Hiring Top Talent

Part 1: Laying the Foundation for Effective Hiring

Independent School
Executive Forum

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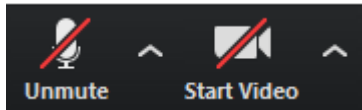| Choose ONE of the audio conference options	✕
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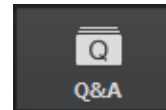
Mic and Video Controls

Click the mic and camera pictures until they have a red line indicating they are both off.

Asking a Question

To ask the presenter a question, type it into the Q&A panel and press send.

Hiring Top Talent

Join Us for Our Full Webconference Series

Part 1: Laying the Foundation for Effective Hiring

Tuesday, October 1
1:00 PM - 2:00 PM ET

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.

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

Tuesday, October 15
1:00 PM - 2:00 PM ET

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.

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

Tuesday, October 22
1:00 PM - 2:00 PM ET

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.

Part IV: Attracting New Talent to the Candidate Pool

Tuesday, November 12
1:00 PM - 2:00 PM ET

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.

Miss a Session? Want to Share with Colleagues?

All installments of the Hiring Top Talent webconference series are available on eab.com within 24-48 hours of the presentation date. Visit eab.com/hiringtoptalent to access archived presentations.

Talent is Key to Organizational Success

"Developing talent is business's most important task—the sine qua non of competition in a knowledge economy."

- Peter Drucker,
Author, Educator,
Management Consultant

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

- Lawrence Bossidy,
Former Chairman and CEO,
Honeywell International, Inc.

"Employees are a company's greatest asset —they're your competitive advantage. You want to attract and retain the best; provide them with encouragement and stimulus, and make them feel that they are an integral part of the company's mission."

- Anne Mulcahy,
Former CEO, Xerox

"Clients do not come first. Employees come first. If you take care of your employees, they will take care of your clients."

- Richard Branson,
Founder, Virgin Group

Source: *Forbes,* "Growing Your Business: Tips For Finding Top Employees", May 27, 2018; *Harvard Business Review,* "They're Not Employees, They're People", February 2002; *Forbes,* "How Successful Companies Hold On To Their Talent -- And Why It's So Important", October 25, 3013; *LinkedIn,* "Clients Do Not Come First", January 11,2018; EAB interviews and analysis.

Self-Assessed Strength in Talent Management

Hiring an Area of Strength, Needed Support in Professional Development

"We are blessed that I can only think of a few candidates that we've wanted but not yielded, **we almost always get our first choice**."

Head of School,
Mid-Atlantic, PK-12, Co-ed

Recruiting → **Hiring** → **On-Boarding** → **Professional Development** → **Observation, Evaluation** → **Employment Decisions**

"Most faculty members and most school administrators would argue that getting someone to come in one day and talk to you is a pretty bad way of doing things—**and yet we keep on doing that, even though we know it's bad.** One of the problems is that if you're going to learn something new and change your way of doing things, it has to be done in a much more sustained, ongoing way."

Head of School,
Northeast, PK-12, Co-ed

Source: EAB interviews and analysis.

Why Fix What's Not Broken?

Approach Historically Yielded Top Candidates, Vacancies Rare

Reasons Schools Have Not Needed to Prioritize Recruitment, Hiring

**Abundance
of Applicants**

**Low Faculty
Turnover**

**Reputation,
Quality of Life**

"We always were an employer of choice, and I think we still are. We never had to actively seek people."

*HR Professional,
Mid-Atlantic, PK-12, Co-ed*

"Our retention rates are great; people just don't leave."

*Head of School,
Midwest, PK-12, Co-ed*

"People seem to still want to come here. Even if they take a pay cut, they'll still come here for a quality of life in a place like this."

*Head of School,
Northeast, PK-12, Co-ed*

Source: EAB interviews and analysis.

Increasing Concerns about Future of Candidate Pool

> "I am concerned about the overall change in candidates - from those who understand the full arc of independent school responsibilities to those simply interested in serving as teachers. I am also concerned about a lack of candidates from underrepresented minorities in our hiring pools."

Head of School

MID-ATLANTIC, K-12, SINGLE-SEX

Declining Enrollment, Interest in Education Limits Talent Pool Growth

35%
Decrease in enrollment in teacher preparation programs between 2009 and 2014

15%
Decrease in number of bachelor's degrees conferred in education between 2005-06 and 2014-15

35%
Decrease in Teach for America applications between 2013 and 2016

Source: *Washington Post* "Teach for America applications fall again, diving 35 percent in three years", April 12, 2016; *Education Week*, "Enrollment Is Down at Teacher Colleges. So They're Trying to Change", August 9, 2018*; American Association of Colleges for Teacher Education*, "Colleges of Education: A National Portrait", 2018; *Learning Policy Institute*, "Solving the Teacher Shortage" 2016; EAB interviews and analysis.

And Evolving Missions Require Diverse Faculty

Current Strategy Not Yielding the Desired Diverse Talent Pool

Faculty Remains Homogenous Despite Changing Student Body

31.6%

Percentage of **students of color** enrolled at NAIS member schools (2018-19)

19.1%

Percentage of total faculty that are **faculty of color** at NAIS member schools (2018-19)

76.9%

Percentage of ISEF members[1] who stated a desire for increased diversity in the candidate pool

Current Teaching Force Not Diverse, Future Prospects Not Much Better

20%

Of public school teachers are non-white (2015-16)

25%

Of people earning certificates, undergraduate degrees from colleges of education were people of color (in 2018)

45%

Of people earning bachelor's degrees were people of color (in 2016)

1) In response to the question "In what ways would you like to see your candidate pool change?".

Source: *NAIS,* "Facts at a Glance 2018-19", January 19, 2019; *U.S. Department of Education,* "Characteristics of Public Elementary and Secondary School Teachers in the United States", June 2018; National Center for Education Statistics, "Status and Trends in the Education of Racial and Ethnic Groups", 2019; *American Association of Colleges for Teacher Education,* "Colleges of Education: A National Portrait", 2018; ISEF 2018 Faculty Hiring Survey; EAB interviews and analysis.

Independent School Approach to Hiring in Need of Improvement

Hiring Process at Independent Schools Often Undocumented, Inconsistent

50%
Of schools do not have a written policy statement for hiring

50%
Of schools do not provide prepared interview questions to interviewing staff

64%
Of schools conduct no training on effective interview practices

Bias Able to Infiltrate Each Step in the Hiring Process

"All of the hiring problems that you see in any industry exist in independent schools… It's not even about what's happening; it really is about examining our current belief systems and our biases. And I don't think independent schools necessarily are adept at doing that sort of self-reflection and work. **We just like to point to 'there's just not a big enough pool.**'"

Natalia Hernández, Head of School,
Breck School

Four Ways to Improve the Recruiting and Hiring Process

Build infrastructure to support a robust talent acquisition process

- Use technology to streamline process, ease data collection
- Create recruitment-centric materials

Define objectives for position, all faculty from the outset

- Create school-wide metrics to use in all aspects of talent management, starting with hiring
- Set clear objectives, criteria to assess for each open position

Design interview process that assesses candidates on priority areas

- Develop standard interview questions, assessment methods
- Rethink traditional on-campus interview day
- Maximize interactions with each candidate to capture complete talent profile
- Document recruiting, hiring process

Expand recruitment efforts to reach beyond traditional talent pool

- Increase the reach of current networks
- Educate potential candidates about teaching at independent schools
- Develop new community relationships

Hiring Top Talent

Best Practices for Recruiting and Hiring Great Teachers

1
Lay Foundation for Effective Hiring

2
Determine Assessment Criteria

3
Create Evidence-Based Process

4
Attract New Talent to the Candidate Pool

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

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

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

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

The Elephant in the Room

As Hiring Becomes Larger Job, Who Takes Ownership?

Empower a Talent Management Lead

Centralize Ownership

Appoint one person to design, ensure hiring practices, processes are consistently implemented; create, oversee faculty evaluation and professional development

Elevate Position

Position should be part of the senior administrative team, clearly communicating the importance of talent management to the school

See Appendix for sample job descriptions

Overview of Talent Management Role

Common Responsibilities

Recruitment and Hiring

Evaluation, Professional Development

School-Wide Academic Alignment

Faculty-Administration Liaison

Preferred Qualifications

Academic Background

Leadership Experience

Source: EAB interviews and analysis.

1 **Lay Foundation for Effective Hiring**

2 Determine Assessment Criteria

3 Create Evidence-Based Process

4 Attract New Talent to the Candidate Pool

Weak Infrastructure Impacts Ability to Improve Process, Expand Pool

Limited Hiring Data Management, Analysis

- Disparate, incomplete data makes it difficult to analyze what does, doesn't work in recruiting, hiring
- Siloed information lives on computers across campus
- Limited systems to catalogue, track promising candidates

Website Not Seen as Recruitment Tool

- Employment website often sparse, overlooked by school administrators
- Website not maximized to educate candidates on working at school
- Limited transparency about hiring process, compensation/benefits

Internal

External

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Source: EAB interviews and analysis.

Internal

Support Internal Processes with Tech Platform

- Use software to support, streamline hiring process

- Consolidate information to allow for access, data analysis

"We have lots of hiring data; it's just buried in emails and across 10 different spreadsheets. Some data is better than none, but we historically haven't had much usable data."

Associate Head of School

External

Create Compelling Recruitment Material

- Design recruitment materials to excite, educate candidates; paint vivid picture of being part of school community

"We're trying to sell a product to potential candidates, and if you're not clear about what your product is, you're not going to be happy with the customers you get and your customer is not going to be happy either."

HR Professional

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HR Professional

A Recruitment and Hiring Hub

Tech Solutions Consolidate Information, Streamline Process

Applicant Tracking System (ATS)

An electronic platform that allows organizations to create a central database of applicant information and manage the recruitment and hiring process

Benefits of Using an Applicant Tracking System

Centralizes Information

- Allows for stakeholders to easily access information about candidates, process
- Increases visibility into hiring trends, allows for increased data analysis

Streamlines Hiring Process

- Reduces administrative work related to consolidating information, data entry, logistics
- Creates formal process steps ensuring consistent candidate experience

Creates Candidate Database

- Stores information about applicants, prospective candidates including resumes, interactions, information collected during interviews

Tech Platform Encourages a Recruitment Mindset

New Approach Comes With More Interactions, Information to Manage

Definition: Recruitment Mindset

- An openness to connecting with promising potential candidates at any time, regardless of current job openings
- Having a proactive approach to talent by always looking for promising educators, developing a network, cultivating a pool of possible candidates

Role of Technology Platform in Supporting a Recruiting Mindset

Enables Shift to Sustained Recruitment Activity

- Platform reduces administrative burden on hiring manager, provides time to focus on recruiting efforts
- Captures candidate information, tracks leads, matches past candidates to current job openings

Manages Increase in New Candidates

- Increased recruiting efforts lead to influx of candidates, larger talent pool
- Technology platform ensures incoming talent is appropriately captured, tracked

Build a Proactive, Streamlined System with Tech

St. Luke's Uses ATS to Support Recruiting and Hiring Process

Three Ways St. Luke's Uses ATS in Recruitment, Hiring

Streamline Communications

Track Communications

St. Luke's can send communications from the platform, tracks interactions, email exchanges

Standardize Communications

Hiring manager can create custom templates for common messages like interview requests, rejection; can batch send message

Centralize Information

Create Candidate Profiles

St. Luke's stores contact information, resumes, interactions in candidate profiles; allows users to comment, add notes about the candidate

Run Hiring Data Reports

St. Luke's uses platform to run standard reports like source efficiency, time to hire and custom reports

Build Talent Database

Add Tags To Candidates

Faculty, hiring manager can tag candidates to custom collections like "All Star," "Second Choice," "Future English Teacher," or "Substitute"

Discover Candidates

As the database grows, the platform will begin to recommend existing profiles that match new job descriptions at St. Luke's

Determine Which ATS Works for Your School

Options Include Integrated Plug-Ins, Stand-Alone Platforms

HR Platforms Offer Integrated ATS Plug-Ins

paycom

Paycom Talent Acquisition

- Track time to hire
- Identify the most effective recruiting sites
- Distribute job openings to free, fee-based job board accounts
- Develop customized reports
- Utilize Candidate Tracker tool
- Build a customized database of applicants
- Search by qualities like degree, zip code, skill set, employer

iSolved

iSolved Hire

- Post jobs to over 600 boards
- Store job descriptions for future updates and duplication
- Manage multiple workflows
- Communicate with candidates through G Suite integration
- Build email templates
- Tag candidates for future roles
- Create a candidate database
- Access pre-built, custom reports to analyze process

Stand-Alone Applicant Tracking Systems

ApplicantStack.

- Customize email templates
- Score and rate candidates
- Manage multiple workflows
- Run and download reports
- Affordable monthly payment options
- Integrate seamlessly with ADP Workforce Now

iCIMS

- Automated postings to job boards
- Ability to tailor workflows
- Robust reporting capacity
- Integrated scheduling with current calendaring tools
- Integrate seamlessly with ADP Workforce Now

Source: EAB interviews and analysis.

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HR Professional

Data Shows Candidates Do Their Homework

Assessing an Employer Begins Before Candidates Submit Application

Candidates Research Potential Employers During Job Hunt

56%

Of job seekers say they judge what it would be like to work for a company based on their career site

89%

Of job seekers say an employer's career page is important for gathering information

30%

Of faculty hires at ISEF member schools came to the school through school's website[1]

> "For employers, it's important to remember that the candidate experience starts from the very first click and can impact how effectively a company is able to recruit quality candidates, the popularity of its employer brand, the strength and quality of its referrals, and even its bottom line."

Rosemary Haefner,
Chief Human Resources Officer
CAREERBUILDER

1) Compared to 25% that came through placement firms and 24% from referrals.

Employment Websites Introduces Candidates to School, Community

Key Components of Compelling Employment Website

Faculty Testimonials

Schools can engage candidates, provide insight into what it is like to work there with compelling testimonials

Professional Development

Schools can explain professional development opportunities, initiatives for faculty

Employment Benefits

Schools can highlight employment benefits, from health plans to unique advantages for faculty

Commitment to Diversity

Schools have important opportunity to highlight commitment to diversity, connection to school's mission

Key Features of School's Location

Schools can describe benefits of local area/community, top attractions, quality of life

Source: EAB interviews and analysis.

Best-in-Class Features of Employment Websites

Criteria Used for ISEF 2019 Employment Page Audit

10 Key Components of Top Employment Pages

1. Access Possible from School's Homepage

How easy is to navigate to your employment page? Is there a clear link on your homepage, embedded in subsection ("about us")? Is one available at all?

2. Hiring Contact Information

Does your employment page provide contact information for potential candidates? If so, is the contact a generic school/HR email, an administrative position, or the individual responsible for hiring at your school?

3. Job Postings

On your employment page, do you have job listings posted? Are candidates routed to a different page when looking for more detail on current openings?

4. Professional Development

Do you address professional development on your site? Do you provide information on specific opportunities, funding?

5. Diversity, Equity, and Inclusion

Does the language on your employment page extend beyond the Equal Opportunity Employer text?

6. Hiring Process Overview

Does your site address hiring timeline, information about the hiring cycle? Does it provide an overview of the hiring process?

7. Key Features of Location of the School

Do you address your school's location, surrounding areas and attractions? Do you provide information that might assuage concerns candidates have about your location?

8. Applications Always Invited

Do you accept, invite applications regardless of current openings?

9. Faculty Testimonials

Does your website contain faculty testimonials on the faculty experience at your school? Are there videos? Does this content reflect the diversity of your faculty?

10. Benefits

Do you address faculty benefits on your site? Do you provide information on specific benefits, plans, pricing?

Audit Shows Career Sites Cover Only the Basics

Employment Websites Rarely Include Intermediate or Advanced Features

ISEF Member Schools' Employment Page Features

Percent of ISEF members that have feature present on employment page

n=122

Feature	Percent
Access Possible from School's Homepage	98%
Job Posting	97%
Benefits	53%
Hiring Contact Information	52%
Professional Development	45%
Diversity, Equity, and Inclusion	29%
Applications Always Invited	22%
Faculty Testimonials	18%
Information about School's Location	17%
Hiring Process Overview	10%
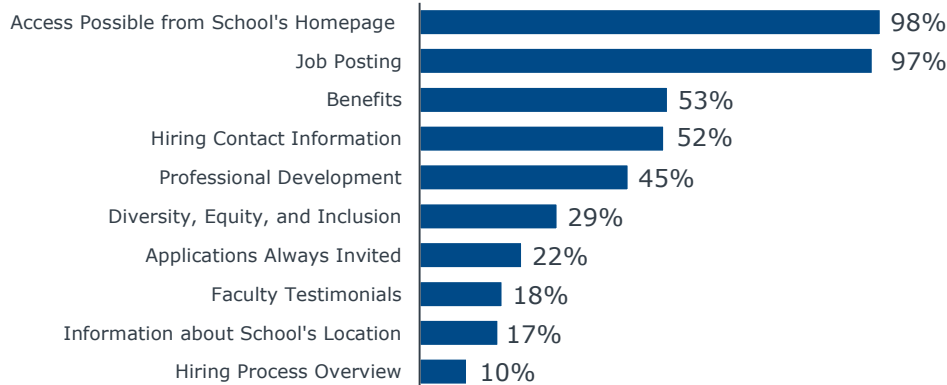
ISEF Employment Page Audit-in-Brief

- Audited 122 ISEF member schools' employment pages (December 2018/January 2019)

- Developed a list of 10 most important website features; with a possible point total of 17

- Features ranged from information about professional development; benefits; faculty testimonials; information on diversity, equity, and inclusion

Build a Candidate-Centric Website

Quick Wins to Improve Website for this Year's Hiring Cycle

Provide Information on Professional Development

- Offer examples of specific professional development opportunities, designated funding
- Outline potential educational benefits, statistics on faculty with advanced degrees

Highlight Commitment to Diversity

- Expand focus on diversity beyond required equal opportunity employer language
- Explain connection between mission and diversity, initiatives to build inclusive community

Provide Faculty Testimonials

- Use video content to engage potential candidates in faculty experience
- Ensure faculty testimonials demonstrate diversity in current faculty

Pitch School's Location

- Provide compelling information about neighborhoods where faculty commonly live
- Appeal to candidates through information on best area attractions, third-party videos

Focus on Professional Development

Garrison Forest, Maret Highlight Opportunities for Professional Growth

Financial Support for Professional Development

Professional Development page outlines variety of grants, awards, conferences and tuition reimbursement available to faculty

Participation in Professional Development

Highlights number of faculty who have participated in professional development, unique opportunities available at Maret

Highlight Commitment to Diversity

Gilman, Cranbrook Lead with Diversity, Equity, Inclusion

Putting Diversity Front and Center

Section of landing page devoted to diversity as part of school's mission, link to page fully focused on community, inclusion, and equity

Connecting Diversity to Mission

In-depth look at the role diversity plays at Cranbrook, link to additional information on DEI[1] work within the school community

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1) Diversity, Equity, and Inclusion.

Bring Faculty Experience to Life

Berkeley Carroll, Masters Showcase Diversity of Perspective
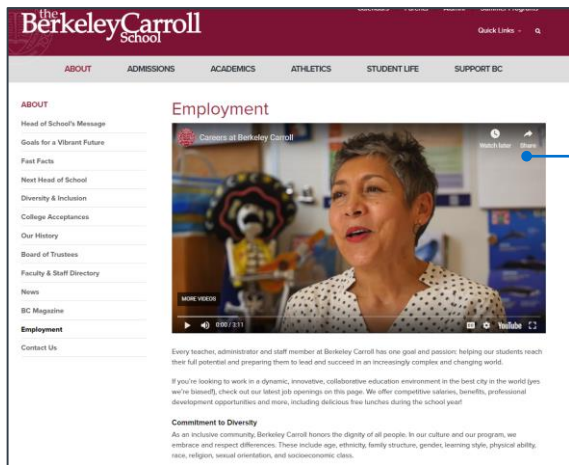
Highlight the Experience of Current Faculty

Individual videos profiles wide array of teachers as they work in the classroom, engage with the community, speak to candidates about their experience at Berkeley Carroll

Provide Variety of Faculty Perspectives

Individual interviews showcase faculty from different divisions, subjects, backgrounds
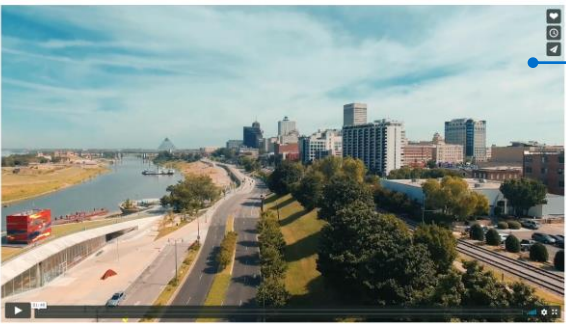
Source: Berkeley Carroll School Employment Page; The Masters School Employment Page; EAB interviews and analysis.

Promote Local Area, Attractions

St. George's, Collegiate Pitch Location To Potential Candidates

Highlight What Your City Has to Offer

Video content portrays benefits of living in Memphis, local attractions, nightlife, community happenings

Link to Third-Party Stories on Your City

Overview of Richmond's cultural perks, links to sources that have named Richmond a best place to live, photos of the city

Source: St. George's Independent School Employment Page; Collegiate School Employment Page; EAB interview and analysis.

Mitigate Concerns About Cost of Living

Newark Academy, Wildwood Give Guidance Where Faculty Typically Live

NEWARK ACADEMY
— FOUNDED IN 1774 —

LIVING ARRANGEMENTS

One of the challenges of working in the New York tri-state area is finding the right place to live. Newark Academy assists in this important step by offering assistance with the housing search. Several benefits exist to assist with the financial pressures of securing appropriate housing.

Livingston is in the heart of suburban northern New Jersey, 10 miles west of Newark—home to some of the East Coast's most savory ethnic restaurants, the New Jersey Performing Arts Center, and several important museums. A 40-minute car ride will get you to Midtown Manhattan. Bus and train service runs regularly to New York City from nearly every suburb. In addition, this cosmopolitan location provides easy access to major universities including Princeton and Columbia.

Morris County, which begins on the western edge of Newark Academy's campus, boasts some of the most spectacular state and federal parks in the mid-Atlantic region. Morristown, three miles from Livingston, is home to the several thousand acre Jockey Hollow National Park and the Great Swamp Nature Preserve. Thirty-five miles west is the Appalachian Trail and the Delaware Water Gap.

Newark Academy's faculty live in communities which are typically suburban, including Livingston, West Orange, Maplewood, Summit, Madison and Morristown. Those interested in closer proximity to Manhattan have traditionally rented in Weehawken or Hoboken, small, safe cities that offer a five-minute journey to either Greenwich Village or the Theater District. Teachers intent on more rural environs commute from New Jersey's western-most counties and, in a few instances, from the Pennsylvania towns located along the Delaware River.

Address Questions About Where to Live

Section outlining popular neighborhoods among faculty, their proximity to the school, distinct characteristics of each community

Wildwood School

My Wildwood   Future Families ⌄   Alumni ⌄   Search

ABOUT US   WHY WILDWOOD?   ADMISSION   ACADEMICS   CAMPUS LIFE   GIVING

You've probably heard about the weather, and it's not a myth. Sunshine abounds. The temperate climate allows for year-round outdoor enjoyment—walking, hiking, swimming, bike riding, or just enjoying a good book in a local park are all daily activities in Los Angeles.

Wildwood School is located in West Los Angeles and employees live in a range of neighborhoods—all a relatively short drive to myriad cultural attractions and beautiful beaches. As you consider LA, look into Baldwin Hills, Brentwood, Culver City, Leimert Park, Marina del Rey, Mar Vista, Palms, Santa Monica, West Los Angeles, West Hollywood, Westchester, and beyond. You'll find more information on local neighborhoods here. Transportation in LA has been made easier with LA's Metro Rail system—depending on where you live you may not even need a car. The Wildwood middle and upper campus is conveniently located along the Metro Expo line, which stretches from Downtown to Santa Monica. And of course Uber and Lyft are great options as well.

Exemplary Pages Incorporate Key Features, Showcase School Community

The Pingry School
Short Hills & Basking Ridge, NJ

Wildwood School
Los Angeles, CA

Cape Henry Collegiate
Virginia Beach, VA

Source: The Pingry School Employment Page; Wildwood
School Employment Page; Cape Henry Collegiate
Employment Page; EAB interviews and analysis.

Audit Assesses Your School's Employment Page

Sample Components Assessed in Employment Page Audit

Employment Benefits

Diversity, Equity and Inclusion

Professional Development

Employment Page Audit Process

Complete Self-Audit

Assess, score your school's employment page on 10 key components

Review Best-in-Class Examples

Use examples in the audit to see how schools have included each component, implement changes to own site

Discuss Results with an Expert

Schedule a call to review personalized audit, discuss best practices, next steps with an EAB expert

1 **Adopt technology solutions to support recruitment activities, streamline hiring process**

Support recruitment, hiring activities through an applicant tracking system. Build a centralized candidate database to support increased recruitment activities.

2 **Create candidate-centric recruitment materials**

Develop an employment website that provides prospective candidates with key information on faculty experience, life on campus at your school

Please Do Let Us Know If You Have Questions

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