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Creating an Interview Process for Online Adjuncts

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The School of Continuing and Professional Studies uses a half-day group interview process to screen potential adjunct faculty prior to hiring them. The process includes an interview, an essay on teaching practices, a grading activity, a teaching demonstration, and a leaderless activity. The interview team rates each applicant on every component of the process and comes to a consensus on whom to hire. The face-to-face process can be logistically challenging due to finding a common date where applicants and the interview team can meet on a Saturday morning. With more than 80% of SCPS students being interested in taking online classes, we recognized the need to transition our interview process to one that allows us to evaluate faculty suitability for teaching online. At the same time, we wanted to remain true to the comprehensive nature of the face-to-face process while creating a more flexible approach that evaluates online teaching competence. To accomplish this, we created a Canvas course, called SCPS Faculty Interview Site, and enrolled the facilitator candidates in it as students. The interview was accomplished through a live web conference with the interview team and the grading activity was an assignment submission. The essay and leaderless activity were combined into a discussion board that gave candidates the opportunity to express their ideas about teaching and engage with others in a peer role. The teaching presentation was also an assignment where candidates submitted a recording of instruction. This approach afforded more flexibility to both the candidates and the interview team, with the only synchronous activity being the interview. In addition to the activities assessed in the face-to-face interview, the online interview process allowed the team to evaluate how the candidates coped with using the LMS and how timely they were in their submissions. In addition, the leaderless activity in the online interview was directly related to teaching facilitation skills while in the face-to-face version, it was not. In this session, we will provide an overview of the interview Canvas site and the activities within it. In addition, an adjunct faculty member who went through the process will share her experience. In conclusion, the advantages and challenges of this online interview process will be explored.

Learning Outcome(s): 1. Identify how Canvas can be used to interview candidates to teach online courses. 2. Describe the advantages of using an online interview process for online faculty when compared with a traditional process. 3. Discuss the challenges of an online interview process and strategies to overcome them.