# Notes from Faculty Selection, Development and Retention Discussions

## Faculty Selection

- Writing sample
- Drug/alcohol/criminal/referral/employment background check
- Team interview
- Lesson plan sample
- Profile XT

## Measuring Faculty Success

- Grade distribution
- Performance on license exam
- Classroom retention
- Classroom attendance
- Surveys/evaluations
- Observations
- Student learning assessments
- Graduation rates
- Self-evaluation
- Peer evaluation

## Faculty Recruitment

- Recruit to find faculty
- Teaching demonstration for online:  Create a fictitious environment online where candidates can role play being an online teacher.

## Teaching Demonstration (Group 1)

- Who Participates?  Determine the audience
- Rubric to evaluate demonstration
- Length
- Clinical proficiency (skills demonstration if applicable)
- Ask questions
- Observe characteristics
- Wish List:

- o Video to review demonstration at a later date
- o Students in audience
- o Have candidate be a guest lecturer in a real class

## Teaching Demonstration (Group 2)

- Assessment of demonstration (survey or rating system for audience to complete)
- Using groups of students as audience/assessors or groups of employees
- Include administration in teaching demonstration
- Assign the topic to be presented
- Use existing class as the audience
- Planning for "borderline" interviews such as mentoring the candidate so they can improve before putting them in the classroom
- Put candidate through the "worse day" situation to measure their ability to adjust and improvise.  Those that can't probably won't do well in our schools (screen for "fluster-factor")
- Simulate a real classroom experience by having audience be the worst students—interrupt, answer phone in class, etc.

## Teaching Demonstration (Group 3)

- Definition:  in front of a class, peer review, group/key stakeholders, at least 45 minutes
- Stakeholders should include:   Program directors, subject matter experts, DOE/Dean, peers, students
- Topic assigned to candidate and should include:  use of new technology, not pre-canned, sample of pre and post activity, relate to learning styles, level of teaching/learning (Bloom's Taxonomy)
- Measurement:  Debrief with stakeholders after and construct a rubric or checklist that everyone will use to evaluate, include the following items:
  - o Use of technology
  - o Energy
  - o Student engagement
  - o Use of book/going beyond the book
  - o Use of external resources
  - o Relate experience to context

## Recruiting of Faculty

- Alumni network/referrals from alumni
- Create culture that values faculty
- Mission/vision statement should include faculty
- Hire from industry leaders

- Sell tuition reimbursement benefit if applicable
- Use career services to network
- Use externship sites to network
- "in-house" recommendation system
- Workshops on "How to Become an Instructor"
- Using social networking sites/tools to search for potential candidates
- Portal/website assessment (approach individuals with favorable scores)

## Interview Questions for Faculty Candidates

- Please explain server technology concepts to your grandma.
- How do you handle constant interruptions during your class?
- Tell me what you do to keep a four hour class engaged.
- Based on our conversation so far, how would you employ the elements we've discussed into your classroom teaching?  (active listening)
- Was there ever a time when you disagreed with your supervisor and how did you handle it?  (Respectful)
- How do you create a respectful learning environment?  (Respectful)
- What is an example of a difficult concept that students may find difficult and how do you demonstrate relevancy? (Connecting course to career)
- Tell me about a time that you were introduced to a new technology.  How did you learn to use it?  What difficulties did it present?
- Close your eyes.  Describe the room to me.
- Do you use technology to manage your time?  How do you use it?  Tell me about a time when you hadn't planned appropriately.  How did you recover?
- How do you make yourself accessible to your students?  (availability)
- What time management system do you use?  How would you help students to manage their time?  (time management)
- How would you describe the difference in availability between a student and an employee? (time management)
- What kinds of technology are you comfortable using in teaching? (technology)
- Describe how you effectively engage students? (energy)
- Are there any subjects in this program that you are not passionate about teaching?  If not, why? (energy)
- Describe a situation where you have taught a class—what is the interaction like? (observant response)
- Why do you want to teach this subject here?
- How have you contributed to your field in the past few years?
- How do you see the field changing in the next five years?
- What are the fundamentals in this field that you see changing in the next five years?

- What was the most unclear area in your field when you were going to school and how would you make it less muddy for your students?

## Characteristics of a successful career college instructor

- Communicates using the same language as the students
- Subject knowledge
- Vision
- Patience
- No ego/willingness to change/learn from students
- Making it relevant
- Presentation skills/verbal skills
- Caring
- Availability
- Time management
- Personality
- Energy
- Observant/responds
- Comfortable with technology