



CAL POLY POMONA

FACULTY RECRUITMENT

HANDBOOK

Provisional Update Summer 2021



Faculty Recruitment Handbook

This faculty recruitment handbook is intended to provide the overall framework to guide faculty committees, departments, Chairs, Deans, and others in achieving the University's goal of recruiting and retaining a well-qualified and diverse community of teacher-scholars. It is based on the university manual, Policy 1311, formerly Appendix 38. The handbook will be useful for faculty search committees as they engage in the important task of bringing the most qualified candidates to campus to join the faculty ranks. Information on job posting resources, legal interview guidelines, sample letters and recommendations for engaging in a fair, equitable and inclusive process for searching and hiring for excellence is included. All appointments to tenure-line faculty positions shall follow this process.

Faculty Affairs Contact Information

AVPFA@cpp.edu
www.cpp.edu/~faculty-affairs

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CAL POLY POMONA PRESIDENT SORAYA M. COLEY

A message from President Soraya M. Coley

Cal Poly Pomona is an institution of higher learning that embraces its mission to provide an exceptional polytechnic education steeped in experiential learning, discovery and innovation. Clearly, exceptional faculty in all colleges are essential to this mission.

Recruiting outstanding faculty is a shared responsibility, as is the process itself. Among our most significant values is a campus culture that reflects our community. Our diversity underscores the fact that we are welcoming, respectful and open to all across an array of dimensions. We also respect and embrace our history and traditions, which are unique in the California State University.

I am proud and humbled to be a member of this university community. I thank you in advance for your contribution to building on the success that is Cal Poly Pomona.

GUIDING PRINCIPLES: DIVERSITY, EQUITY AND INCLUSION

DIVERSITY

In a university setting, every effort should be made to achieve excellence by fostering and embracing multiple perspectives, experiences, knowledge, belief systems, and cultural practices. Most efforts to define diversity specify variations involving persons, experiences and ideas. However, diversity involves the cultivation of, “Individual differences (e.g., personality, learning styles, and life experiences) and group/ social differences (e.g., race/ ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.” (<http://www.aacu.org/sites/default/files/files/mei/MEL.pdf>)

As a federal contractor, Cal Poly Pomona employs a widely used operational definition of diversity adopted by the California State University (CSU) and the California Faculty Association (CFA) that remains grounded in Federal Constitutional protections involving under-represented minority groups defined by race, ethnicity and gender (including sexual orientation and transgender identity), and also includes religion, ancestry, national origin, marital status, pregnancy, age, disability, or veteran status, including those defined under the Vietnam Era Readjustment Assistance Act (VEVRAA).

EQUITY

Equity is understood as the principle of fair treatment and impartiality as applied usually to historically under-represented (or under-served) groups. Equity within institutions of higher education relates to the access and advancement of all campus constituencies (students, staff, faculty, and administrators).

INCLUSION

The Association of American Colleges and Universities defines inclusion as, “the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within value systems and institutions.” (<https://www.aacu.org/making-excellence-inclusive>)



INTRODUCTION

Since 1964, the Federal government has passed legislation and issued executive orders designed to achieve equality of employment and end discrimination in hiring. The California State University is currently governed by Executive Orders 1088, (Systemwide Guidelines for Affirmative Action Programs in Employment), 1096 (Systemwide Policy Prohibiting Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking against Employees and Third Parties and Systemwide Procedure for Addressing Such Complaints by Employees and Third Parties), as well as by other federal and state laws. Cal Poly Pomona is required to establish uniform policies and procedures that ensure a fair and open hiring practice and a work environment that is free from discrimination based on a protected category. Affirmative Action at Cal Poly Pomona is based on a proactive commitment to engaging in activities that will result in quality education and equity for all individuals.

THE FACULTY RECRUITMENT PROCESS

The faculty recruitment process plays a vital role in helping the University meet these objectives by recruiting and retaining a well-qualified and diverse faculty in response to the changing demographics of the state and local communities served by the University. Search committees involved in faculty recruitment have the power to make substantive changes to the academic environment. Principles of fairness and equity play an integral role in all personnel decisions. Decisions are expected to be based upon an applicant's knowledge, abilities, and achievements as well as the individual's potential to contribute to the academic endeavor of the University. In addition, the principles of equal employment opportunity should be prime considerations in all hiring decisions.

THE OFFICE OF INCLUSIVE EXCELLENCE AND DIVERSITY/CHIEF DIVERSITY OFFICER

The Office of Inclusive Excellence and Diversity is responsible for reviewing and monitoring all searches for the University and serves as a resource to search committees. Along with the Chief Diversity Officer, the Provost, College Deans, Equity Liaison, Department Chairs, and faculty share ultimate responsibility with the President for a successful University search process ensuring that everyone involved in the recruitment process adheres to the University's guidelines. (In 2021-22, the role of the Diversity Officer will be filled by the Faculty Equity Liaisons, the AVP for Faculty Affairs, and a designated staff member in HR.)





Legal Aspects of Faculty Recruitment - Affirmative Action and Proposition 209

In California, a fair degree of confusion exists about two laws and policies related to faculty recruitment and selection: Affirmative Action and Proposition 209.

Affirmative Action is a policy originally promulgated from Federal Executive Order 11246 that calls for Nondiscrimination in Government Employment, which includes government contractors and subcontractors. It relates to the *Recruitment* phase of the search and appointment process. To meet

Affirmative Action requirements:

- The Faculty Search Committee should reflect diversity in its composition.
- The Faculty Search Committee should search and recruit broadly.
- Advertisements should be broad and inclusive in both placement of ads and the language within the ad itself.
- Availability data should be noted, so that the committee understands the makeup of the potential pool of applicants and can determine if the actual pool is a reflection of the available pool.
- The applicant pool and search process must be reviewed to make sure that outreach has been broad and inclusive.

Proposition 209 is a California State Law implemented in 1997 that states that no preferential treatment can be given during the hiring process based on race, sex, color, ethnicity or national origin. It relates primarily to the Selection phase of the search and appointment process. To meet Proposition 209 requirements:

- Those invited to campus as part of the approved pool may not be selected based on their race, sex, color, ethnicity or national origin.
- The rationale for the final candidate's selection or non-selection cannot be based on any of the criteria set forth in Proposition 209.
- In the offer and follow-up process, no preferential treatment may be given based on any of the criteria set forth in Proposition 209.

Adapted from the *Faculty Search Committee Toolkit*, UCLA Faculty Diversity and Development

GENERAL RULES FOR SEARCH COMMITTEES

Conducting a search in a timely and efficient manner is essential to the process of recruiting well-qualified faculty. Timing is critical if interviews and offers of employment are to be made in a competitive manner. (Some disciplines, for example, require that interviews take place in August.) Delayed searches may face the prospect of a pool that has been depleted of the most qualified individuals. A principal consideration of Policy 1311 (formerly Appendix 38) is to inform search committees of the main processes involved in a search and to keep committees and administrators within a reasonable timeframe.

CONSULT

To minimize the possibility of error or misunderstanding, search committees are encouraged to consult as often as needed with the Department Chair, Dean, Office of Equity, Inclusion and Compliance, and the AVP for Faculty Affairs.

MAINTAIN CONFIDENTIALITY

All search committee proceedings and deliberations are confidential. Violations of confidentiality by a committee member should not be ignored. Depending upon the circumstances and the ability to substantiate allegations, some form of reprimand or other action, including possible removal from the committee, should be initiated by the appropriate administrator.

ACT PROFESSIONALLY

All search committee members are expected to attend meetings and to fulfill their responsibilities in a professional manner. Should an opening on the committee occur before the list of strongest applicants has been identified, the Department will elect a replacement; however, after the list of finalists has been identified, no replacement may be named.

SEARCH ACTIVELY

To ensure a broad applicant pool all search committees should, in addition to placing advertisements, actively search for potential applicants by all means possible. Among the possibilities are encouraging faculty to identify desirable applicants, notifying part-time faculty of the opening, sending the position information to colleagues affiliated with other institutions and organizations, and seeking applicants at professional meetings. Committee members are especially encouraged to pursue any professional contacts that might bring the opening to the attention of potential applicants. Committees should not rely on simply placing advertisements and waiting for responses.

BE AWARE OF NEPOTISM POLICY

No CSU employee shall vote, make recommendations or in any way participate in decisions about any personnel matter which may directly affect the selection, appointment, evaluation, retention, tenure, compensation, promotion, termination, other employment status or interest of an immediate family member. "Immediate family member" is defined as a close relative including: parent, child, grandparent, grandchild, sibling, uncle, aunt, nephew, niece, first cousin, spouse, registered domestic partner, step-parent, step-child, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, and by guardianship and/or adoption or a person residing in the immediate household except live-in household employees or roomers. Relatives of domestic partners shall be treated as relatives of spouses.

Checklist for Recruitment and Appointment Procedures for Tenure Line Faculty¹

College: _____ Department: _____

Position: _____

Search Committee Chair Contact Information: _____

Step #	Policy 1311	Description	Appendix	Date
		Establishing the Position		
1	II.B.	Authorization to search form signed by Provost • Copies to Deans and AVP Faculty Affairs	A	
		Preparation for the Search		
2	III. A.	Search committee Election and Election of Chair		
3	III. B.2.	Memo identifying members and chair of search committee is sent from search committee to Dean		
4	III.B.3	The Dean reviews composition of committee, meets with search committee, gives charge to committee. Search committee chair sends composition to Faculty Affairs to input into Interfolio.		
5	III.B.4 5.6.	Search committee consults with Faculty Equity Liaisons to develop Recruitment Package (<i>with the approval of the Dean the search package can be developed and approved in two stages. The position announcements and recruitment plan moving forward first</i>). REQUIRED: Position Announcement Template Appendix B	B Required Position Announce- ment Template	
6	III.B.7	A majority of the search committee approves the Recruitment Package		
7	IV.B.	Search committee forwards Recruitment Package to the Dean for review and approval (position announcements and recruitment plans may be reviewed first) • Copies are sent to AVP for Faculty Affairs and Provost	B	
8	III.B.4	Search committee consults with Faculty Equity Liaisons to complete the full Recruitment Package (rubrics, interview questions, etc.)		
9	IV.B.	Search committee forwards full Recruitment Package to the Dean for review and approval if two stage approach was taken and only announcements and recruitment plan have already been approved. Copies are sent to AVP for Faculty Affairs and Provost		
10	IV.C.	Dean and Faculty Affairs send separate memos to Department Chair indicating approval or disapproval of the Recruitment Package		
On-going		Search committee may apply for additional funding for special efforts to identify URM and women candidates. Virtual training modules will be available and required for search committees to complete before any candidates can be reviewed by search committees.	B Addendum	
		Search Process		
11	V.A.	Position is announced, using the approved Recruitment Package		
On-going	V.B.C.	Procedures for ensuring proper record-keeping of applications are followed		
12	V.C.5.	Two weeks prior to the closing date for the recruitment, all applicant files must be reviewed for completeness. Applicants with incomplete files shall be notified by telephone/mail/email and reminded of the deadline		

On-going	III.B.4	Search committee consults with Dean and Faculty Equity Liaisons to implement inclusive and equitable search practices throughout candidate review and interview process.		
13	V.E.	At application due date, Dean in consultation with HR and Faculty Affairs, will approve or disapprove the applicant pool. If disapproval, Search Committee in consultation with Dean and Faculty Equity Liaisons may engage in efforts to improve applicant pool.		
14	V.F.	After receiving approval of the pool, the search committee sorts the applicant pool into three groups: 1. Applicants with completed files that meet minimum qualifications (long list) - These applicants are evaluated 2. Applicants whose files are incomplete - Open deadline - applicants who have not been notified that the application is incomplete will be notified - Not an open deadline - applicants will be sent notification that they will not receive further consideration 3. Applicants whose files are complete, but do not meet minimum qualification - These applicants are sent notification letters indicating that they will not receive further consideration		
15	V.H.	Dean, Faculty Affairs, and HR approve or disapprove the long list of applicants.		
16	V.G.	Best practices for recruitment of diverse faculty include a round of telephone interviews (not video-conferencing). Telephone interviews must be conducted by at least two committee members. A summary of the conversation, date and time of phone call, along with name of candidate, shall be recorded.	C	
17	V.H.	The finalists are selected according to protocol and the list of finalists (and alternates) is sent to the Dean and Faculty Affairs. Discussion with Dean regarding the finalists. <ul style="list-style-type: none"> • The Dean, HR, and Faculty Affairs approve or disapprove the finalist pool, in writing, in 5 working days • Have candidates fill out Supplemental Form (found on Faculty Affairs website) 		
18	V.I.	-Official transcripts must be collected before the on-campus visit. -Before or after the on-campus visit: <ul style="list-style-type: none"> • References are checked -On-campus visits are scheduled and interviews conducted per protocol, including a meeting with the Dean with each candidate -Degrees are verified via background check		
19	V.K.	The search committee deliberates regarding finalists it wishes to recommend for the position. Search committee prepares evaluation documents from search package to discuss finalists with Dean.		
		Appointment Process		
20	VI.A.	Dean meets with Department Chair and Search Committee Chair to review documents and recommendations		
21		Dean makes verbal offer to the candidate		
22	VI.B.	Dean's written recommendation and all documents, including Compliance Statement are forwarded to the Faculty Affairs and HR for review. See checklist for requirements for Tenure-Line Appointment Package		

23	VI.C.	HR completes the review and sends it to the AVP for Faculty Affairs.		
24	VI.C	The AVP for Faculty Affairs makes a recommendation to the Provost		
25	VI.D.	The Provost, on behalf of the President, extends a formal written offer.		

1 Please note that this checklist is intended to provide search committees with a road map to comply with Policy 1311 (formerly Appendix 38). This is not inclusive of all the policy requirements and it is incumbent on the search committee members to familiarize themselves with the specific requirements.

Contacts for Search Process

Faculty Affairs: Jill Hargis, Interim AVP Faculty Affairs, jehargis@cpp.edu, 909-869-3882
 Mary Ferrel, Faculty Affairs Specialist, luceroferrel@cpp.edu

HR: Human Resources designee (equity compliance officer). If you have questions about this role, please contact Jill Hargis.

Faculty Affairs

Equity Committee: Staff - Marianne Slavin, mmslavin@cpp.edu

Dr. Erika DeJonghe
 Dr. Michael F. Z. Page
 Dr. Seema Shah-Fairbanks
 Dr. Berit Givens
 Dr. Norali Pernaletе
 Dr. Neilan Chaturvedi

Each search committee will consult with two of the committee members directly.

Deans: Please work with the Dean of your college.

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
POLICY NO: 1311**

**RECRUITMENT AND APPOINTMENT PROCEDURES FOR
TENURE-LINE FACULTY**

INTRODUCTION

Since 1964, the Federal government has passed legislation and issued executive orders designed to achieve equality of employment and end discrimination in hiring. The California State University is currently governed by Executive Order 883, "System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment," as well as other federal and state laws. Cal Poly Pomona is required to establish uniform policies and procedures that ensure a fair and open hiring practice and a work environment that is free of sexual, racial and other forms of discrimination. Affirmative action at Cal Poly Pomona is based on a proactive commitment to engage in activities that will result in quality education and equity for all individuals.

The faculty recruitment process plays a vital role in helping the University meet these objectives by recruiting and retaining a well-qualified and diverse faculty in response to the changing demographics of the state and local communities served by the University. Search committees involved in faculty recruitment have the power to make substantive changes to the academic environment. Principles of fairness and equity play an integral role in all personnel decisions. Decisions are expected to be based upon an applicant's knowledge, abilities, and achievements as well as the individual's potential to contribute to the academic endeavor of the University. In addition, the principles of equal employment opportunity should be prime considerations.

The Diversity Office is responsible for reviewing and monitoring all searches for the University and serves as a resource to search committees. Along with the Diversity Office, the College/School Deans, the College Diversity Committees, if constituted, and Department Chairs share ultimate responsibility with the President for a successful University affirmative action program by ensuring that everyone involved in the recruitment process adheres to the University's affirmative action guidelines.

The faculty recruitment guide and the following summary is intended to provide the overall framework of policies and procedures to guide faculty committees, departments, Deans, and others in achieving the University's goal of managed change and the recruitment and retention of a well-qualified and diverse community of teacher-scholars.

All appointments to tenure-line (both probationary and tenured) positions shall follow this process. Informal discussion between parties to resolve differences is encouraged. Conducting a search in a timely and efficient manner is essential to the process of recruiting well-qualified faculty. Timing is critical if interviews and offers of employment are to be made in a competitive manner.

(Some disciplines, for example, require that interviews take place in August.) Delayed

searches may face the prospect of a pool that has been depleted of the most qualified individuals. A principal consideration of this policy is to inform search committees of the main processes involved in a search and to keep committees and administrators within a reasonable timeline.

I. ROLES IN CONDUCTING A SEARCH FOR TENURE-LINE FACULTY

A. Role of the Department Faculty

The Department faculty members are responsible for establishing the position(s). The Department Chair is responsible for making a request to the Dean to conduct a search for the tenure-line position(s) in accordance with the criteria established by the faculty members of the department. The elected search committee is responsible for establishing the search protocol and conducting the search. The Department Chair reviews and forwards the Affirmative Action Compliance Report (AACR) prepared by the search committee with appropriate recommendation to the Dean.

Departments shall request the opening of a tenure-line position at a time of year appropriate to the traditional hiring calendar within that discipline. Departments are advised to have their packages completed at least six months before the anticipated date by which the search committee will choose the finalists to allow sufficient time for a successful search.

Note: In the event that there is no Department Chair, the chair of the search committee assumes the role of the Department Chair for the purpose of the search.

B. Role of the Dean

The Dean is responsible for the quality and performance of the faculty in the college/school to ensure excellent quality academic instruction and excellence in research and other professional development activities of the faculty. To achieve these goals, the Dean has the responsibility for oversight of the search process, including budgetary decisions related to searches and hires. The Dean is responsible for ensuring that faculty search committees comply with University policies and adhere to the University's affirmative action guidelines. The Dean makes recommendations for tenure-line appointments to the Provost.

C. Role of the Office of the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs is responsible for the overall staffing and budget in Academic Affairs and shall approve, based on requests from Deans, the initiation of all tenure-line faculty searches. The Provost

has overall responsibility for searches and, after consultation with Deans and on behalf of the President, shall make all formal tenure-line faculty appointments.

The Associate Vice President for Faculty Affairs serves as a resource to departments, search committees, and Deans to ensure compliance with University policies related to tenure-line searches and appointments.

D. Role of the Diversity Officer

The Director of Diversity and Compliance will serve as the Diversity Officer for faculty searches unless otherwise designated by the President.

The focus of the Diversity Officer or designee is to provide an ongoing review of the search process to promote equal employment opportunity and adherence to sound human resource practices.

The responsibilities of the Diversity Officer or designee are as follows:

1. To participate in the recruitment process from its initial stages to completion, and to inform the search committee of affirmative action practices and procedures necessary to ensure equal employment opportunity, including considerations regarding valid selection procedures and appropriate interview techniques.
2. To ensure that the recruitment efforts are far-reaching and include efforts that attracts a diverse pool of qualified candidates.
3. To collect diversity data and to assess the extent to which recruitment efforts have been successful in attracting a diverse pool of qualified candidates.
4. To work with the search committee to ensure that all candidates are given fair consideration based on the criteria stated in the official position announcement.
5. To render a decision as to the need to address any problems related to the conduct of the search.

II. ESTABLISHING THE POSITION

A. Memo requesting opening of recruitment

A description of the requested position(s) must be approved by the majority vote of the tenured and probationary faculty. To ensure this concurrence of the department faculty, a majority of the faculty shall approve a memo stating the position including sub-discipline, qualifications, and expected rank.

The transmittal of this memo from the Department Chair to the Dean will formalize the request for a search. A copy of the memo shall also be transmitted to the Provost and the AVP for Faculty Affairs.

This memo shall include:

1. Position justification (why needed, whether it is a new or replacement position, how it fits the department's short and long-term goals, etc.).
2. Request for recruitment funds (publicity, travel, release time, etc.).
3. Summary of consultation with faculty.
4. Current number of tenured and probationary faculty in the department and number of lecturers (FTEF) hired in at least the past academic year.

The Dean must acknowledge receipt of this memo and inform the department of the decision date in writing within 5 working days.

- B. Memo from Dean to the department approving/disapproving the search.

After consultation with the Provost, the Dean can respond to the memo requesting the opening of the recruitment process in one of three different ways:

1. A memo stating that the search, as defined by the memo requesting the opening of the recruitment process, is approved;
2. A memo stating that the search, as defined by the memo requesting the opening of the recruitment process, is approved with specific conditions. Each condition should be clearly articulated; or
3. A memo stating that the search, as defined by the memo requesting the opening of the recruitment process, is disapproved. Reasons why the search is disapproved should be clearly articulated.

In each case, copies of the memo shall be sent to the Provost and the Diversity Officer.

The department may appeal the decision of the Dean to the Provost.

III. PREPARATION FOR THE SEARCH

- A. A search committee consisting of probationary and tenured faculty is elected by the majority vote of the probationary and tenured department faculty. All department faculty members shall have the opportunity to nominate candidates for the search committee. The search committee shall consist of a minimum of three members.
- B. Search Committee Composition and Duties: The search committee should have appropriate representation for the sub-discipline or specialty in which an appointment is being sought. The department shall make a good faith effort to include faculty from under-represented groups in the search committee. If there are not enough tenured and probationary faculty members from underrepresented

groups within the department, the department faculty may elect members from related disciplines.

Although the Unit 3 Collective Bargaining Agreement [CBA] requires that the search committee assumes the responsibility of reviewing and recommending individuals for appointment, all tenured and probationary faculty members shall have access to the candidates' application files and shall be invited to participate in the interview process. Each member of the search committee, as well as anyone having access to the candidates' files, is responsible for maintaining strict confidentiality.

1. Search committee elects a chair at the first meeting. The chair shall be a tenured faculty member of the department unless there are no tenured faculty members in the department. The chair of the search committee is responsible for the following:
 - a) Ensuring that each member of the search committee has been advised of law, CSU policy, and University policy which bear upon the search and nomination process.
 - b) Ensuring that all policies and procedures regarding the search are adhered to by the members of the committee.
 - c) Ensuring that the search is conducted in full compliance with law and University policy.
 - d) Acting as a liaison between the search committee and the Department Chair, Dean, Diversity Officer, and AVP for Faculty Affairs.
 - e) Preparing a complete recruitment package and sending a copy to the Diversity Officer to ensure EEO compliance.
 - f) Maintaining ongoing contacts/correspondence with candidates.
 - g) Maintaining ongoing contact with the Department Chair, Dean, Diversity Officer, and AVP for Faculty Affairs.
 - h) Arranging schedules for telephone or teleconference interviews and campus visits as appropriate.
 - i) Ensuring that campus visitations are handled properly and in a timely manner.
 - j) Ensuring timely notification to unsuccessful candidates.

- k) Performing other duties as necessary to complete a timely and successful search.
2. The search committee chair sends a memo to Dean, via the Department Chair, identifying search committee members and chair and the results of the vote. Copies are also sent to the AVP for Faculty Affairs and the Diversity Officer.
3. The Dean approves the composition of the search committee.
4. The search committee chair invites the Diversity Officer to a search committee meeting to inform the committee of affirmative action practices and to assist in developing strategies for attracting a diverse pool of qualified candidates.
5. Search committee establishes Applicant Tracking System (ATS).
6. Search committee develops recruitment materials for Recruitment Package.

While it is customary that recruitment packages are completed prior to advertising positions, the timing of advertising tenure-line positions may require that ads be developed and placed before the recruitment packages are completed. Ads and position descriptions must be approved by the Dean and the Diversity Officer, with copies sent to the AVP for Faculty Affairs.

7. A majority of the search committee must approve all materials in the Recruitment Package. In addition, all decisions and recommendations of the search committee must be made by a majority vote of all members of the committee.

IV. RECRUITMENT PACKAGE

A. The recruitment package consists of the following:

1. Position description. This shall be consistent with department's approved RTP criteria and anticipated needs, including the educational discipline(s), degree(s), skills, abilities, and professional potential. The position description shall be approved by the majority vote of all probationary and tenured faculty of the department.
2. Proposed advertisement for publication(s) consistent with the position description.
3. List of proposed publication(s), approximate date or issue(s) in which ad will

run, and estimated cost.

4. List of proposed academic, professional, industrial, and/or corporate contacts to whom recruitment materials will be sent and/or with whom personal contact will be made.
5. List of proposed diversity resources to be contacted, prepared in consultation with the Diversity Officer.
6. Sample letters to be used for recruitment communications.
7. Search Protocol, consisting of:
 - a. Approximate timeline, including application deadline
 - b. Procedure for determining when and how the second pool of candidates will be utilized, if applicable.
 - c. Screening criteria and preliminary evaluation method, if applicable
 - d. Questions for telephone interviews of candidates, if applicable
 - e. References:
 1. Number of reference letters required (minimum 3)
 2. Required number of references that can be contacted (name, address, and telephone numbers) (minimum 3)
 3. Questions for telephone references checks, if applicable
 4. At what point in the search process the candidate will be asked for permission to contact references, including others who may have information about the candidate
 - f. Contacts or other resources, such as the Internet, to be consulted including questions, if applicable
 - g. Tentative itinerary for finalists while on campus
 - h. Criteria and procedures for interviewing finalists, including interview questions

The search committee may amend the protocol by majority vote of the committee and with approval of the Diversity Officer, in consultation with the Dean.

- B. The search committee forwards the recruitment package to the Dean with a copy to the Diversity Officer and the AVP for Faculty Affairs.
- C. Within five working days, the Dean and the Diversity Officer review and approve/disapprove the package. The Dean and the Diversity Officer shall send separate memos to the Department Chair and the chair of the search committee, with copies to the AVP for Faculty Affairs, indicating their approval/disapproval of the recruitment package.

Once the Dean and the Diversity Officer have approved the recruitment package, the search is officially open.

V. THE SEARCH PROCESS

The search committee makes efforts to recruit a large and diverse pool of applicants. All prepared announcements and other publicity materials are sent out. Information is sent to all resources, contacts and publications. The search committee chair is responsible for responding to inquiries and correspondence in a timely manner.

Until the pool is approved, the search committee shall not evaluate the pool as a whole. However, individual committee members may review and evaluate the applications as soon as they are complete. Everyone having access to the candidates' application files must keep such information confidential.

Some applicants will want their candidacy to remain confidential until they become finalists. When an applicant requests this, his/her wishes must be respected. The search process is as follows:

- A. **Position advertisement:** The position is announced, using the approved recruitment package material. The search committee arranges with Faculty Affairs to create an online link to the position announcement, with an additional link to the application form. The search committee retains copies of all published position advertisements as they actually appear, and forwards them with the Affirmative Action Compliance Report (AACR) at the conclusion of the search.
- B. **Applicant Tracking System:** As search committee receives applications, it must follow the established ATS (Applicant Tracking System) to document various search activities.

The format for the ATS is the Applicant Flow Analysis [found in the Affirmative Action Compliance Report (AACR), form # F180400].

The support staff responsible for recordkeeping sets up files and procedures to collect the information as it arrives.

Note: The ATS columns for "Gender" and "Ethnicity" remain blank. This information is confidential and maintained separately from the application process by the Diversity Officer.

C. Incoming material logged and date stamped prior to review by search committee.

1. All search material to be stored in a secure and confidential place, separate from regular department files.
2. Record to be kept of each applicant's material. This usually includes curriculum vitae, application form, references, and general correspondence.

Completed Affirmative Action Data Forms (self-identifying Gender and Ethnicity) are to be forwarded to the Diversity Officer.

3. Telephone and email log kept of all contacts related to recruitment that are initiated by the search committee.
4. Closing dates, as stated in publicity, may be viewed in two ways:
 - a. All material must be received by application deadline for a candidate to be considered. No material is accepted after that date; or
 - b. All material must be postmarked by application deadline for a candidate to be considered. *Note on closing date: Search committees are encouraged to use the following language: "Position is open until filled." In addition, a date when initial review of applications will begin should be given. In this case the advertisement must contain a sentence such as either: To be included in the first review, completed applications must be received by ... or To be included in the first review, completed applications must be postmarked by...*
5. Two weeks prior to the closing date of the recruitment, all applicant files must be reviewed for completeness. A complete file will consist of the items specified in the position description, typically a cover letter, curriculum vitae, an application form, transcripts, and reference letters.

Applicants with incomplete files shall be notified by telephone/mail/email about items not received and reminded of the deadline.

Note: The support staff responsible for recordkeeping forwards list of applicants with contact information (e.g. email address) to the Diversity Officer at this time.

- D. At the close of the response period and before the search committee begins its initial screening, the search committee chair sends the ATS to the Diversity Officer with copies to the Dean.
- E. Within five working days, the Diversity Officer shall complete the review of the composition of the applicant pool to determine if it adequately represents the wider pool of underrepresented groups in the appropriate profession or discipline. The Diversity Officer, in consultation with the Dean, approves the applicant pool and reports the results of evaluation to the search committee chair and to the Dean.

If the pool is not approved, the Dean will work with the search committee, in consultation with the Diversity Officer, to determine the appropriate action to be taken.

- F. After receiving approval of the pool, the search committee sorts the applicant pool into three groups:

- 1. Applicants with completed files that meet minimum qualifications. The search committee further evaluates these applicants.

- 2. Applicants whose files are incomplete.

When there is an open deadline: (1) those candidates who previously have not been notified that their applications are incomplete shall be notified. Those applications that are completed after the deadline and meet minimum qualifications are placed in a second pool. (2) In the case where there is not an open deadline. These applicants are sent notification letters indicating they will not receive further consideration.

- 3. Applicants whose files are complete but who do not meet minimum qualifications. These applicants are sent notification letters indicating they will not receive further consideration.

- G. If the protocol requires telephone interviews to be conducted, they shall be conducted by at least two committee members. A summary of the conversation, date and time of phone call, along with name of the candidate, shall be recorded.
- H. The finalists (and alternates if any) are selected according to the protocol. The list of finalists (and alternates) is sent to the Dean and Diversity Officer with the ATS. All information for ATS, **except Gender and Ethnicity**, must be provided, including specific reasons why unsuccessful candidates were not selected. The Dean and the Diversity Officer approve or disapprove the finalist pool, in writing to the search committee chair, within 5 working days. Reasons for failure to approve must be provided in writing to the chair of the search committee and the

Provost. If a consensus cannot be reached with the department search committee regarding the finalist pool, the department search committee may appeal to the Provost. The search committee chair, the Dean, and the Diversity Officer shall be notified of this determination within 5 working days.

Other candidates may be notified indicating that they will not receive further consideration, or they may be reserved for future consideration.

- I. The following steps may be undertaken either before or after the on-campus visits by the candidates.
 1. Degrees are verified (official sealed transcript from the institution granting the degree or foreign equivalent verification).
 2. References are checked. At least two committee members should be present at each reference check call. A summary of the conversation, date and time of phone call, along with name of contact person should be recorded.
 3. On-campus visits of finalists shall be scheduled and interviews conducted per protocol.

- K. The search committee, after deliberations and consultation with their department faculty, votes to select the candidate(s) and any alternate(s) it wishes to recommend to the department for the position. To be within the guidelines of article 12.22a of the CBA, the department agrees that all probationary and tenured faculty members will serve as an expanded search committee for the purpose of selecting the final candidates to recommend to the Dean to be hired.

- L. Search committee chair completes AACR (Affirmative Action Compliance Report) and forwards to Department Chair with appropriate recommendation memo (includes service credit, initial date and terms of appointment).
 1. An AACR includes the ATS and other recruitment data as indicated on the form.
 2. AACR also includes written comparative discussion of finalists. Must include reasons for recommending selected finalist and reasons other finalists are not being recommended.

- M. Within two working days, the Department Chair reviews and forwards AACR to Dean and the College Diversity Committee, if constituted, with appropriate recommendation memo. A copy of the AACR and the Department Chair's memo are also sent to the search committee chair.

The work of the search committee is now complete.

VI. APPOINTMENT PROCESS

- A. Dean meets with the Department Chair to review all documents and recommendations. If the Dean has a compelling reason not to agree with the department recommendation, the Dean will meet with the department to try to reach resolution. In the event that agreement cannot be reached, the department can appeal to the Provost. No verbal or written offers shall be made until the AACR is complete and approved.

- B. Dean's/Director's written recommendation and all documents are forwarded to the Diversity Officer for compliance review. The Dean's memo to the Provost shall include recommended rank, salary, service credit, initial date and terms of appointment and any special justification needed. A complete Tenure-Line Appointment Package will consist of the following items:
 - 1. Candidate's application, curriculum vitae, letter of interest, official transcripts, and three reference letters.
 - 2. Letter from search committee to department chair recommending the appointment.
 - 3. Letter from department chair to Dean recommending the appointment.
 - 4. Letter from Dean to Provost recommending the appointment.
 - 5. An academic appointment form, the "717".
 - 6. Affirmative Action Compliance Report.

- C. The Diversity Officer completes the compliance review and sends it to the Associate Vice President for Faculty Affairs. The AACR may (1) be determined to be in compliance with the University's affirmative action policies and procedures, (2) be found in substantial compliance, or (3) fail to meet the minimum standards for compliance. The Associate Vice President for Faculty Affairs then makes a recommendation to the Provost.

- D. The Provost, on behalf of the President, extends a formal written offer of employment.

- E. If the recommended candidate accepts, the search committee informs the other finalists that the position has been filled and the search is closed.
 - 1. If the initial offer is not accepted. Each alternate (if any) is extended an offer

until there is acceptance.

2. If no recommended finalist accepts the position, the College/School Dean in consultation with the Department will determine the appropriate action to be taken.



SECTION I: ROLES IN CONDUCTING A SEARCH FOR TENURE-LINE FACULTY

A. ROLE OF THE DEPARTMENT FACULTY

The Department faculty members are responsible for establishing the position(s). The Department Chair is responsible for making a request to the Dean to conduct a search for the tenure-line position(s) in accordance with the criteria established by the faculty members of the department. The elected search committee is responsible for establishing the search protocol and conducting the search. The Department Chair reviews and forwards recommendations prepared by the search committee to the Dean and EDICC.

Departments shall request the opening of a tenure-line position at the time of year appropriate to the traditional hiring calendar within that discipline. Departments are advised to have their packages completed at least six months before the anticipated date by which the search committee will choose the finalists to allow sufficient time for a successful search.

Note: In the event that there is no Department Chair, the chair of the search committee assumes the role of the Department Chair for the purpose of the search.

B. ROLE OF THE DEAN

The Dean is responsible for the quality and performance of the faculty in the college to ensure excellence in quality academic instruction and excellence in research and other professional development activities of the faculty. To achieve these goals, the Dean has the responsibility for oversight of the search process, including budgetary decisions related to searches and hires. The Dean is responsible for ensuring that faculty search committees comply with University policies and adhere to the University's affirmative action guidelines. The Dean makes recommendations for tenure-line appointments to the Provost. The role of the dean is to be proactive in the recruitment and approval processes for the applicant pool and the finalists.

C. ROLE OF THE OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Provost and Vice President for Academic Affairs is responsible for the overall staffing and budget in Academic Affairs and shall approve, based on requests from Deans, the initiation of all tenure-line faculty searches. The Provost has overall responsibility for searches and, after consultation with Deans and on behalf of the President, shall make all formal tenure-line faculty appointments.

D. ROLE OF INCLUSIVE EXCELLENCE AND DIVERSITY/DIVERSITY OFFICER

In 2021-22, the role of the Diversity Officer will be filled by the Faculty Equity Liaisons, the AVP for Faculty Affairs, and a designated staff member in HR.

The focus of this work is to provide an ongoing review of the search process to promote equal employment opportunity and adherence to sound human resource practices.

The responsibilities of the Diversity Officer or designee are as follows:

- 1 To participate in the recruitment process from its initial stages to completion, and to inform the search committee of affirmative action practices and procedures necessary to ensure equal employment opportunity, including considerations regarding valid selection procedures and appropriate interview techniques.
- 2 To ensure that the recruitment efforts are far-reaching and include efforts that attract a diverse pool of qualified candidates.
- 3 To collect diversity data and to assess the extent to which recruitment efforts have been successful in attracting a diverse pool of qualified candidates.
- 4 To work with the search committee to ensure that all candidates are given fair consideration based on the criteria stated in the official position announcement.
- 5 To render a decision as to the need to address any problems related to the conduct of the search.

SECTION II: PREPARATION FOR THE SEARCH

A. AUTHORIZATION TO SEARCH FROM THE PROVOST

B. ESTABLISHING THE SEARCH COMMITTEE

A search committee consisting of probationary and tenured faculty is elected by the majority vote of the probationary and tenured department faculty. All department faculty members shall have the opportunity to nominate candidates for the search committee. The search committee shall consist of a minimum of three members.

C. SEARCH COMMITTEE COMPOSITION AND DUTIES

The search committee should have appropriate representation for the sub-discipline or specialty in which an appointment is being sought. The department shall make a good faith effort to include faculty from underrepresented groups in the search committee. If there are not enough tenured and probationary faculty members from underrepresented groups within the department, the department faculty may elect members from related disciplines.

Although the Unit 3 Collective Bargaining Agreement (CBA) requires that the search committee assumes the responsibility of reviewing and recommending individuals for appointment, all tenured and probationary faculty members shall have access to the candidates' application files and shall be invited to participate in the interview process. Each member of the search committee, as well as anyone having access to the candidates' files, is responsible for maintaining strict confidentiality.

1. ELECTION OF SEARCH COMMITTEE CHAIR

The search committee elects a chair at the first meeting. The chair shall be a tenured faculty member of the department unless there are no tenured faculty members in the department. The chair of the search committee is responsible for the following:

- a. Ensuring that each member of the search committee has been advised of law, CSU policy, and University policy which bear upon the search and nomination process.
- b. Ensuring that all policies and procedures regarding the search are adhered to by the members of the committee.
- c. Ensuring that the search is conducted in full compliance with law and University policy.
- d. Acting as a liaison between the search committee and the Department Chair, Dean, Diversity Officer, and AVP for Faculty Affairs.
- e. Preparing a complete recruitment package and sending a copy to the Diversity Officer to ensure EEO compliance.
- f. Maintaining ongoing contacts/correspondence with candidates.
- g. Maintaining ongoing contact with the Department Chair, Dean, Diversity Officer and AVP for Faculty Affairs.
- h. Arranging schedules for telephone or teleconference interviews and campus visits as appropriate.
- i. Ensuring that campus visitations are handled properly and in a timely manner.
- j. Ensuring timely notification to unsuccessful candidates.
- k. Performing other duties as necessary to complete a timely and successful search

Best Practices for Search Committee Chairs:

Work with the Committee to establish procedures and ground rules before you begin your work.

Conduct a pro-active search.

Make sure all candidates are treated in the manner that we would want to be treated in the recruitment process.

Ensure that candidates are provided with appropriate information about CPP.

Ensure that candidates feel welcomed – Cal Poly Pomona’s reputation as an equitable and welcoming institution rests in large part with the search committee members’ treatment of candidates.

After the search has concluded, hold one last meeting to discuss what worked well and what didn’t.

Adapted from the Faculty Search Committee Toolkit, UCLA Faculty Diversity and Development.

2. MEMO IDENTIFYING COMMITTEE

The search committee chair sends a memo to Dean, via the Department Chair, identifying search

committee members, chair, and Equity Liaison and the results of the vote. Copies are also sent to the AVP for Academic Planning and Faculty Affairs and the Diversity Officer.

3. APPROVAL OF SEARCH COMMITTEE

The Dean approves the composition of the search committee or works with committee to improve composition.

4. FACULTY EQUITY LIAISONS CONSULT WITH COMMITTEE

The search committee chair invites the Faculty Equity Liaisons to a search committee meetings to assist in developing strategies for attracting a diverse pool of qualified candidates.

The search committee develops recruitment materials for the Recruitment Package.

While it is customary that recruitment packages are completed prior to advertising positions, the timing of advertising tenure-line positions may require that ads be developed and placed before the recruitment packages are completed. Ads and position descriptions must be approved by the Dean and the AVP for Faculty Affairs.

A majority of the search committee must approve all materials in the Recruitment Package. In addition, all decisions and recommendations of the search committee must be made by a majority vote of all members of the committee.



Section III: Recruitment Package

A. THE RECRUITMENT PACKAGE CONSISTS OF THE FOLLOWING:

A Sample Recruitment Package can be found in Appendix B

Appendix B includes the REQUIRED Position Announcement Template

1. Position description. This shall be consistent with department's approved RTP criteria and anticipated needs, including the educational discipline(s), degree(s), skills, abilities, and professional potential. The position description shall be approved by the majority vote of all probationary and tenured faculty of the department.
2. Proposed advertisement for publication(s) consistent with the position description. The advertisement should include statements related to diversity, student success, and Cal Poly Pomona as an equal opportunity, affirmative action employer.
3. List of proposed publication(s), approximate date or issue(s) in which ad will run, and estimated cost.

Do not unnecessarily limit the scope of your search:

- Include only essential criteria for the position.
- All qualifications in the ad are seen by potential applicants as requirements for the position, even if stated as *desired* or *preferred*.

4. List of proposed academic, professional, industrial, and/or corporate contacts to whom recruitment materials will be sent and/or with whom personal contact will be made.
5. List of proposed diversity resources to be contacted, prepared in consultation with the Diversity Officer.
6. Sample letters to be used for recruitment communications.
7. Search Protocol, consisting of
 - Approximate timeline, including application deadline.
 - Procedure for determining when and how the second pool of candidates will be utilized, if applicable.
 - Screening criteria and preliminary evaluation method, if applicable.
 - Questions for telephone or video conference interviews of candidates, if applicable.

References:

- a. Number of reference letters required (*minimum 3*).

b. Required number of references that can be contacted (name, address, email address, and telephone numbers) (*minimum 3*).

- c. Questions for references checks, if applicable.
 - d. At what point in the search process the candidate will be asked for permission to contact references, including others who may have information about the candidate
8. Contacts or other resources, such as the Internet, to be consulted including questions, if applicable.
 9. Tentative itinerary for finalists while on campus.
 10. Criteria and procedures for interviewing finalists, including interview questions.

The search committee may amend the protocol by majority vote of the committee and with approval of the Diversity Officer, in consultation with the Dean.

B. FORWARDING RECRUITMENT PACKAGE TO DEAN

The search committee forwards the recruitment package to the Dean with a copy to the AVP for Faculty Affairs.

C. APPROVAL/DISAPPROVAL OF RECRUITMENT PACKAGE

Within five working days, the Dean and the Diversity Officer review and approve/disapprove the package. Deliberations with Search Committee if needed. Consultation with Faculty Equity Liaisons is available.

Once the Dean and the Diversity Officer have approved the recruitment package, the search is officially open.

STRENGTHENING THE APPLICANT POOL

The search committee makes efforts to recruit a large and diverse pool of applicants. All prepared announcements and other publicity materials are sent out. Information is sent to all resources, contacts and publications. The search committee chair is responsible for responding to inquiries and correspondence in a timely manner.

Until the pool is approved by the Diversity Officer, the search committee shall not evaluate the pool as a whole. However, individual committee members may review and evaluate the applications as soon as they are complete.

Everyone having access to the candidates' application files must keep such information confidential. Some applicants will want their candidacy to remain confidential until they become finalists. When an applicant requests this, his/her wishes must be respected.

SECTION V: THE SEARCH PROCESS

A. POSITION ADVERTISEMENT

The position is announced, using the approved recruitment package material. The search committee arranges with Faculty Affairs to create an online link to the position announcement, with an additional link to the application form. The search committee retains copies of all published position advertisements as they actually appear, and forwards them with the Affirmative Action Compliance Report (AACR) at the conclusion of the search.

B. APPLICANT TRACKING SYSTEM

As the search committee receives applications, it must follow the established ATS (Interfolio) to document various search activities.

C. INCOMING MATERIAL

Incoming material is logged and date stamped prior to review by search committee.

1. All search materials are to be stored in a secure and confidential place, separate from regular department files.
2. Records are to be kept of each applicant's material. This usually includes curriculum vitae, application form, references, general correspondence, and other information requested in the position advertisement (e.g., publication reprints).
3. Telephone and email log kept of all contacts related to recruitment that are initiated by the search committee. See Appendix D for a sample log.
4. Closing dates, as stated in publicity, may be viewed in two ways:
 - a. All material must be received by application deadline for a candidate to be considered. No material is accepted after that date; or
 - b. All material must be postmarked by application deadline for a candidate to be considered.

Note on closing date: Search committees are encouraged to use the following language: "Position is open until filled." In addition, a date when initial review of applications will begin should be given. In this case the advertisement must contain a sentence such as either:

To be included in the first review, completed applications must be received by ...

or

To be included in the first review, completed applications must be postmarked by ...

5. Two weeks prior to the closing date of the recruitment, all applicant files must be reviewed for completeness. A complete file will consist of the items specified in the position description, typically a cover letter, a curriculum vitae, an application form, transcripts, and reference letters. Applicants with incomplete files shall be notified by telephone/ mail/ email about items not received and reminded of the

deadline.

Note: The support staff responsible for record keeping forwards list of applicants with contact information (e.g., email address) to the Diversity Officer at this time.

D. SUBMISSION OF ATS

At the close of the response period and before the search committee begins its initial screening, the search committee chair sends the ATS to the Diversity Officer with copies to the Dean.

E. REVIEW OF APPLICANT POOL

Within five working days, the Diversity Officer shall complete the review of the composition of the applicant pool to determine if it adequately represents the wider pool of underrepresented groups in the appropriate profession or discipline. The Diversity Officer, in consultation with the Dean, approves the applicant pool and reports the results of evaluation to the search committee chair and to the Dean.

If the pool is not approved, the Dean will work with the search committee, in consultation with the Diversity Officer, to determine the appropriate action to be taken.

F. SORTING APPLICANT POOL

After receiving approval of the pool, the search committee sorts the applicant pool into three groups:

1. Applicants with completed files that meet minimum qualifications. The search committee further evaluates these applicants.
2. Applicants whose files are incomplete. When there is an open deadline: (1) those candidates who previously have not been notified that their applications are incomplete shall be notified. Those applications that are completed after the deadline and meet minimum qualifications are placed in a second pool. (2) In the case where there is not an open deadline. These applicants are sent notification letters indicating they will not receive further consideration.
3. Applicants whose files are complete but who do not meet minimum qualifications. These applicants are sent notification letters indicating they will not receive further consideration. See Appendix E for a sample notification letter.

G. SCREENING OF APPLICATIONS

Before screening the applicants, the search committee should discuss the criteria used in the evaluation process. The criteria should follow those cited in the position announcement. In some cases, weighting the criteria by applying such terms as “desirable” or “critical” may be helpful. A form that lists these criteria and on which committee members note their evaluations of each applicant is the committee’s “evaluation instrument.” Procedures used in the evaluation should be applied consistently to all applicants. Consideration based on gender, gender expression, gender identity, sexual orientation, race, color, age, veteran status, marital status, religion, genetic information, disability, national origin may not enter into the evaluation.

G. TELEPHONE INTERVIEWS

If the protocol requires telephone interviews to be conducted, they shall be conducted by at least two committee members. A summary of the conversation, date and time of phone call, along with name of the candidate, shall be recorded.

H. SELECTION OF FINALISTS

The finalists (and alternates if any) are selected according to the protocol. The list of finalists (and alternates) is sent to the Dean and Diversity Officer with the ATS. All information for ATS, **except Gender and Ethnicity**, must be provided, including specific reasons why unsuccessful candidates were not selected. The Dean and the Diversity Officer approve or disapprove the finalist pool, in writing to the search committee chair, within 5 working days. Reasons for failure to approve must be provided in writing to the chair of the search committee and the Provost. If a consensus cannot be reached with the department search committee regarding the finalist pool, the department search committee may appeal to the Provost. The search committee chair, the Dean, and the Diversity Officer shall be notified of this determination within 5 working days.

Other candidates may be notified indicating that they will not receive further consideration, or they may be reserved for future consideration.

I. DEGREE VERIFICATION AND REFERENCE CHECKING

The following steps may be undertaken either before or after the on-campus visits by the candidates.

1. Degrees are verified (official sealed transcript from the institution granting the degree or foreign equivalent verification).
2. References are checked. At least two committee members should be present at each reference check call. A summary of the conversation, date and time of phone call, along with name of contact person should be recorded.

Campus Visit

On-campus interviews of final candidates for tenure track positions *must be approved by the Dean and Diversity Officer before an invitation to visit CPP is extended to an applicant*. On-campus visits of finalists shall be scheduled and interviews conducted per protocol.

K. SELECTING THE FINAL CANDIDATES

The search committee, after deliberations and consultation with their department faculty, votes to select the finalists it wishes to recommend to the department for the position. To be within the guidelines of article 12.23a of the CBA, the department agrees that all probationary and tenured faculty members will serve as an expanded search committee for the purpose of selecting the final candidates to recommend to the Dean to be hired. See Appendix G for sample letter to unsuccessful candidates.

L. COMPLETING AACR

Search committee chair completes AACR (Affirmative Action Compliance Report) and forwards to Department Chair with appropriate recommendation memo (includes service credit, initial date and terms of appointment).

An AACR includes the ATS and other recruitment data as indicated on the form.

AACR also includes written comparative discussion of finalists. Must include reasons for recommending selected finalist and reasons other finalists are not being recommended. See Appendices D and E for AACR forms.

M. FORWARDING RECOMMENDATION MEMO

Within two working days, the Department Chair reviews and forwards recommendation memo to Dean and the College Diversity Committee, if constituted.

The work of the search committee is now complete.



Section V: Appointment Process

Confidentiality

Treat all of the Search Committee's deliberations, as well as all information related to the work of the Search Committee, whether verbal or written, as confidential. Maintain confidentiality during the search and for all times thereafter within 30 days of the conclusion of the work of the search committee, transfer all related files and confidential information to the appropriate staff member for retention as required by university policy.

A. MEETING WITH THE DEAN

Dean meets with the Department Chair to review all documents and recommendations. If the Dean has a compelling reason not to agree with the department recommendation, the Dean will meet with the department to try to reach resolution. In the event that agreement cannot be reached, the department can appeal to the Provost.

B. THE DEAN'S RECOMMENDATION

Dean's/Director's written recommendation and all documents are forwarded to the Faculty Affairs for compliance review. The Dean's memo to the Provost shall include recommended rank, salary, service credit, initial date and terms of appointment and any special justification needed.

A complete Tenure Line Appointment Package will consist of the following items (See Appendix E for a Sample):

1. Candidate's application, curriculum vitae, letter of interest, official transcripts, and three reference letters.
2. Letter from search committee to department chair recommending the appointment.
3. Letter from department chair to Dean recommending the appointment.
4. Letter from Dean to Provost recommending the appointment.
5. An academic appointment form, the "717".
6. Compliance Statement.

C. THE COMPLIANCE REVIEW

The HR completes the compliance review and sends it to the Associate Vice President for Faculty Affairs. The review may:

- be determined to be in compliance with the University's affirmative action policies and procedures, or
- fail to meet the minimum standards for compliance. The Associate Vice President for Faculty

Affairs then makes a recommendation to the Provost.

D. EXTENDING THE OFFER

The Provost, on behalf of the President, extends a formal written offer of employment.

E. CANDIDATE ACCEPTANCE

If the recommended candidate accepts, the search committee informs the other finalists that the position has been filled and the search is closed. See Appendix I for sample correspondence to remaining candidates.

1. If the initial offer is not accepted. Each alternate (if any) is extended an offer until there is acceptance.
2. If no recommended finalist accepts the position, the College/School Dean in consultation with the Department will determine the appropriate action to be taken.



SECTION VII: COMPLETING THE SEARCH AND CLOSING THE FILES

A. NOTIFYING APPLICANTS NOT RECOMMENDED

All applicants from the reserve pool and applicants who were interviewed but not recommended should be notified by the search committee chair that they are no longer being considered. If an applicant has been selected and has accepted the position, the reserve and interviewed applicants should be notified that the position is filled.

B. CLOSING THE FILES

Upon completing the search, all search files will be deposited in the Department Office where they are retained for a minimum of three years pending completion of any grievances, complaints, or civil actions that may arise from the search. All documents related to the search, including, but not limited to, applicants' files and resumes, written communications, evaluation and rating forms used for each applicant, and the search committee report, will be included in the file.

C. INQUIRIES FROM UNSUCCESSFUL APPLICANTS

If an unsuccessful applicant inquires for an explanation for not being selected, the inquiry should be referred to the Department Chair. The Department Chair will communicate to the applicant that he or she was not found to be the applicant best suited for the position.



APPENDIX A

AUTHORIZATION TO SEARCH

Department _____ Discipline _____ College _____

Anticipated Rank _____ Anticipated Salary Range _____

Effective Date _____ Previous Occupant _____ Reauthorization from prior year _____

Reason for Search Termination Resignation Retirement Other

Comments _____

Requested by Dean _____ Date _____ Approved by Provost _____ Date _____

AUTHORIZATION TO APPOINT

Name _____

Rank/Title _____

Effective Date _____ Salary _____

No Additional Terms or Conditions Additional Terms as Described Below

Service Credit Towards Tenure _____
 (Service credit, if any, must be given at the time of initial offer of appointment and may not be rescinded or extended.)

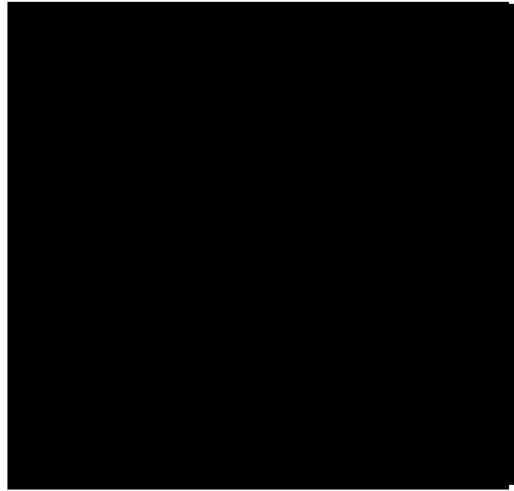
Research/Start-up Stipend College: \$ _____ Provost: \$ _____ Total: \$ _____
 (Research/Start-up stipends are valid for a maximum of two years and must be used to assist the candidate in creating and initiating a research program. Stipends are conditional on performance, budget and workload considerations.)

Instructional Assignment: Subsequent awards are conditional on performance, budget and workload considerations.

Reduction in Instructional Assignment for New Probationary Faculty (CBA 20.36ii) hired in 2021/22 is 12 WTUs of division funded assigned time (6 WTU per year for 2022/23 AY & 2023/24 AY).	12 WTU
Optional Additional Assigned Time – College Funded:	1 st Year: _____ WTU 2 nd Year: _____ WTU
Total:	_____ WTU

Moving Expenses _____ Other Terms _____

Requested by Dean _____ Date _____ Approved by Provost _____ Date _____



APPENDIX B

[COLLEGE]

SAMPLE RECRUITMENT PACKAGE
TENURE TRACK SEARCH
[Academic Year]
[Department-Discipline]
TABLE OF CONTENTS

	Table of Contents
	Request for Package Approval
	Position Description
	Proposed Job Announcements (long and short) for Publication
	Recruitment Plan
	Addendum to Faculty Recruitment Plan (if applicable)
	General Solicitation E-mail
	General Inquiry Response
	Incomplete Application Correspondence
	Correspondence For Candidates Whose Packages Were Incomplete Or Who Did Not Meet Minimum Qualifications
	Invitation To Campus For Interview
	Letter To Unsuccessful Finalists
	E-Mail To Remaining Candidates Once Position Is Filled
	Other (If there are e-mail messages/letters you wish to add)

SEARCH PROTOCOL

	Approximate Timeline For Search
	Procedure for determining when and how the second pool of candidates will be utilized (if applicable)
	Preliminary Criteria (Modified For Your Discipline)
	Ranking Form (Modified For Your Discipline)
	Finalists Criteria (Modified For Your Discipline)
	Finalists Ranking Form (Modified For Your Discipline)
	Questions For Telephone Reference Checking (Modified For Your Search)
	Formal Interview Questions
	Evaluation - Scholarly Presentation
	Evaluation - Classroom Presentation
	Tentative Itinerary For Finalists While On Campus
	Questions for Reference Checking

SAMPLE REQUEST FOR PACKAGE APPROVAL

DATE:

TO: [Name], Dean
[College or Department Name]

VIA: XXXXX, Chair
XXXXXX Department

FROM: Chair
Search Committee XXXXXXXXX
Department

SUBJECT: Recruitment Packet -- Tenure Track Search for Position

Attached is a recruitment packet for a tenure track search regarding the _____ position. The packet includes:

Job description
Position Announcement (long and short) for publication
Faculty Recruitment Plan
Addendum to Faculty Recruitment Plan
Letters/Emails
Search Protocol

Packet approval is requested.

CC: Provost
AVP, Faculty Affairs
EDICC

Required Position Announcement Template



Tenure Track Faculty Position Department here (include specialization) College name here

California State Polytechnic University, Pomona invites applications for a tenure track faculty position in the Department of XX. Cal Poly Pomona is one of two polytechnic universities in the 23-campus [California State University](#) system and among 11 such institutions nationwide. Since its founding in 1938, Cal Poly Pomona students participate in an integrative experiential learning education that is inclusive, relevant, and values diverse perspectives and experiences. With a variety of degree programs in the arts, humanities, sciences, engineering, and professional disciplines, the university is well known for its learn-by-doing approach and [Teacher Scholar Model](#).

The university is noted for its scenic and historic 1,400-acre campus, which was once the winter ranch of cereal magnate W.K. Kellogg. We acknowledge that Cal Poly Pomona resides on the territorial and homelands of the Tongva and Tavaavium people who are the traditional land caretakers of Tovaangar. The university's nearly 30,000 students are taught and mentored by the campus's more than 1,400 faculty as part of 54 baccalaureate and 29 master's degree programs, 11 credential and certificate programs, and a doctorate in educational leadership.

Highly regarded among its peer institutions, Cal Poly Pomona is No. 2 in the *U.S. News and World Report* rankings of top public regional universities in the west and was named the No. 15 best value college in the nation by Money Magazine. Cal Poly Pomona, a Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution, stands as a national leader in promoting [social mobility](#), and was placed among the 25 top institutions in the country in awarding bachelor's degrees to minoritized students by *Diverse Issues in Higher Education*.

The Cal Poly Pomona campus is located less than 30 miles east of downtown Los Angeles at the intersection of Los Angeles, Orange, Riverside and San Bernardino counties. It is within an hour's drive of beaches, mountains and deserts. For additional information about the university, please visit www.cpp.edu, and for more about faculty life, please see YourLife@CPP.

Student Population. California residents comprise the majority (96%) of applicants to undergraduate programs at Cal Poly Pomona – nearly half (49%) of new students were transfers in Fall 2020. 58% of Cal Poly Pomona students are first generation, 70% receive financial aid, and 44% qualify as Pell-eligible. The university enrolls a diverse student body that identifies as 49% Latinx, 21% Asian, 15% White, 3% Black, 5% International 3% two or more races, 3% unknown and less than 1% Native Hawaiian or Native Pacific Islander and less than 1% Native American Indigenous. 39% of the student body were STEM majors with the top enrolled programs including psychology, mechanical engineering, civil engineering, biology and computer science.

Inclusive Excellence Criteria. We aspire to be the model [inclusive polytechnic university](#) in the nation. We have a strong commitment to inclusive excellence and to educational experiences that leverage the diverse perspectives and experiences needed to succeed and thrive in a diverse society.

Tenure track faculty hires will **demonstrate a commitment and record of contributions** through their teaching, scholarship, or service to these [inclusive excellence criteria](#) (a minimum of two must be addressed in

the Student Success Statement):

1. Integrates the values of equity and inclusivity into their teaching, scholarship and/or service contributions with diverse student populations;
2. Incorporates the contributions and struggles of historic ethnic minority groups and communities into their teaching, scholarly work, and/or service contributions;
3. Adopts teaching strategies that supports the learning and success of students from diverse student populations;
4. Mentors and engages diverse student populations in discovery, scholarship, and creative activities;
5. Engages students in problem-based projects and learning that address the needs of diverse communities;
6. Possesses knowledge of challenges and barriers for underrepresented students and faculty within the discipline;
7. Mentors and assists diverse student populations interested in pursuing graduate education;
8. Engages in community-responsive action research or service with diverse student populations and communities;
9. Has experience in or demonstrates a commitment to adopting experiential learning activities and pedagogy with diverse student populations and communities; and
10. Has expertise in or demonstrated commitment to teaching, scholarship and/or service that contributes to access, diversity, and equal opportunity in higher education.

College (statement here)

Department (broad description of the position and relevant department information)

Minimum requirements:

- (Degree requirement appropriate for the discipline) Terminal degree must be earned by the start of the appointment.
- A Student Success Statement that demonstrates your commitment and record of contributions through applicant's teaching, scholarship, or service, by addressing at least two of the inclusive excellence criteria listed above. (Limit to 2 pages)
- (Add others here)

Preferred/Desired Qualifications: (Keep them broad to ensure a wide pool.)

Conditions of Employment:

The person offered this position is required to pass a background check.

Application Process:

Please direct inquiries, nominations, and applications (electronic only) to XX or XX.

Affirmative Action/Equal Opportunity Employer

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. The university seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the university, and to offer our students richly varied disciplines, perspectives, and ways of knowing. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on race, color, religion, national origin, sex, gender identity/gender expression, sexual orientation, marital status, pregnancy, age, disability, genetic information, medical condition, and covered veteran status. The university hires only individuals lawfully authorized to work in the United States. As required by the Clery Disclosure Act, the university prepares a public [annual security report](#).

SAMPLE SHORT ADVERTISEMENT



RANK

DEPARTMENT OR DISCIPLINE

The Department of _____ at Cal Poly Pomona invites applications for the position of _____, appointment effective _____. **Duties and responsibilities:** _____

Required Qualifications: _____

Consideration of completed applications will begin on _____ and will continue until the position is filled. For expanded position description and application information, please go to [insert Interfolio link]. For general inquiries, please call _____ or email _____. AA/EOE

SAMPLE FACULTY SEARCH RECRUITMENT PLAN

DATE: _____
 COLLEGE: _____ DEPARTMENT: _____

POSITION TITLE: _____ NO. OF POSITIONS: _____

TENURE TRACK DISCIPLINE: _____

1. List sources of advertisement; approximate dates of issue in which the ad will run, and estimated cost (Specify Name):

Academic journals or other academic publications:
Academic listservs:
Academic conferences/placement services:
National academic newspaper or other publication:
Regional academic newspaper or other publication:
Professional/trade publications:
Professional/trade meetings, conferences or placement services:
Other recruitment methods including proposed contacts to who recruitment material will be sent or personal contact made:

2. List special efforts to identify minority and women candidates (e.g. professional caucuses, organizations, universities, personal contacts) See chart below for diversity resources:

Addendum to Faculty Recruitment Plan:

Special Efforts to Identify URM and Women Candidates

The Office of Faculty Affairs will use the information and budget listed below to evaluate and allocate funds to accomplish the proposed outreach efforts regarding faculty recruitment. Please contact Jill Hargis (jehargis@cpp.edu) with questions.

Overview

Diversity is defined as difference, variance and heterogeneity. Its opposite is sameness, similarity and homogeneity. Because the meaning is broad, it has come to mean many things to different people. The term is used to refer to different religions, different social class or political philosophies, different capabilities or accomplishments, different sexual orientations, or different races, ethnic groups and gender. Faculty Affairs is focusing on gender, and racial and ethnic differences -- the core interests of the civil and women's rights movements of the 1960s and at the heart of the subsequent social change in this country -- and on persons with same sex orientation. The rationale for defining the goals narrowly is to focus efforts on three groups that have suffered historically from overt discrimination. Funds are available to be allocated to faculty searches to ensure Cal Poly Pomona has inclusive pools during faculty recruitment.

Questions to ask to help create a diverse applicant pool when recruiting faculty (The Chronical of Higher Education Oct. 2016):

- What groups do we tend to miss attracting to our applicant pool, and where might we find them?
- Whom can we ask to recommend strong potential candidates that we do not normally attract, who are interested in advancing the mission of our university?
- Will each committee member contact colleagues seeking recommendations, and then personally invite those potential candidates to apply?
- Will we reach colleagues and candidates from demographically diverse institutions this way?

Application

College:

Department:

Number of searches for which funding will be used:

Please respond to each question.

1. Give a general overview of the larger recruitment plan of the college. (This could include efforts of faculty members, program directors, deans, and associate deans.)
2. Describe special actions, beyond routine outreach efforts, that the specific department will execute during the process of recruiting URM and women candidates. (If attending a meeting, conference, or professional gathering describe how specific interactions will be fostered. Include dates, times, location, and audience size).
3. Explain how the departmental efforts support the college recruitment plan to attract URM and women candidates to the search pools.
4. List a detailed budget. Be sure to include the names of team members that will be involved. (If travel funds are requested all approved CPP guidelines will govern these expenditures.)
5. Describe how these efforts can be extended beyond 2021-2022 to institutionalize these practices as a part of routine recruitment efforts.

Search Chair (Print Name) (Signature) Date

Dean (Print Name) (Signature) Date

SAMPLE GENERAL SOLICITATION E-MAIL

Dear Colleague:

The _____ Department at California State Polytechnic University Pomona invites applications for a _____ tenure track appointment for 2014-2015. We are seeking an Assistant Professor in _____

The enclosed announcements describe the position, the qualities we are searching for in candidates, and information on how to apply. This is a very important position to our department and the individual who is selected will have the opportunity to join a growing program within the University's College of Letters, Arts, and Social Sciences.

We would appreciate your assistance in finding qualified applicants. Please post and distribute the enclosed announcements to anyone you think may qualify and be interested in the position.

Sincerely,



RECRUITMENT SITE NAME	COST OF POSTING	WEBSITE	COMMENTS
Southern Regional Education Board (SREB)	Fee has been paid by the Office of Diversity & Compliance	home.sreb.org/dsp/scholardirectory2.0/	This is a candidate search resource. Contact the Office of Diversity & Compliance for access information.
The Registry - National Registry of Diverse & Strategic Faculty	Fee has been paid by the Office of Diversity & Compliance	www.theregistry.ttu.edu/	This is a candidate search resource. Contact the Office of Diversity & Compliance for access information.
CSU Doctoral Incentive Program		Please contact the Office of Diversity & Compliance for a copy.	Helps campuses recruit tenure track faculty who are already committed to working in the CSU. Membership provided by the Office of Diversity & Compliance.
Academic Careers Online	\$225 for 90 day job posting	http://www.academiccareers.com/Rates.htm	
Accounting and Financial Women's Alliance	\$250 for 30 day job posting	Homepage: http://www.afwa.org/career-center/#.Vvrq0k32aUk Posting: http://jobs.afwa.org/employer/pricing/	
AHEAD - Association on Higher Education and Disability	Varies according to level of membership	https://www.ahead.org/membership/benefits	Membership required.
American Association for Access Equity and Diversity (AAAED)	\$199 for 30 day job posting	Homepage: https://www.ahead.org/ Posting: http://affirmativeaction-jobs.careerwebsite.com/employer/pricing/	
American Association of Hispanics in Higher Education	The Office of Diversity & Compliance posts all tenure track faculty openings to this website.	www.aahhe.org	
Asians in Higher Education	\$125 for 30 day job posting	Homepage: http://www.asiansinhighered.com/ Posting: https://checkout.jobelephant.com/post?domain=asiansinhighered.com	
American Business Women's Association	\$350 for 30 day job posting	http://careers.abwa.org/rates/	Package includes resume database search access.
American Physical Society	\$525 for 30 day job posting, classified ad, and resume search.	http://www.aps.org/careers/employment/physicstoday.cfm	APS maintains a Roster of Women and Minorities in Physics that contains contact, educational, and employment information for several hundred minority and women physicists. Access requires membership.
Association of University Centers on Disabilities (AUCD)	Free. Send one page description to gclark@aucd.org	http://www.aucd.org/index.cfm/employment	
Association for Women in Communications	\$185 for 30 day job posting	Homepage: http://www.womcom.org/ Posting: http://awc.careerwebsite.com/employer/pricing/	
The Chronicle of Higher Education	\$320 for 60 day job posting.	https://careers.chronicle.com/	
Diverse Issues in Higher Education	Posting packages available from \$350 to \$550	https://www.nadohe.org	Membership is required for posting. Annual individual membership is \$250.
Diversejobs.net	\$295 for 30 day job posting	Homepage: http://diversejobs.net/ Posting: http://diversejobs.net/online-ad-rates/	Associated with Diverse Issues in Higher Education Magazine
Diversity	\$160 for 30 day job posting	http://www.diversity.com/post-job-option	
Diversity Employers	\$95 for 30 day job posting	http://www.diversityemployers.com/cm/clients/advertise_jobs	
Equal Opportunity Publications, Inc.	\$250 for 30 day job posting	Homepage: http://www.eop.com/ Posting: http://careercenter.eop.com/r/jobs/post/index.cfm?site%5Fid=9001&mssid=Th8HJ	
Faculty For the Future	Free	http://www.engr.psu.edu/fff/misc/services_positions.asp	Dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business. Click on "Not Registered Yet?" to get started.
HigherEdJobs.com	\$250 for 60 day job posting	https://www.higheredjobs.com/employers/login.cfm	
Hispanic Association of Colleges & Universities	\$150 per month for job posting, \$150 per month for resume access database.	Homepage: http://www.hacu.net/hacu/default.asp Posting: http://www.hacu.net/hacu/InformationRates.asp	
Hispanic Outlook	\$195 for 8 week job posting	https://www.hispanicoutlookjobs.com/employer-products/	
IMDiversity.com	\$95 for 30 day job posting	http://jobs.imdiversity.com/cm/clients/advertise_jobs	
INSIGHT into Diversity	\$319 for 60 day job posting	Homepage: http://www.insightintodiversity.com/ Posting: http://careers.insightintodiversity.com/r/jobs/post/index.cfm?site_id=9533	
Latinos in Higher Ed.com	\$200 for 90 day job posting	Homepage: https://www.latinosinhighered.com/ Posting: https://www.latinosinhighered.com/page/employers	
National Association of African American Studies and Affiliates	\$250 for 30-90 day job posting	Home Page: https://www.naaas.org/ Posting: https://www.naaas.org/career-opportunities/	Scroll down for job posting page for rates.
National Association of Asian American Professionals	\$150 for 60 day job posting	Homepage: https://www.naaas.org/ Posting: http://jobs.naaap.org/employer/pricing/	
National Association of Black Engineers	Non-Member pricing: \$500 for 60 day job posting	http://careers.nspe.org/employer/pricing	
National Association for Ethnic Studies	\$200 for job listing until close of position	Homepage: http://ethnicstudies.org/ Posting: https://naes.wufoo.com/forms/z7x3s5/	
National Latina/o Psychological Association	Non-Member pricing: \$120 per ad	http://www.nlpa.ws/job-board	
National Women's Studies Association	\$250 per job posting for non-members	Homepage: http://www.nwsa.org/ Posting: http://www.nwsa.org/jobs_addnew.asp	
Native American & Indigenous Studies Association	Job Posting Free to Members	http://www.naisa.org/membership.html	Membership required for posting. See website for details.

SAMPLE GENERAL INQUIRY RESPONSE

Dear Colleague:

Thank you for your interest in a faculty position in our department. The following materials are required for you to be considered for the position: a letter of interest including your teaching philosophy (experience/ expertise) within a multicultural environment (please include examples), the academic employment application, a curriculum vitae, three recent letters of reference dated within the past two years, two additional names, addresses and telephone numbers of references, and a transcript showing highest degree earned from an accredited educational institution. Initial review of applications will begin on date and will continue until the position is filled.

The selection process will be handled in two stages. After date, the Search Committee will review and evaluate all files on the basis of education, experience, references, and any support documents. Following this review, the Search Committee will select finalists. The finalists should be available for interviews in month/year.

Finalists will be interviewed by the Search Committee, the entire department faculty, and the Dean of the College of Letters, Arts, and Social Sciences. The final decision to hire will be made by the President of the University.

If you have further questions, please contact me at (909) 869-xxxx or the department office at (909) 869-xxxx. Our FAX number is (909) 869-xxxx. For more information about the University, College and our department, please go to www.cpp.edu.

Sincerely,

_____, Chair
Search Committee

XX/xx Attachment

SAMPLE INCOMPLETE APPLICATION CORRESPONDENCE

Dear Colleague:

Thank you for your interest in the faculty position available in the _____ Department.

To complete your file, and to be eligible for consideration for the position, please submit the following materials as soon as possible:

- Letter of application (including specific examples of your teaching philosophy within a multicultural environment)
- Completed Application for Academic Employment (application enclosed)
- Curriculum vitae
- Three recent (dated and signed within the past two years) letters of reference. We have received ___ letters: ___ from X and one from _____. (Original signed copies are required for finalists.)
- The names and contact information of two additional references.
- A transcript showing the highest degree earned (from an accredited educational Institution).

Insert any additional materials required for your search here.

Review of applications will begin on _____ and will continue until the position is filled. If you have any questions, please contact me at (909) 869-___ or the department office at (909) 869-__.

Sincerely,

_____, Chair
Search Committee
Attachment

**SAMPLE CORRESPONDENCE FOR CANDIDATES WHOSE PACKAGES WERE INCOMPLETE
OR WHO DID NOT MEET MINIMUM QUALIFICATIONS**

Dear Colleague:

The initial review for the position in the department has been completed by the Search Committee and those applicants who are being considered notified.

Unfortunately, your application package was not complete when we began the initial review of applications, thus eliminating you from consideration during the first review of applications.

Or

Unfortunately, due to the large number of qualified applicants who applied for the position, it was necessary to eliminate a number of applicants from further consideration. Your application was among those. We hope that there will be other opportunities here for you in the future.

Optional

If you live in the area or expect to move here in the coming year, you may be interested in being included in a pool of individuals from which we will fill any temporary lecturer positions that become available during the academic year. Enclosed is a copy of the announcement. Please let us know if you would like us to add your file to the pool.

If you have any questions, please contact the department at (909) 869-xxxx. Thank you for your interest in the department.

Sincerely,
_____, Chair
Search Committee

XX/xx

NOTE- SEND THIS TO CANDIDATES VIA EMAIL

SAMPLE INVITATION FOR CAMPUS INTERVIEW

Dear Colleague:

The Search Committee has selected you as one of the finalists for the faculty position in the department.

Please call me by date to arrange for an interview. You may telephone our department office at (909) 869-xxxx.

[If the position announcement requires a special or classroom presentation, you may add a paragraph regarding your expectations.]

Please note that in addition to the formal interview with the Search Committee, Department Chair and Dean, we would like you to [example: come prepared to make a scholarly presentation and/or a presentation to one of our classes]. We will also arrange for you to meet with appropriate faculty support departments. We can discuss the details of this/these presentation(s) when you call to arrange for the interview.

We look forward to hearing from you.

Sincerely,

_____, Chair
Search Committee

XX/xx

SAMPLE CORRESPONDENCE UNSUCCESSFUL FINALISTS

Please Note: The letter may be augmented by individual departments to recognize special efforts made by finalists in preparing a scholarly or class presentation.

Dear Colleague:

The Search Committee met to select from among the finalists for the faculty position in our department. The choice was a difficult one, and I regret to inform you that your name was not recommended to the President.

We greatly appreciate your interest in the _____ department and thank you for your commendable efforts in providing us with such a comprehensive application package.

I hope you will keep our department in mind should there be another opening in the future.

Sincerely,

_____, Chair
Search Committee

XX/xx

SAMPLE E-MAIL MESSAGE TO REMAINING CANDIDATES IN THE APPLICANT POOL ONCE POSITION FILLED

Dear NAME:

Thank you for your application for the tenure track position in the XXXXXXXX Department at California State Polytechnic University, Pomona. We received a number of strong applications, so the selection process was a difficult one. At this time, we have filled the position.

Although you were not selected for this particular position, we hope that you will consider us if we have future tenure track openings in your area of specialization. In addition, if you are interested in joining our lecturer pool, please let us know.

Thank you again for your application, and we wish you success in your job search.

Sincerely,

OPTIONAL

Insert other letters you would like to add here (e.g., letters for specific situations you have encountered before, but for which there was no letter in the package.)

SAMPLE APPROXIMATE TIMELINE

There are many factors that influence the time involved in initiating and bringing a search to a successful conclusion. Some of those factors are beyond the control of the search committee, while others are not. The following guidelines are intended to be very general and provide an overview of the time encompassed by a typical search. The objective is to conduct a comprehensive search as effectively as is reasonable and without undue delay.

- 1. Winter and Spring of the Previous Year**
 - Discussions and planning for a search will begin.
 - Preparations of position descriptions.

- 2. Spring Quarter of the Previous Year**
 - The search committee is elected.

- 3. June - August**
 - The position descriptions, advertisements, and the general search protocol are completed and approved.

- 4. July - October**
 - Active recruitment starts. The position descriptions, advertisements are sent to various listservs.
 - Search committee members make phone contact with counterparts at other institutions asking them to inform potential candidates.
 - E-mail messages are sent to graduate institutions in the appropriate discipline to inform potential candidates.

- 5. November - December**
 - Active recruitment continues during November and December, depending on closing date of search.
 - After the closing date, the Search Committee meets to select viable candidates from pool A. Candidates who make it through the first pass may be contacted for telephone interviews.
 - First set of preliminary interviews takes place.

- 6. Late November - Early January**
 - Selection of the short list of finalists for campus interviews.

- 7. November - January**
 - Finalists are invited to the campus and interviewed by the committee, department members, Dean, etc.
 - Committee recommendations are sent to Dept Chair and Dean.

- 7. End of Winter Quarter**
 - All search activity should be concluded.

SAMPLE CRITERIA FOR PRELIMINARY RANKING

I. Education

- A. Earned doctorate from an accredited educational institution.
 - 1. Relevance of major
 - 2. Relevance of graduate course work and research interests

- B. **A.B.D.**
 - 1. Course work completed
 - 2. Qualifying examination completed
 - 3. Dissertation topic approved and research completed

II. Teaching Experience and its Quality

- A. Academic location
 - 1. University
 - 2. College
 - 3. Other

- B. Number of years spent teaching
 - 1. Full-time
 - 2. Part-time
 - 3. Teaching/Graduate/Research Assistant
 - 4. Other

- C. Courses Taught
 - 1. Undergraduate
 - 2. Graduate
 - 3. Relevance to departmental needs

- D. Ability to teach needed department courses

III. Professional Experience

- A. Number of years in professional work place

- B. Type of work. Relevance of experience to department's needs

- C. Skills and knowledge of industry methods and tools of trade

IV. Research, Creative Activity and Professional Involvement

- A. Area of research interest and activity

- B. Grants and proposals
 - 1. Funded (dollar amount)
 - 2. Agency

- C. Publications
 - 1. Journals (Refereed/original work/student work)
 - 2. Non-refereed/original work/student work
- D. Presentations
 - 1. Local
 - 2. State
 - 3. National
- E. Audiovisual presentations, brochures, magazine and newspaper articles, etc.
- F. Professional association memberships/involvement/officesheld

V. Responsiveness to Equity Goals

- A. Demonstrated ability to work with students of different cultural, ethnic, socio-economic, and religious, etc. backgrounds
- B. Recognition of the importance of diverse areas of research and academic interests

VI. Computer skills

- A. Familiarity with Blackboard, creating a home page, and web usage
- B. Familiarity with multimedia programs and incorporation of their use into the curriculum.

VII. References

- A. Source (who wrote the letter)
 - 1. Academic supervisor
 - 2. Colleague
 - 3. Friend
 - 4. In case of ABD, professor, committee chair, members
 - 5. Professional supervisor/colleague
- B. Content of letter
 - 1. Pertinence to position applied for
 - 2. Tone of letter (unconditionally positive, exhibiting reservations)
- C. Type of assessment
 - 1. Of teaching
 - 2. Of research
 - 3. Of professional competence
 - 4. Of personal qualities

SAMPLE PRELIMINARY APPLICANT RANKING FORM

Position _____
 Search Committee _____
 Department _____

Committee Member: _____

Please rank the following applicants on a 1-5 scale with 1 being poor and 5 being excellent.
 For operational definitions of rating criteria, see above.

Name of Dept: (Name of Position & Job ID)		MINIMUM REQUIREMENTS					PREFERRED QUALITIES					Total Score (0-27)	Instructions		
		Y/N	Y	Y	Y	Y	0-1	0-4	0-4	0-4	0-4				
1	Lead Dean	Senior	10/10/2010-03/31/2011	Y	Y	Y	5	3	3	1	4	5	4	27	Yes
2	Asst	Assistant	09/01/2010-03/31/2011	Y	Y	Y	3	3	3	1	4	5	3	23	No
3														0	
4														0	
5														0	
6														0	
7														0	
8														0	
9														0	
10														0	
SCIENCE DEGREE EXPERIENCES															
Quantifications	0	1	2	3	4	5									
Advances in Publications	None	Less than 2 articles	2-10 articles or reports	11-10 articles	11 or more books or major manuscripts	20 or more 10+ articles or major manuscripts									
Editing	No experience	Less than 2 years	2-3 years	3-4 years	5 years	10 years									
Teaching and Dissertation advising	No experience	Less than 2 years	2-3 years	3-4 years	5 years	10 years									
Exp in faculty development & evaluation process	No experience	Less than 2 years	2-3 years	3-4 years	5 years	10 years									
Exp in distance learning	No experience	1+ years	2-3 years	3-4 years	5 years	10 years									
Record of substantial & professional contributions to discipline	No experience	2+ years	3+ years	4+ years	10+ years	20+ years									
Excellent research and writing skills	No	Yes													

Notes:

1. Sample has substantial experience in faculty development & eval process.

2. Sample has strong research skills, but is lacking in editing experience.

SAMPLE CRITERIA FOR FINALISTS RANKING

I. Education

- A. Earned doctorate from an accredited educational institution.
 - 1. Relevance of major
 - 2. Relevance of graduate course work and research interests

- B. ABD
 - 1. Course work completed
 - 2. Qualifying examination completed
 - 3. Dissertation topic approved and research completed

II. Teaching Experience and its Quality

- A. Academic location
 - 1. University
 - 2. College
 - 3. Other

- B. Number of years spent teaching
 - 1. Full-time
 - 2. Part-time
 - 3. Teaching/Graduate/Research Assistant
 - 4. Other

- C. Courses Taught
 - 1. Undergraduate
 - 2. Graduate
 - 3. Relevance to departmental needs

- D. Potential for Superior Teaching Skills
 - 1. Versatility
 - 2. Teaching innovation
 - 3. Student and peer evaluations
 - 4. Special skills

- E. Ability to teach needed department courses

III. Professional Experience

- A. Number of years in professional workplace
- B. Type of work. Relevance of experience to department's needs
- C. Skills and knowledge of industry methods and tools of trade

IV. Research, Creative Activity and Professional Involvement

- A. Area of research interest and activity
- B. Grants and proposals

1. Funded (dollar amount)
2. Agency

C. Publications

1. Journals (Refereed/original work/student work)
2. Non-refereed/original work/student work

D. Presentations

1. Local
2. State
3. National

E. Audiovisual presentations, brochures, magazine and newspaper articles, etc.

F. Professional association memberships/involvement/offices held

V. Responsiveness to Equity Goals

- A. Demonstrated ability to work with students of different cultural, ethnic, socio-economic, and religious, etc. backgrounds
- B. Recognition of the importance of multicultural areas of research and academic interests

VI. Potential to Meet Retention Standards

- A. Demonstrated Ability to Assist with Other Department Responsibilities
 1. Service on departmental and university committees
 2. Experience in curriculum development
 3. Experience in advising students regarding curriculum, special projects, and research studies
 4. Experience in advising or working with student clubs and organizations

VII. Computer skills

- A. Familiarity with BlackBoard, creating a home page, and web usage
- B. Familiarity with multimedia programs and incorporation of their use into the curriculum.

VIII. References

- A. Source (who wrote the letter)
 1. Academic supervisor
 2. Colleague
 3. Friend
 4. In case of ABD, professor, committee chair, members
 5. Professional supervisor/colleague
- B. Content of letter
 1. Pertinence to position applied for
 2. Tone of letter (unconditionally positive, exhibiting reservations)
- C. Type of assessment

1. Of teaching
2. Of research
3. Of professional competence
4. Of personal qualities

IX. Personal Interviews

- A. Interpersonal Skills
1. Comfort level in interactions with faculty
 2. Comfort level in interactions with staff
 3. Comfort level in interactions with students
- B. Oral Communication Skills
1. Clear and understandable
 2. Voice tone and volume

X. Quality of Presentation

- A. Content
1. Appropriate to topic
 2. Meaningful
 3. Current
- B. Clarity
1. Clear expression of ideas
 2. Well organized
 3. Easy to understand
- C. Effectiveness
1. Delivery
 2. Use of appropriate aids
 3. Ability to respond to questions

SAMPLE FINALISTS APPLICANT RANKING FORM

Position

Search Committee

Department

Committee Member:

Please rank the following applicants on a 1-5 scale with 1 being poor and 5 being excellent.

For operational definitions of rating criteria, see above.

Category	Name	Name	Name	Name
1. Education				
2. Teaching Experience & Quality				
3. Research, Creative Activity & Professional Involvement				
4. Teaching Philosophy				
5. Strength of Student Success Statement and Responsiveness to Equity Goals				
6. References				
7. Minimum Qualifications				
8. Preferred Qualifications				
9. Formal Interview Responses				
10. Presentation				

SAMPLE FACULTY APPLICANT EVALUATION RUBRIC

Name of Dept: (Name of position & Job ID)	MINIMUM REQUIREMENTS				PREFERENCES (Committee to determine order of priority from low to high)					Total Score = Score needed to interview = 25+	Interview	
	Y/N	Ph.D req.	Qualitative and Quantitative Research Methods	0-5 Advanced Scholarship	0-5 Teaching and Dissertation advising	0-1 Excellent Research and Writing Skills	0-5 Exp in faculty development & evaluation models	0-5 Experience Editing Scholarly Journals	0-5 Exp. With distance learning			0-5 Record of intellectual & professional contribution to discipline
1 Sam Sample	Y	Y	Y	5	5	1	5	4	3	4	27	Yes
2 Ann Applicant	Y	Y	Y	3	3	1	4	5	2	5	23	No
3											0	
4											0	
5											0	
6											0	
7											0	
8											0	
9											0	
10											0	

Scores Defined: Preferences

Qualifications	0	1	2	3	4	5
Advanced Scholarship	No Publications	Less than 3 articles or reports	3-10 articles or reports	3-10 articles	1 or more books or 10+ articles	2 or more books and 10+ articles or major reports
Editing	No experience	Less than 2 years	2+years	3+years	5+years	10+years
Teaching and Dissertation advising	No experience	Less than 2 years	2+years	3+years	5+years	10+years
Exp. in faculty development & evaluation models	No experience	Less than 2 years	2+years	3+years	5+years	10+years
Exp. w/ distance learning	No experience	1+ years	2-3 years	3-4 years	5+years	10+years
Record of intellectual & professional contribution to discipline.	No experience	2+ years	3+years	5+years	10+years	20+years
Excellent research and writing skills.	No	Yes				

Notes

Sam Sample has exceptional experience in faculty development + eval models. Ann Applicant has strong research skills, but is lacking in editing experience

SAMPLE QUESTIONS FOR TELEPHONE INTERVIEWS WITH REFERENCES

This is _____ from the _____ department at Cal Poly Pomona. Thank you for sending a reference letter for _____ who has applied for a tenure track position in our department. She/ He has been selected as a finalist for the position, and we are calling to ask you to verify and perhaps elaborate on _____'s qualifications.

1. In what capacity, and for how long, have you known _____?
2. Could you give us your overall impression of this candidate as a teacher and a potential colleague?
3. Could you comment on _____'s qualifications to teach _____?
4. Could you comment on _____'s professional work in _____?
5. What can you tell us about _____'s potential to work with students, both in and out of class?
6. How easy would it be for _____ to work with students from very different backgrounds (ethnic, socio-economic, linguistic, cultural, religious, etc.)?
7. How would you describe _____'s ability in terms of independent research and publication?
8. One of the requirements for tenure and promotion is participation on various committees. Can you comment on:

_____ 's ability to work with others?

_____ 's dependability to carry out assigned tasks?

_____ 's ability to make sound decisions?
9. Is there anything we should have asked that would help us understand the candidate's strengths and weaknesses?
10. (If the candidate is ABD) How soon do you expect _____ to be finished with his/her dissertation?
11. (If a specific item in the reference letter needs to be followed up) In your letter of recommendation, you said ... Could you clarify that for us?
12. On the basis of our position description, and your knowledge of him/her, would you consider the candidate to be well suited to the tasks and responsibilities that we have described?

Name

Date

SAMPLE FORMAL INTERVIEW QUESTIONS

1. How much teaching experience do you have and of what type?
2. Identify for us the specific _____ courses you have taught; the ones you have most enjoyed teaching; and the courses you would like to teach in the future.
3. What are your greatest strengths as a teacher? (If no or little experience) - What qualities do you have that would make you a good teacher?
4. Over the next five years, what needs to be done to the _____ curriculum?
5. What are the key areas of your scholarly interest? What research/scholarship have you done in those areas?
6. Describe your involvement in professional organizations. Have you been involved in _____? If so, in what way?
7. What experience have you had in student advisement and departmental committee work?
8. Please provide us with a summary of your work as a _____ practitioner.
9. Describe how you would infuse the use of current technology into the curriculum?
10. What is it that attracts you to apply for this position? To Cal Poly Pomona and this department?
11. What expectations do you have from this department should you be offered this position?
12. Where do you see yourself professionally five years from now? In ten years?
13. What unique or particular strengths would you bring to this department should you be offered this position?
14. Is there any professional weakness that you would like to remedy or any professional area where you think you can improve yourself?
15. Do you think there are any particular qualities needed to be an effective teacher in an environment where there is a diverse student body? What are those qualities?
16. Is there anything else you would like to tell us about yourself?
17. Is there anything else you would like to know about us (the university, the department)?

SAMPLE QUESTIONS TO CONSIDER IN EVALUATING A SCHOLARLY PRESENTATION

1. Does the candidate make the subject, goal and structure of presentation clear?
2. Is the presentation intellectually sound and well argued?
3. Is the presentation appropriately pitched for a group of professionals in (your field)?
4. Does the presentation make use of timely, accurate information from appropriate professional sources?
5. Does the presentation make good use of the allotted time? Is it well paced, without sections that seem rushed or unnecessarily long?
6. How does the candidate interact with the audience? Are questions or comments encouraged? Are questions and comments answered adequately?
7. Does the candidate make good eye contact with all parts of the audience?
8. Can the candidate be heard and understood clearly?
9. Does the candidate make good use of the board and/or other visual cues?
10. Overall, how effective is the presentation?

Name

Date

SAMPLE CLASSROOM PRESENTATION EVALUATION

(For use by faculty)

Candidate:	Reviewer:
Date:	Signature:

1. Did the candidate make the subject, goal, and structure of the presentation clear?

2. Was the presentation sound? Did it show an appreciation of current scholarship in the topic area? Did it appear to be informed by our motto of “learning by doing”?

3. Was the lesson appropriate for the level of the class?

4. Was the lesson well-structured and appropriately paced? Did the lesson include group work or other learning centered activities?

5. Did the candidate interact with the students effectively and positively? How did the candidate handle questions? How did the candidate handle interruptions or (possibly) inappropriate responses from students?

6. Did the candidate pay attention to all parts of the room and all of the students? Did the candidate use the classroom space well?

7. Could you hear the candidate clearly?

8. Did the candidate effectively support the lesson with handouts, use of the board, technology, or other visuals?

9. Overall, how effective was the lesson?

SAMPLE TENTATIVE CAMPUS ITINERARY

Position

Department

Date:

Guest:

Attendees: Faculty Members, Students and University Guests

Day 1

08:00 AM-09:00 AM	Breakfast	
09:00 AM-09:30 AM	Campus Tour	
09:45 AM-10:45 AM	Initial Interview Conference Room: Building *****, Room ****	Sea:
11:00 AM-11:45 AM	Break	
12:00 PM-12:50 PM	Presentation	All
01:00 PM-02:30 PM	Lunch	
03:00 PM-04:00 PM	Teaching Demonstration	All
04:00 PM-04:45 PM	Break	

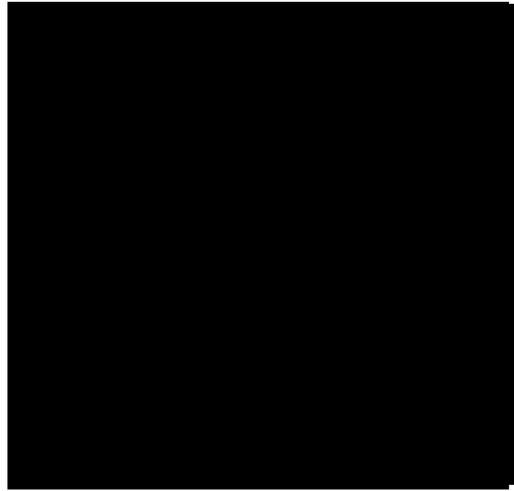
Day 2

08:00 AM-09:00 AM	Breakfast	
09:15 AM-11:00 AM	Meeting	Spanish Faculty
11:30 AM-12:15 PM	Informal Conversations	
12:30 PM-01:30 PM	Lunch	All Faculty
02:00 PM-03:00 PM	Dean's Interview	
03:15 PM-04:15 PM	Exit Interview	Search Committee
05:00 PM-06:30 PM	Dinner	3 Faculty Members

*This schedule is subject to change due to faculty members' teaching assignments.



APPENDIX C



APPENDIX D

Final Search Report & Hire Checklist: Tenure-Track Appointment

DEPARTMENT INFORMATION

College/Department:			
Position:		Search Closed Date:	
Search Chair:			

CHECKLIST

<input type="checkbox"/>	Academic Appointment Form 717 – generated by Dean’s office
<input type="checkbox"/>	Completed Authorization to Appoint form -- provided by Dean’s office
<input type="checkbox"/>	Dean’s recommendation memo to the Provost that includes a statement that the tenured faculty members of the department have been consulted. If research/start-up funding will be provided, include the dollar amount per year; by when it must be expended; and allowable expenses (i.e. equipment, software, supplies, travel)
<input type="checkbox"/>	Department Chair’s memo to Dean recommending the appointment – if not part of the search committee
<input type="checkbox"/>	Search Committee’s memo to the Department Chair recommending the appointment -- include names of the search committee members.
<input type="checkbox"/>	Recruitment Plan
<input type="checkbox"/>	Addendum Special Efforts to Identify URM and Women Candidates (if applicable)
<input type="checkbox"/>	Proof of Recruitment Efforts (copy of all postings)
<input type="checkbox"/>	Selection Criteria (interview questions, ranking criteria)
<input type="checkbox"/>	Selection Support Materials (Interview notes, rubrics, scoring sheets, deliberation notes)
<input type="checkbox"/>	Statement justifying why the candidate was recommended for appointment according to the criteria stated in the recruitment package (include comparisons to other finalists).
<input type="checkbox"/>	All applicants have been dispositioned in Interfolio
<input type="checkbox"/>	Candidate’s completed supplemental academic employment application form
<input type="checkbox"/>	Compliance Statement

SEARCH INFORMATION

Number of applications received?		Among the applicants, how many are CSU lecturers?	
Number of CSU lecturers who received on-campus interviews?		Number of offers made to CSU lecturers?	
Did first individual accept?			
What is the primary reason the first individual did not accept the offer?	<ul style="list-style-type: none"> ○ Better offer elsewhere ○ High cost of housing ○ Family/personal reasons ○ Inadequate salary 	<ul style="list-style-type: none"> ○ Lack of spousal employment ○ Higher teaching load ○ Timing of CSU offer 	
Is there an additional reason first individual did not accept offer?	<ul style="list-style-type: none"> ○ Other: 		

SAMPLE RECORD OF SEARCH

This should be a complete record of the search. Please be specific. Copies of position descriptions, announcements, advertisements, and any other recruitment notices and a description of mailing lists must accompany this package.

1. Period during which recruitment was conducted:

Date of first advertisement _____

Date applications closed _____
2. Organization, agencies, groups, persons, etc., to which/whom a recruitment notice was sent. (*Attach copy of mailing list.*)
3. Publications and dates of publication in which the position was advertised and the cost. Attach copies of all advertisements as they appeared in the publication.
4. Other special contacts initiated in addition to the above, such as professional meetings, telephone calls, special correspondence and similar information.

(For example: Posting at diversity websites)

Department: _____

List below, or attach on a separate sheet, the required qualifications of the individual and the department selection criteria for this position prepared in advance of recruitment. These must be job related and must be consistent with the attached position description and advertisement.

Explain why these candidates are recommended for appointment to the position according to the selection criteria stated above. Include comparisons of the qualifications of the candidates selected with those of finalists not selected. Please be specific.

COMPLIANCE STATEMENT

I/We certify that the information in this Final Search Report: Tenure-Track Appointment is accurate and reflects a good faith effort by the selection committee to comply fully with all University policies and procedures regarding equal employment opportunity and affirmative action. I/We recommend approval of the recruitment and selection process.

Name: _____ Signature: _____ Date _____
Chair, Department Search Committee

Name: _____ Signature: _____ Date _____
Department Chair

Name: _____ Signature: _____ Date _____
Dean of College

I have reviewed the recruitment and selection process and materials contained in this Final Search Report: Tenure-Track Appointment.

It does does not comply with the University's policies and procedures regarding equal employment opportunity and affirmative action. (If it does not comply, the specific reasons are attached for review and consideration by the Vice President for Academic Affairs.)

Nicole Butts Date _____
Interim Director Employee Diversity, Inclusion and Campus Climate

I have reviewed the recruitment and selection process in this Final Search Report: Tenure-Track Appointment.

I approve disapprove this report.

Dr. Sylvia A. Alva, Provost and Vice President Date _____
for Academic Affairs



APPENDIX E

Develop the Position Announcement

1. A “diversity criterion” should appear in all position announcements. As a general rule, the diversity criterion should be included in the “Qualifications” section. Specified in this way as an explicit qualification for the position, this criterion can be considered directly in the screening, evaluation, interview and final selection phases of the process.
2. Whenever possible, tailor the diversity criterion to the specific position, to the extent possible based upon the specific discipline and specialization of the position. In positions involving disciplines or highly-specialized content areas that would seem to mitigate the possibility of developing content-specific diversity criteria, emphasize diversity in relation to teaching and pedagogy (i.e., the ability and commitment to teaching and mentoring a diverse student population).
3. Emphasize potential and actual contributions to diversity in terms of applicants’ “demonstrated knowledge, skills and experience” in a generic diversity criterion. The diversity criterion can be extended to engender teaching effectiveness, advisement and mentoring, scholarship/research and potential service contributions both on and off campus. Potential or actual contributions to diversity should be considered as integral and not peripheral or supplemental to any discussion of merit.
4. Consider requiring as part of the application materials a Contributions to Diversity Statement which includes a discussion on their past contributions to diversity and future plans for continuing this effort as part of their application for an academic appointment. For example, the announcement could state, “In addition to research, teaching, and general professional and public service, candidates will also be evaluated on the basis of the candidate’s contributions in promoting diversity and inclusion. Examples may include, but are not limited to, developing strategies for the educational or professional advancement of students from underrepresented groups; efforts to advance equitable access and diversity in education; and activities such as recruitment, retention, and mentoring of underrepresented students or new faculty.” The purpose of the statement is to identify candidates who have professional skills, experience, and willingness to engage in activities that would enhance campus diversity efforts.

Evaluate all candidates with diversity contributions as a minimum qualification (i.e., evaluation instrument) and then throughout the search.



Recruitment Strategies

“Developing and aggressively implementing a comprehensive recruitment plan that uses multiple recruitment strategies simultaneously will significantly increase the diversity of the applicant pool.”

-- Association of American Colleges and Universities

A. Use your search committee’s Equity Liaison in proactive ways, serving as a direct liaison to the Office of Equity, Inclusion, and Compliance.

B. Go beyond the “usual” range of institutions, organizations and associations from which you recruit. Use the resources available to you through the Office of Equity, Inclusion, and Compliance.

C. Engage the assistance of resources early in your outreach and recruitment phase: When contacting colleagues at Cal Poly Pomona or other institutions and organizations, specifically ask for recommendations of qualified candidates from groups that are underrepresented in your department, in addition to other recommendations. Take advantage of your individual faculty contacts. Attend conferences and networking events that provide recruiting opportunities.

- a. Hold search committees and administrators accountable in carefully and fully considering the diversity criterion throughout the search and screen process.** Remember that the diversity criterion ought to be addressed explicitly as a qualification, co-equal with all other specified requirements.
- b. Based upon all of the above, design a thorough but realistic recruitment plan. Be active and aggressive in your recruitment efforts.** Outreach must be “inclusive” in soliciting potential applicants from as broad a range of sources and communities as possible. Recruitment plans should avoid efforts aimed at narrowly “targeted” or “focused” advertising and should cast as wide a net as possible. Recruitment and outreach conducted principally through advertisements (hard copy, and/or virtual) do not often yield exceptionally diverse pools of applicants, short lists, or final selections. Networking in person, on the phone, and/or via email frequently results in recruiting a broadly diverse, qualified pool of applicants.
- c. Allow sufficient time in your recruitment period** (generally 6 weeks) Once you’ve successfully recruited a broad pool of candidates, it’s time to conduct the initial screening of minimum qualifications and interview those candidates in whom you have the most interest. The following are some general guidelines concerning interview questions.

HOW DO YOU DETERMINE IF A CANDIDATE MEETS THE DIVERSITY CRITERION?

Some of the considerations below may be helpful in determining if a candidate meets the “diversity criterion.” A more in-depth evaluation of a candidate’s demonstrated commitment to diversity should be acquired through follow-up inquiries or interviews.

Search committees may consider the following as contributions to diversity:

- **candidates who have engaged in service to increase participation in science, engineering, arts, humanities, education, social sciences, medicine, management or other related fields by groups historically underrepresented in these areas or in higher education.**

For example:

- participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities or other individuals who are members of group historically excluded from higher education;
- serving as an advisor to programs which advance women and/or historically underrepresented minorities in the field or discipline;
- exceptional record mentoring students and junior faculty from groups underrepresented in their field or historically underrepresented in higher education;

- **candidates who have made a contribution to pedagogies addressing different learning styles.**

For example:

- developing courses or curricula designed to meet the needs of educationally disadvantaged students;
- developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education

- **candidates who have significant experience teaching students who are underrepresented in higher education.**

For example:

- teaching at a minority serving institution;
- record of success advising women and minority graduate students;
- experience teaching students with disabilities and/or veterans

- **candidates who evidence drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;**

- **candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group underrepresented in higher education;**

- **candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and underrepresented minorities in science and other academic disciplines.**

For example:

- studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
- studying socio-cultural issues confronting underrepresented students in college preparation curricula; evaluating programs, curricula and teaching strategies designed to enhance participation of under-

represented students in higher education;

- **candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;**
- **candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education.**

For example:

- research that addresses issues of diversity and inclusion;
- research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, or civil and human rights;
- research that addresses questions of interest to communities historically excluded by or underserved by higher education;
- artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.



Screening/Evaluating Applications

(Adapted from the University of California Santa Cruz, Fair Hiring Guide)

The objective of this process is to select the best-qualified applicants for interview.

- ❑ Decide what qualifications you can evaluate from information provided in application materials - don't try to evaluate qualifications that can't be assessed from the application alone.
- ❑ Determine whether there are certain qualifications or sets of qualifications that are more important than others.
- ❑ Narrow the pool to the best-qualified applicants for interview.
- ❑ If there are a large number of well-qualified applicants, it may not be to your advantage to screen out candidates based on small qualification differences. You should always focus on the most important qualifications.
- ❑ Try to resolve differences of opinion among search committee members regarding a candidate's qualifications through discussion, rather than resorting to artificial means (e.g., averaging committee's numerical ratings of a candidate), which may not result in selection of the best-qualified applicant. After screening applications it is recommended that all applicants no longer under consideration receive some type of communication from the hiring manager regarding their status in the recruitment.

Frequently Asked Questions (FAQ)

1. What process works best?

A process that includes both people evaluating applications alone and people discussing their judgments together.

Most people find it easiest to do a quick screening to eliminate applicants who don't have the absolute necessary qualifications, then take a more careful look through the rest. As extra insurance, you can have someone else look through the "rejects" with the sole goal of identifying people who might have been overlooked because their background isn't typical.

Do use the criteria as a guide, to make sure you are consistent, evaluating each applicant against the same criteria (some people like to use a rating matrix, to record which applicants have which qualifications; others just take notes).

If you have a large search committee, you may want to have two people volunteer to do the first screening, and everyone involved in more carefully evaluating the rest. If you have a large pool, it's fine to split up the applications among pairs of people, who take responsibility for presenting them to the rest of the group.

2. Deciding on a 'short list' (interviewees and alternates)?

You will make better decisions if you use a search committee to discuss the applicant's qualifications, rather than just averaging numerical ratings. If you cut off debate too quickly, you waste the benefit that different perspectives can bring to the difficult task of evaluating qualifications.

- 3. How can you tell if people really have the abilities that they claim to have?**
At the application screening stage, you have to take their word for it. You may get a better idea in an interview or a reference check.
- 4. To what extent can one assess interpersonal skills from a written application?**
At best, you may see that an applicant has done work that probably required those skills; you cannot tell how good the person's skills are. Interpersonal skills are best assessed through interviews and reference checks.
- 5. Does the recency of a person's education or job experience matter?**
It may, but only in fields that have changed significantly in recent years, and remember that the applicant may have kept him or herself current in other ways.
- 6. When is more experience better?**
It depends, and you can't always tell. More isn't always better -- twenty years of experience may mean a person is extremely knowledgeable and skilled, or it may mean the person got stuck and couldn't move out of that job.
- 7. What should be done with an "overqualified" person?**
There are good reasons why a person might choose to take a job with a lower level of responsibility than they've had in the past. If you find yourself making assumptions about the person's motivation, check them out at the interview, or call the person and make sure they understand that the job will not be at a higher level than advertised.

Don't assume that holding a higher-level job necessarily means that a person can do lower-level tasks. You need to assess each person's qualifications for this position. If the person's application suggests that they can do the job, our policy is to hire the best-qualified person.
- 8. Is it appropriate to make judgments about a person's skills from the way they fill out the application (or other application materials)?**
If the job requires good spelling and grammar and the application is filled with errors, it's appropriate to assume they don't have these skills. But don't screen out applicants for trivial reasons just to reduce the pile -- you may be missing a great employee.
- 9. How should patterns in a person's job history be evaluated?**
Be careful not to make unwarranted assumptions. People may have reasons for changing jobs or taking time between jobs that have nothing to do with how good they are as an employee. When checking references, check whether the reason for leaving stated on the application is consistent with that given by the reference.
Progressively responsible job experience can be a positive indication of the applicant's ability to adapt to new situations and grow within a job.
- 10. What should you do when you have more information about one applicant than another? -- e.g. if one person submits a lot of extra material with their application?**
Just remember that having more evidence about a person's qualifications doesn't necessarily mean they are better qualified. You can always take steps to get more information on applicants

-- e.g. with a phone call or request for more written information -- as long as you don't give anyone an unfair advantage.

11. How much weight should letters of reference be given?

Letters of reference should not be taken at face value. Letters of reference, which speak to an individual's specific accomplishments, can generally be given more consideration. Remember that a letter of reference does not replace the need for a reference check, should the candidate be selected.

12. What if the applicant is currently making a higher salary than you are able to offer?

If you are concerned that if selected, the applicant may not accept the position because of salary limitations, you may advise the applicant when they are contacted for an interview that you are concerned about a potential salary issue and then reiterate the salary. This allows the applicant to make the decision as to whether s/he is still interested in the position.

13. What if the applicant has a disability?

It is illegal to discount an otherwise qualified individual because s/he has a disability. The Americans with Disabilities Act requires that the University take steps to reasonably accommodate individuals with disabilities so they may perform the essential functions of a position. Keep the focus on whether the individual has the skills to perform the position.

14. What if a current employee applies for the job and you know more about them (positive or negative)?

You don't need to try to forget what you know, but only reliable information (not rumors or reputation) about their actual job performance is appropriate to use.

You should evaluate the information in terms of the qualifications established for the position. If the information influences your decision to interview or not interview the applicant you should document the information for your own recruitment notes.

15. What should be done when, after screening on the criteria, there are too many well-qualified applicants to interview?

It may not be to your advantage to screen out candidates based on small qualification differences. You should always focus on the most important qualifications. If there are not significant differences on the application that allow you to screen your pool further, consider gathering additional information on the best qualified applicants by using one of the following tools to assist you in selecting interviewees:

- Brief phone interviews
- Pre-interview reference checks
- Supplemental application
- Work sample request

16. What should one do with perceived pressure for a "courtesy interview"?

It is important to apply the criteria selected for evaluating applicants consistently to all applicants. Interviewing someone who is not as qualified as other applicants on a 'courtesy' basis can raise unrealistic expectations on the part of the interviewee and may form a basis for a complaint of discrimination by other applicants. This includes internal applicants that you know are not qualified based on personal prior knowledge of the applicant's performance.

You may wish to offer an informal meeting with the individual to discuss their interest in the position and explain why they were not selected for an interview.

17. How many applicants should I select for Interview?

The number of applicants you select for interview will depend on many things: how large the pool is, how qualified the applicants are, how much time you can make for interviews, etc. If you find that you have too many well-qualified candidates to interview, consider using the tools mentioned in FAQ#15 to narrow them down to a manageable number.

18. What should one do about affirmative action?

You should try to maximize the diversity of the pool by advertising as widely as possible and making use of the outreach program for positions where there is underutilization. When screening applications, you will not receive information on applicant's sex/ethnicity since you may not use an applicant's sex/ethnicity as a basis for selection for interview.



Sample Interview Questions to Probe Cultural Competencies and Contributions to Diversity

1. We expect a high level of performance from everyone at Cal Poly Pomona, no matter their position. We build teams of really bright people, and we empower each other and value our diversity, celebrate and reward our success. What is your model of success and how will you fit into this culture?
2. Cal Poly Pomona is one of the most diverse campuses in the nation. On our campus you will encounter students from a multitude of backgrounds, races, nationalities, socio-economic classes, religions, gender identities, and sexual orientations. What skills do you have that will enable you to succeed in this environment?
3. Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
4. What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings and how would you continue that at Cal Poly Pomona?
5. What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote inclusion and understanding differences?
6. How do you seek opportunities to improve the learning environment to better meet the needs of students from all over the world and from students who have been historically marginalized, such as Native Americans, African Americans, Latinos, Asians, and other communities such as students with disabilities and veterans?
7. What is your method of communication with students who are different from you? How do you convey thoughts, ideas, or adverse conclusions?
8. Describe your experience or explain how you have been educated to understand the history of African Americans, Latinos, Asians, Native Americans and other historically marginalized communities? How have such knowledge and experiences shaped your teaching philosophy and/or practices?
9. Describe a situation in which you utilized cultural competency skills to solve a problem.
10. What ideas do you have for educating students about diversity?

California Department of Fair Employment & Housing Fact Sheet

EMPLOYMENT INQUIRIES

WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

The Department of Fair Employment and Housing has developed this guide to provide employers with guidance relating to inquiries that can be made to applicants and employees.

The California Fair Employment and Housing Act (FEHA) prohibits any non-job-related inquiries of applicants or employees, either verbally or through the use of an application form, that express, directly or indirectly a limitation, specification or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or any intent to make such a limitation, specification, or discrimination.

The regulations of Fair Employment and Housing Commission indicate that inquiries that, directly or indirectly, identify an individual on a basis enumerated in the Act are **unlawful**. However, it is not unlawful for an employer to collect applicant flow data and other record keeping data for statistical purposes. Misuse of this data constitutes a violation of the Fair Employment and Housing Act.

APPLICANTS

The FEHA also prohibits an employer from requiring any medical or psychological examination or inquiry of any applicant or to make any inquiry whether an applicant has a mental or physical disability or medical condition. It is also unlawful to make an inquiry regarding the nature and severity of a mental or physical disability or medical condition. However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation.

Once an employment offer has been made to an applicant, but prior to the commencement of employment duties, an employer may require a medical or psychological examination provided that:

- the examination or inquiry is job-related and consistent with business necessity and;
- that all entering employees in the same job classification are subject to the same examination or inquiry.

EMPLOYEES

An employer may not require any medical or psychological examination or make any inquiry of an employee, or inquire whether an employee has a mental or physical disability or medical condition or inquire into the severity of the disability or condition.

However, an employer may require any medical or psychological examination or make inquiries that it can show are job-related and consistent with business necessity. An employer may conduct voluntary medical examinations, including medical histories, which are part of an employee health program available to the employee at the work site.

The Employment Inquiries table is a guide and is not intended to be an exhaustive list of all acceptable and unacceptable inquiries. Those questions considered unacceptable are likely to limit the employment opportunities of persons protected by the Fair Employment and Housing Act.

EMPLOYMENT INQUIRIES

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	NAME	<ul style="list-style-type: none"> • Maiden name
Place of residence	RESIDENCE	<ul style="list-style-type: none"> • Questions regarding owning or renting.
Statements that hire is subject to verification that applicants meet legal age requirements.	AGE	<ul style="list-style-type: none"> • Age • Birth date • Date of attendance/completion of school • Questions which tend to identify applicants over 40
Statements/inquiries regarding verification of legal right to work in the United States.	BIRTHPLACE, CITIZENSHIP	<ul style="list-style-type: none"> • Birthplace of applicant or applicant's parents, spouse or other relatives. • Requirements that applicant produce naturalization or alien card prior too employment.
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	NATIONAL ORIGIN	<ul style="list-style-type: none"> • Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.
Statement by employer of regular days, hours, or shifts to be worked.	RELIGION	<ul style="list-style-type: none"> • Questions regarding applicant's religion. • Religious days observed.
Name and address of parent or guardian if applicant is a minor. Statement of company policy regarding work assignment of employees who are related.	SEX, MARITAL STATUS, FAMILY	<ul style="list-style-type: none"> • Questions to indicate applicant's sex, marital status, number/ages of children or dependents. • Questions regarding pregnancy, child birth, or birth control • Name/address of relative, spouse or children of adult applicant.
	RACE, COLOR, SEXUAL ORIENTATION	<ul style="list-style-type: none"> • Questions to applicant's race, color, or sexual orientation. • Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.
	CREDIT REPORT	<ul style="list-style-type: none"> • Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.
Statement that a photograph may be required after employment.	PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS	<ul style="list-style-type: none"> • Questions as to applicant's height/weight. • Requiring applicant to affix a photograph to application or submit one at his/her option. • Require a photograph after interview but before employment.
Employer may inquire if applicant can perform job-related functions. Statement that employment offer may be made contingent upon passing a job-related mental/physical examination.	MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)	<ul style="list-style-type: none"> • Any inquiry into the applicant's general health, medical condition, or mental/physical disability. • Requiring a psychological/medical examination of any applicant.

A medical/psychological examination/inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST- OFFER/PRE-EMPLOYMENT)	<ul style="list-style-type: none"> Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)	<ul style="list-style-type: none"> Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	ARREST, CRIMINAL RECORD	<ul style="list-style-type: none"> General questions regarding arrest record.
Questions regarding relevant skills acquired during U.S. military service.	MILITARY SERVICE	<ul style="list-style-type: none"> General questions regarding military service such as dates/type of discharge. Questions regarding service in a foreign military.
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	ORGANIZATIONS, ACTIVITIES	<ul style="list-style-type: none"> General questions regarding organizations, clubs, societies and lodges.
Name of persons willing to provide professional and/or character references for applicant.	REFERENCES	<ul style="list-style-type: none"> Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
Name and address of person to be notified in case of accident or emergency.	NOTICE IN CASE OF EMERGENCY	<ul style="list-style-type: none"> Name, address, and relationship of relative to be notified in case of accident or emergency.

NOTE: Any inquiry, even though neutral on its face, which has an adverse impact on persons on a basis enumerated in the Fair Employment and Housing Act, is permissible only if it is sufficiently related to an essential job function to warrant its use.

For more information,
contact the Department toll
free at: **(800) 884-1684**

This publication can be made available in Braille, large print, computer disk, and tape cassette.

**STATE OF CALIFORNIA
DEPARTMENT OF FAIR EMPLOYMENT & HOUSING
2218 Kausen Drive, Suite 100
Elk Grove, CA, 95758**



DFEH-161 (8/01)

Additional Questions to Avoid

The following is a list of additional prohibited questions as well as some exceptions:

- Transportation arrangements
- Childcare arrangements
- Personal dress, grooming or related practices
- Spouse's employment status or position
- Political affiliation or views on local, national or world affairs
- Membership in clubs, societies, lodges or organizations which might indicate race, religion, etc., except professional ones. You **may**, however, ask about membership in any union or professional or trade organization, unless it would indicate the applicant's religion, gender, age, race, etc.
- The lowest salary the applicant will accept.
- Whether observance of religious holidays will prevent applicant from working.
- The fact of a change of name or the original name of an applicant whose name has been changed. You **may**, however, ask about an assumed or nickname if it is necessary to enable a check on the applicant's work record.
- Living arrangements, e.g., "Do you live with your parents?"
- Child support obligations
- Language: Applicant's native language; language commonly used by applicant at applicant's home; how the applicant acquired the ability to read, write or speak a foreign language. You may ask what language the applicant speaks and writes fluently, and reads or understands, but only if a language other than English is relevant to the job being applied for.
- Relatives: You **may** ask the name and position of any relatives already employed by the employer.
- Age: You **may** state/ask whether the applicant is over 18 years of age.
- Military Service: You **may** ask whether separation from the military service was for any reason other than an honorable discharge. You may also ask whether applicant has received any notice to report for duty in the Armed Forces.

Research on Bias and Assumptions Shape the Review Process

(Adapted from the Faculty Search Committee Toolkit, UCLA Office of Faculty Diversity and Development)

We all like to think that we are objective scholars who judge people based entirely on their experience and achievements, but copious research shows that every one of us brings a lifetime of experience and cultural history that shapes the review process.

The results from controlled studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit or unconscious assumptions we can make. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring, even for faculty positions.

It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender. Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates. Spending sufficient time on evaluation (15-20 minutes per application) can also reduce the influence of assumptions.

Individuals May Not Fit the Generalization

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat et al.).
- When shown photographs of men with similar athletic abilities, evaluators rated the athletic ability of African American men higher than that of white men (Biernat et al.).

These studies show how generalizations that may or may not be valid can be applied to the evaluation of individuals (Bielby and Baron). In the study on height, evaluators applied the statistically accurate generalization that men are usually taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If we can inaccurately apply generalizations to characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when the generalizations are not accurate?

Evaluation Bias

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat et al.).
- When asked to assess the contribution of skill and luck to successful performance of a task, evaluators more frequently attributed success to skill for males and to luck for females, even though males and females succeeded equally. (Deaux and Emswiller).

- Evidence shows that perceived incongruities between the female gender role and leadership roles cause two types of disadvantage for women: (1) ideas about the female gender role cause women to be perceived as having less leadership ability than men and consequently diminish women's rise to leadership positions, and (2) women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms.
- These perceived incongruities lead to attitudes that are less positive toward female than male leaders (Eagly and Karau; Ridgeway).
- Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in actual work settings. This study indicates that evaluators are more likely to rely upon underlying assumptions and biases when they cannot/ do not give sufficient time and attention to their evaluations (Martell).

Biases in Academic Contexts

- A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden, found that women candidates needed substantially more publications (the equivalent of 3 more papers in *Nature* or *Science*, or 20 more papers in specialty journals such as *Infection and Immunity* or *Neuroscience*) to achieve the same rating as men, unless they personally knew someone on the panel (Wenneras and Wold).
- A study of over 300 recommendation letters for medical faculty at a large American medical school in the 1990s found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided "minimal assurance" rather than solid recommendation, raised more doubts, and portrayed women as students and teachers while portraying men as researchers and professionals. All letters studied were written for successful candidates only. (Trix and Psenka).
- Another study showed that the preference for males was greater when women represented a small proportion of the pool of candidates, as is typical in many academic fields (Heilman).
- In a national study, 238 academic psychologists (118 male, 120 female) evaluated a résumé randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service experience and both were more likely to hire the male than the female applicant. (Steinpreis, et.al.)

Assumptions and Biases in the Search Process

Biases and assumptions can influence your search in the following ways:

Women and minority candidates may be subject to different expectations in areas such as numbers of publications, name recognition, or personal acquaintance with a committee member. (Recall the example of the Swedish Medical Research Council.)

Candidates from institutions other than the major research universities that have trained most of our faculty may be under-valued.

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The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (Recall the biases seen in evaluations of written descriptions of job performance, and the attribution of success to luck rather than skill.)

The ability of females or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity may be underestimated. (Recall social assumptions about leadership abilities.)

Assumptions about possible family responsibilities and their effect on the candidate’s career path may negatively influence evaluation of a candidate’s merit, despite evidence of productivity. (Recall studies of the influence of generalizations on evaluation.)

Negative assumptions about whether female or minority candidates will “fit in” to the existing environment can influence evaluation.

Practices to Enable Equity—Reviewing Applicants

- Learn about research on biases and assumptions. Consciously strive to minimize their influence on your evaluation of candidates.

- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Spend sufficient time (15-20 minutes) evaluating each applicant.
- Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.
- Be able to defend every decision for rejecting or retaining a candidate.
- Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.

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NOTE: This information came from an informational packet developed by WISELI at the University of Wisconsin, Madison

Practices to Enable Equity

(Adapted from the Faculty Search Committee Toolkit, UCLA)

Search Committee Composition	The Interview
<ul style="list-style-type: none"> ❑ Include faculty who are committed to diversity and excellence. ❑ Ensure that women and minority faculty members have equal opportunity to serve on search committees. ❑ Include faculty members from other fields to enhance equity and create a more explicit and open discussion. 	<ul style="list-style-type: none"> ❑ Avoid illegal and discriminatory questions. ❑ Use a standard protocol for each campus visit. ❑ Give candidates the opportunity to talk with others — not the search committee and not even in the same department — about gender and climate issues. ❑ Provide information about family friendly policies and partner hiring to all candidates.
Job Description/Position Announcement	Evaluating Candidates
<ul style="list-style-type: none"> ❑ Include language that expresses an interest in candidates who will advance our commitment to diversity. ❑ Broaden the job description to attract the widest possible range of qualified candidates. ❑ Advertise in venues that reach women and underrepresented minorities, such as special subgroups of professional organizations or focused conferences. 	<ul style="list-style-type: none"> ❑ Self-Correction — be aware of the possibility of your own unconscious bias. ❑ Agree upon evaluation criteria and ground rules for the search committee and stick to them. ❑ Agree on rules of discussion and how to handle disagreement. ❑ Agree on a method for determining who will be invited to campus. ❑ Develop evaluation and interview tools to enable consistency. ❑ Slow down. ❑ Make time to review the entire application. ❑ Look for non-stereotypical evidence. ❑ Calibrate the committee. ❑ Review and discuss one or two CVs before beginning the review process. ❑ Do not rank immediately. ❑ Consider alternatives to rank ordering, such as summaries of each finalist or creating multiple lists. ❑ Insist on the evidence. ❑ Require faculty members to back up statements and opinions with facts and evidence. ❑ Avoid speculation or “crystal ball gazing.”
Active Recruiting	
<ul style="list-style-type: none"> ❑ Go beyond the ‘usual’ range of institutions from which you recruit. ❑ When contacting colleagues, specifically ask for recommendations of candidates from groups that are underrepresented in your department, in addition to other recommendations. ❑ Consider candidates who may be currently under-placed and thriving at less well-ranked institutions. ❑ If multiple searches are taking place in your department, consider using a single search committee for all positions, to allow the consideration of a broader range of applicants. ❑ Consider hiring outstanding former students after they have had experience elsewhere. 	

Diversity and Faculty Recruitment: Myths and Reality

(Adapted from "Diversity and Faculty Recruitment: Myths and Reality," by Marlene Zuk, Associate Vice Provost for Faculty Equity & Diversity, UCRiverside.)

It is very important that every person hired at Cal Poly Pomona knows that they were hired because they were the best person for the job. Ensuring that the pool is large and diverse also means that the best candidate for the position will be more likely to be from a group that may have been under-represented in the past.

Diversity is an issue that comes up in every search. Building a diverse pool of candidates requires conscious effort from the very beginning of the process. It is too late to discuss diversity when and if you are asked, "Why are there no women or minorities on your short list?" Frequently, search committees answer such questions by claiming that "there were no women or minority applicants" or "there were no good ones". But a goal of every search should be to ensure that there are outstanding women and minority candidates in the pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity.

People harbor several myths about hiring and diversity. Some of the most common are addressed below.

1. "We are focused on quality as our criterion for hiring. Adding diversity means compromising quality."

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But our current practices may unintentionally exclude highly qualified people because we act on our biases (see material on "Bias and faculty recruitment"). By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage women or minority candidates, quality will increase, not decrease. Furthermore, remember that the "best" candidate has skills and talents that will benefit many aspects of the university, including its students and faculty. Diverse faculty members can enhance the educational experience of all students, an important goal of the university.

2. "Relatively few qualified women or minority candidates are available, and these are highly sought-after, so we are unlikely to recruit them."

Although the availability of women and minorities varies across fields, in many areas we are currently hiring well below that availability. And as the studies detailed in the articles on "How to Diversify the Faculty" and "Interrupting the Usual" show, many highly qualified minority postdoctoral scholars were not actively recruited by academic institutions.

Institutions do not seem to be "fighting over" a few candidates. Search committees have every reason to expect to be successful in finding qualified women and minority candidates for their pool.

3. "The problem will solve itself as more women and minorities move through the pipeline and the 'old guard' retires. (Corollary: we really don't have to do anything new or different now.)"

Although the numbers of minorities and particularly women obtaining Ph.Ds and entering the workforce has steadily increased over the last several decades, hiring and advancement of these groups (i.e., promotion to tenure and full professor) has not kept pace, and it is essential that we take proactive measures to address this. Faculty who are being hired are still disproportionately white males, and business as usual is not solving the problem.