

# Hiring Top Talent

Part II: Creating an Evidence-Based Hiring Process (Vol. 1)

Independent School  
Executive Forum

# Today's Presenters



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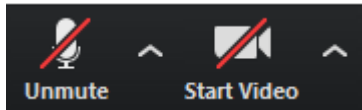
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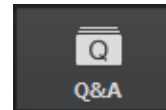
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# Hiring Top Talent



## Join Us for Our Full Webconference Series

### **Part 1: Laying the Foundation for Effective Hiring**

The inaugural session will focus on laying the foundation for effective hiring, including maximizing relevant technology, and on determining assessment criteria at the outset of the hiring process.

**Tuesday, October 1**

1:00 PM - 2:00 PM ET

### **Part II: Creating an Evidence-Based Hiring Process (Vol. 1)**

The second installment will discuss how to create an evidenced-based hiring process. This session will share tactics for designing methods to measure and assess candidates on key criteria throughout the hiring process.

**Tuesday, October 15**

1:00 PM - 2:00 PM ET

### **Part III: Creating an Evidence-Based Hiring Process (Vol. 2)**

In the third installment the Pingry School will join EAB to discuss their priority-focused interview schedule and how it allows them to assess candidates in the areas that matter most.

**Tuesday, October 22**

1:00 PM - 2:00 PM ET

### **Part IV: Attracting New Talent to the Candidate Pool**

The final installment administrators at St. Stephen's and St. Agnes School will join EAB to discuss their Educator Open House and how the event helps them connect with a broader candidate pool.

**Tuesday, November 12**

1:00 PM - 2:00 PM ET

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### **Miss a Session? Want to Share with Colleagues?**

All installments of the Hiring Top Talent webconference series are available on [eab.com](http://eab.com) within 24-48 hours of the presentation date. Visit [eab.com/hiringtop talent](http://eab.com/hiringtop talent) to access archived presentations.

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# Hiring Top Talent

## Best Practices for Recruiting and Hiring Great Teachers

1

### Lay Foundation for Effective Hiring



1. Centralized Applicant Tracking System
2. Candidate-Centric Recruitment Website

2

### Determine Assessment Criteria



3. Principles-Based Hiring Criteria
4. Vacancy-Based Goals

3

### Create Evidence- Based Process



5. Stage-Specific Assessment Rubrics
6. Quantified-Feedback Scorecard
7. Priority-Focused Interview Schedule
8. Competency Demonstration Exercises
9. Comprehensive Hiring Guide

4

### Attract New Talent to the Candidate Pool



10. Employee Referral Incentive
11. Independent School Recruitment Event
12. Community-Based Diversity Job Fair
13. University Pipeline Cultivation
14. Diversity Teaching Fellowship

1

Lay Foundation for Effective Hiring

2

**Determine Assessment Criteria**

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Create Evidence-Based Process

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Attract New Talent to the Candidate Pool

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### Attract New Talent to the Candidate Pool



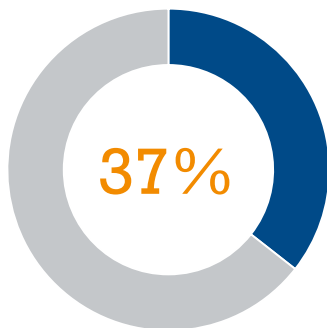
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# Little Guidance from the Outset

## Undocumented Criteria Leaves Room for Variation, Bias

### Percentage of NAIS Member Schools Who Have Written Criteria Against Which to Evaluate a Candidate



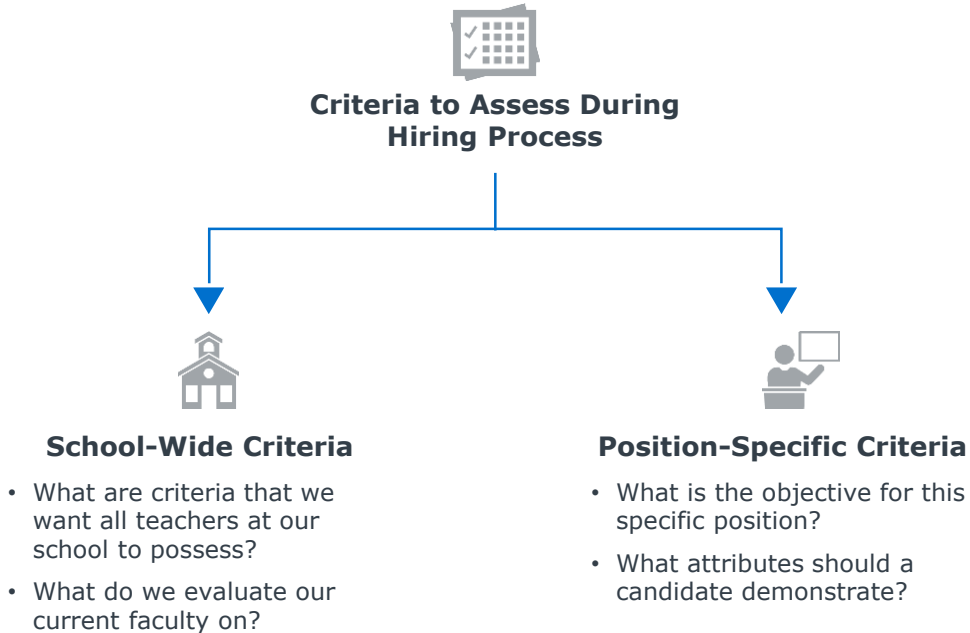
### Lack of Written Criteria Leads to Issues Throughout the Hiring Process

- ✗ **Inconsistency**  
Resume reviewers, interviewers are left to assess candidates on what they determine matters most
- ✗ **Bias**  
Resume reviewers, interviewers own bias, experience can impact how they assess a candidate
- ✗ **Failed Hires**  
Interviewers miss warning signs in key areas during interview process, bring on candidate who doesn't meet expectations



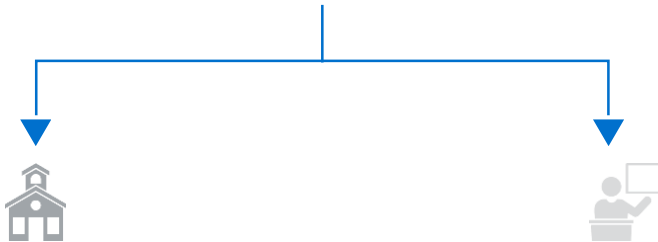
#### Definition: Unconscious Bias

"An implicit association or attitude – about race or gender, for example – that: operates beyond our control and awareness; informs our perception of a person or social group; can influence our decision-making and behavior toward the target of the bias."





## Criteria to Assess During Hiring Process



### School-Wide Criteria

- What are criteria that we want all teachers at our school to possess?
- What do we evaluate our current faculty on?

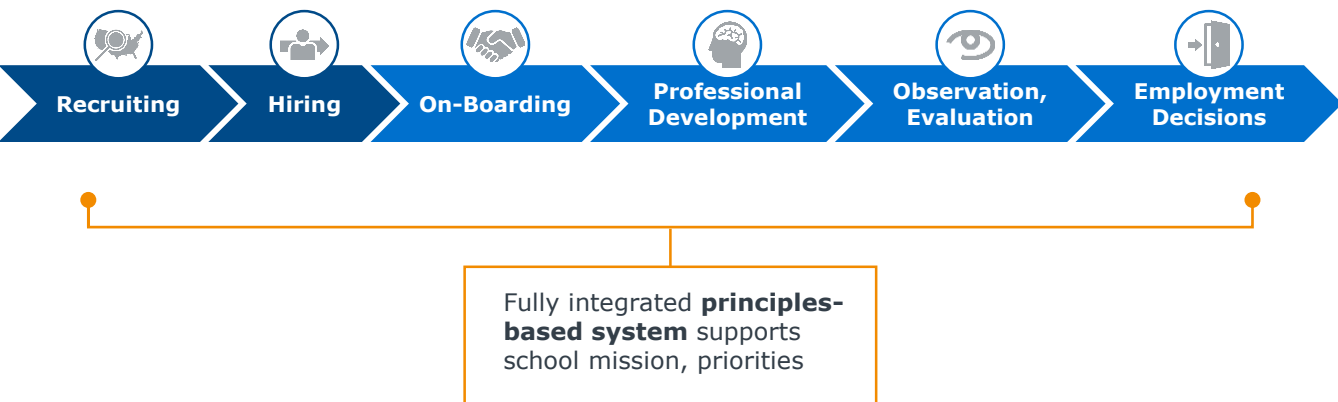
### Position-Specific Criteria

- What is the objective for this specific position?
- What attributes should a candidate demonstrate?

# Principles of Excellence Not Just for Current Faculty

Incorporate Principles of Excellence into Recruitment, Hiring

## Principles of Excellence Part of Each Step of Talent Management System



# Principles of Teaching Excellence Used Unevenly

## Independent Schools Range in Their Adoption, Integration

### Use of Principles of Excellence Across Independent Schools



#### Principles Fully Integrated into Talent Management Processes

- Principles used throughout talent management processes
- Guide all aspects of teacher development



#### Principles Guide Some Aspects of Teacher Growth

- Administration aware of, may refer to principles to guide decisions about teacher development
- Limited awareness of principles among faculty



#### Principles Exist, Never Used

- School created, adopted principles of excellence
- Rarely updated to reflect changing school context, values
- Principles unused by faculty, administration in teacher development processes



#### No Principles of Excellence

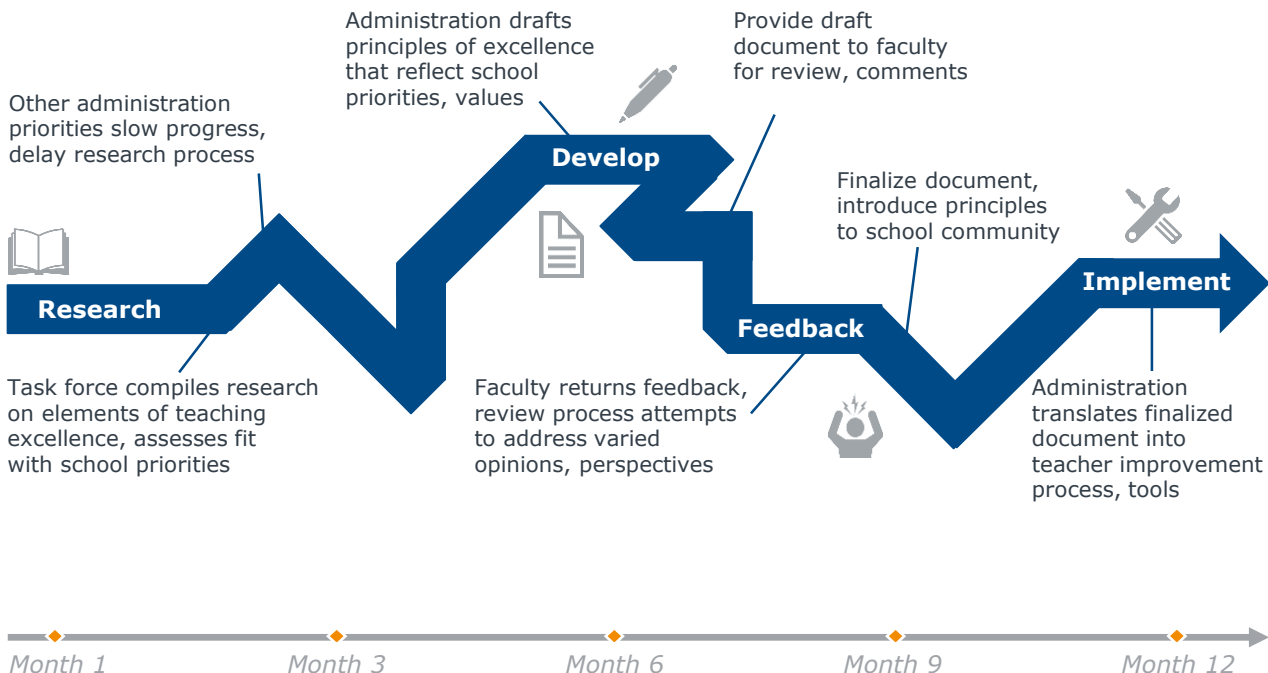
- School does not have principles that articulate teaching expectations, aspirations
- Observation, assessment of teachers infrequent, ad hoc

Degree of Integration

# Creating New Principles Challenging, Lengthy

## Organic Approach Complex, Laborious

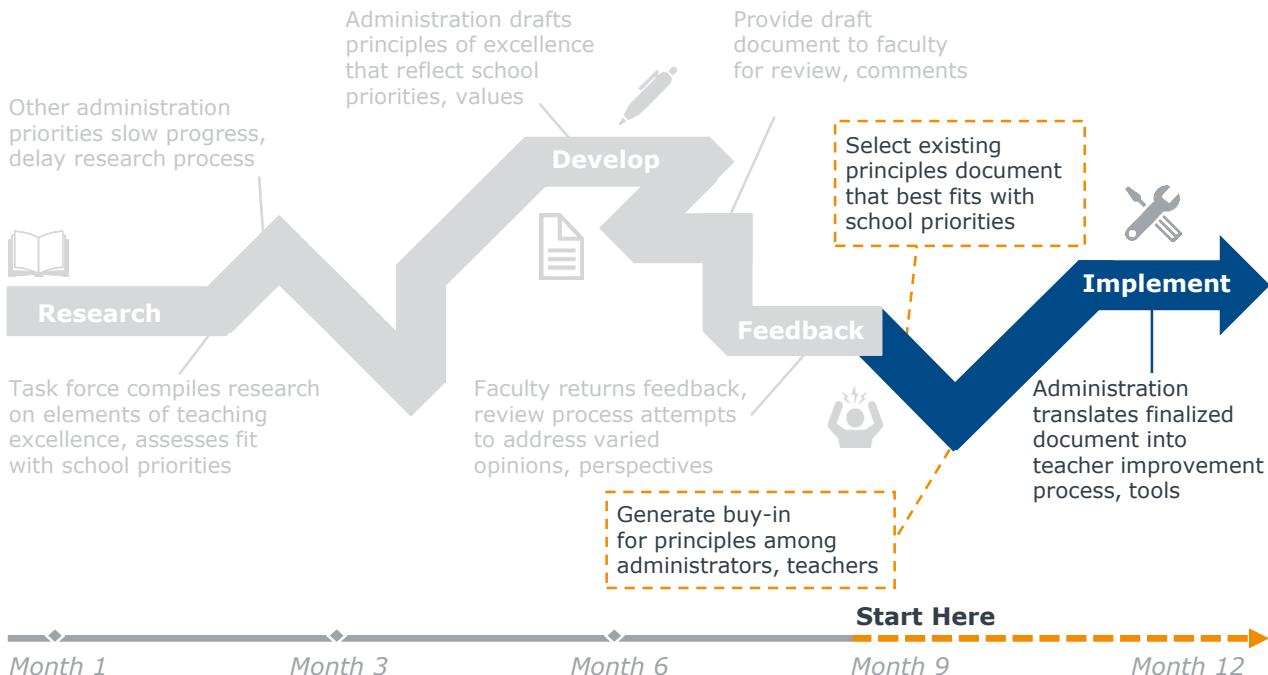
### Indirect Path to Principles of Excellence



# But Research-Based Principles Lead to Similar End

Adopting Existing Principles Saves Time, Allows for Emphasis on Integration

## Process to Adopt, Adapt Existing Principles



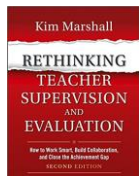
# Education Experts Outline Teaching Excellence

## Research-Based Principles of Excellence at Core of Frameworks

### Research-Based Frameworks



Danielson's Framework  
for Teaching



Marshall's Teacher  
Evaluation Rubrics



Marzano's Teacher  
Evaluation Model

### Description of Frameworks



#### Research-Based

Specify evidence-based ideals  
of teaching to promote student  
learning, achievement



#### Comprehensive

Provide a thorough description  
of teaching practice



#### Performance-Oriented










Articulate levels of performance for  
use in classroom observations,  
evaluations to guide improvement



# Covering all the Bases

## Definition of Teaching Excellence Not Just About Classroom Activities

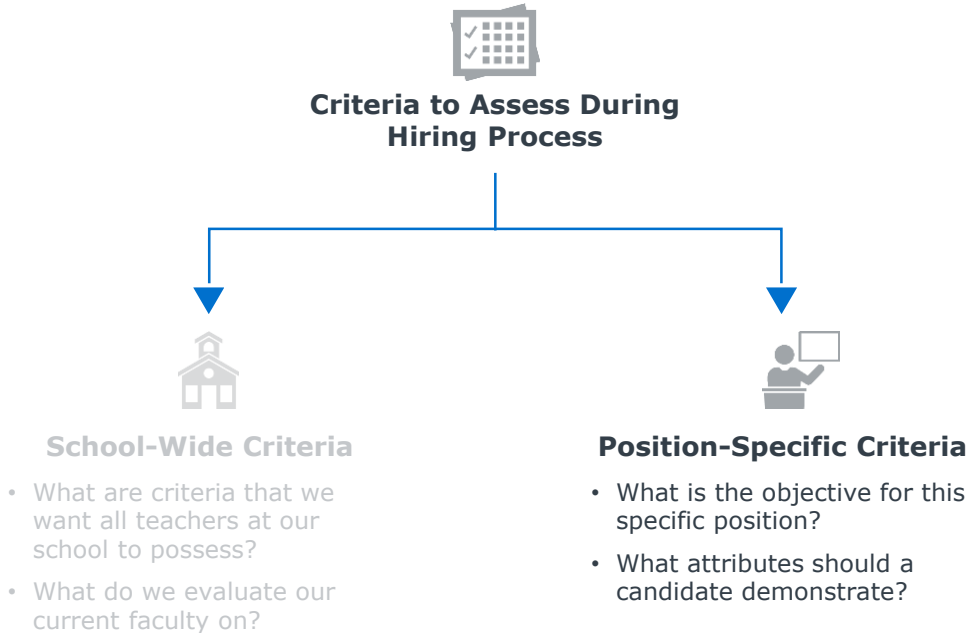
### Shared Principles Across Research-Based Frameworks

CORE SKILLS	RELATIONSHIPS WITH STUDENTS	PROFESSIONAL EXPECTATIONS
 <b>Preparation for Teaching</b>	 <b>Assessing Student Learning</b>	 <b>Communication with Families</b>
 <b>Knowledge of Content, Pedagogy</b>	 <b>Student Engagement in Learning</b>	 <b>Contribution to School Community</b>
 <b>Classroom Management</b>	 <b>Relationship-Building with Students</b>	 <b>Expectations for Professional Growth and Collaboration</b>

# Available Tool Can Help Select Best Framework

## Framework of Teaching Principles Decision Matrix

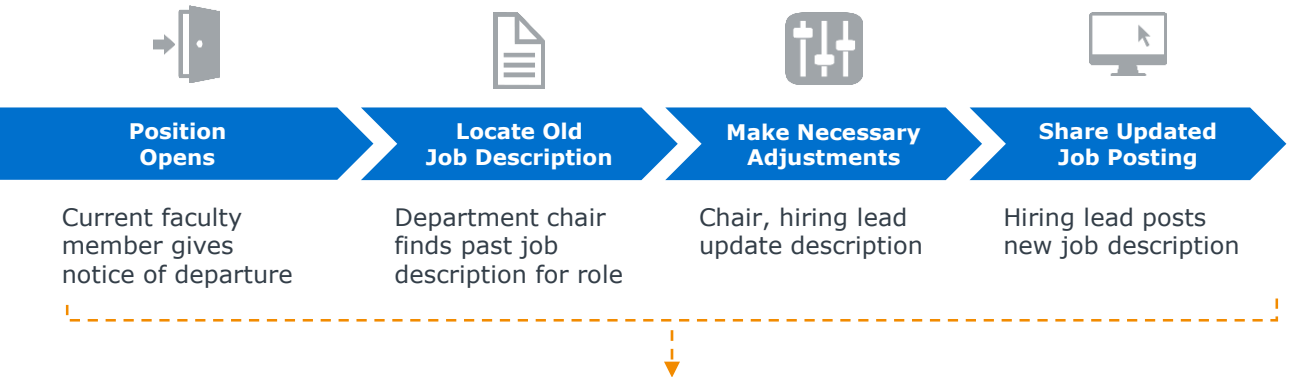
CRITERIA	WEIGHT (0-5)	Danielson	Marshall	Marzano
1. Specific instructional actions, strategies that teachers can implement into practice		0	0	1
2. An in-depth, easy-to-read reference for adopting principles		1	0	0
3. Includes descriptions of teaching at different levels of specificity		1	0	1
4. A greater emphasis on aspects of teaching related to assessment, diagnosis of student learning		0	1	0
5. An emphasis on the link between teacher strategies and student outcomes		0	0	1
6. A high-level list of teacher actions that can guide observations or conversations		0	1	0
7. Separation of teacher evidence and student evidence of elements of effective teaching		0	0	1
8. Comprehensive coverage of teacher planning and preparation		1	1	0
9. Extensive supporting documentation, resources, and opportunities for training on using the framework		1	0	1
10. Uncomplicated for supervisors to use and easy for teachers to digest		0	1	0
<b>TOTAL</b>				



# Hiring a New Position With an Old Description

## Current Approach to Position Descriptions Misses Opportunity

### Current Process For When Faculty Position Opens



### Questions Overlooked in This Process

*How have the department needs changed since we last hired?*

*What qualities are we looking for in this role?*

*What are areas where a new hire could help us grow?*

# “What is This Role All About?”

## Define Position in Terms of Future Success, Not Just Tasks to Be Done

“

“The scorecard is a document that describes exactly what you want a person to accomplish in a role. **It is not a job description, but rather a set of outcomes and competencies that define a job done well.** By defining ‘A performance’ for a role, the scorecard gives you a clear picture of what the person you seek needs to be able to accomplish.”

Geoff Smart & Randy Street

*WHO: THE A METHOD OF HIRING*

”

## Components of “A Method” Scorecard

### Mission

- A plain language description of the position’s core purpose
- 1-5 sentences



### Competencies

- Behaviors the person will exhibit in achieving the outcomes
- 5-8 organization-wide competencies



### Outcomes

- Specific, measurable things a person in that position will do to succeed
- 3-8 objective outcomes



Source: Smart, Geoff, and Randy Street. *Who: the A Method for Hiring*. Ballantine Books, 2008; EAB interviews and analysis.

# Take Time to (Re)Define the Role

## EA Scorecard Leads to Different Questions, Approach to Hiring Work

### Team to Involve



*Bring together right people to define outcomes, role*

- Assistant Head of School
- Division Director
- Department Chair
- 1-2 department faculty members
- Human Resources lead

### Questions to Ask



*Ask the key questions to generate mission, outcomes*

- Where is this department strongest? Weakest?
- Where could this department use additional expertise?
- Where do we want the curriculum to be in five years?

### Way to Incorporate



*Revise current hiring process to focus on outcomes*

- Use scorecard components, language in job posting
- Develop 2-3 scorecard-specific interview questions for semifinalists
- Focus on-campus interview on gathering information on outcomes, competencies

**“We sit down and try to envision the future and **we say if this appointment is a success, what will we be celebrating a year from now or two years from now?** And we find that approach contextualizes the search a little bit, so it's not just 'we want an English teacher to fit with our English department and teach English classes'. Taking that approach forces you to do a little bit of an evaluation of the team as it stands. What are their strengths, where don't we have expertise where we want to add expertise?”**

*Paul Sanders,  
Assistant Head of School, The Episcopal Academy*

# Scorecard Incorporated Into Interview Questions

## Interview Questions Directly Linked to Outcomes

### Sample Scorecard, Related Outcomes-Based Questions

#### MS Science Teacher Scorecard

1. Students seek the teacher out for support and guidance.
2. MS colleagues look to collaborate, connect and work with this teacher on a regular basis. There is a team-mindedness that is obvious.
3. The teacher demonstrates a passion for his/her subject area that translates to a creative, innovative and engaging classroom experience for students.
4. The teacher embraces the teacher, coach, advisor model and shows this through full immersion into school life.
5. The teacher shows a positivity and hopefulness with students and is willing to creatively work with students of all levels.
6. Knows students and shows it through contributions in faculty meetings and in consistent, transparent and effective communication with students and families.
7. The teacher shows growth-mindedness through pursuit of professional development and collaboration with colleagues.

1. Can you tell us about a time when you were able to help a colleague improve their curriculum or lesson planning?
2. When we ask your supervisor about your role working on a specific project your department took on, what do you think they'll tell us about?

1. Describe a time when you were able to help a student learn something they did not think they could learn.

# Key Lessons to Determine Assessment Criteria



## **1 Integrate principles of teaching excellence into all aspects of talent management starting with hiring**

Orient assessment of candidates around principles of excellence and professional growth to ensure candidate alignment with school priorities

## **2 Evaluate the goals and considerations for each open position at the outset**

Develop position-specific criteria that expand beyond the simple job requirements and take into consideration things like the goals for the departments, current opportunities for growth



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# Hiring Seen as a “Mysterious Dark Art”

## Inadequate Hiring Methods Exist Across Industries

### Common Approaches to Hiring



#### **The Art Critic**

*Relies heavily on gut instinct*



#### **The Sponge**

*Involves too many people in interviewing*



#### **The Prosecutor**

*Questions aggressively, tries to stump, trip up*



#### **The Suitor**

*Focuses on selling candidate on the job*



#### **The Trickster**

*Incorporates “tests” for certain behaviors*



#### **The Animal Lover**

*Uses personal favorite questions*



#### **The Chatterbox**

*Defaults to light, familiar topics of conversation*



#### **The Psychological & Personality Tester**

*Focuses on results of personality tests*



#### **The Aptitude Tester**

*Prioritizes aptitude over all other traits*



#### **The Fortune-Teller**

*Asks hypothetical, forward-looking questions*

# Schools Fall Under Same Spell

## Independent Schools Guilty of Many of the Same Approaches

### Common Independent School Approaches to Hiring



#### The Art Critic

- Relies heavily on gut instinct
- Overestimates own ability to accurately read people

*"I've been doing this for a long time and think I can spot good teachers"*



#### Solution:

Create, provide rubrics to focus interviewer assessment on areas, criteria that matter most



#### The Sponge

- Involves as many perspectives as possible
- Wants as many people as possible to help gather information

*"We want everyone to feel like they have a say in the hire."*



#### Solution:

Maximize stakeholder involvement by creating a schedule, sessions that focus on priority areas, criteria to assess



#### The Animal Lover

- Uses personal favorite questions
- Includes questions that lack relevance but they deem important

*"If you could have dinner with any fictional book character, who would it be and why?"*



#### Solution:

Develop questions that align with criteria to help surface evidence from candidates on priority areas



#### The Chatterbox

- Defaults to light, familiar conversation
- Emphasizes personal connection

*"I see you went to [insert university] too! Where did you live on campus?"*



#### Solution:

Implement process that keeps interviewers focused; provide guides and questions to add structure to conversations

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# Create an Evidence-Based Hiring Process

Use Each Step of the Interview Process To Collect Specific Information

## Steps to Create an Evidence-Based Hiring Process



### Develop Methods to Measure, Assess Criteria

- Design a process that covers priority areas across interview process touch-points
- Create rubrics, assessment tools to ensure interviewers will assess candidate on pre-determined key criteria



### Map New Criteria to Interview Activities

- Develop activities, sessions that collect meaningful evidence around specific criteria
- Expand beyond standard one-on-one interviews, demonstration lesson



### Create Documented Hiring Process

- Document hiring process, provide tools, guidance to support key activities
- Train interviewers on standard hiring process

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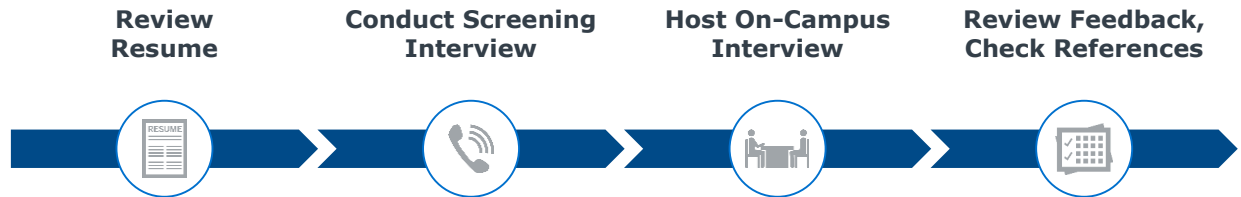
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# Leaving Too Much to Individual Interviewers

Lack of Criteria Leaves Hiring to Gut Instinct, Intuition, Personal Experience

## Typical Steps in Independent School Interview Process



### Common Pitfalls:

- Reviewers focus on credentials, look for applicants with similar background
- Reviewers base judgements on familiarity, gut instinct

### Common Pitfalls:

- Interviewers focus on talking through resume, not gathering additional information
- Interviewers ask inconsistent questions, making it difficult to compare candidates

### Common Pitfalls:

- Interviewers determine topics, questions to ask, introducing bias into the process
- Interviewers ask similar questions, cover same topics leading to gaps in information from candidates

### Common Pitfalls:

- Feedback forms unstructured, leaving interviewer to comment on what they feel is most important
- Lack of standard reference check questions can mean missed information

# Remove the Guesswork from Assessment

## Ravenscroft Provides Rubrics for Each Step in the Process



### Phone Interview Guide

- Instructs interviewer on how to structure the conversation
- Provides standard questions to ask of each candidate
- Candidate's responses scored on 5-point scale

### Interview Feedback Form



- Asks for candidate's biggest strengths, biggest areas for growth; space available for additional insights about the candidate
- Sent to all faculty, staff who met the candidate during on-campus interview



### Role-Play Scoring Rubric

- Candidate scored on performance in eight categories
- Outlines specific actions, behaviors on which a candidate should be scored
- Total score assigned to each candidate allows for comparison

### Reference Check Template



- Provides scripting for conducting a reference check phone call
- Includes specific questions to ask about candidates skills, competencies



See Appendix for sample documents



# Guides, Rubrics, Templates Ensure Consistency

Tools Used by All Interviewers, Enables Meaningful Candidate Comparison

## Sample Tool: Phone Interview Screening Guide

### GENERAL QUESTIONS

In your opinion, what are most important issues/trends related to the teaching of Science at the MS level?  
Give examples of how you have adapted your teaching and work with middle school students to account for these trends.

1	2	3	4	5
Demonstrates little understanding of current trends or issues related to teaching middle school; or comments and examples are vague or non-specific (e.g., hands-on learning).		Raises 1-2 issues (e.g., use of primary source materials, need to infuse technology); examples provided indicate that these are “add-on” strategies rather than a more complete adaptation of the teaching style.		Detailed description of at least 2 trends with clear evidence that the teaching style has been adapted to account for these trends and that they are infused in the teaching style.

Notes:

### Predetermined Questions

Guide includes five general questions, one position-specific question

### Defined Scoring Criteria

Questions scored using included rubric which provides specific guidance on what to look for in a candidate's answer

# Current Assessment Strategy Falling Short

## Schools Not Capitalizing on Full Potential of Candidate Feedback

### Common Characteristics of Candidate Feedback Collection



#### Unstructured

Feedback solicited with open-ended prompts, allowing interviewees to comment on what they see as most important



#### Qualitative

Feedback is exclusively qualitative, leaving hiring team with various impressions, judgements



#### Lack of Depth, Breadth

Feedback doesn't capture full scope of important aspects of a candidate's potential; provides superficial impressions

### Pitfalls of Current Candidate Feedback Approach



#### Potential for Bias

Lack of structure, set criteria allows unconscious bias in stakeholder assessment



#### Inconsistent Information

Hiring managers do not hear feedback on the same topics, difficult to compare candidates across areas

# Adding More Rigor to the Feedback Process

Gilman Quantifies Feedback, Adds Another Dimension to Assessment



GILMAN

## A New Approach to Feedback Collection...



### Identify Priority Areas, Translate into Quantifiable Statements

Prior to posting openings, Gilman revised key elements of hiring process

- Identified eight priority areas/key criteria against which to assess candidates
- Translated criteria into assessment statements to use with Likert scale
- Shared priority areas, 10-question feedback form with all interviewers

## ...Provides More Structure to Candidate Assessment, Tackles Problem of Bias



### Calculate Feedback Scores

Using responses from all interviewers, Gilman calculates average scores for each candidate

- **Priority area score**  
Each candidate receives an average score for each priority area
- **Overall score**  
Each candidate receives an overall total score, based on averages in each area



### Formal Candidate Discussion

With the scores for each candidate as a starting point, discussion of candidates takes different form

- **Structured conversation**  
Scores illustrate candidate performance across priority areas, highlight potential strengths, concerns
- **Check unconscious bias**  
Quantitative scoring provides “gut check” during conversation that can address unconscious bias

# Feedback Collected on Priority Areas

## Feedback Form Statements

1. The candidate conveys an understanding of Gilman's mission and demonstrates the capacity to fulfill this **mission** in this role.
2. The candidate demonstrates that he or she will represent Gilman well and uphold the school's **values** and principles.
3. The candidate conveys a **strategic vision** for their work at Gilman.
4. The candidate demonstrates the **capacity to lead** the department amidst a **complex and changing landscape**.
5. The candidate will effectively **manage** staff and the day-to-day operations of the department.
6. The candidate will **communicate** effectively with all constituencies, including faculty, staff, alumni, students, and parents.
7. The candidate demonstrates the capacity to be a **visible K-12 presence** and also make meaningful contributions to all areas of school life.
8. The candidate demonstrates the capacity to promote **inclusion and equity** at Gilman.



# Feedback Scorecard

## Scorecard Breaks Down Feedback By Area Score, Overall Score

### Sample Scorecard and Topics of Discussion

Smith seemed to be the favorite but only scored highest in one area; what made him stand out over Jones?

Jones scored well across all categories but equity; how does that bode with our current priorities?

#### Quantitative Feedback-All Constituents

Rank	Mission	Values	Strategy	Adaptive	Mgmt.	Communication	K-12	Equity	Overall	
1	Jones & Smith 4.7	Smith 4.8	Jones 4.4	Jones & Smith 4.3	Jones 4.6	Jones 4.4	Jones 4.6	Miller 4.7	Jones 4.5	
2		Wilson & Jones 4.7	Smith 4.3	Wilson & Miller 4.2	Wilson & Smith 4.2	Wilson & Smith 4.3	Wilson & Smith 4.4	Smith 4.5	Smith 4.4	
3	Wilson 4.4		Wilson & Miller 3.9					Wilson 4.4	Wilson 4.3	
4	Miller 4.2	Miller 4.3			Miller 4.1	Miller 4.1	Miller 4.3	Jones 4.3	Miller 4.1	

What made Jones and Smith stand out so much when it came to ability to represent and uphold our mission?

Miller was first in equity but the lowest in everything else; what do we think caused this?

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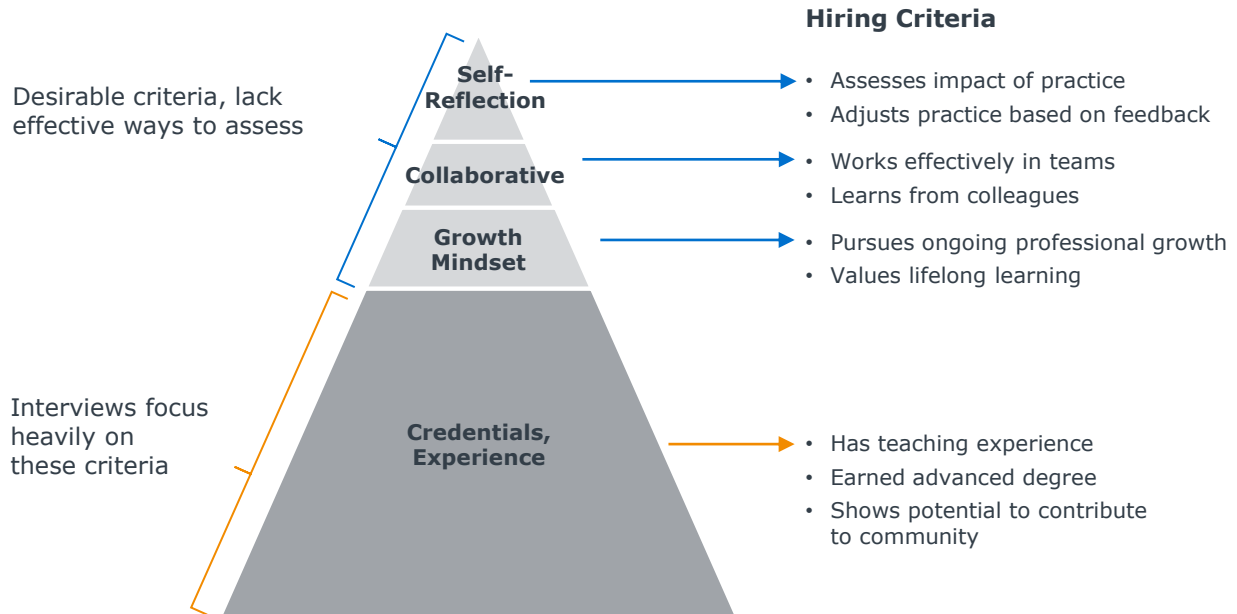
### Create Documented Hiring Process

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# Looking for New Data With Traditional Methods

## Interview Methods Fail to Provide Key Information on Performance

### Assessments Focus on Credentials And Experience, Not Priority Attributes



# Candidates Complete Task with Future Peers

Latin School of Chicago Evaluates Actions, Not Just Words

**LATIN**  
SCHOOL of CHICAGO

## Required Skills Included in Lower School Job Description

	<b>Positive, resourceful, and confident</b>
	<b>Diplomatic, collaborative, and proactive</b>
	<b>Flexible and eager to work with others</b>
	<b>Creative problem poser and solver</b>
	<b>Strong interpersonal skills</b>

## Planning Exercise Assesses Collaboration, Problem Solving

- 1 Candidate paired with two current teachers, provided with background documents, templates
- 2 Candidate, teachers given 45 minutes to work together to create a new unit using the Understanding by Design® framework (UbD™ framework)
- 3 Candidate, teachers present proposed unit to lower school director
- 4 Teachers, lower school director assess candidate's performance on priority areas outlined in job ad



# Role-Playing Used to Assess Candidates

## Ravenscroft Includes Real-Life Scenarios on Interview Day



### Candidates Participate in Role Play During On-campus Interview Day



#### Set the Stage

- Candidates given background information for a scenario prior to interview day
- Scenarios model common, real life difficult situations



#### Play Out the Scene

- Candidate carries out role play activity with current faculty member
- Faculty member given flexibility to ad lib, draw on previous experience to respond



#### Observe, Score Performance

- Administrator observes, evaluates candidate's performance using set rubric
- Rubric outlines visual, oral cues to look for during activity

*Scoring Assesses Candidates on Predetermined Priority Attributes*



**Stress Tolerance**



**Assertiveness**



**Impulse Control**



**Empathy**



**Optimism**



**Self Regard**



**Emotional Expression**



**Problem Solving**

# Typical Campus Visit Leaves Room For More

## Alternative Additions to Your On-Campus Interview Schedule

### Increase Opportunities to Collect, Incorporate Student Feedback



#### Lunch with Students

- Schedule candidates to have lunch with current students during campus visit
- Collect feedback from students



#### Lesson Feedback

- Create standard feedback form for all students to complete
- Collect feedback from students following demonstration lesson



#### Student-Led Campus Tour

- Have students lead campus tour for candidate
- Collect feedback from students

### Create New Opportunities to Assess Candidate Attributes



#### Feedback Delivery Activity

- Include a post-demonstration exercise where candidates write feedback to a student in the class they just taught
- Discuss feedback, how they would adjust lesson in future



#### Written Reflection

- Request candidates submit a written reflection of their teaching demonstration within 24 hours of the interview



#### Real-Life Scenario Tests

- Include candidates in common activities like lunch duty to observe how they interact with students, peers

# Create an Evidence-Based Hiring Process

Use Each Step of the Interview Process To Collect Specific Information

## Steps to Create an Evidence-Based Hiring Process



### Develop Methods to Measure, Assess Criteria

- Design a process that covers priority areas across interview process touch-points
- Create rubrics, assessment tools to ensure interviewers will assess candidate on pre-determined key criteria



### Map New Criteria to Interview Activities

- Develop activities, sessions that collect meaningful evidence around specific criteria
- Expand beyond standard one-on-one interviews, demonstration lesson



### Create Documented Hiring Process

- Document hiring process, provide tools, guidance to support key activities
- Train interviewers on standard hiring process

# Put It In Writing

## St. Luke's School's 'Guide To Hiring' Documents Process



### Process to Create A Guide For Hiring

#### Engage Stakeholders



#### Write Guide to Hiring



#### Train on Process, Tools



- Meet with stakeholders involved in hiring, including department chairs, administrative leaders, faculty
- Identify criteria necessary for success at school, how to assess it

- Outline full hiring process, from recruitment to making an offer
- Provide details on procedure, rationale, tools for each step in the process

- Offer training for people involved in hiring on steps, technology tools
- Meet with faculty at beginning of each individual hiring process to review process, needs

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“It’s a resource so that anytime anybody is going to engage in a hire in their department, they’ve got all of the things they need right at their fingertips to get up to speed about what we do, why we do it that way, and how we do it. It lets people know about the things that we do and don’t do and why.”

Jim Foley, Assistant Head of School for Leadership & Innovation,  
ST. LUKE'S SCHOOL

# Outline the Process From Recruitment to Offer

Hiring Guide Provides Clarity, Ensures Consistency

## Components to Include in Hiring Guide



### Approach to Recruitment and Hiring

- Explain the importance of hiring, the desired experience for each candidate
- Outline school's approach to talent, importance of a consistent process



### Roles and Responsibilities

- Articulate roles, responsibilities for each step in the process
- Provide list of resources available for each role



### Job Posting Locations

- Include list of places where faculty job postings should always be posted
- Detail process for getting posting added to school's employment page; sharing posting internally
- Remind hiring leads to consider field/ position-specific places to post jobs



### Process Overview and Timeline

- Outline hiring timeline, from job posting through final offer, with details of each stage of the process
- Include details about suggested number of candidates for each stage



### Supporting Documents

- Include appendix with templates, interview guides, and rubrics that should be used for each hire



## **1 Introduce new activities as necessary to assess specific criteria**

Design on-campus interview day schedule to include new activities beyond the traditional interviews, demonstration lesson in order to appropriately assess candidates.

## **2 Document hiring process, distribute information**

Capture the hiring process in a document that is shared, accessible across the school. Include rubrics, tools to support the execution of this standard process.

# Thank You for Joining Us!

Please Do Let Us Know If You Have Questions



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