



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 interact in meaningful and transformative ways. We embrace our mission to enrich the lives of students by creating educational pathways to success for everyone.

Faculty play an essential role in achieving the University's mission and 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 25 to 40 years. So, it is imperative Washburn recruit and retain outstanding faculty members who are committed to teaching excellence as we continue to fulfill our vision of creating a premiere community of higher learning focused on life and careers.

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.

FACULTY RECRUITMENT OVERVIEW

This detailed checklist will help you get an overview of the process. You will need to refer to related sections of this guide for full information about each of the steps below. A simple checklist tool to help department chairs and screening committee members stay on track is available in [Appendix K](#).

Section 1: Before the Search Begins

1. Request approval for the search:
 - ✓ Department chair/dean will discuss potential position with dean and/or provost.
 - ✓ Department chair/dean will review the Washburn [Faculty Recruitment Guide](#).
 - ✓ The dean, working with the department chair as applicable, will complete the [Faculty Request to Fill Position](#). (Follow steps outlined [here](#).) The provost will notify the dean of approval status.
2. Preparing the Position Description and Posting:
 - ✓ Department chair/dean will receive a template from the assistant provost for Faculty Development to use in preparing the detailed position description and posting. These need to be completed in close collaboration with the dean.

3. Create evaluative criteria:

- ✓ 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

A [recruitment plan](#) is also required before the position is posted. (See point 4, below.)

- ✓ HR will formally create or revise the position description in the applicant tracking system PageUp.
- ✓ Once the department chair/dean is notified by email that the position description has been fully approved, the dean's designee will create a position posting in PageUp following [these instructions](#). Please note all evaluative criteria and a detailed recruitment plan must 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.

4. Develop a recruitment plan to submit with evaluative criteria:

- ✓ The 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 and any additional paid advertising.

5. Compose the faculty screening committee:

- ✓ The department chair/dean will establish a screening committee. The proposed committee should include members who have a variety of experience and expertise. The dean must approve the committee. Designate (or dean will appoint) a chairperson from among the committee members.

6. Train the screening committee:

- ✓ All screening committee members will review the Washburn [Faculty Recruitment Guide](#).
- ✓ Committee members, department chair and dean will complete required [faculty recruitment training](#) for faculty screening committees. The committee chair will also complete additional training.
- ✓ Academic unit will continue to implement and adjust the [recruitment plan](#) to attract a robust pool of applicants.

Section II: During the Search

7. Review of applicants and selection of candidates:

- ✓ 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 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 select 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 listed references.
- ✓ The screening committee and/or department chair will make a 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 the dean.

8. Final-round campus interviews:

- ✓ 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. Every campus interview must include a teaching demonstration with students (or, in the case of the School of Law, a scholarly presentation to the faculty) and visit with the dean.

Section III: Once a Finalist Has Been Selected

9. Make a hiring recommendation

- ✓ The screening committee and/or department chair will communicate hiring recommendation to the dean, who will update PageUp.
- ✓ If the dean approves the recommendation, the dean will request approval from the provost to extend an offer to the candidate. The dean will also seek final approval from the provost concerning salary, rank and other administrative matters, including any negotiated items (see [Appendix J](#)).

10. Extend an offer and notify nonselected applicants

- ✓ The dean or department chair will extend a verbal conditional 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.
- ✓ The dean will confirm details of the offer in an email to the candidate. The dean's designee, provost's designee and facultytalent@washburn.edu should be cc'ed on the email from the dean.
- ✓ Dean or dean's designee will complete the [Faculty Appointment Recommendation](#) form and forward it to VPAAdocs@washburn.edu.
- ✓ The office of the provost will prepare a contract and send it to the candidate.
- ✓ After the successful candidate's background check is complete, the department chair or screening chair will personally email unsuccessful candidates who were invited to interview on campus and/or by video to inform them of their nonselection. (See template email [here](#).) Other unsuccessful applicants will

receive notification of their nonselection via PageUp when the dean's designee updates their application status.

11. Close the search, debrief and discuss next steps:

The screening committee chair will email the dean's designee all notes associated with the search, including all screening rubrics, committee members' interview notes and interview itineraries. Notes can be combined in a pdf using Adobe Acrobat, or physical notes may be scanned as a pdf. Administrative assistants may help with this task. The dean's designee will upload documents to PageUp.

- ✓ The dean will conduct a post-search debrief with committee members to review how the search went.
- ✓ The dean will work with the academic hiring unit to create a mentoring plan outlining how the new hire will be mentored within the unit. The academic hiring unit will 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. The department chair should plan to attend the fall and/or spring tenure and promotion workshop with the new faculty member.

Questions?

- For position descriptions, postings and evaluative criteria questions: contact your dean.
- For recruitment plans and Equal Opportunity questions: contact Equal Opportunity Director, 785-670-1509.
- Additional questions: contact department chair, dean, associate provost for faculty development (x 1449) or Human Resources.

Section I: Before the Search Begins

1. REQUEST APPROVAL FOR THE SEARCH

Hiring a new faculty member is ideally a long-term university investment. It is not uncommon for a faculty member to spend 35 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 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:

- Dean or dean's designee completes the [Faculty Request to Fill Position](#) process with assistance from the department chair, if applicable.
- 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 AND 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, the assistant provost for Faculty Development will email department chairs/deans a template.

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 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. Do not try to 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, 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 dedication to developing inclusive teaching practices that engage all learners.*

This qualification is required because all new faculty we hire must be dedicated to upholding Washburn's founding commitment to education for all. 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. Washburn is most interested in attracting and hiring these types of candidates—individuals who are dedicated to Washburn's mission to help each student find their own educational pathway to success.

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 race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental 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 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 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 5,500 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 dynamic faculty, staff and student body and cultivating a robust learning and working environment and curriculum. We employ more than 1,000 faculty and staff on our campuses throughout Topeka and strive to offer competitive wages, an excellent benefits program, a supportive culture and a healthy work/life balance. Washburn seeks to create an environment that reflects our core values for creating positive IMPACT: inclusion, modernization, partnership, achievement, community and transformation. In 2024, Washburn was recognized as one of the best colleges in the nation to work for, according to Great Colleges to Work For® program.

All postings will also include this Equal Opportunity Statement:

Washburn University is committed to providing an environment for individuals to pursue educational and employment opportunities free from discrimination and/or harassment. The university prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status.

Washburn University is committed to providing reasonable accommodations to applicants for employment. If you are an applicant who needs a reasonable accommodation to participate in the application or interview process, please

email benefits@washburn.edu or call 785-670-1538 at least five (5) business days in advance of the date you need the requested accommodation.

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 advertisement.

3. 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 is 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 occurs 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:

- **Screening rubric:** 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 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 make best use of the screening rubric, please conduct 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](#).

- **Interview questions:** You will need questions for first-round phone/video interviews and final-round interviews. For help in creating interview questions, please see the [interview question builder in PageUp](#). 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 [dedication to inclusive teaching practices for all learners](#). See [Appendix F](#) for more suggestions about interviewing.

- **Questions for reference checks:** *Include at least one question related to a dedication to inclusive teaching practices for all learners.* Examples of questions for reference checks are included in [Appendix G](#), which also includes suggestions for how to conduct reference checks effectively and equitably.
- **Teaching demonstration rubric:** This rubric is used 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. Email evaluative criteria to the dean for review. The dean's designee will then upload it as part of the position posting in PageUp. It will also be reviewed as part of the required review of evaluative criteria and by HR.

4. 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 a robust pool of applicants. 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 robust 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 dynamic 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.

Our efforts in recruiting a strong pool of qualified applicants to the position posting will be enhanced if every member of the academic hiring unit participates in this recruitment. Specify the following in the recruitment plan: Who will contact whom? Who will follow up on leads?

[See Appendix B](#) for more detailed suggestions for creating an effective recruitment plan, as well as a template plan.

If paid advertisement is desirable, HR will coordinate these ads and the provost's office will cover the cost. The department chair/dean will need to email the dean's designee the list of additional advertisements to include in PageUp. (See section D. of [these instructions](#).) But, again, more personalized outreach methods have proven more effective than placing ads in additional publications.

5. 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 will replace a faculty member who is retiring or resigning, the person being replaced may not serve on the committee.

- Create a committee that includes members who represent different backgrounds and perspectives.
 - Choose a committee chair who has strong facilitation skills. The screening committee chair will complete additional training.
-

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. (Note: Also, see checklist tool in [Appendix K](#) to stay on track.)

- Serve as liaison between the committee and the position supervisor (department chair or dean)
- Work with department chair, as early as possible, to create a timeline for the recruitment, including tentative dates for video and campus interviews. Block potential meetings with the dean through the dean's designee.
- Call and chair committee meetings. Please note: it is a good idea to set meeting dates—including dates of video and phone interviews—early in the search process.
- Ensure that proper records and meeting minutes are kept of all committee meetings and 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.
- Attend a post-search debriefing with the dean.
- Perform other duties as requested by dean/department chair.
- 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 dedication to inclusive teaching practices that engage all learners.
- Keep issues of unconscious bias and inclusion in the center of discussion at each phase of the decision-making process.
- Perform all duties of a regular committee member.

- Provide feedback to the associate provost for 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 are as follows.

- Help to identify and recruit potential applicants.
- Attend all scheduled meetings.
- Assist in the creation of evaluative criteria and recruitment plan.
- Assist in implementation of recruitment plan.
- Screen applicants.
- 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 the chairperson.

The duties of the department chair (if applicable) are as follows. (Note: Also, see checklist tool in [Appendix K](#) to stay on track.)

- Serve as the hiring manager for the position.
- Work with dean to complete Faculty Request to Fill, position description and posting.
- Oversee creation of evaluative criteria and recruitment plan.
- Work with screening committee to create timeline for recruitment, including interview dates for video and campus interviews.
- Decide whether you or the committee chair will email candidate status updates to the dean's designee.
- Email the dean the names candidates you would like to invite to interview on campus. Include the committee's rationale and each candidate's cv.
- Perform duties of committee member as appropriate, per faculty handbook.
- Email candidates who were not selected who had a campus interview and/or a virtual (Zoom) interview. Email copies to dean's designee to save in PageUp.
- Attend a post-search debriefing with the dean.
- Create and oversee department mentoring plan for new hire. Plan to attend the next P&T Workshop with your new faculty member.

6. TRAINING AND EDUCATION 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](#).

Section II: During the Search

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.

The screening committee chair may email an applicant with an incomplete application to request more information; however, if they choose to do so, they will also need to follow up with any other candidates whose applications are incomplete.

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.

Best for Screening Applicants

- Spend an equal amount of time on all applicants, and review all required application materials.
 - Utilize the screening rubric to ensure all the required and preferred qualifications are considered and appropriately evaluated.
 - Screen applicants where there are no distractions, and take a break when needed. Neglecting these two factors has the potential to affect your sense of fairness and increase the influence of bias and assumptions in the application of evaluative criteria.
-

In screening applications, it is important all committee members rely only on the materials requested in 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 semifinalist 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. Do not call a candidate's listed references without the candidate's permission. Also, let the candidate know you will be checking at least one unlisted reference. You do not need to say who.

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 via email with the dean's designee cc'ed. The dean's designee will update the selected applicants' statuses in PageUp 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 PageUp to "On-campus interview" and emailing their decision to search committee and/or department chair (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 allow each candidate invited to interview on campus time to prepare and to mitigate extreme cost fluctuations. Exceptions to this two-week rule may be made in some instances: for example, when 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. Please note that it is a good idea to set the dates for the on-campus interviews early in the search process to ensure the availability of the dean.

Candidates are no longer required to meet with the associate provost or HR during their campus visit.

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.

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 candidates.

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. But another opportunity for candidates to meet with students must 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 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 a variety of 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 candidate feedback.

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.

Refer candidates to [this webpage](#) for information about Washburn benefits.

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, who will update PageUp. (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 the provost approves a candidate for hire, 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 to the candidate from the dean. 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.

Human Resources 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. NOTIFYING NONSELECTED 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 or screening committee chair should then personally email all other candidates who were invited to interview in person and/or through video to notify them that they were not selected to move forward in the recruitment process. Save a copy of each email as part of the notes for the recruitment, and forward to the dean's designee. A template email is below. Notification to remaining nonselected applicants—in other words, applicants who were not interviewed—will be generated via PageUp once the dean's designee updates application statuses in PageUp.

Dear [Applicant],

On behalf of the search committee, I want to express our sincere appreciation for your thoughtful application and zoom [or campus] interview for the position of [position title] at Washburn University.

After careful consideration and a thorough evaluation of all applications, we regret to inform you that another candidate was selected.

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

Sincerely,

12. PROCEDURES TO CLOSE THE SEARCH, DEBRIEF AND DISCUSS NEXT STEPS

The committee chair will email the dean's designee all notes associated with the search, including all screening rubrics, committee members' interview notes and interview itineraries to be uploaded to PageUp. Notes may be compiled in a pdf by using Adobe Acrobat, or physical notes may be scanned. Department administrative assistants may help with this process.

The department chair will complete any "new hire" tasks they are notified through PageUp to complete. This includes filling out the [ITS Access Request form](#).

The dean will conduct a post-search debrief with committee members and department chair (if applicable) to review the search process. Include discussion of 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. Create a plan to begin connecting the new hire to other faculty and to resources both on campus and in the community. There is an example of a plan to mentor a new faculty member in [Appendix J](#).

Demonstrate and be receptive to ways the faculty member may contribute to campus life 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 a tenure-track appointment, tenure and promotion standards and procedures. The department chair should plan to attend the fall and/or spring tenure & promotion workshop with the new hire. Set expectations clearly and connect your new hire to resources to help them be successful as a faculty member at Washburn.

13. 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 email the dean's designee to communicate changes to application statuses to the dean's designee, following the process of each college/school. The designee will update statuses.

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.

Section IV:

Appendices

APPENDIX A: REVIEW OF EVALUATIVE CRITERIA AND RECRUITMENT PLAN

Faculty position descriptions and postings will include a review of evaluative criteria as part of the approval process. The goals of the review include the following:

- 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 robust 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 a variety of departments. Request nominations of potential applicants, and then 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 postdocs. Then 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.) Write to suggested potential applicants to invite them to apply for the position.
- Write to caucus groups in your discipline that may have a network of professionals within their organization. Again, ask them to share your position posting *and* send nominations of potential applicants. Then 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 copy and paste the job link from 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 making personal contacts as described above.

If advertising in a national publication (besides HigherEdJobs 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 the recruitment plan. The provost's office must approve such advertisements.

Recruitment Plan Template

This template should 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 and dean 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

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 dedication to teaching excellence and developing inclusive teaching practices that engage all learners.

Washburn is dedicated to recruiting and retaining a dynamic faculty, staff and student body and cultivating a robust learning and working environment and curriculum. We employ more than 1,000 faculty and staff on our campuses throughout Topeka and strive to offer competitive wages, an excellent benefits program, a supportive culture and a healthy work/life balance. Washburn seeks to create an environment that reflects our core values for creating positive IMPACT: inclusion, modernization, partnership, achievement, community and transformation. In 2024, Washburn was recognized as one of the best colleges in the nation to work for, according to Great Colleges to Work For® program.

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 dedicated to inclusion at Washburn and within the [department/school]. Our student body is increasingly diverse demographically, and we seek student-centered

faculty members who will share our values as a public institution and who will make strong contributions to teaching excellence and to developing inclusive teaching practices that engage all learners. In our evaluation process for new faculty we give recognition to these efforts.

If you know any scholars who have made strong contributions to inclusive student success initiatives, 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,

Dear _____,

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 applying. 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 opportunity 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: 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 dedication to effective teaching practices that help all students succeed:

	Not Demonstrated	Good	Better	Best
Demonstrated dedication to developing inclusive teaching practices that engage all learners	Materials lack evidence of a dedication to developing inclusive teaching practices that engage all learners	Materials demonstrate a dedication to developing inclusive teaching practices that engage all learners	Materials demonstrate a dedication to developing inclusive teaching practices that engage all learners, as well as a record of experience in this area	Materials demonstrate a dedication to developing inclusive teaching practices that engage all learners, 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 qualifications 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 one year of teaching experience	At least one year of teaching experience	2+ years of teaching experience
Applicant's dedication to developing inclusive teaching practices that engage all learners	Materials lack evidence of a dedication to developing inclusive teaching practices that engage all learners	Materials demonstrate a dedication to developing inclusive teaching practices that engage all learners	Materials demonstrate a dedication to developing inclusive teaching practices that engage all learners, as well as a record of experience in this area	Materials demonstrate a dedication to developing inclusive teaching practices that engage all learners, 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 the position description	Graduate work closely aligned with desired teaching areas identified in position description	Graduate work closely aligned with desired teaching areas identified in position description and applicant has previously taught at least one course at the college level	Graduate work closely aligned with desired teaching areas identified 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 the position description; or research agenda only superficially deals with areas of interest identified in the position description	Evidence of publications and/or conference presentations in progress and research is related to areas of interest identified in position description	Evidence of publications 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 and research is focused on areas of interest identified in position description
Evidence of Academic Service	No evidence of substantive academic service	Evidence of substantive 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 dedication to inclusive teaching practices that engage all learners 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 various learners, the multiple perspectives included on their syllabi, their adoption of [universal design for learning](#) techniques or their research on inclusive pedagogies related to their discipline.

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 result in 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 D: 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 dedication to developing inclusive teaching practices that engage all learners:

1. Describe your teaching philosophy and how it is intentional in engaging all learners.
2. What specific strategies do you use to ensure all students feel included and valued in your classroom?
3. Tell us about a time when you worked to understand the perspectives of others.
4. Higher education is seeing a growing range of levels of academic preparedness as well as class, cultures, languages and abilities. What do you see as the most significant challenge in creating an inclusive academic environment? What steps have you taken to support the success of all students in your classroom?
5. Tell us about a time when you were more intentional in being inclusive in your teaching to engage all learners. Describe a specific strategy and its outcome.
6. How do you ensure that your course content is relevant and accessible to all learners in your classroom?
7. How do you stay informed about the various cultures and backgrounds of your students, and how does this knowledge impact your teaching?
8. Tell us about a time when you had to address a misunderstanding or conflict about instruction or your classroom environment?
9. 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.
10. How do you continue to develop your skills in engaging all learners?

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 nonmajors?
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?
8. How do you feel your teaching style can serve our student population?
9. In what professional development activities have you been involved over the past few years?
10. What pedagogical changes do you see on the horizon in your discipline?
11. How would your background and experiences strengthen this academic department?
12. How do you adjust your style to the less-motivated or underprepared student?
13. Have you involved your students in your research?
14. What are your current research interests?
15. What can you bring to the department that is uniquely yours?
16. 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 preselected. 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 discriminatory.

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 childcare 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 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 by law.

APPENDIX E: 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 the following:

- Welcome and introductions
- Questions to ask 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 do the following:

- 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 their 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 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 assistant provost for faculty development (facultydevelopment@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 as follows:

- Discussion about family issues, such as current number of children, childcare needs, expected future children, school districts, marital plans, etc.

- Discussion about religion and churches, such as recommendations about local churches, synagogues or temples
- 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 someone who is not on the search committee who could answer questions related to the topics above, if the candidate desires. Contact Faculty Development (facultydevelopment@washburn.edu) 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 not be shared with the committee or other members of the academic hiring unit.

APPENDIX F: CHECKING REFERENCES

References must be checked before bringing any candidate to campus to interview.

Develop questions to ask references. These questions must be developed and submitted as part of the [selection of evaluative criteria](#). Questions may not be revised after screening begins.

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 to engage a variety of learners in the classroom. 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 to engage all learners in the classroom? How about through their service or research to engage a variety of audiences?
7. Is there anything else you would want us to know about this candidate?

APPENDIX G: 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.)

If possible, the required teaching demonstration should be conducted in a Washburn classroom with actual Washburn students. If it isn't possible for each candidate to present to the same class, they should each present to roughly similar classes (i.e., 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.

If it is not possible for candidates to present to a class (i.e., the search is occurring over the summer), ensure attendees include at least some Washburn 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. Demonstration attendees 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 on the next page.

Teaching/Scholarship Demonstration Rubric	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 a variety of perspectives throughout the content.				
Demonstration climate is respectful, open, and inclusive.				
Presentation methods are inclusive and effective to support the learning of 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 H: RECRUITMENT GUIDELINES FOR TRAVEL, HOTEL, MEALS AND MISC. EXPENDITURES

Travel and Hotel

- Once the dean has approved candidates, the screening committee chair or department chair will contact the finalists to formally invite each finalist to a campus 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 will allow finalists time to prepare and

will mitigate extreme cost fluctuations. Exceptions to this two-week rule may be made in some instances; for example, when 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 a personal car to Washburn, mileage is reimbursed at .67 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 (MCI).
- If a finalist prefers to travel by Lyft/Uber, reimbursement will be up to the cost of a round-trip coach class airline ticket.
- Finalists traveling internationally will only be reimbursed for domestic travel. The finalist will need to personally pay for all travel upfront; they will then be reimbursed for the domestic portion after completing a W-9. The VPAA office will collect the W-9.

Meals

- 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). Use the following FOAPAL: 100000-300010-700620-16000-CAM004. Route the payment voucher to the approver **Andrea Lagos**, Director of the Provost/VPAA Academic Budget and Finance. Please email vpaadocs@washburn.edu for any inquiries.

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 will email the completed W9 to purchasing@washburn.edu to obtain a WIN number. The search committee chair should then use the WIN and follow [these instructions](#) to complete a [payment voucher](#). (Click "Create a new (PV) Payment" under Accounts Payable.) Please note: receipts for automotive fuel are not required as fuel is included in the standard mileage reimbursement rate determined by the IRS. Use the following FOAPAL: 100000-300010-700620-16000-CAM004. Route the payment voucher to the approver **Andrea Lagos**, Director of the Provost/VPAA Academic Budget and Finance.

Travel Expenses Not Covered: Please review [section J-Travel - #22 of the Policies, Regulations and Procedures Manual](#) for complete travel exclusions

APPENDIX I: 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 and the dean.
3. The dean's designee will update each candidate's application status in PageUp. (See instructions for managing application statuses in PageUp [here.](#))
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. The dean will send an email to facultytalent@washburn.edu to let HR know whether a candidate accepts a conditional offer. When a candidate accepts a conditional offer, HR will move the candidate to the status "Conditional Offer Accepted Start Faculty Appt Rec." If the candidate declines the conditional offer, HR 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 J: SAMPLE ONBOARDING AND MENTORING PLAN

This is an example of a plan to onboard and mentor a new faculty member, created by the Mass Media (MM) Department. Each activity is assigned to a specific faculty member in the department to oversee.

Preparation for Courses

1. Access to my.washburn, email, MM Google Drive folder and D2L (Kristen)
2. Schedule bimonthly meetings with MM 199 teaching team during the semester to stay on the same page (Regina)
3. Meetings with teaching teams (MM 100, MM 199, MM 321) to ramp up (Maria, Kristen, Sam, Matt, Regina)
4. Share syllabi, send books and share curriculum, and check that classrooms are in the right place (Kristen with D2L access, Sam, Regina, Maria)

Mentoring/Faculty Development

1. Shadow during advising in fall (Maria)
2. Calendar invites to retreats (Kristen)
3. Schedule for dean to go with MM faculty to one or two CTET workshops in the fall (Maria, Regina, Sam, Kristen)
4. Conference travel plans in year one? (Maria)
5. Summer plan – either teaching or professional development grant (Maria)
6. Discuss annual evaluation requirements (Kristen)
7. One-on-one coffee or lunch with MM faculty to ramp up for teaching and help troubleshoot student/course issues throughout the year – Have MM faculty try to schedule at least one of these with dean each semester (Lyll in fall and Matt in spring).

8. Guidance on finals, dead-week policies, student attendance issues at the end, incompletes, etc. (Kristen)

Student Involvement

1. Invitation to meet with Student Media (SM) video team in September for deeper intro to SM and talk about recruiting for SM from MM 199 (Regina)
2. Schedule Mass Media Club meetings (Regina, Sam, Kristen, Maria)

Relationship Building on Campus and in the Community

1. Schedule a welcome dinner for MM faculty in Aug./Sept. (Kristen)
2. Facilitate meetings with colleagues from theatre, music, the museum in spring (Matt)
3. Invite to attend and maybe get involved in the next WIFI event (Kristen)
4. Tour of KTWU (Lyal)

Intro to Facilities

1. Tour of film checkout room and intro to process in August (Sam)
2. Tour of TV studio, 17, 07, podcast room, editing bays in August (Sam)
3. Pick up keys for office and get lab codes (Tracy)
4. Color printer 07 lab code (Maria)

Social/Life Inclusion

1. Advice on moving to Topeka (Sam, Regina, Kristen)
2. Invitation to fall sporting events (Regina and Gene)
3. Social event at Maria's house?
4. Video game party at Regina's house?
5. SM game night (Regina)?
6. Homecoming tailgate (MM 499? Maria)?
7. Invitation to NOTO and First Fridays (Regina)?
8. Faculty dinner in Lawrence? (Sam)

Timeline

May/June

1. Sign the contract
2. Get setup with email, D2L, my.washburn
3. Email course syllabi
4. Mail books and welcome package

5. Setup Zoom with MM 199 crew (Maria, Matt, Regina, Dean)
6. Setup Zoom with MM 321 crew (Maria and Dean)
7. Setup Zoom with MM 100 crew (Maria, Kristen, Dean, Sam, Matt)
8. Invite to department retreats
9. Schedule an August/Sept. welcome dinner for faculty
10. Phone calls from MM faculty with Topeka and Lawrence-specific guidance for moving

August/September

1. Get key to office and codes to MM labs
2. Get code to 07 color printer
3. Tour MM spaces with Sam
4. Visit with Tracy about office furniture
5. Retreats
6. Schedule one-on-one coffee/lunch meetings with MM faculty to ramp up for teaching
7. Schedule Mass Media Club first meeting
8. Visit SM
9. Conference-travel advising

October

1. Tailgate
2. MM social event
3. Mass Media Club meeting
4. WFA?
5. Tour KTWU?
6. Shadow advising
7. Summer plan advising

November/December

1. One-on-one meetings with MM faculty as needed
2. Social event?
3. Talk about wrapping up the semester

APPENDIX K: CHECKLISTS FOR CHAIRS AND COMMITTEE

Quick Recruitment Checklist for Department Chairs

- ☐ Review Faculty Recruitment Guide.
- ☐ Work with dean to complete Faculty Request to Fill.
- ☐ Work with dean to complete position description and posting.
- ☐ Oversee creation of evaluative criteria.
- ☐ Lead academic hiring unit in creating and implementing a recruitment plan.
- ☐ Recommend screening committee members to the dean.
- ☐ Email the names of screening committee (including chair) to dean's designee.
- ☐ Complete required training for faculty screening committee members.
- ☐ Work with screening committee to create timeline for recruitment, including interview dates for video and campus interviews. Check dean's availability for campus interviews.
- ☐ Decide whether you or the committee chair will email candidate status update to dean's designee. (Email dean's designee, if applicable).
- ☐ Email the dean the names of candidates you would like to invite to interview on campus. Include each candidate's cv.
- ☐ Follow the faculty handbook for your unit in communicating hiring recommendation to your dean.

- ☐ Personally email candidates who were not selected who had a campus interview and/or a virtual (Zoom) interview. Email copies to dean's designee to save in PageUp.
- ☐ Attend post-search debriefing. Be prepared to discuss the hiring process and the onboarding plan.
- ☐ Complete "new hire" tasks you are notified through PageUp to complete
- ☐ Oversee creation and implementation of mentoring plan. Plan to attend the next P&T Workshop with your new faculty member.

Quick Recruitment Checklist for Screening Committee Members

- ☐ Review the Faculty Recruitment Guide.
- ☐ Work with department chair (if applicable) to create timeline for recruitment, including tentative dates for video and campus interviews. Block potential meetings with the dean through the dean's assistant.
- ☐ Complete required training for faculty screening committees.
- ☐ Continue to implement the recruitment plan.
- ☐ View applications when you receive a PageUp notification. (Save completed rubrics and notes.)
- ☐ Decide whether the committee chair or the department chair will email candidate status updates—e.g., virtual interview, reference check, on campus interview, withdrawn application, etc.—to dean's designee. (Email dean's assistant, if applicable.)
- ☐ Conduct first interviews by video.
- ☐ Check references.
- ☐ Email the department chair the committee's hiring recommendation with a short rationale.
- ☐ After the dean has approved finalists, the committee chair will extend invitations to interview on campus.
- ☐ Determine an interview itinerary for each finalist, and share with the candidate.

- ❑ Follow the faculty handbook for your unit in communicating hiring recommendation to your dean.
- ❑ Email all notes (rubrics, notes, itineraries, emails to interviewed candidates not selected) to dean's assistant.
- ❑ Attend post-search debriefing. (Be prepared to discuss the hiring process and the onboarding plan.)
- ❑ Assist with executing onboarding and mentoring plan.

APPENDIX L: SAMPLE CAMPUS VISIT ITINERARY

Campus Visit Itinerary – Dr. [Candidate]

Monday, Nov. 18

6 p.m. Dinner with department chair and two committee members at The Weather Room

Tuesday, Nov. 19

8 a.m. Arrive at Morgan Hall
Dept. chair will meet and escort to breakfast

8:30 – 9:30 a.m. Drop-in breakfast with dept. faculty and campus partners – Boswell

9:30 – 10 a.m. Meet with dept. chair

10 – 10:30 a.m. Campus tour with search committee member

10:30 – 11 a.m. Candidate break in Morgan 203 to prepare for teaching
Dept. chair will escort to teaching demonstration

11 – 12 p.m. Teaching demonstration in Garvey room 323
Dept. chair will escort to lunch

12:15 – 1:15 p.m. Lunch with department – Lincoln room

1:30 – 2:30 p.m. Interview with search committee – Crane room
Committee member will escort to break

2:30 – 3 p.m. Break in Morgan room 203
Committee member will escort to Dr. Teresa Clouch

3 – 3:30 p.m. Meet with Dr. Clouch, Vice President of Student Life*
 – Morgan Hall room 240
Committee member will escort to dean's office

- 3:30 – 4 p.m. Meet with College of Arts & Sciences Dean Kelly Erby
 – International House/CAS House
 Dept. chair will escort to CEP meeting
- 4 – 5 p.m. Coffee and tea drop-in meeting with CEP teachers –
 Boswell room
- 5 p.m. Last questions with dept. chair

*Note: This itinerary has an optional meeting with the vice president of student life where candidates could ask questions that would not be shared with the interview committee. Some committees schedule a time when candidates can meet with a Topeka realtor—also optional. Your dean will have recommendations of Topeka realtors.