation of up to two top candidates to invite to campus to interview (follow guidelines in section 2 of faculty handbook for your specific college/school) and communicate recommendation to dean's designee.

- ✓ Once the dean has approved finalists (see instructions Appendix J), the screening committee chair will extend invitations to interview on campus. The screening committee chair will let finalists know the travel agency Travel Leaders will contact them to arrange travel. Screening committee members should ***not*** arrange travel for finalists or contact the travel agency on a finalist's behalf. HR will communicate with the travel agency.

- ✓ Screening committees should arrange interview itineraries for each finalist and share these itineraries ahead of time with finalists.

Once a Finalist has been Selected:

Making a hiring recommendation:

- ✓ The screening committee and/or department chair will communicate hiring recommendation to dean's designee who will update PageUp.

- ✓ If the dean approves the recommendation, the dean will utilize PageUp to request approval from the Provost to extend an offer to the candidate. Dean will also seek final approval from the Provost concerning salary, rank, and other administrative matters, including any negotiated items (see Appendix J).

Extending an offer & notifying non-selected applicants:

- ✓ Dean or dean's designee will extend offer to the candidate, contingent on the results of a background check. Remember that any negotiated items need to be approved by the dean and provost.

- ✓ Dean will confirm details of the offer in an email to the candidate. The Provost and facultytalent@washburn.edu should be cc'ed on the email from the dean.

- ✓ The office of the Provost will prepare a contract and send it to the candidate.

- ✓ Dean or dean's designee will complete the Faculty Appointment Recommendation form and forward it to VPAAdocs@washburn.edu.

- ✓ Department chairs/deans or designee will personally email unsuccessful candidates who were invited to interview on campus to inform them of their non-selection (see template email here). Other unsuccessful applicants will receive notification of their non-selection via PageUp when their application status is updated by the dean's designee.

After the Search:

To close the search:

- ✓ The dean's designee will collect all notes associated with the search, including all screening rubrics, committee members' interview notes, and interview itineraries, to be uploaded to PageUp.

- ✓ The dean will conduct a post-search debrief with committee members to review how the search went.

Mentoring & onboarding of new faculty member:

- ✓ The academic hiring unit will make a plan for how the new hire will be mentored within the unit.

- ✓ The academic hiring unit will endeavor to begin connecting the new hire to other faculty and to resources both on campus and in the community.

- ✓ The department chair/dean will discuss annual evaluation and (if applicable) tenure and promotion criteria and expectations with the new hire.

Questions?

- About position descriptions, postings, and evaluative criteria: contact Assistant Vice Provost of Faculty Development, 785-670-1449.
- About recruitment plans and Equal Opportunity: contact Equal Opportunity Director, 785-670-1509.
- About connecting candidates to community resources: contact University Office of Diversity and Inclusion, 785-670-1908.
- Additional questions: contact department chair, dean, or Human Resources.

Defining Diversity, Inclusion, Equity, and Belonging

Advancing diversity, equity, inclusion, and belonging is foundational to Washburn's legacy of increasing access to education and living up to our mission and core values. And yet, as concerns about the need to diversify higher education and create more inclusive campuses have become mainstream, "diversity," "equity," "inclusion," and "belonging" risk becoming mere buzzwords.

Throughout the recruitment and hiring processes at Washburn, please take time to think about what these definitions mean to your discipline and why they are important to strengthening our faculty, our learning environment, and our campus. We know to be most effective in our recruitment and hiring practices, attention to diversity, equity, inclusion, and belonging must be embedded throughout rather than considered as separate, additional, or superfluous.

Diversity: Diversity refers to the fact of human difference, including the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include but are not limited to socioeconomic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities.

Equity: Equity is the intentional reconsidering and readjusting of curriculum, co-curriculum, policy, culture, and pedagogy so all members of the university community can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others.

Inclusion: a core value of Washburn University, inclusion refers to the intentional, ongoing effort to ensure that diverse individuals and groups are welcome to fully participate in all aspects of the community and university, including decision-making processes. It also refers to the ways that diverse individuals and groups are welcomed, valued, supported, respected, and

empowered to reach their full potential. Washburn commits itself to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals.

Belonging: Belonging is the sense of being seen, supported, and valued by the community. When people belong, they are able to be their authentic self. Diverse, inclusive, and equitable communities foster a sense of belonging.

Section I: Before the Search Begins

1. Request and Approval for Search

The decision to hire a new faculty member is a big one and a potential long-term investment for the University. It is not uncommon for a faculty member to spend thirty-five years of their career at Washburn. Therefore, it is critical that faculty hires be based on current and anticipated needs as opposed to historical ones.

Before requesting to conduct a faculty search, academic hiring units should engage in some strategic planning for the future. Discussion topics include the following:

- 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?
- What perspectives and experiences are you currently missing in your academic hiring unit?
- 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?
- What are the job opportunities for your students? Are there areas of study that would help to increase their marketability or career readiness?

This strategic planning should inform the academic hiring unit's request to conduct a faculty search and, if the search is approved, the development of a position description.

Once the academic hiring unit is ready to request approval to conduct a search, the following steps should be taken:

- Department chair/dean completes the Faculty Request to Fill Position process in close collaboration with dean (follow steps outlined here). If academic hiring unit includes both a department chair and dean, both should collaborate closely in completing form.
- Dean submits the Faculty Request to Fill Position dynamic form to the Provost.
- The Faculty Request to Fill Position form is filed in the Provost's office and dean is notified of approval status.

2. Preparing the Position Description & Posting

Developing the position description and position posting are critical steps in the hiring process. The position description explains the essential functions of the position and includes a list of required and preferred qualifications for the job. The position description remains on file and provides the basis by which the person holding the position will be evaluated. The position posting is the advertisement that announces the position opening.

Both position descriptions and position postings must be developed in close collaboration with the dean; in some academic areas they are prepared by the dean. To assist in their development, department chairs/deans will receive a template from the Vice Provost of Faculty Development.

The Position Description

The required and preferred qualifications identified in the position description are used in the recruitment process to attract a pool of qualified applicants and in the screening process as a basis on which to evaluate these applicants. Appropriate attention to crafting a strong and accurate position description will thus facilitate every other task in the hiring process.

The position description must identify required and preferred qualifications, corresponding with essential job functions and the priorities identified as part of the department's strategic planning process.

Remember that the goal for any new hire is to bring insights and skills that will guide and strengthen the department/unit in the coming decades. It is best to not try and hire a clone of the person now occupying the faculty line. Likewise, avoid the temptation to use the old position description without first carefully reviewing and updating it; positions should and do change with time and organizational needs.

It is also important to consider the position description as a tool that can help expand the applicant pool. This works best if the language in the position description is as broad as possible and if unnecessary qualifications or requirements have been eliminated. Again, the qualifications will be used as the screening criteria in reviewing applicants. If a qualification is listed as required in the posting, it is not permissible to hire someone who lacks that qualification; it would mean that the university failed to communicate the

qualifications properly to potential applicants who did not apply. For example, if a record of publication is required, it is not permissible to hire someone who has only a promising potential for publication, but no actual publication. Likewise, if a Ph.D. is listed as required, it would not be permissible to hire someone with an Ed.D. instead.

If a qualification is preferred rather than required, indicate this in the position description.

Qualifications should cover some or all of the following:

- Degree requirement. Specify type of degree, fields accepted, university accreditation requirement (if appropriate), and ABD (All But Dissertation) language (if appropriate). If ABD will be considered, the date by which the terminal degree must be completed must also be listed.
- Licenses, certifications, credentials, etc.
- Teaching experience or ability—e.g. undergraduate/graduate, online/evening, labs, fieldwork supervision, diverse populations, etc.
- Research/creative activities or potential for research/creative activities.
- Service—e.g. committee work; assist with department accreditation, etc.

Pay close attention to whether you are looking for knowledge, experience, ability, or potential. These words can significantly impact who will apply and how you must evaluate the candidates.

Please note that all faculty position descriptions must include this required qualification:

- ***Demonstrated commitment to developing inclusive teaching practices that engage students from diverse backgrounds.***

This qualification is required because all new faculty we hire must be committed to upholding Washburn's founding commitment to education for all and to cultivating an inclusive, positive campus environment for our increasingly diverse student body. While faculty who were hired years ago may not have been specifically evaluated in this way, the most competitive faculty candidates today are prepared to create inclusive and positive learning environments for all students. Washburn is most interested in attracting and hiring these types of candidates—individuals who know the importance of inclusion and who are dedicated to Washburn's mission to help all students become their best selves.

Best Practices for Writing the Position Description:

- In preparing the description, the language should be worded as broadly as possible while meeting the needs of the department or program.
- Use warm, welcoming, and inclusive language and avoid unnecessarily limiting or exclusionary language.
- Ensure the position description shows no bias regarding gender, race, color, creed, religion, sexual orientation, national origin, sex, age, disability, or veteran status.
- Emphasize that preferred qualifications are not required.
- Make sure your position description reflects the long-term strategic vision for the academic hiring unit.

Creating the Position Description in PageUp

The department chair/dean will send the position description to HR at facultytalent@washburn.edu. HR will enter the position description in PageUp and route it for the appropriate approvals. The department chair/dean will be notified of any necessary changes and final approval. The position description will remain on file and provide the basis by which the person holding the position will be evaluated.

Creating the Position Posting in PageUp

The position posting is what will be used to advertise the position. The dean's designee will create the posting from the approved position description in PageUp. The posting cannot be completed until screening committee members have been identified and a recruitment plan has been submitted as well as all evaluative criteria. See below for information about selecting screening committee members, developing a recruitment plan, and creating evaluative criteria.

It is a best practice to begin the posting with special opportunities the position offers. At Washburn, these opportunities could include working with first-generation students, small class sizes, collaborations with local agencies, and community-engaged learning, to name just a few. What are the strengths of your department/school? This is your opportunity to highlight them. For example:

The Washburn Department of Forestry invites applications for the position of assistant professor of forestry. The Department has won awards for its commitment to community engagement and excellence in teaching. Class sizes are small and students and faculty have the opportunity to engage in community-engaged learning and collaborate with local industries.

Please note that **all** faculty postings will also include this language:

Washburn University is a teaching-focused, student-centered, public institution located in the metropolitan setting of Topeka that has earned national recognition for its high-impact programs for first-generation students. Washburn has a student body of over 5,550 undergraduate, graduate, and law students, a significant and growing number of whom are first generation and Pell-Grant eligible. The University has created educational pathways for all students to be successful and achieve their educational goals.

Washburn is dedicated to recruiting and retaining a diverse faculty, staff, and student body and cultivating a vibrant and inclusive working environment and curriculum. We offer competitive wages, an excellent benefits program, supportive leadership team, and a healthy work/life balance. At Washburn, we strive to ensure a campus climate that supports the success of every employee and appreciates the unique skills and expertise each contributes to serving our students.

All postings will also include this Equal Opportunity Statement:

Washburn is an EOE and is dedicated to providing a student-centered and teaching-focused academic and work environment. We seek candidates who are committed to Washburn's efforts to create a campus climate that fosters the growth and development of a diverse student body, and we encourage applications from members of groups that have been historically underrepresented and/or marginalized in higher education.

Washburn University provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status.

Once submitted, the position posting will be routed for approvals. After it is fully approved, HR will "source" the posting, meaning it will become a live advertising.

3. Developing a Recruitment Plan

Ideally, recruiting future faculty to Washburn should be an ongoing process that begins long before the decision to hire for a specific position. In the years before a hire is anticipated, department chairs and deans should begin to identify promising graduate students, post-docs, and other colleagues. Build relationships with these potential applicants and consider inviting them to campus to give research presentations, colloquia, etc. Talk to your dean about university funding that may be available for this. When a faculty position becomes open, personally invite these previously identified potential candidates to apply.

All faculty position openings are advertised to the websites listed below unless the dean directs otherwise:

- *Higher Ed Jobs*
- *Chronicle of Higher Education*

It is important to acknowledge that circulating ads in these and other traditional scholarly publications is conventional and useful but has proven limited in attracting diverse pools. Even advertising postings in outlets such as diversejobs.net has been shown to have a poor return on investment. Instead, it is critical that search committees pursue more personalized and intentional recruitment strategies.

Accordingly, before a position is posted, each academic hiring unit must develop and submit a formal plan to recruit a diverse pool of qualified applicants. The recruitment plan is one of the most important tools for effective hiring of faculty. The recruitment plan must provide a specific and wide-ranging outline of the steps that will be taken to attract a robust applicant pool. 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 this plan.

The efforts of recruiting a larger pool of diverse faculty could be greatly enhanced if every member of the academic hiring unit participates in this recruitment. Specify in the recruitment plan the following: Who will contact whom? Who will follow up on leads?

See Appendix B for more detailed suggestions for creating an effective recruiting plan, as well as a template plan.

If it is desirable to advertise in publications or professional recruitment sources that cost money, HR will coordinate these ads and the provost's office will cover the cost. The department chair/dean will need to specially call these out in the advertising section when creating the posting in PageUp (see section D. of these instructions). But, again, more personalized outreach methods have proven more effective than placing ads in additional publications, even those that claim to target diverse populations.

4. Composing the Faculty Screening Committee

The next step is to compose a committee to recruit and screen applicants and recommend a hiring decision. The appropriate dean will appoint the committee, per the requirements detailed for each school in Section Two of the Faculty Handbook. If the new hire is to replace someone else on the faculty (e.g. someone retiring or resigning) the person being replaced may **not** serve on the committee.

Best Practices for Establishing the Committee

- Create a committee that is diverse and includes members who represent different backgrounds and perspectives.
- Choose a committee chair who has strong facilitation skills.
- Designate at least one committee member to serve as the inclusion advocate.

Each committee will have a chairperson, elected or appointed per the requirements of the school as indicated in the faculty handbook. The duties of the chairperson are as follows:

- Serve as liaison between the committee and the position supervisor (department chair or dean)
- Call and chair meetings.
- Ensure that proper records and meeting minutes are kept of all committee meetings & interview activity.
- Communicate updates of application to dean's designee for updating in PageUp (follow process established by each college/school).
- Correspond with applicants.
- Serve as lead host for candidates on campus.
- Coordinate the efforts of all committee members.
- Serve as primary liaison between the committee and appropriate offices when questions or concerns arise related to the search.
- Perform all duties of regular committee member.
- Perform other duties as requested by dean/department chair.

Elect or designate at least one member of each committee to serve as the inclusion advocate responsible for the following:

- Participate in additional, specialized training in Washburn search policies and procedures and inclusive, equitable, and effective recruitment practices.
- Serve as a resource to support the committee in evaluating each applicant's commitment to inclusive teaching.
- Keep issues of unconscious bias and inclusion center of discussion at each phase of the decision-making process.
- Perform all duties of regular committee member.
- Provide feedback to the Assistant Vice Provost of Faculty Development and HR for continuous improvement of policies and procedures related to hiring.

(For additional information about faculty search inclusion advocates, see Appendix C of this guide.)

The duties of committee members and department chair (if applicable) are as follows:

- Help to identify and recruit potential applicants.
- Attend all scheduled meetings.
- Review all materials.
- Screen applicants.

- Check references.
- Host finalists on campus.
- Participate in the interview process.
- Check references.
- Maintain appropriate confidentiality about applicants and search committee proceedings.
- Other duties as assigned by chairperson.

5. Creating Evaluative Criteria

The screening committee, in consultation with the department chair and/or dean, must create and submit evaluative criteria for screening candidates as part of the process of creating the position posting. All evaluative criteria must be created and uploaded to PageUp before the posting will be finalized and sourced. The process of developing evaluative criteria helps to fine-tune the position description and posting. Once the position description is posted it cannot be changed so it is important that this fine-tuning occur before the position is posted.

The purpose of evaluative criteria is to help committees collect evidence that applicants do or do not meet the qualifications of the position. Evaluative criteria are also important tools to help mitigate unconscious bias while screening applicants.

Evaluative criteria must include:

- A rubric with which to screen applications. All items in the rubric must match the qualifications described in the position description. More information about what must be included in the screening rubric and an example of such a rubric is included in Appendix D.

  The committee should discuss, prior to beginning to screen applicants, how qualifications in the position posting will be weighted and valued on the rubric.

To best make use of the screening rubric, we recommend conducting a calibration exercise in advance of reviewing the entire candidate pool. The purpose of the calibration exercise is to be able to apply the tool equitably, consistently, and reliably across all applicants. More information on creating screening rubrics and instructions for conducting a calibration exercise are found in Appendix D of this guide.

- Interview questions for first-round phone/video interviews and final-round interviews. Please review discussion of acceptable and unacceptable questions at Appendix E of this guide. Example interview questions are also included in Appendix E. At least two interview questions **must** be selected from the approved list of questions relating to evaluating a commitment to inclusive teaching practices. See Appendix F for more suggestions about interviewing.
- Questions for reference checks, **including at least one related to a commitment to inclusive teaching practices**. Examples of questions for reference checks are included in Appendix G, which also includes suggestions for how to conduct reference checks effectively and equitably.
- Rubric for evaluating a candidate's required teaching demonstration during the final-round interview. See an example of a rubric in Appendix H of this guide.

All evaluative criteria must be uploaded as part of the position posting in PageUp. It will be reviewed as part of the required inclusion review and by HR.

6. Training and Educating the Screening Committee

All members of the screening committee, in addition to the department chair (if applicable) and dean, must complete training once per year.

In addition, those serving on a committee as inclusion advocates will also complete additional training.

Section II: While the Search is in Process

7. Review of Applicants and Selection of Candidates

Screening committee members will receive email notification of each application received in the PageUp applicant tracking system. Instructions to view applications are available here. Committee members are welcomed and encouraged to begin reviewing applications as they are received.

Steps in the review process may include an initial screening of the applicant pool for minimum qualifications, video interviews, on-campus interviews, and reference checks.

If there are internal candidates, they should not weigh in on candidate selection or attend any selection processes other than what is required of them as a candidate. The names of any applicants (both external and internal) should never be discussed outside of the committee. This includes information about applicants' status in the search, as well as their strengths and weaknesses.

Initial Screening

In the initial screening of applications, remember that you are looking for evidence that applicants do or do not meet the qualifications of the position. All committee members should consistently ask questions throughout the deliberation process to check possible biases that may influence the process of selecting candidates. See this resource to learn more about unconscious bias and ways to try and mitigate it.

Best Practices for Screening Applicants

- Spend an equal amount of time on all applicants and review all aspects of their applications. Do not rely on just one part, such as the institution from which the candidate obtained their terminal degree.
- Utilize the screening rubric to ensure all the required and preferred qualifications are considered and appropriately evaluated.
- Periodically evaluate how you are applying your criteria. Ask yourself whether you are inadvertently subjecting women and underrepresented minorities to different expectations, placing less

value on applicants from non-traditional institutions, being influenced by names that do not sound and appear English, etc.
- Screen applicants in a place where there are no distractions and take a break when you are tired. Neglecting to pay attention to these two important factors has the potential to affect your sense of fairness and increasing the influence of bias and assumptions in the application of evaluation criteria.

In screening applications, it is important all committee members rely only on the materials requested and received by the posting. Do not screen materials included in an application that were not requested. For example, if the posting did not request teaching evaluations, do not consider any that an applicant might include. And do not conduct internet or social media searches. 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. If the committee and dean 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 HR or the Equal Opportunity Director to discuss.

Video Interviews

The committee and department chair (if applicable) will conduct video interviews to help in selection of top candidates to bring to campus. A standard set of interview questions should be used for all interviewees and should have been submitted in advance with the other required evaluative materials. See Appendix E and Appendix F for additional information about interview questions and interviewing. Before conducting interviews, committee members should discuss the prepared questions and what each member will listen for as a "good" answer.

Reference Checks

Reference checks should only be conducted at the semi-finalist stage and must be completed before inviting any candidates to campus to participate in a final-round interview. A minimum of two listed references should be called for each candidate and at least one unlisted reference. *It is important to ask candidates' permission to check their references before you do so*. Do not call references without a candidate's permission; this includes unlisted references.

Again, a standard set of reference questions should be used in checking references; this list should have been submitted in advance with the other required evaluative materials. See Appendix G for more information about checking references.

Selection of Final Candidates

The screening committee and/or department chair will select up to two top candidates to invite for a final-round interview, typically held on campus. These recommendations should be submitted to the dean's designee, who will update the selected applicants' statuses in Page Up to "Request dean approval for on-campus interview" (see Appendix J).

The dean will review the candidates recommended for final-round interviews. The dean will send notice of their decision to the search committee and/or department chair by changing the applicants' statuses in Page Up to "On-campus interview" (see Appendix J).

Once selection of final candidates has been approved by the dean, and before inviting the candidates to campus, the screening committee chair will begin planning the interview itinerary for each candidate. The dates for each candidate's visit should be at least two full work weeks from when the candidate is invited to campus. This is to facilitate optimal participation for each candidate invited to interview on campus and mitigate extreme cost fluctuations. Exceptions to this two-week rule may be made in some instances; for example, when all candidates invited to interview are local and no air travel is required.

The screening committee chair will contact the dean's office for information about the dean's availability to interview each candidate during their visit. Candidates are no longer required to meet with the Associate Vice Provost or HR.

The search committee chair will then contact the selected candidates to formally invite each candidate to interview. They will let candidates know that the travel agency Travel Leaders will contact them to arrange their travel to Washburn, as well as car rental and hotel accommodations.

The search committee chair will contact HR at facultytalent@washburn.edu to share the projected interview dates and itineraries for each candidate approved to interview on campus. HR will give this information to Travel Leaders and Travel Leaders will work directly with candidates to arrange travel. Members of the search committee should not contact Travel Leaders themselves.

See Appendix I for additional information about arranging travel, hotel, and meals for on-campus interviews and seeking reimbursement for miscellaneous expenditures that may be incurred.

8. Final-Round Campus Interviews

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 interviews must include:

- Teaching demonstration with students and an opportunity for students to give feedback to the committee. (See Appendix H.) In the School of Law, a scholarly presentation to law faculty may be required instead of a teaching demonstration with students. A separate opportunity for candidates to meet with students should then also be included as part of the itinerary.
- 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.

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

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:

- Let the candidate know they should contact HR at benefits@washburn.edu or call 785-670-1538 to request an accommodation during their visit. HR asks that candidates contact them at least five (5) business days in advance of the date that the accommodation is needed.
- Be welcoming. Take time to put candidates at ease.

- Demonstrate ways that candidates can contribute, and not just "fit in," to our campus.
- Point out the cultural vibrancy of our campus and community. This webpage contains information on cultural resources in Topeka and the region.

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 different backgrounds to participate and provide feedback of candidates.

See Appendix F of this guide for additional guidelines on interviewing, including during campus visits.

See Appendix I for current guidelines and policies related to travel and accommodations for candidates.

Section III: Once a Finalist has been Selected

9. Making a Hiring Recommendation

The screening committee will follow the specific procedures for making a hiring recommendation outlined for their college or school in Section Two of the Faculty Handbook. Please note that the decision to recommend any hire to the Provost is ultimately the responsibility of each dean. Recommendations and a supporting rationale should be submitted to the dean's designee, who will update PageUp and notify the dean (see Appendix J).

The dean will consult with the Provost regarding the recommendation to hire a candidate and regarding salary and contract recommendations. The dean must obtain approval of the hire from the Provost prior to extending an offer of employment (see Appendix J).

10. Extending an Offer

Once approval is gained from the Provost, the department chair/dean will extend an offer to the selected candidate contingent on the results of a background check. Any negotiated items need to be approved by the dean and Provost.

If the offer is accepted, details of the offer are confirmed in an email from the dean or dean's designee to the candidate. The Provost and facultytalent@washburn.edu should be included in the electronic notification from the dean.

The dean or dean's designee will complete the Faculty Appointment Recommendation form and forward it to VPAAdocs@washburn.edu. Once signed by the Provost, the Provost's office will forward the completed Faculty Appointment Recommendation form to HR at facultytalent@washburn.edu.

The Provost's office will initiate a background check and oversee the development of a contract and onboarding materials for the selected candidate.

Offers are contingent upon successful completion of a background check for all new employees or those with a break in service of one year or more. Candidates who do not clear the background check process will have their offer of employment rescinded, and the next ranked candidate may be offered the position.

11. Notification to Non-Selected Applicants

Once HR has received the faculty appointment recommendation form and the selected candidate's background check has been successfully completed, HR will notify the dean and search committee chair. The department chair/dean or their designee should then personally contact all other candidates who were invited to interview to notify them that they were not selected to move forward in the recruitment process. A template email is below. Notification to remaining non-selected applicants—in other words, applicants who were not interviewed—will be generated via PageUp once their application statuses are updated by the dean's designee.

Dear [Applicant],

Thank you for applying to the position of [position title] in the [posting organizational unit/department.] We especially appreciate the time you took to interview for the position. Unfortunately, you have not been selected to move forward in the recruitment process. Should you wish to apply for another position vacancy with the University, please review the employment opportunities at www.washburn.edu/jobs and follow the instructions provided within the posting.

Thank you for considering Washburn University. We wish you much success in your future endeavors.

Sincerely,

12. Procedures to Close the Search

The dean's designee will collect all notes associated with the search, including all screening rubrics, committee members' interview notes, interview itineraries, and completed Faculty Appointment Recommendation form, to be uploaded to Page Up (see step 5 in these instructions).

13. Debrief and Discuss Next Steps

The dean will conduct a post-search debrief with committee members and department chair (if applicable) to review how the search went. Include discussion of any potential candidates who were invited to apply but did not. Why didn't they? Include discussion of any candidates who turned down offers and what might have been done to make their recruitments successful. The dean will relay feedback to the Provost.

Discuss how the new hire will be mentored within the academic hiring unit. Make a plan to begin connecting the new hire to other faculty and to resources both on campus and in the community.

Demonstrate and be receptive to ways the faculty member may contribute to campus and campus culture and not just "fit in." How can you help the faculty member build on their strengths and develop as a faculty member?

The department chair or dean will review annual evaluation processes with the new hire and, if the new hire is tenure-track, tenure and promotion standards and procedures. Set expectations clearly and connect your new hire to resources to help them be successful.

14. Unsuccessful Searches

If the finalist declines, the dean informs the Provost and facultytalent@washburn.edu and, upon approval from the dean and Provost, the committee moves on to offer the position to the next approved candidate. The screening committee chair will communicate changes to application statuses to the dean's designee, following the process of each college/school, so these statuses may be updated in PageUp.

If all interviewed candidates decline or withdraw, the committee may choose to do a second review of applicants to create a new short list. If all qualified applicants in the pool have been interviewed without success, the result is an unsuccessful search. If the search was unsuccessful, the committee should discuss strategies that could make a search more successful in the future. Deans may also decide that a search is unsuccessful for additional reasons, such as insufficient recruitment efforts.

Appendix A: Inclusion Review

Faculty position descriptions and postings will include an inclusion review as part of the approval process. The goals of the inclusion review include

- To assist in creating position descriptions and postings that can attract robust and excellent pools of applicants;
- To collaborate and consult in development of effective recruitment plans;
- To ensure evaluative criteria follows protocols laid out in this guide to protect the integrity of our faculty searches and help mitigate implicit bias.

Appendix B: The Recruitment Plan

The recruitment plan should provide a detailed and comprehensive description of steps that will be taken to attract applicants to the position

posting. It is most effective when all members of the academic hiring unit see it as their responsibility to recruit a diverse and excellent pool of qualified applicants for the position. In conducting outreach, consider the following suggestions:

- Share the link to Washburn's faculty careers page (https://careers.washburn.edu/jobs/search) with departments that serve large numbers of Latina/Latino/Latinx, African American, Native American, and other historically underrepresented populations. These include historically Black, predominantly Latinx, and tribal colleges and universities. Request nominations of potential applicants and then personally write to those suggested and invite them to apply for the position.
- Ask all members of the academic hiring unit to contact their colleagues at other institutions to inquire about promising graduate students and post-docs, including those from underrepresented groups. Then personally write to suggested potential applicants and invite them to apply for the position.
- Contact local and regional community resources to share the posting (https://careers.washburn.edu/jobs/search) and request nominations of potential applicants. (See "Topeka and Community Resources" at bottom of this page for suggestions of who to contact). Personally write to suggested potential applicants to invite them to apply for the position.
- Write to caucus groups that serve underrepresented minority groups in your discipline and that may have a network of professionals within their organization. (Some suggestions by discipline are available here). Again, ask them to share your position posting *and* send nominations of potential applicants. Then personally write to suggested potential applicants to invite them to apply for the position.
- Review recent conference proceedings in your discipline to identify emerging scholars and invite these scholars to apply.
- Contact corporations that publish newsletters and or communications that include job announcements.

Template emails to assist with the above are available here.

It is important to use this general link to share your job posting: https://careers.washburn.edu/jobs/search. If you instead copy and paste the specific job link from viewing the posting on the Washburn careers page, it will not work for external users.

Because national publications are expensive and have been shown to be less effective in enhancing the applicant pool, consider other means that will cost less, but may require more in the investment of time for making personal contacts.

If advertising in a national publication (besides *Higher Ed Jobs* and the *Chronicle of Higher Education*) is desired, please include ad placement information with contact information such as addresses, contact person, phone numbers, email, fax numbers, and deadline dates in recruitment plan. Approval for such advertisements must be received from the Provost's office.

Recruitment Plan Template (To be completed by each member of the search committee and other members of the academic hiring unit as appropriate and then compiled and submitted for approval with the evaluative criteria. The Equal Opportunity Director will be available to consult and assist in the development of the recruitment plan.)

Institutions w/which to share posting and request names of potential candidates	**Professional organizations w/ which to share posting and request names of potential candidates**	**Colleagues w/ whom to share posting and request names of potential candidates**	**Specific names of potential candidates**	**Individuals to invite directly to apply**	**Additional outreach activities to conduct**

Template Emails to Assist with Outreach

General Outreach:

Dear _____,

I am writing to share the [Washburn department] recruitment advertisement in the field/area of ____, and to request your assistance in soliciting names of potential outstanding candidates whose research, teaching, or service has prepared them to make important contributions to our student body and institution. We especially seek candidates with a strong commitment to teaching excellence and developing inclusive teaching practices that engage students from diverse backgrounds.

Washburn is dedicated to recruiting and retaining a diverse faculty, staff, and student body and cultivating a vibrant and inclusive curriculum. We offer competitive wages, an excellent benefits program, supportive leadership team, and a healthy work/life balance. At Washburn, we seek to create a work environment and organizational culture that reflect the core values of the institution. We strive to ensure a campus climate that supports the success of every employee and appreciates the unique skills and expertise each contributes to serving our students.

Thank you in advance for sharing our recruitment advertisement available at https://careers.washburn.edu/jobs/search *with potential candidates. Please let us know of individuals who we should contact directly to encourage the submission of an application.*

Sincerely,

Dear _____,

I am writing to ask your help in identifying promising outstanding candidates for the position identified in the enclosed announcement for a faculty position in [identify field]. We are looking for someone with interests in [discipline], and with a focus on [various specialty areas that match current department needs].

[Information about the overall department/school, unique strengths, interests, focus]. We are seeking a colleague who can respond to and build on these interests, in collaboration with the other faculty in the program.

We are strongly committed to equity and inclusion at Washburn and within the [department/school]. Our student body is increasingly diverse demographically, and we seek to student-centered faculty members who will share our values as a public institution, and make strong contributions to teaching excellence and to developing inclusive teaching practices that engage students from diverse backgrounds. In our evaluation process for new faculty we give recognition to these efforts.

If you know any scholars who have made strong contributions to diversity and inclusion, and who might be interested in this position, I would greatly appreciate your dropping me a brief note with their contact information.

Thank you in advance for your help. If you have any questions about [program or department] or about the search, please don't hesitate to call me.

Sincerely,

Targeted Outreach

Dear X,

The X Department at Washburn University is advertising a faculty position in the following field: X. As a member of the recruiting committee, I am writing to ask whether you might have any interest in the position and, if so, whether you might consider putting in an application. You have been identified as an outstanding potential candidate.

If you think you might be interested in the position, or if you have any questions about the position or about the search process, please let me know. If it turns out that you would like to apply, you can learn more about the position here: https://careers.washburn.edu/jobs/search.

I do hope that this is something you might consider. And again, please don't hesitate to get in touch with me if you have any questions.

Best wishes,

Appendix C: Inclusion Advocates

Faculty screening committees play a critical role in recruiting faculty to Washburn. They are charged to recruit, identify, and recommend outstanding candidates to join our faculty. They also have a responsibility to ensure an equitable and inclusive search process. Faculty members who serve on these committees, however, often have relatively little experience in these roles. They may be unfamiliar with current best practices that can help to ensure a fair and effective search.

To help address this and to improve the overall quality and effectiveness of faculty searches at Washburn, at least one person on each faculty search committee should be designated to serve as the inclusion advocate.

Inclusion advocates will complete additional training on inclusive, equitable, and effective recruitment and hiring practices and in evaluating applicants' commitment to inclusive teaching. They will have a special commitment to centering the committee's consideration of inclusion throughout the search process.

Appendix D: The Screening Rubric

Evaluative criteria used to screen applications must include a screening rubric. All screening rubrics must incorporate the exact row below to evaluate applicants' demonstrated commitment inclusive teaching practices:

	Not Demonstrated	Good	Better	Best
Demonstrated commitment to developing inclusive teaching practices that engage students from diverse backgrounds	Materials lack evidence of a commitment to developing inclusive teaching practices that engage students from diverse backgrounds	Materials demonstrate a commitment to developing inclusive teaching practices that engage students from diverse backgrounds	Materials demonstrate a commitment to developing inclusive teaching practices that engage students from diverse backgrounds, as well as a record of experience in this area	Materials demonstrate a commitment to developing inclusive teaching practices that engage students from diverse backgrounds, as well as a record of success in this area

An example of a complete screening rubric with rows to assess other required and preferred qualifications is below. This example is intended to be illustrative only; the rows on the actual rubric utilized to screen candidates for any search must match the qualifications listed on the actual position description. Only the included in the position description should be assessed in the rubric; position responsibilities may be assessed in the interview stage of screening.

	Not Demonstrated (0)	Good (1)	Better (2)	Best (3)
Required Qualifications				
Ph.D. in discipline	No Ph.D. in discipline	ABD	Ph.D. in discipline	
Teaching experience at the college level	No teaching experience	less than 1 year of teaching experience	at least 1 years of teaching experience	2+ years of teaching experience
Applicant's Commitment to developing inclusive teaching practices that engage students from diverse backgrounds	Materials lack evidence of a commitment to developing inclusive teaching practices that engage students from diverse backgrounds	Materials demonstrate a commitment to developing inclusive teaching practices that engage students from diverse backgrounds	Materials demonstrate a commitment to developing inclusive teaching practices that engage students from diverse backgrounds, as well as a record of experience in this area	Materials demonstrate a commitment to developing inclusive teaching practices that engage students from diverse backgrounds, as well as a record of success in this area
Preferred Qualifications				
Qualifications to teach desired courses	No evidence of qualifications to teach courses identified as desired in position description	Graduate work is closely aligned with desired teaching areas identifed in position description	Graduate work is closely aligned with desired teaching areas identifed in position description and applicant has previously taught at least one desired course at the college level	Graduate work is closely aligned with desired teaching areas identifed in position description and applicant has previously taught multiple desired courses at the college level
Research agenda and areas of expertise	No evidence of research agenda or works in progress in areas of interest identified in position description; or research agenda only superficially deals with areas of interest identified in position description	Evidence of publiciations and/or conference presentations in progress and research is related to areas of interest identified in position description	Evidence of publiciations and/or conference presentations in progress and research is focused on areas of interest identified in position description	Evidence of publications and/or conference presentations accepted and research is focused on areas of interest identified in position description
Evidence of Academic Service	No evidence of substantative academic service	Evidence of substantative academic service limited to department or program level	Evidence of substantive academic service in at least 2 of the following areas: department; school; university; discipline	Evidence of substantive academic service to the department, school, university, and discipline

Different weights may be assigned to different questions on the screening rubric as needed. Please note that a rating of "not demonstrated" for any required qualifications must disqualify an applicant from moving forward in the search.

How might an applicant demonstrate the required qualification of a commitment to inclusive teaching practices in their application materials? There are many ways an applicant might do this. For example, in a cover letter, an applicant might discuss their passion for working with first-generation students, their experiences mentoring underrepresented minority students, the diverse voices included on their syllabi, their adoption of universal design for learning techniques, or their research on inclusive pedagogies related to their discipline. Many additional examples of inclusive teaching strategies are included here.

The following resources provide some additional examples and guidance regarding how to evaluate candidates' commitment to inclusive teaching practices and to diversity, equity, and inclusion more generally:

- Inclusive Teaching Higher Education Rubric (Dey Hu & Michele Deramo, 2019)

- Inventory of Inclusive Teaching Strategies
- Berkeley's Rubric to Assess Contributions to Diversity, Equity, and Inclusion
- Multicultural Interviewing Rubric

It is the responsibility of the department chair/dean and screening committee to define what will serve as evidence of a commitment to inclusive teaching before beginning to screen applications.

The context of an applicant's stated life experiences may be taken into consideration when evaluating their commitment to inclusive teaching practices. However, please note that at no time in the evaluation process can a particular demographic characteristic (e.g, gender, race/ethnicity, sexual orientation, disability, place of origin, etc.) be used as the reason to move a candidate forward for further consideration.

Before committees begin to review and screen applicants, it is recommended members complete the following calibration exercise:

1. Discuss ahead of time the kinds of evidence that could motivate low, medium, or high scores.
2. Select a random sample of 5–10 applications from the applicant pool, **redacted for candidate name**.
3. Apply the rubric to the application materials, with each committee member scoring the statements separately.
4. Analyze the scores assigned to each statement across all categories and by all committee members.
5. Discuss interpretations and discrepancies between reviewer scores.
6. Revise and recalibrate the scoring/assessment system as needed using applications with redacted candidate names.
7. Apply the agreed upon rubric to the entire applicant pool.

Appendix E: Selecting Interview Questions

Evaluative criteria must also include interview questions for all stages of the search process. This includes questions for the initial phone/video interview as well as all components of the final-round/on-campus interview.

At least two of the interview questions must come from the list below, which assess an applicant's commitment to developing inclusive teaching practices:

1. Why do you believe inclusion and belonging are important to higher education? How do you share this message in your classroom?
2. Tell us about a time when you worked to understand the perspectives of others.
3. The University is becoming increasingly diverse in terms of ethnicity, class, culture, language, sexual orientation, and disabilities. What do you see as the most challenging aspect of a diverse academic environment? What steps have you taken to meet this challenge?
4. Tell us about a time where you were more intentional in being inclusive in your teaching. Describe a specific strategy and how it went.
5. In your experience, what are the challenges faced by members of historically underrepresented groups in successfully completing their education? What strategies have you used to address these challenges, and how successful were those strategies?
6. As a faculty member, what do you see as important contemporary issues of diversity, inclusion, and equity in your field?
7. How are inclusion and belonging reflected in your syllabi? Classroom policies? Research Projects? Previous service activities?
8. Tell us about a time you observed a student who did not seem to be part of the class discussion, group discussion, or always walked out of the classroom alone and how you addressed your observations.
9. Working with people from different backgrounds or cultures can present challenges. Describe a time where differences in background made communication challenging. How did you handle this situation?
10. What areas of growth do you see for yourself in promoting a more inclusive classroom?

Again, these resources provide some examples and guidance regarding how to evaluate candidates' commitment to inclusive teaching practices and to diversity, equity, inclusion, and belonging more generally:

- Inclusive Teaching Higher Education Rubric (Dey Hu & Michele Deramo, 2019)
- Inventory of Inclusive Teaching Strategies
- Berkeley's Rubric to Assess Contributions to Diversity, Equity, and Inclusion
- Multicultural Interviewing Rubric

The context of an applicant's stated life experiences may be taken into consideration when evaluating their commitment to inclusive teaching practices. However, please note that at no time in the evaluation process can a particular demographic characteristic (e.g, gender, race/ethnicity, sexual orientation, disability, place of origin, etc.) be used as the reason to move a candidate forward for further consideration.

Additional Interview Questions

Below are some examples of additional interview questions. These questions are intended to be illustrative only; the actual questions selected should relate to the position description. Remember that the same questions must be asked of each applicant interviewed.

1. Describe your teaching style.
2. Describe your teaching philosophy.
3. What technology applications have you utilized in the classroom?
4. How do you engage students, particularly in a course for non-majors?
5. Share your ideas about professional development.
6. What changes have you brought to the teaching of _____?
7. What courses have you created or proposed in the past five years?
10. How do you feel your teaching style can serve our student population?
11. In what professional development activities have you been involved over the past few years?
12. What pedagogical changes do you see on the horizon in your discipline?
13. How would your background and experiences strengthen this academic department?
14. How do you adjust your style to the less-motivated or under-prepared student?
15. Have you involved your students in your research?
16. What are your current research interests?
17. What can you bring to the department that is uniquely yours?

18. Describe a difficult situation you encountered in your class and how you handled it.

It is also perfectly fine to ask follow-up or clarifying questions, or questions related to a candidate's specific experience or cv, in addition to the questions you have formally selected as part of your evaluative criteria. During the interview, do not feel that you need to keep strictly to the questions you pre-selected. However, you do need to make sure that you give all candidates the same opportunities to demonstrate their qualifications for the job and that all questions asked in the interview relate directly to the position description.

Questions about personal information, especially those related to "protected" group status, are inappropriate or illegal, unless information is important to the position in question. Even if there is no intent to secure inappropriate information or to discriminate, applicants may view such questions as such.

The following are **protected classifications**:

- *race; color*
- *ancestry, national origin*
- *religion, creed*
- *age (over 40)*
- *disability, mental and physical*
- *sex, gender (including pregnancy, childbirth, breastfeeding or related medical conditions)*
- *sexual orientation*
- *gender identity, gender expression*
- *medical condition*
- *genetic information*
- *marital status*
- *military and veteran status*

Questions like those below are not job-related and are inappropriate and illegal. They should not be asked at any phase of the search process, including formal interviews, informal interactions between candidates and committee representatives, and reference checks.

- Questions posed of only one gender.
- Questions about race, color, religion, age, national origin, ancestry, disability, sex, veteran status, marital or parental status, sexual orientation/gender identity, or genetic information.
- Questions about past, present, or future 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 such questions are asked, they must be asked of both sexes/all candidates.

- Questions about weight and height.
- Questions about the candidate's state of health.
- Questions about disabilities, and the time needed for treatment of the disabilities, unless this information is necessary to determine the candidate's ability to perform an essential job function without significant hazard.
- Questions about a foreign address that would indicate national origin. **No positions at Washburn University are limited to U.S. citizens.**
- Questions about a candidate's native-born or naturalized status. You **may** ask if the candidate is eligible to work in the U.S. if the question is asked of all candidates.
- Questions about a candidate's native language or how foreign language ability has been acquired. You **may** ask about foreign language skills if the position requires such ability.
- Questions about a candidate's willingness to work on religious holidays. Religious beliefs and practices must be accommodated. You **may** ask about willingness to work a required schedule.
- Questions about whether a candidate has filed or threatened to file discrimination charges.
- Questions about military service and/or the candidate's type of discharge should not be asked. You **may** ask questions concerning service in the U.S. armed forces **only** if such service is a qualification for the position being sought.
- Questions that would reveal arrests without convictions. Washburn's Human Resources department completes a criminal background check for all new employees, search committees should not engage in discussions about arrests or convictions.
- Questions about a candidate's car or home ownership, credit rating or financial standing.
- Questions about a candidate's workers' compensation history.
- Questions about the date a candidate graduated from school. You **may** ask number of years attended and degree(s) obtained.
- Questions about any relative of a candidate that would be unlawful if asked of the candidate.
- Questions about education or experience that are not job-related. You **may** ask about training and experience related to job requirements, including names and addresses of previous employers, dates of employment, reasons for leaving and schools attended.
- Questions about organizations and activities the person belongs to that indicate race, color, religion, age, national origin, ancestry, disability, sex, veteran status, marital or parental status, sexual orientation/gender

identity, or genetic information. You **may** ask about professional and job-related organizations if the question is asked of all candidates.
- Questions about whom to contact in case of emergency; this information can be obtained after hire.
- Questions about age or date of birth, or to provide proof of age. This information can be obtained after hire. You **may** ask if the applicant meets the minimum age requirement as set out by law.

Appendix F: Conducting Interviews

It is best practice to confirm interviews and campus visits in writing. Include a roster of those who will be conducting the interview. For campus visits, include a detailed schedule.

When conducting virtual interviews, consider these best practices.

For any formal interview (e.g., phone/video or on-campus), develop a format to follow that includes

- welcome and introductions;
- questions to be asked of the candidate;
- questions from the candidate to the committee;
- update about current status of the search process and timeline;
- closing.

In preparing for campus visits, remember to

- Give candidates clear instructions about what is expected. For example, clarify how long the teaching demonstration should be and whether it should be on a particular topic or a topic the candidate chooses.
- Before they visit, please ensure all candidates know to contact HR to request an ADA accommodation.

- Ensure candidates are given equal opportunities during the visit to meet and interact with campus colleagues. Plan schedules that are similar in format to ensure an equitable basis for evaluation.
- Invite students of different backgrounds to connect informally with candidates, perhaps over breakfast or lunch. Seek students' feedback of candidates.
- Take time to demonstrate the vibrancy of campus, Topeka, and the region.
- Learn more from the candidate about their commitment to advancing Washburn's core values and share information about the department/program's commitment as well.
- Refer all candidates to the University Office of Diversity and Inclusion (diversity.inclusion@washburn.edu) to request meetings with particular individuals, university groups, or local community groups during their visit.

Please note that the entirety of the campus visit is considered part of the interview. Conversation with candidates, either during formal interviews or informal social situations, should avoid personal questions or comments. However, if the candidate initiates such discussion, then it is appropriate to answer and follow up. Regardless of who initiates the discussion, answers to such questions cannot be used in the hiring decision.

Some examples of inappropriate questions or comments initiated by the committee or department faculty are:

- discussion about family issues, such as current number of children, child care needs, expected future children, school districts, marital plans, etc.
- discussion about religion and churches, such as recommendations about local churches, synagogues, or temples candidates may be interested in joining
- discussion about domestic partner benefits
- discussion about armed forces service experiences, except if these experiences directly related to the position in question. For example, if a candidate gained teaching experience from the armed services, then questions about service experience are appropriate.

It is recommended but not required that campus visits include time for a candidate to meet with the Diversity and Inclusion Officer, or someone the officer designates (such as members of a campus affinity group), to ask questions related to the topics above if the candidate desires. Contact the Diversity and Inclusion Officer at 785-670-2100 to make these arrangements. Let candidates know ahead of time that this opportunity will

be included as part of the on-campus visit and that the information discussed with the officer or the officer's designee will be not be shared with the committee or other members of the academic hiring unit.

Appendix G: Checking References

Determine the stage of the search process at which references will be checked. Remember that references must be checked before bringing any candidate to campus to interview.

Develop questions to be asked of references. These questions must be developed and submitted as part of the selection of evaluative criteria, prior to beginning to screen applications.

Prior to checking references, call each candidate to notify them that both listed and unlisted references will be contacted. If a candidate asks you not to contact their current supervisor, respect this request. While feedback from a current or most recent supervisor is important it is not required if obtaining it could jeopardize relationships for the candidate.

It is considered best practice to have more than one committee member involved in contacting references for each candidate. This approach allows for multiple committee members to receive information beyond the written application materials, reduces the chances of committee members inadvertently becoming advocates or adversaries for a particular candidate, and protects the integrity of the process from concerns that only one committee member conducted all references for a candidate and reported the information to the committee in a biased manner.

Example questions for reference checks are below. Please note that selected questions must relate to the duties of the specific position. These questions are intended as examples.

1. How long have you known the candidate and in what capacity?
2. Have you ever observed the candidate in the classroom? How would you describe their teaching style?
3. How does the candidate interact and relate to undergraduate students?
4. How does this candidate respond to constructive criticism?

5. Tell me about a time when the candidate worked with a diverse group of students. How did the candidate build rapport between these students and with these students?
6. Can you give me an example of how the candidate has worked to foster inclusiveness in his/her/their classroom and/or through their research or service?
7. Is there anything else you would want us to know about this candidate?

Appendix H: Teaching Demonstrations

With the exception of the School of Law, all final-round interviews must include a teaching demonstration. (In the School of Law, candidates will give a scholarly presentation to law faculty and then also meet separately with students.)

When at all possible, the required 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). Consider inviting additional people from campus and the community to sit in on these presentations to ensure diverse representation.

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 diverse attendees that include at least some actual students.

Consider these recommendations for effectively planning and assessing a candidate's teaching demonstration.

A method of evaluating the presentations must be developed and submitted as part of the evaluative criteria prior to review of applications. Attendees of the demonstration should be asked to provide feedback and this feedback should be submitted to the committee and department chair/dean. An example method of evaluation is included below.

Rubric to Assess Teaching/Scholarship Demonstration				
	Not Observed	Consider Emphasizing More	Accomplished well	Not Applicable
The candidate demonstrates breadth and depth of knowledge of the content that moves attendees from knowledge level to analysis and/or synthesis of concepts.				
The candidate incorporates diverse perspectives of content.				
Demonstration climate is respectful, open, and inclusive.				
Presentation methods are inclusive and effective to support learning in all attendees.				
The candidate seeks and responds to questions and/or concerns.				
Demonstration is well-planned.				
Demonstration effectively integrates media and/or technology.				
Engages attendees in active learning.				
Attendees show high levels of engagement.				

Appendix I: Recruitment Guidelines for Travel, Hotel, Meals, & Miscellaneous Expenditures

Arranging Travel & Hotel

- The screening committee chair or department chair will contact the finalists once deans have approved them to visit campus and formally invite each candidate to interview. They will let finalists know that the travel agency Travel Leaders will contact them to arrange their travel to Washburn, as well as car rental and hotel.
- The screening committee chair will contact HR at facultytalent@washburn.edu to share the projected interview dates and itineraries for each finalist approved to interview on campus.
- The dates for each candidate's visit should be at least two full work weeks from when the finalist is invited to campus. This is to facilitate optimal participation for each candidate invited to interview on campus and mitigate extreme cost fluctuations. Exceptions to this two-week

rule may be made in some instances; for example, when all candidates invited to interview are local and no air travel is required.

- When air travel is required, it is strongly recommended that candidates spend two full nights in Topeka, flying in the day before their interview and flying out the day after. If a candidate will need to fly in or out on the same day as the interview, search committees will be required to provide an interview itinerary to HR in advance of flights being booked to ensure flight times will work comfortably with campus meeting times.
- The travel agency Travel Leaders will contact each candidate to arrange airfare, rental car, and hotel. These expenses will be direct billed to Washburn so that candidates incur as few direct expenses as possible. Concerns about the response time of the travel agency should be emailed to facultytalent@washburn.edu. **At no point should faculty contact the travel agency directly**.
- The academic hiring unit should confirm with each candidate that travel arrangements have been made and communicate the details of the interview itinerary. See Section 8 for more information about what to include as part of the on-campus interview as well as best practices to create a positive experience for candidates.
- If the candidate drives their personal car to Washburn, mileage is reimbursed at .58 cents a mile (or current mileage reimbursement rate), as well as toll charges. When a traveler uses a personal automobile even though flying would be less expensive, the mileage reimbursement shall be limited to the cost of a round-trip coach class airline ticket plus $70 for round-trip travel to Kansas City International Airport (KCI).
- If a finalist prefers to travel by Lyft/Uber, reimbursement will be up to the cost of a round-trip coach class airline ticket.
- Candidates traveling internationally will only be reimbursed for domestic travel.

Meals

- It is good practice to ask finalists about any dietary restrictions or preferences before their visit and plan meals accordingly.
- Meals eaten on campus as part of the interview process must be ordered through Chartwells. The PROVOST's office will cover these expenses. Use FOPAL 100000 300010 xxxxxx 16000 CAM004 when ordering. Invoices should be sent to VPAAdocs@washburn.edu. Please include the position title in the subject line or body of the email and the faculty member who should be contacted with questions.
- Expenses associated with meals eaten off campus will be reimbursed by the Provost's office. These expenses should be within the guidelines

established by WUPRPM section J. To be reimbursed, the academic unit or individual incurring the expense should submit a completed Payment Voucher with itemized receipt(s) attached. Please include a list of all those who attended the meal(s). The approver to route the payment voucher is **Andrea Lagos**, Director of the Provost/VPAA Academic Budget and Finance. Please email vpaadocs@washburn.edu for any inquires.

Reimbursement of Miscellaneous Expenses Incurred by Candidate

- All efforts should be made to ensure the candidate incurs as few out-of-pocket expenses as possible.
- To be reimbursed for any such expenses that do occur, the candidate must complete a W-9 and send receipts to the search committee chair. The search committee chair should then complete a travel expense report on behalf of the candidate. The search committee chair should email the completed travel expense report, W-9, and receipts to VPAAdocs@washburn.edu. Please include the position title in the subject line or body of the email. Please note that receipts for automotive fuel are not required as fuel is included in the standard mileage reimbursement rate as determined by the IRS.

Travel Expenses Not Covered:

- Please review section J-Travel - #22 of the Policies, Regulations and Procedures Manual for complete travel exclusions.

Appendix J: PageUp Instructions for Dean's Designee, Deans, and Provost

1. Each dean will select who from their unit they want to manage PageUp for faculty recruitments. That person will be known as "the dean's designee."
2. The screening committee chair or department chair will communicate with the dean's designee each time a candidate is moved forward in

the recruitment process. This includes candidates for whom the committee will:

   a. Interview virtually
   b. Check references
   c. Request dean's approval to interview on campus
   d. Request dean's approval to make a conditional offer—the screening committee chair or hiring manager is also required to email a written rationale for the hiring recommendation to the dean's designee, who will share it with the dean.

3. The dean's designee will update the application status in PageUp of each candidate moved forward in the recruitment process (see instructions for managing application statuses in PageUp here). The dean's designee will follow the instructions included in PageUp for emailing the dean to request approval to interview on campus and to make a conditional offer to a finalist.
4. When a dean receives a request for their approval to interview candidates on campus or to make a conditional offer, the dean should follow these instructions to review candidates and indicate their approval/disapproval within PageUp:
   a. Dean's Review of Recommendation to Invite Candidates to Interview on Campus: Deans will log into PageUp to view each candidate's materials. If they approve the recommendation to invite the candidate to campus, they will move the candidate to the status "On-campus Interview." If they would like to further discuss the recommendation, the dean should instead select the status "Under further review."
   b. Dean's Review of Recommendation to Make a Conditional Offer: A written rationale for the hiring recommendation will be attached to the notification email the dean receives. The dean will log into PageUp to view the candidate's materials. If the dean approves the recommendation, they will move the candidate to "Dean Approves, Request Provost Approval." The dean will then email the provost to request the provost's approval for making the conditional offer. The dean should include the candidate's cv and a written rationale for the hiring recommendation, along with a salary recommendation, in their email to the provost. If the dean does not approve the recommendation to make a conditional offer, they should instead move the candidate to "Dean Denies Conditional Offer Request."
5. The provost will email their approval/disapproval of the conditional offer request and salary recommendation to the dean, who will notify the hiring manager.
6. Updates about whether a candidate accepts a conditional offer will also be communicated to the dean's designee. When a candidate accepts a

conditional offer, the dean's designee will move the candidate to the status "Conditional Offer Accepted Start Faculty Appt Rec." If the candidate declines the conditional offer, the dean's designee will move the candidate to the status "Conditional Offer Declined."

7. Salary negotiations and other details must be approved by the dean and provost via email.
8. The dean's designee will collect all notes associated with the search, including all screening rubrics, committee members' interview notes, any email communication regarding the search, and interview itineraries. These should be uploaded to the "documents" tab of the position posting and labeled "recruitment notes."

Appendix K: Frequently Asked Questions

Below are some FAQ related to this guidebook and recent changes to Washburn's recruitment and hiring protocols.

1. When Washburn says we want a more diverse faculty, isn't that code for saying Washburn doesn't want to hire more white people?

   Answer: No. As defined above, "diversity" refers to the variety of experiences, perspectives, values, and skills that result from differences in culture and circumstance. When we talk about diverse recruitment at Washburn, we are not just referring to recruiting faculty from certain race or ethnic groups. It is important, however, that we recruit a faculty that is composed of members of different racial and ethnic groups and that better represents the demographic composition of our student body.

2. Why is it important to have a faculty that is representative of the demographic composition of our student body?

   Answer: There are many reasons for this, including, first, Washburn students—like students at institutions across the country—have repeatedly told us they want and expect this. Students, especially students from underrepresented groups, see a representative faculty as critical to the success of their

education and research shows that it is. A more representative faculty has been demonstrated to positively impact grade performance, retention, and graduation of students from underrepresented minority groups (Fairlie, 2014). And it isn't just students from underrepresented groups who benefit from a more representative faculty. As the American Association of University Professors has documented, even students from majority groups report that professors from underrepresented groups have had positive effects on shaping them into more complex thinkers and culturally competent citizens. Second, one of Washburn's core value is a commitment to inclusion. A diverse faculty and staff is one of the most tangible pieces of evidence of that commitment. In addition, diversifying our faculty and expanding the professoriate to those who have been historically excluded from higher education is also the morally right thing to do and is in line with Washburn's founding legacy.

3. What is the difference between faculty from underrepresented minority groups and faculty of color?

   Answer: Faculty from underrepresented minority groups include domestic racial and ethnic populations that are underrepresented at the college/university relative to their numbers in the general U.S. domestic population. Sometimes these populations are referred to as "marginalized" instead of underrepresented minorities. They include:

   - Black/African American
   - Hispanic/Latinx: Cuban/Mexican/Puerto Rican, South or Central American
   - Native American/Alaska Native
   - Pacific Islander/Native Hawaiian

   Faculty of color include all those from underrepresented minority groups in addition to those of Middle Eastern descent and Asian descent.

4. What if I work in a field or discipline where there are no diverse, qualified candidates?

   Answer: National surveys show that there are a small handful of fields in which there really are few scholars from underrepresented groups available to hire. However, the "pipeline problem" is too often used as an excuse by search

committees to continue hiring practices that perpetuate a homogenous faculty. The bigger challenge is that many diverse candidates are not recruited. It is important for Washburn to employ best practices to hire, promote, and retain the diverse faculty talent that does exist in our respective fields. Furthermore, providing a rich and supportive learning environment for underrepresented minority students at Washburn is an important part of contributing to the pipeline. When our faculty mentor and support students, these students may be encouraged to go into our fields in the future. If they have negative experiences and do not feel included on our campus, they are less likely to consider higher education as a career for themselves.

5. How will Washburn ever be able to recruit and retain faculty of color to live in Kansas?

   Answer: Research into faculty search processes suggests that it is a stereotype or myth that faculty of color do not want to come to a particular campus or a region of the country because it is not diverse or not urban enough. Another common myth is that underrepresented minority faculty will ultimately leave for a more desirable position as soon as they are able. In reality, many well-prepared faculty from underrepresented minority groups are not actively recruited and are less likely to advance in the screening process due to factors such as unconscious bias.

   Washburn's location may provide a challenge to recruitment in some ways, but it poses a potential benefit in others. This guide includes suggestions for pointing out the cultural vibrancy and diversity of Topeka and the region to candidates.

   This guide is also intended as part of a larger institutional conversation related to retention efforts, including improving campus climate and mentoring.

6. Why are we reevaluating Washburn's hiring practices?

   Answer: The goal is to encourage us to be more mindful and intentional about our recruitment and hiring protocols. Becoming more mindful and intentional will help to enhance our recruitment and hiring efforts. It will also enhance the reputation of Washburn as an attractive possibility for employment and

career opportunity for all populations, regardless of social background and identity.

7. Will my department/unit be forced to lower its standards to hire diverse faculty?

   Answer: No. Diversity in the faculty is complementary to excellence and merit, as is discussed throughout this guide and will be discussed further in required trainings of search committee members.

8. If someone is from an underrepresented background, that means they have a definite commitment to inclusion, right?

   Answer: Not necessarily. First of all, demographic information should never be used to move a candidate forward for further consideration in the search. All candidates must demonstrate a commitment to developing inclusive teaching practices and other required qualifications through their application materials, including their cover letter, *curriculum vitae*, and materials related to their teaching, research, and service. This guidebook, as well as the trainings required of search committee members, will provide additional assistance in evaluating these materials to assess applicants' qualifications.

10. Can Washburn hire someone based on a particular demographic characteristic, such as their race or gender?

   Answer: No. The context of an applicant's stated life experiences may be taken into consideration when evaluating their commitment to developing inclusive teaching practices. But a particular demographic characteristic (e.g, gender, race/ethnicity, sexual orientation, disability, place of origin, etc.) cannot be used as the reason to move a candidate forward for further consideration.