



Potter College of Arts & Letters
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PCAL - SUPPLEMENTAL GUIDE TO HIRING AND INTERVIEW EXCHANGE

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GENERAL GUIDANCE

Units should obtain approval from the Dean’s Office prior to creating a requisition. In most instances, requests and approvals will be included in the college’s annual faculty/staff personnel request process.

Please contact Katie Muchmore in the PCAL Dean’s Office with any questions regarding the guidance provided within this document.

REQUEST TO FILL – FACULTY

To initiate competitive searches for faculty positions, a Request to Fill requisition must be initiated. At the discretion of the department/school, typically a Request to Fill is completed by the Department Chair/Director or office support staff.

Starting a new requisition:

- Log into Interview Exchange
- Select *Requisitions* in the left navigation
- Select *Request to Fill – FACULTY* from the drop down

Competing the requisition form:

- Please contact the Dean's Office to confirm title, position number, and salary range or if you have any questions on other form elements.
- Indicate your search committee, which is typically a diverse group of 3-5 individuals.
- HR posts the job to the WKU HR webpage and Higher Education Recruitment Consortium (HERC). Within the requisition, list any additional advertising/recruiting sources where you would like the position to be posted.
 - Some advertising/ recruiting sources may have an additional cost associated (HR will provide quotes to the search chair before proceeding).
 - Departments should maintain record of the 1st day of the advertisement (with the date captured) and a record of the advertisement 31 days later (with the date captured). This documentation is needed in event that the hired candidate is a foreign national.
- Typically, for new faculty beginning at the start of the academic year, the Position Start Date will be 08/15/202X.
- Unless otherwise conveyed by the Dean's Office, the source of funding will be existing resources and the index will be the hiring department's index.
- When completing them minimum job requirements, please only list those that are the minimum (i.e., not preferred) requirements.
- On the approvals tab, HR and General Council approvers will pre-populate. Please add: Amber Scott Belt (Proxy for the Provost), your respective department chair/director, Katie Muchmore (College Budget Review), Terrance Brown (Dean), and your department chair/director or other appropriate approver for the hiring official.

Once all approvals have been completed, your position will be posted on the HR website (and other relevant sites) and a *Job* will be created in Interview Exchange for your search committee to review candidates.

REQUEST TO FILL – STAFF

To initiate competitive searches for staff positions, a Request to Fill requisition must be initiated. At the discretion of the department/school, typically a Request to Fill is completed by the Department Chair/Director or office support staff.

Starting a new requisition:

- Log into Interview Exchange
- Select *Requisitions* in the left navigation
- Select *Request to Fill – STAFF* from the drop down

Competing the requisition form:

- Please contact the Dean's Office to confirm title, position number, and salary range or if you have any questions on other form elements.
- Indicate your search committee, which is typically a diverse group of 3-5 individuals.
- HR posts the job to the WKU HR webpage and Higher Education Recruitment Consortium (HERC). Most staff positions will not require additional advertising/recruiting sources beyond this.
- Unless otherwise conveyed by the Dean's Office, the source of funding will be existing resources and the index will be the hiring department's index.
- When completing them minimum job requirements, please only list those that are the minimum (i.e., not preferred) requirements.
- On the approvals tab, HR approvers will pre-populate. Please add: Amber Scott Belt (Proxy for the Provost), your respective department chair/director, Katie Muchmore (College Budget Review), Terrance Brown (Dean), and your department chair/director or other appropriate approver for the hiring official.

Once all approvals have been completed, your position will be posted on the HR website and a *Job* will be created in Interview Exchange for your search committee to review candidates.

REQUEST TO FILL – NON-COMPETITIVE ASSIGNMENTS

For temporary faculty and staff hiring that does not require a competitive search, a Request to Fill – Non-Competitive Assignment requisition must be initiated. Non-Competitive Assignments must obtain appropriate pre-approval in the form of a temporary waiver (up to one year)*. Questions regarding the appropriateness of a non-competitive assignment should be directed to the Dean's Office. At the discretion of the department/school, typically a Request to Fill is completed by the Department Chair/Director or office support staff.

Starting a new requisition:

- Log into Interview Exchange
- Select *Requisitions* in the left navigation
- Select *Request to Fill – Non-Competitive Assignment* from the drop down

Competing the requisition form:

- Please contact the Dean's Office to confirm title, position number, and salary range or if you have any questions on other form elements.
- Indicate approval, justification, and time-period for the waiver.
- Indicate the selected candidate.

- Unless otherwise conveyed by the Dean's Office, the source of funding will be existing resources and the index will be the hiring department's index.
- When completing them minimum job requirements, please only list those that are the minimum (i.e., not preferred) requirements.
- On the approvals tab, HR approvers will pre-populate. Please add: Amber Scott Belt (Proxy for the Provost), your respective department chair/director, Katie Muchmore (College Budget Review), Terrance Brown (Dean), and your department chair/director or other appropriate approver for the hiring official.

Once all approvals have been completed, HR will contact the candidate to complete the remainder of the hiring documentation.

*It is important to note that Non-Competitive Assignments are approved for up to one year. If the need exceeds a one-year period, a competitive search must be conducted.

SEARCH PROCESS & HIRING REQUISITION (Faculty and Staff)

When completing competitive searches for faculty and staff, before the search committee begins reviewing candidates, each committee member should complete the [Hiring Search Confidentiality Agreement](#) to be maintained by the hiring official or search committee chair. Hiring officials and search committee members should also review the PCAL *Best Practices for Improving Diversity, Equity, and Inclusion in Hiring* attached as an addendum to the end of this guide.

Reviewing active jobs/searches (search committee members):

- Log into Interview Exchange
- Select *Manage Jobs* and locate the search
- Search committee members will review applicants and move candidates to the appropriate folders in the left navigation.
- Once the committee is satisfied with the candidate pool, they may choose to close the announcement. The committee may also choose to leave the search announcement open while it reviews candidates and conducts interviews, but all applications received while the search is open must be reviewed and considered.
- Before interviews begin, EEO Review must occur. To initiate the review, move selected candidates to the interview folder. Then send add a review note within the *Job* (located at the bottom) that you are "Ready for EEO Review." Send the note through the system to Jo Ann Malott in HR. Once EEO review is complete, Jo Ann will send a note back through the system indicating that interviews may proceed.
- Typically, all interviewed faculty candidates will meet with a member of

the Dean's Office leadership.

- All candidates interviewed must have strengths and weaknesses recorded.
- Once the preferred candidate to be hired is selected, within their record you will see a "Recommendation to Hire" link in the upper right-hand corner. Please click on that and complete the information to initiate a requisition for hiring proposal approval.
 - On the approvals tab, HR approvers will pre-populate. Please add: Amber Scott Belt (Senior Division Administrator), your respective department chair/director, Katie Muchmore (Divisional Accounting), and Terrance Brown (Dean).

After the hiring proposal has been approved, the hiring official may contact the candidate to make a verbal offer. Once a verbal offer is accepted, please inform Katie Muchmore to initiate the faculty appointment letter.

BACKGROUND CHECK

Once a signed appointment letter is returned (or in the case of staff, once an offer has been accepted), the hiring department will initiate a background check. Background check requests are submitted via:

<https://intranet.wku.edu/php/prod/Forms/BCR1.php>

ELECTRONIC PERSONNEL ACTION FORM (EPAF)

After a background check has been completed, HR will email the department with the 800# for the employee. Please forward that email to Katie Muchmore, who will complete the EPAF.

ONBOARDING

New employee onboarding is the responsibility of the hiring unit. This includes but is not limited to, ensuring all HR paperwork has been completed, parking permit and WKU ID are obtained, training on university systems (Blackboard, etc.), access to share drive folders, shared emails/calendar access, and access to Banner, TopNet, etc., as applicable. Please review the following resources:

<https://www.wku.edu/hr/careers/newtowku.php>

<https://www.wku.edu/its/employees/>

<https://td.wku.edu/TDClient/34/Portal/Requests/ServiceCatalog>

Best Practices for Improving Diversity, Equity, and Inclusion in Hiring – Potter College

ACTION POINTS: Below is a set of actions we can take as a college to immediately improve our efforts at recruiting and retaining candidates from diverse backgrounds. It is important to note that diversity is more than just race and ethnicity, and includes diversity in sexual orientation, gender identity, religious affiliation, etc.

RECRUITING PRACTICES

- Create a diverse recruitment team and/or hiring committee, including at least one member from either an underrepresented group or individual who has worked on projects related to diversity, equity, and inclusion.
- Consider including experience with diversity, or specific underrepresented groups, as a required qualification, not as optional or recommended.
- Require that at least one prospective candidate be from an underrepresented group and provide them with an opportunity to visit the campus.
- Purposefully include criteria in assessing candidates that capture DEI. Examples below:
 - o Demonstrates an understanding and acceptance of equity, inclusion, and diversity concepts, and that they are broader than just race, ethnicity, and gender.
 - o Demonstrates self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes.
 - o Demonstrates awareness of generational differences in work styles.
 - o Demonstrates willingness to challenge and change institutional practices that present barriers to different groups.
 - o Infuses equity, inclusion, and diversity concepts in response to questions not directly prompting for them.
 - o Uses inclusive language.
- Provide opportunities for potential candidates to get a sense of diversity in the workplace or broader community.
 - o This could include working with faculty and staff from diverse backgrounds to host or meet with potential candidates.
 - o Develop a list of diverse faculty and staff who would be willing to host and/or meet with potential candidates.
- Provide examples of DEI activities promoted by the college and within the community
- Targeted recruitment activities of underrepresented populations.
- Include affirmative action policy or statement in advertisements.
- Advertise with a variety of professional organizations and social media tools, such as LinkedIn, Chronicle for Higher Ed, etc.
- Personalize recruitment, call applicants and follow-up.
- Recruit continuously—not only when there are openings. Maintain professional networks and make note of potential candidates from underrepresented groups. If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.
- Maintain a file of resumes and contact information for potential candidates from underrepresented groups.

ON-THE-JOB MENTORSHIP AND CAREER LADDERS

- Increase (and publicize) ability for advancement.
- Highlight Diversity Fellows programs for faculty and graduate students.

- Provide information on training and mentorship opportunities.
- Create career development and mentorship opportunities within the college.

DEMONSTRATE ORGANIZATIONAL COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

- Integrate diversity, equity, and inclusion work into the college's continuance and tenure requirements.
- Make our college's commitment to DEI public.
- Review policies that affect work/life balance and make changes to reflect changing family structures, home situations, and cultural norms.
- Enforce accountability among staff, departments, and units to demonstrate a commitment to providing high quality education to all students served at our college.
- Make sure that we are assessing our commitment to DEI via faculty questions on surveys of the institution

EDUCATE THE HIRING COMMITTEE

- Share the profile of the department, the demographics of current staff, and any affirmative action goals with all members of the hiring committee. Be open about specific hiring goals.
- Remind the committee members of unconscious bias and the implications of making judgments on a person's character, experiences, or background based on details unrelated to job performance and work ethic.

THE INTERVIEW

- Include questions which highlight the importance of diversity, equity, and inclusion. Examples below:
 - o What do you see as the fundamental characteristics of organizations that create an inclusive environment?
 - o What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
 - o Please share an example that demonstrates your respect for people and their differences; and how you've worked to understand perspectives of others?
 - o What does social justice mean to you? How do you incorporate this principle in your work?
 - o What behaviors, techniques, or decisions allow you to function most effectively as a member of a highly diverse student population?
 - o Please give an example of your ethnicity and/or cultural identity impacting your work. Explain how diversity has played a role in your career.
 - o The University has a diverse workforce (in terms of ethnicity, class, culture, language, sexual orientation, and disabilities). Can you tell us about your experience working with and serving such a diverse population?
 - o Please describe experiences you have had leading campus outreach activities for underserved student populations (e.g., developing and leading workshops, providing consultation to student service departments).