

CAL POLY POMONA

**FACULTY RECRUITMENT
HANDBOOK**

2026-2027

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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/MEI.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 groups defined by race, ethnicity and gender (including sexual orientation and gender 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). Ensuring equity requires action to address preexisting injustices.

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 (CSU) is currently governed by CSU Executive Order Executive Order 1088, (Systemwide Guidelines for Equal Employment Opportunity Programs) the CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation (“Nondiscrimination Policy”) a systemwide policy which explicitly affirms the CSU’s commitment to non-discrimination on the basis of gender, race, color, religion, national origin, sexual orientation, marital status, pregnancy, age, disability, medical condition, and veteran status Executive Orders 1088, (Systemwide Guidelines for Affirmative Action Programs in Employment), 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. Equal Employment Opportunity 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.

Legal Aspects of Faculty Recruitment – Equal Employment Opportunity Programs Proposition 209

In California, a fair degree of confusion exists about two laws and policies related to faculty recruitment and selection: Equal Employment Opportunity Programs and Proposition 209.

Equal Employment Opportunity Programs (EEO Programs) requirements 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

EEO Program 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 September.) Delayed searches may face the prospect of a pool that has been depleted of the most qualified individuals.

CONSULT

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

MAINTAIN CONFIDENTIALITY

All search committee proceedings and deliberations are confidential during and after the search process. Violations of confidentiality by a committee member will 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 and social and professional networks. 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.

Additionally, potential conflicts of interest can also arise from other types of relationships not

mentioned in the Nepotism Policy. Therefore, to promote transparency in the faculty recruitment and selection process and ensure equitable treatment of all applicants, it is recommended that the search committee members disclose any potential conflicts so that the search committee is aware of a member's past or current relationships/connections with an applicant and so that Faculty Affairs can advise the committee on ways to reduce/eliminate the conflict.

Avoiding Claims of Discrimination

To avoid violations of non-discrimination laws, do not raise questions and topics about protected classifications to candidates during the evaluation of applicants and the interview process. Additionally, do not make decisions regarding an applicant's or candidate's qualifications because of their protected classifications or perceived protected classifications.

Table of Unacceptable Questions

SUBJECT	UNACCEPTABLE QUESTIONS (and comments about)
NAME	<ul style="list-style-type: none"> • Maiden name
RESIDENCE	<ul style="list-style-type: none"> • Questions regarding owning or renting.
AGE	<ul style="list-style-type: none"> • Age • Birth date • Date of attendance/completion of school • Questions which tend to identify applicants over 40
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.
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.
RELIGION	<ul style="list-style-type: none"> • Questions regarding applicant's religion. • Religious days observed.
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, childbirth, 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.
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.
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.

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.
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.
ARREST, CRIMINAL RECORD	<ul style="list-style-type: none"> General questions regarding arrest record.
MILITARY SERVICE	<ul style="list-style-type: none"> General questions regarding military service including dates/type of discharge. Questions regarding service in a foreign military.
ORGANIZATIONS, ACTIVITIES	<ul style="list-style-type: none"> General questions regarding organizations, clubs, societies, and lodges.
REFERENCES	<ul style="list-style-type: none"> Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.
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.

Mitigating Bias

Implicit biases are unexamined preferences for what is comfortable/familiar including traditional mechanisms for evaluating applicants. People tend to fall back on bias when they are rushed, for example during a recruitment.

The first step in mitigating bias in the search process is acknowledgment that we all have biases. Below are some strategies you may use to mitigate bias during the recruitment:

- **Screening Applicants**
 - Acknowledge implicit bias
 - Redact names and graduation dates
 - Rubric based on qualifications listed in the job posting
 - Do not rush evaluations, take breaks
- **Interview**
 - Clarify and state the interview format before the interviews
 - Use the same format under similar conditions-Standard Zoom backgrounds for all interviews
 - Provide questions in writing during the interview (not necessarily before)
- **Search Committee Discussions**
 - Agree upon the format for discussion so that everyone is able to share their views without pressure from others.
 - Bring conversation back to relevant qualifications in the position description
 - Share your feedback, even if you don't agree with panel's consensus
 - Unpack assumptions about "fit"
 - Document and submit all notes to the search chair for maintaining in the department
 - Interview all candidates before discussing individual candidates in order to avoid creating biases toward or against candidates

STEPS OF THE FACULTY SEARCH AND HIRING PROCESS

The faculty search process is governed by the CFA CBA - Probationary Appointments 12.21-23. When questions arise, please consult with Faculty Affairs.

Prerecruitment

1. Provost notifies deans of department searches. Deans notify departments.
2. **Creation of search committee:** Department tenure line faculty elect tenure line faculty to their search committees. Committee elects search committee chair who shall not be the department chair except with approval by the dean. The search chair shall ideally be a tenured faculty member of the department. The chair of the search committee is responsible for the search.

The search committee elects an **equity liaison** from the committee. The search chair cannot serve as the equity liaison. The equity liaison acts as a search co-chair to ensure the equitable review of candidates. The equity liaison will engage in additional training and will be supported by the campus Chief Diversity Officer and Faculty Affairs in their work on the search committee.

To ensure diverse search committees, the department may elect members from other departments. (For further guidance on search committees see Policy 1311 Section 2. Role of University Officials, Faculty Search Committee)

Departments should be aware that only the members of the elected search committee are responsible for making the final recommendation to the dean. The search committee shall consult with the tenured and probationary faculty in the department, but the authority for appointment recommendations shall originate from the search committee.

3. **Dean approves search committees.** The dean will review the proposed search committee and consider the diversity of the proposed members as outlined in Policy 1311 Section 2.D. After review and approval by the dean, the department notifies Faculty Affairs that the dean has approved the committee and provides the names of the chair of the committee and the members, and cc the dean.
4. **Search Material Approval:** Using the templates in the Handbook, the search committee creates search materials. The search materials can be created in two stages or one.

To post the job description, at least the **Preliminary Search Package must be approved by the dean and Faculty Affairs. The Preliminary Search Package** consists of:

- a. Position Description
- b. the rubrics needed to evaluate candidates to the selection of semi-finalists (see examples in Appendix A)

Note: Evaluation of Teaching Philosophy content should be incorporated at each level of review - initial screening, semi-finalist interviews, and finalist interviews.

Rubrics should clearly indicate how this content is being evaluated.

- c. the Advertising and Outreach Plan, must be submitted to and approved by the dean, Faculty Affairs and the Provost to have the position description posted on the CPP website and the application opened.

The **Full Search Package** must be submitted and approved by the dean and Faculty Affairs before applicants can be reviewed by the search committee.

Full Search Package consists of the following items:

- a. **Position Description** (See template Appendix A);
- b. **Applicant Pool Rubric** for evaluating and selecting candidates for the first round of interviews. *Rubrics should be developed and agreed upon by all search committee members so that standards for evaluating the candidates are clear.* (See Appendix B for Examples)
- c. **Advertising and Outreach Plan.** (See template Appendix A)
- d. **Tentative itineraries** for finalist interviews, including a **teaching demonstration** (include ways to highlight strengths of campus and department)
- e. **Interview questions** for all components of the interviews (semi-finalist, finalist – general interview, student, reference checks)
- f. **Rubrics for evaluating semi-finalists and finalists.** Rubrics are needed for each stage of the candidate review process.

Rubrics should include scoring for all qualifications listed in the Position Description and for each element of the interview process, such as formal interview questions, research presentations, and teaching demonstrations. (See Examples Appendix B) The final rubric should include all relevant elements of the application, such as the evaluation of the Teaching Philosophy.

- g. **Outlined search schedule with tentative dates for the search process**, including semi-finalist calls and finalist interviews. *The search should be complete by the end of March. This will allow time to reopen the pool if the first round of applicants are not sufficient.*
5. **Trainings:** All search committee members must attend the EEO Compliance training before the search committee can review candidates and preferably before the committee engages in recruitment and outreach.

Voluntary workshops to support search committees in the development of the search materials will normally be available in the spring preceding the search and in the early fall of the search.

Separate training for the search committee equity liaisons will be available in early fall.

Recruitment

6. After the Preliminary Package is approved, Faculty Affairs will post the job ad in PageUp and provide the link to the ad and application to the search committee. Faculty Affairs will also place the ad in the Chronicle of Higher Education.
7. The Search Chair will be given access to the applicants to see if applications are complete. They may send an email to those with incomplete applications. We recommend picking a time before

the deadline, approximately one week before, to send the emails. *All* candidates with incomplete files must be emailed if *any* are emailed so that all candidates are given the same opportunities to complete their files. For example, deadline extensions must be communicated broadly to those in your Advertising and Outreach Plans.

8. **All recruitment efforts must be documented.** A log should be kept of phone calls and emails and copies of all postings and paid ads should be kept and submitted as part of the final search materials. The Search Committee Chair is responsible for keeping all records of outreach efforts in a single location for 10 years for legal purposes. The department or college may determine a central location for all search materials.
9. **Approval of the Applicant Pool.** At the deadline for the first screening of applications, search committees will discuss with Faculty Affairs and their dean whether there are enough applicants in the pool and whether the pool is diverse enough. If necessary, the deadline can be extended, and more outreach efforts conducted. To examine the diversity of the pool, Faculty Affairs compares the applicant demographic data to the availability data from NSF about graduated PhDs by discipline.

Evaluation of candidates and interviews

10. Once the Full Search Package is approved, the applicant pool is approved, and all search committee members have completed the EEO training, the search committee can review the applicants.

The search committee sorts the applicant pool into three groups:

- Applicants with completed files that meet minimum qualifications. The search committee further evaluates these applicants, using the rubrics to select semi-finalists.
 - 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 should be notified that their applications are not complete. Those applications that are completed after the deadline and meet minimum qualifications are placed in a second pool to be used if it is determined by the committee, dean, and Faculty Affairs that the first pool is insufficient. (2) In the cases where there is not an open deadline, these applicants are sent notification letters indicating they will not receive further consideration.
 - 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.
 - When a temporary faculty member applies and is found to be qualified, that employee should be interviewed at the semi-finalist stage.
11. **Approval of Semi-finalists:** The list of recommended semi-finalists with a summary of the rubric scores for all candidates who meet minimum qualifications should be given to the dean and Faculty Affairs for approval.
 12. **Semi-finalist Interviews:** Once the list of semi-finalists is approved, the search committee may

schedule the semi-finalist interviews by phone or zoom.

Please explain the format of the interviews to all the candidates. Ensure that the format is the same for all candidates. If there are deviations, please consult with Faculty Affairs. At least two search committee members must be present for the semi-finalist interviews.

13. **Approval of Finalists:** The search committee submits the recommended finalists with rubric summaries for all semi- finalists to the dean and Faculty Affairs for approval.
14. **On-campus/Finalist Interviews:** Once the dean and Faculty Affairs approve the finalists, the search committee schedules and conducts the finalist interviews.
15. **Official transcripts** are collected before final recommendations are made. Reference calls are made with at least two committee members present.
16. **Search Committee Evaluations and Recommendations:** After the interviews and search committee deliberations, **the search committee writes a memo objectively explaining strengths and areas of growth for each of the final candidates.** The search committee should explain which candidates are not qualified (if any) and why. Search committees should keep in mind that the first candidate may not accept the offer.

*The search committee also makes recommendations about service credit of one or two years based on equivalent experience in assistant professor roles. The memo is sent to the department chair, dean, and Faculty Affairs with the finalists' cvs and Teaching Philosophy.

17. **Provost Approves the Offer:** The dean forwards the search committee memo and the recommended candidate(s)' cvs and Teaching Philosophy to the Provost with a cc to Faculty Affairs for approval to make the verbal offer to the selected finalist.

Offering the position and finalizing the hire

18. Using the salary range provided by the Provost and Faculty Affairs, the dean makes the verbal offer and negotiates salary, start-up, and moving if from more than 50 mile from campus.
19. **Finalizing the Search Documents before Letter of Appointment is Sent.** When a finalist accepts an offer, the search committee chair makes sure all documentation of the search is complete and on file in the department or college, including rubrics, logs of specific outreach and communication with candidates and copies of all outreach and advertising. Please retain search documents for 10 years.

The following documentation must be sent to Faculty Affairs to generate the Appointment Letter:

From the Search Committee Chair:

1. **memo from Search committee to department chair and dean recommending the appointment; please include the name of the search committee members.**
2. **signed Compliance Statement form**

The Dean's office will then email the following to Faculty Affairs:

1. **Academic Appointment form (717)**
 2. **completed Authorization Form**
 3. **Final dean's memo to the Provost that includes a statement that the tenured faculty members of the department have been consulted. If service credit is recommended, specify if it is for one or two years and include a justification.**
 4. **completed Final Search Checklist (Appendix B)**
 5. **signed Compliance Statement form signed by search chair and department chair (Appendix B)**
20. The Search Chair completes the final statuses of all candidates in PageUp, which serves as the required Applicant Tracking System. Instructions from Faculty Affairs about the Statuses in Appendix B.
21. After the statuses in PageUp are complete and the paperwork has been received by Faculty Affairs, Faculty Affairs emails the candidate who has verbally accepted the offer from the dean (with cc to dean, department chair, and Director of CAFE) the Appointment Letter and Tenure Track Appointment Form also letting them know about summer orientation and relevant resources.

Contacts for Search Process

Faculty Affairs:

Jazmine Willis, jswillis@cpp.edu (Faculty Hiring and Recruitment Coordinator)

Cheryl Koos, ckoos@cpp.edu (Associate Vice President for Faculty Affairs)

GENERAL RESPONSIBILITIES OF SEARCH CHAIR

1. Ensure 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.
2. 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.
3. Ensure that all policies and procedures regarding the search are adhered to by the members of the committee.
4. Ensure that the search is conducted in full compliance with law and University policy.
5. Act as a liaison between the search committee and the department chair, dean, Diversity Officer, and AVP for Faculty Affairs.
6. Prepare a complete recruitment package and sending a copy to the dean and Faculty Affairs to ensure EEO compliance.
7. Maintain ongoing contacts/correspondence with candidates.
8. Maintain ongoing contact with the department chair, dean, and AVP for Faculty Affairs.
9. Arrange schedules for telephone or teleconference interviews and campus visits as appropriate.
10. Ensure that campus visitations are handled properly and in a timely manner.
11. Ensure timely notification to unsuccessful candidates.
12. Maintain records of all outreach efforts and communications with candidates

GENERAL RESPONSIBILITIES OF EQUITY LIAISON

1. Work with AVP for Faculty Affairs and Chief Diversity Officer to understand best search practice, facilitate equitable committee deliberations, and address committee questions and concerns
2. Ensure that each member of the search committee has completed the required EEO training
3. Participate in the development of the job description and evaluation rubrics to ensure that best practices for attracting broad and diverse applicant pools and conducting equitable searches are employed
4. Ensure that search committee members have the same understanding of the qualifications for the job and the standards for evaluating the candidates in order to minimize bias

5. Be vigilant for implicit biases that may be influencing committee deliberations and discussions and raise them to the chair and other committee members

APPENDIX A

List of items to include in Search Packages

Templates and Samples of the required elements of the Search Package:

Required Position Description Template

Sample Short ad

Required Advertising and Outreach Plan Template

Sample Rubrics and instructions

Including: Sample Semi-finalist Interview Questions and Rubric for evaluating,
Sample Finalist Formal Interview Questions and Rubric for evaluating

Sample Interview questions with equity questions

Sample Communications with candidates and outreach

Telephone log

Sample Search timeline

Sample Interview itinerary

List of Items to include in Search Packages

These items to be submitted to your Dean and Faculty Affairs.

Please submit the search package as one or two documents (Rubrics can be separate). This is not a requirement, but it facilitates review and comments.

I. Preliminary Search Package

1. Position Description (on Template)
2. Short Ad
3. Rubrics (at least through semi-finalist selection)
4. Advertising and Outreach Plan (on Template)

II. Full Search Package (includes Preliminary Search Package)

5. Rubrics for selecting finalists and making the final recommendation
 - Rubric for Semi-finalist interviews (should align with the semi-finalist interview questions.
 - Rubric(s) for evaluating Finalists:
This can be one comprehensive rubric or multiple rubrics with one that summarizes each of them in one for a final score. They should be comprehensive and include all elements of the evaluation for making the final decision, including the formal interview, teaching demonstration, research presentation.

At the end of the search, it should be clear how and when each of the qualifications in the job ad were evaluated. It can be that the scores from the first screening are carried forward or that elements such as scholarly potential and Teaching Philosophy/inclusivity are rescored based on interview questions.

Categories should be weighted, and it is recommended that significant weight is given to teaching quality and Teaching Philosophy.

6. Semi-finalist Interview Questions (should align with the rubric for evaluating semi-finalists)
7. Finalist Formal Interview Questions (should align with rubric for finalists)
8. Feedback forms for other participants – faculty, students, staff
9. Questions For Telephone Reference Checking
10. Template communications with candidates
11. Approximate Timeline for Search, including first deadline, review of candidates, semi-

finalist interviews and on campus interviews. Goal for completion of search is end of March.

12. Tentative Itinerary for Finalists While On Campus

2026-27 Required Position Description Template

Instructions: Items in **RED** should be edited with your own information. Items in **BLACK** or **BLUE** should be left unchanged.



Tenure Track Faculty Position
Working Title (Assistant Professor of....)
Department here
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 three polytechnic universities in the 22-campus [California State University](#) system and among 12 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 Tataavium 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. 28 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*. In 2022, the campus launched the [Black Thriving Initiative](#) recognizing that Cal Poly Pomona's future as a university is linked to the success of its Black community. More information about our Principles of Community can be found [here](#).

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. Cal Poly Pomona is the number one polytechnic university in the nation for student diversity and economic mobility. Our caring and inclusive campus community is committed to helping anyone who dreams of success achieve it. In Fall 2024, Cal Poly Pomona served more than 25,000 students and close to 2,000 graduate students, mostly residents of California. Over half of Cal Poly Pomona students are first-generation college students, 70% receive financial aid, and 42% are low-income students. The university enrolls 57% percent of historically underrepresented students. Our diverse student body identifies as 54% Hispanic/Latinx, 21% Asian, 13% White, 4% two or more races, 3% unknown, 2% African American/Black, 2% International, less than 1% Native Hawaiian or Pacific Islander, and less than 1% Native American. Forty-five percent of students enroll in our STEM majors and our top five enrolled programs across the university include mechanical engineering, computer science, civil engineering, psychology, as well as finance, real estate, and law.

EQUAL OPPORTUNITY AND EXCELLENCE IN EDUCATION AND EMPLOYMENT

This position is open and available to all regardless of race, sex, color, ethnicity or national origin. Consistent with California law and federal civil rights laws, Cal Poly Pomona provides equal opportunity in education and employment without unlawful discrimination or preferential treatment based on race, sex, color, ethnicity, or national origin. Our commitment to equal opportunity means ensuring that every student and employee has access to the resources and support they need to thrive and succeed in a university environment and in their communities. Cal Poly Pomona complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the California Equity in Higher Education Act, California's Proposition 209 (Art. I, Section 31 of the California Constitution), other applicable state and federal anti-discrimination laws, and CSU's Nondiscrimination Policy. We prohibit discriminatory preferential treatment, segregation based on race or any other protected status, and all forms of discrimination, harassment, and retaliation in all university programs, policies, and practices. Cal Poly Pomona is a diverse community of individuals who represent many perspectives, beliefs and identities, committed to fostering an inclusive, respectful, and intellectually vibrant environment. We cultivate a culture of open dialogue, mutual respect, and belonging to support educational excellence and student success. Through academic programs, student organizations and activities, faculty initiatives, and community partnerships, we encourage meaningful engagement with diverse perspectives. As a higher education institution, we are dedicated to advancing knowledge and empowering individuals to reach their full potential by prioritizing inclusive curriculum development, faculty and staff training, student mentorship, and comprehensive support programs. At Cal Poly Pomona, excellence is built on talent, merit, diversity, accessibility, and equal opportunity for all.

College of XXX: Your Dean's office should provide you with some standard language to place here. *See Appendix A for examples of the College and Department descriptions that can encourage more diverse applicant pools.*

Department of XXX: This is your opportunity to describe your department in one paragraph, maybe two paragraphs. Why is it a great place to work? How many majors do you have? Do the faculty support student groups that highlight the polytechnic experience and diversity of

interests of our students? How many faculty in the department? Do you have any areas of specialization? What are your department's values? It's a good area to highlight your commitment to equity and inclusion. A general statement regarding this commitment is good and specific examples are helpful.

Position description: Describe what the newly hired person will do. Presumably they will teach classes (lower division, upper division, graduate?), participate in service, and conduct scholarship. Are they being hired to direct a special program? Or to develop a new curriculum?

Minimum requirements include: The minimum requirements are for items that are complete dealbreakers. Anyone who doesn't meet the minimum requirements cannot be interviewed or hired. Place items here if you know that you MUST only consider people that meet these requirements. If you have a history of recruiting smaller pools of candidates, consider keeping this list brief.

(NOTE: All requirements will be used to build your scoring rubric, so they should be carefully tailored to this particular search, but broad enough to allow you to recruit a robust pool of applicants. Fewer minimum requirements will also lead to a larger, more inclusive pool.)

- Degree requirement (PhD, EdD, "terminal degree" etc in Field XX or related field) (Degree must be conferred by the start date of the position.)
- Demonstrated ability to work effectively with students, staff and faculty from diverse ethnic, cultural, and socioeconomic backgrounds.

Other requirements, such as:

- Demonstrated commitment to teaching excellence
- Evidence of ongoing scholarly research in field Z
- Required Licenses or credentials

Preferred/Desired Qualifications: In your process, you will give preference to candidates with these qualifications. These are items that would be a "plus" for any candidate. Again, remember that all these items will be used in building your rubrics to score the candidates. Items not listed here cannot be used to evaluate the applicants. Some examples include:

- Specialization in certain subdisciplines
- Teaching experience
- Demonstrated commitment to teaching excellence (if not in minimums)
- Experience supervising undergraduate research
- Post-doctoral experience

- Professional development
- Industry experience
- Licenses or credentials
- Software development
- Ability to use specialized software or tools

Application Process: The first three items (cover letter, Teaching Philosophy Statement, and CV) are required of all searches. You may also require other items, such as the examples below. Limiting how much you require may allow you to recruit a broader pool and reduce the time needed to review each file.

A completed application will consist of

- Cover letter in which you describe your interest in the position, relevant experience, and how you meet the minimum and preferred qualifications;
- Curriculum vitae;
- Teaching Philosophy statement (2-page max) that addresses Cal Poly Pomona's commitment to excellence in education (see above).
- Research Statement (2-page max);
- Reprints of up to 3 publications;
- Link to a portfolio website providing 20 samples of the candidate's own professional work;
- At least three letters of reference, at least one of which must specifically address teaching;
- The names and contact information for at least three individuals that can serve as references;
- Unofficial transcripts (undergraduate and graduate, official transcripts will be required of finalists)

Finalists for the position will:

- be required to provide official transcripts for highest degree before the on-campus interview;
- be required to provide three letters of reference dated within the last two years;
- Final candidates being interviewed are expected to make a presentation of creative work and a teaching demonstration to faculty and interact with students.

Please direct inquiries to xxxxx@cpp.edu.

Applications accepted only via [PageUp](#) – online application portal – for University hires.

Disclosures

Pursuant to Education Code 89521 applicants will be required to disclose whether they have received a final administrative decision or final judicial decision determining that they have committed sexual harassment within the last 7 years only after a determination is made that they meet the minimum qualifications for the position, and before an offer of employment is extended. Applicants who reach the final stages of the application process must also sign a release form that authorizes the release of information by the applicant's current and/or former employers to the CSU concerning any substantiated allegations of misconduct.

Background Check:

A background check (including a criminal records check) must be satisfactorily completed. Offers of employment are conditional and may be rescinded if the background check reveals disqualifying information, and/or it is discovered that the candidate knowingly withheld or falsified information. Failure to satisfactorily complete the background check may affect the continued employment of a current CSU employee who was conditionally offered the position.

Out of State Employment:

In accordance with the California State University (CSU) Out-of-State Employment Policy, the CSU is a state entity whose business operations reside within the State of California and prohibits hiring employees to perform CSU related work outside of California. It is also expected that tenure-line faculty establish an on-campus presence to fulfill their responsibilities.

Mandated Reporter:

The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

International Candidates:

Cal Poly Pomona is currently not sponsoring applicants for H-1B employment that are subject to the \$100,000 fee established by the "Presidential Proclamation: Restriction on Entry of Certain Nonimmigrant Workers" issued on September 19, 2025. Applicants are responsible for determining the applicability of the fee.

Sample Short Advertisement



Cal Poly Pomona

RANK
DEPARTMENT OR DISCIPLINE

The Department of _____ at Cal Poly Pomona invites applications for the position of _____, appointment effective **Fall 2027**. 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. **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 PageUp link]. For general inquiries, please call _____ or email _____.
AA/EOE

Advertising and Outreach Plan Template

Includes request for Additional Funding for outreach to

*See **Appendix C** for a guide to improving outreach efforts – Identifying Diverse Talent from Brown University

This document will summarize your plan to publicize your search and recruit candidates. Here are some questions to ask yourself as you put together this plan (adapted from Chronicle of Higher Education, 2016):

- What groups might 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 (especially those 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? If yes, will we reach colleagues and candidates from demographically diverse institutions this way?

Please list all planned outreach/advertising in the two tables below.

***There may be additional funding for special outreach efforts to diversify applicant pools. Please list and explain those requests in the second half of the Plan.

Planned Advertisements/Postings (both paid postings and list-serve dissemination, etc.)

Add Cells as needed

Placement of Advertising (e.g., name of professional organization or publication)	Contact Information for Posting (information needed for your records about where/how to place ad, web address, etc.)	Associated Cost (if any)

Planned Direct Outreach

Outreach Event	Description of outreach activity (e.g., email, conference/convention booth, meet-and-greet event, in-person presentation, phone call, etc.)	Associated Cost (if any)

For all recruitments, please provide a list of scholars in the recruitment disciplinary area who will be contacted personally and asked to forward the position description to their network and recommend qualified women and/or members of other underrepresented groups for this faculty position. Prioritize contacts who have large and/or diverse networks.

Contact	Current Institution	Email	Outreach designee (CPP faculty member)
1.			
2.			
3.			
4.			

Note: The plan above may list general items, but please keep in mind that you will have to provide more complete documentation at the end of the search. For example, the plan might say “contact alumni.” In the materials you submit after the search, you would need to provide a list of all the alums you emailed and the text of the message sent.

Optional: Request for Additional Funding

Requests should not exceed \$2,000

The Office of Faculty Affairs has funds from a Kellogg Legacy Grant to support faculty search outreach efforts to historically underrepresented and minoritized groups. To be approved for these funds the outreach efforts must be targeted. For example, funds will not be approved for advertising with the American Political Science Association but would be approved to advertise with the APSA Latino Caucus. The outreach efforts should also be disciplinary specific. If conference travel is requested, please explain briefly how targeted outreach will be done at the conference. For example, search committee members may be communicating with individual scholars and/or representative subgroups of the discipline at the conference.

Name and Description of Placement of Advertising or Outreach Event.	Explanation of how this effort will diversity the applicant pool in terms of the groups of people described above.	Amount of requested funds

Sample Rubrics to review applicant pool and select semi-finalists

Initial screening rubric should specifically align with the qualifications in the position description and the Teaching Philosophy.

SAMPLE 1 TEMPLATE FOR SCORING RUBRIC-INITIAL REVIEW OF APPLICANT POOL

	5 points	4 points	3 points	2 points	0 point (minimum not met)
Minimum Qualifications					
Minimum Criteria #1 (These can be cut and pasted from your job ad)	List what the ideal candidate would have here (e.g., for education, this might be already having your PhD granted)	Here you should list what you would	Here you should describe what you would consider acceptable, but not ideal.	Describe the bare minimum for meeting the criteria here. This description should technically meet the criteria, but not be well-matched. You might have multiple examples here.	Here you should describe examples that do not meet min. quals and so must be eliminated from further consideration The same is true for each min. qualification
Sample minimum qualification: CA licensed or license eligible as a [professional license]	Current license	Currently pursuing license (e.g., candidate is [specific point near the end of licensure process appropriate to discipline])	Candidate is accruing pre-degree licensure hours [modify as appropriate to discipline-step before applying to licensure]	No demonstrated progress toward licensure	Candidate clearly not license eligible (e.g., degree would not be appropriate for licensure, candidate has no practical experience etc.) OR license revoked/surrendered

Sample minimum qualification: Evidence of ability to be successful at university teaching	Application materials include compelling evidence of teaching effectiveness and a discussion of	Application materials include evidence of teaching effectiveness and a minimal description of	Application materials describe teaching experience and philosophy of teaching,	Evidence/ information provided about teaching is very minimal	No evidence of teaching effectiveness/ teaching philosophy OR inappropriate
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	teaching philosophy (e.g., coherent approach to teaching, descriptions of strong lesson plans & strong teaching evaluations)	teaching philosophy (e.g., adequate examples of lesson plans & teaching evaluations)	without providing concrete examples or evidence		e/unethical content/policies in materials provided
Teaching Philosophy	Teaching Philosophy speaks to at least two of the criteria. Evidence of extensive work on issues of equity and inclusion. Thoroughly considered and expert discussion.	Teaching Philosophy speaks to at least two of the criteria. Evidence of work on issues of equity and inclusion. Well-informed discussion of issues.	Teaching Philosophy speaks to at least two of the criteria. May seem thoughtful but lacks evidence of experience or nuanced understanding of issues	Teaching Philosophy is vague, does not speak directly to two of the criteria, clearly does not understand the issues	No Teaching Philosophy Submitted

Note: Weight the qualifications by assigning different maximum points.

Preferred Qualifications

Preferred Qualification #1 (cut and pasted from job ad)	This is a description of how the ideal candidate would meet this qualification.	This is a description of a very strong candidate's qualification and should describe qualification that is almost ideal, but not perfect.	This should describe a candidate who meets the preferred qualification, but not in a way that is particularly remarkable	This should describe a candidate who partially meets the preferred qualification	This score should describe a candidate who does not meet this preferred qualification. This score would not eliminate
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					someone from consideration, but they would be less competitive.
<p>Sample preferred qualification #1: Excellence in undergraduate teaching</p> <p>Where to look for evidence: <i>Evidence from Teaching Philosophy, cover letter, other as relevant</i></p>	Evidence of success teaching <i>[specific type of undergrad course needed]</i> in the past and eager to continue teaching <i>[specific type of undergrad course needed]</i>	Has previously taught <i>[specific type of undergrad course needed]</i> and willing to continue teaching <i>[specific type of undergrad course needed]</i>	Expertise in <i>[specific type of undergrad course needed]</i> (e.g., as demonstrated by research and graduate coursework) and willing to teach <i>[specific type of undergrad course needed]</i>	Only basic doctoral training in <i>[specific type of undergrad course needed]</i> , but no related teaching experience	Unqualified or unwilling to teach <i>[specific type of undergrad course needed]</i>
<p>Sample preferred qualification #2: Ability to teach a broad range of undergraduate courses in <i>[discipline]</i></p>	Has taught 3 or more different undergraduate courses in <i>[discipline]</i> as instructor of record AND indicates willingness to teach a broad variety of courses	Has taught 2 or more different undergraduate courses in <i>[discipline]</i> as instructor of record AND indicates willingness to teach a broad variety of courses	Has taught 1 or more undergraduate courses in <i>[discipline]</i> as instructor of record AND indicates willingness to teach a broad variety of courses	Willing to teach a variety of undergraduate courses in <i>[discipline]</i> , but very limited teaching experience (e.g., TA in single course)	No undergraduate teaching experience OR unwilling to teach outside of narrow area of focus
<p>Sample preferred qualification #3: Demonstrated ability to serve as an advisor and research mentor to a diverse undergraduate and graduate student body</p>	Has included diverse group of graduate and/or undergraduate students in research OR served as an advisor to diverse group of students	Has included diverse undergraduate students in research OR other diverse student advisement experience	Minimal prior work with diverse students	Has not included diverse students in work but shows willingness and has a clear plan to do so	Demonstrates very little interest in working with diverse students OR is willing to include diverse students, but has no clear plan

SAMPLE 2 TEMPLATE FOR SCORING RUBRIC-INITIAL REVIEW OF APPLICANT POOL

	0	1	2	3
I. Education	Minimum Qualification: Candidate does not have a doctorate in mathematics education, statistics education or a related field with equivalent coursework and experience (will be screened out).	Applicant's coursework and/or grades are lacking in certain areas, particularly those being searched for.	Coursework and grades are adequate.	Coursework has excellent coverage of areas of need for our department.

	0	1	2	3	4
II. Equity	Minimum Qualification: Applicant did not submit a Teaching Philosophy (will be screened out).	Teaching Philosophy is vague and generic; applicant does not clearly demonstrate understanding of challenges faced by underrepresented or at-risk groups (e.g., students lacking housing); applicant does not provide ideas for addressing challenges faced by underrepresented groups; applicant has little or no experience working with diverse populations.	Teaching Philosophy is thoughtful but not specific enough; applicant exhibits understanding of challenges faced by at least one underrepresented group, and provides ideas for working with such populations; application has professional experience related to equity issues (attended a seminar, etc.) or experience working in diverse settings.	Applicant has a nuanced and thoughtful Teaching Philosophy, containing specific ideas for working with underrepresented groups or in diverse settings. Candidate has experience putting such ideas into practice, and these ideas translate well to work the candidate would do here.	In addition to meeting the description for rating 3, the applicant has taken leadership roles in advancing the interests and success of underrepresented groups. These could include performing rigorous research on advancing equity goals, or leading workshops on teaching in diverse settings.

	0	1	2	3	4	5
III. Teaching Experience	<p>Minimum Qualification: Candidate has no teaching experience. (will be screened out).</p>	<p>Explanation of teaching experience is generic, vague or lacks specificity; applicant's teaching experience is limited; not clear that an applicant can teach a range of courses; applicant expresses a lack of interest in teaching.</p>	<p>Explanation of teaching experience is generic or vague; applicant's teaching experience may be limited, but does show potential to teach a variety of courses; applicant expresses interest in teaching.</p>	<p>Explanation of teaching experience may be thoughtful but lacks some specificity; applicant has teaching experience in a variety of courses relevant to the CPP program; applicant is able to teach lower division, upper division, and graduate courses; applicant may have experience using innovative teaching methods.</p>	<p>Explanation of teaching experience is thoughtful and specific; applicant has teaching experience in a wide range of courses relevant to CPP program; applicant is able to teach lower division, upper division, and graduate courses; has experience teaching high impact classes, has experience using innovative teaching methods.</p>	<p>Satisfies level 4 requirements and applicant has either: (a) experience with populations similar to CPP; (b) applicant has experience developing new courses (c) has experience in course assessment.</p>

III. Teaching Excellence	<p>Candidate does not speak to the quality of their teaching</p>	<p>Teaching statement is generic, vague or lacks specificity about the applicant's teaching ability, innovation, or interests.</p>	<p>Teaching statement is about <i>interest</i> in quality teaching, but little or no evidence of implementation of specific pedagogical practices to improve student learning and success.</p>	<p>Teaching statement is about interest in quality teaching and some <i>evidence</i> of implementation of specific pedagogical practices to improve student learning and success. No clear assessment of their efforts to improve teaching.</p>	<p>Teaching statement is thoughtful and specific; applicant has engaged in several practices to increase learning and student success across multiple classes and has done some assessment and revision of these practices.</p>	<p>Teaching statement is very thoughtful and specific and shows significant evidence of continuous improvement in teaching to increase student learning and success. Candidate has engaged with assessment of their teaching and revision of teaching practices.</p>
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	0	1	2	3	4
IV. Scholarship	<p>Minimum Qualification: Applicant does not have any research experience related to mathematics education or statistics education, or applicant does not possess a Ph.D. in a field related to mathematics education or statistics education (will be screened out).</p>	<p>Applicant provides little evidence of current scholarly work (publications/grants/presentations); scholarship is not in mathematics or statistics education; research statement does not show potential to maintain a multi-year research program.</p>	<p>Applicant's research is satisfactory; number of publications/grants/presentations is below average but acceptable for the candidate's career stage; applicant does not address research with students; applicant's plan for future research is undeveloped.</p>	<p>Applicant's research is good; applicant has publications/grants/presentations appropriate to time since PhD; scholarship is in mathematics or statistics education; applicant clearly explains research plans for establishing an ongoing research program.</p>	<p>Applicant's research is excellent; applicant's number of publications/grants/presentations is greater than typical for career stage or applicant has conducted more independent research than is typical for career stage; research is modern and impactful; may have publications in premier journals; has plans for involving undergraduate and/or graduate students in research.</p>

	0	1	2	3	4
V. Professional Experience	<p>Applicant does not have significant experience related to the discipline or limited experience with educational research, educational projects, and/or professional development of in-service or preservice teachers; applicant's experience does not meet the criteria to score 1 or 2 in this</p>	<p>Applicant has limited experience related to the discipline, including some experience with educational research, educational projects, and/or professional development of in-service or preservice teachers and/or K-16 education; applicant's experience is relevant to the position.</p>	<p>Applicant has experience related to the discipline appropriate to the time during and since doctorate degree, including some experience with educational research, educational projects, and/or professional development of in-service or preservice teachers and/or K-16 education; applicant's experience is relevant to</p>	<p>Applicant has experience related to the discipline appropriate to the time during and since doctorate degree, including some experience with educational research, educational projects, and/or professional development of in-service or preservice teachers and/or K-16 education; applicant's experience is relevant to the position.</p>	<p>Applicant has extensive experience related to the discipline appropriate to the time during and since doctorate degree, including extensive experience with educational research, educational projects, and/or professional development of in-service or preservice teachers and/or K-16 education; applicant's experience is relevant to</p>

	category.		the position.		the position and to an HSI inclusive polytechnic university.
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	0	1	2	3
VI. Recommendations	Applicant did not have three or more letters of recommendation submitted	Letters address either teaching or research potential (but not both); one or more letters may not be current.	Letters address both teaching and research potential; one or more letters may not be current.	Letters address teaching and research potential; all letters are current.

Sample Questions for Semi-finalists

1. Please tell us about your teaching experience.
2. How has your pedagogy developed over time? What are your goals for or philosophy about your teaching?
3. Please tell us about your research/scholarship in the area of X. What are your goals for the next X years?
4. Cal Poly is committed to building a culturally diverse and inclusive environment. What could you contribute towards furthering this goal in your classroom and on campus?
5. Cal Poly, at its core, is a teaching institution that highly values the Teacher-Scholar model. If offered this position, how would you prioritize and balance teaching, research, and service?
6. At Cal Poly, with respect to service, faculty are encouraged to develop and apply their particular strengths and interests, be it curriculum development, or outcomes assessment, or advising a student club, or program coordination, or any similar activity. Which areas of service would you find the most professionally rewarding?

Sample Rubrics for Semi-finalists

Note: Please align the semi-finalist interview questions with the rubric for selecting the finalists from the semi-finalists.

	3	2	1	0
Teaching	Has tertiary-level teaching experience as a primary instructor in a subject relevant to the position. Demonstrates awareness of the current pedagogical theories and trends in the field. Provides evidence of the ability to apply them in a	Has tertiary-level teaching experience as a teaching associate but not as a primary instructor in a subject relevant to the position. Demonstrates awareness of the current pedagogical theories and trends in the field. Provides evidence	Has tertiary-level teaching experience as a primary instructor in a subject tangential to the position. Demonstrates awareness of the current pedagogical theories and trends in higher education in general, but not necessarily in the	Has no tertiary-level teaching experience either as a primary instructor or a teaching associate. Demonstrates a lack of awareness of current pedagogical theories and trends in higher education. Provides no evidence of applying such

	higher education classroom, graduate and/or undergraduate.	of the ability to apply them in a higher education classroom, graduate and/or undergraduate.	field directly relevant to the position. Provides evidence of the ability to apply them in a higher education classroom, graduate and/or undergraduate.	trends and theories in the classroom, graduate or undergraduate.
Research	Actively engaged in research relevant to the position. Has existing publications or a potential for publication of current research. Has a short- and long-term viable research agenda. Clearly articulates how their research engagement translates into benefits to the students in the classroom.	Actively engaged in research tangential to the position. May have publications. Has a viable short- and long-term research agenda pivoting towards that relevant to the position announced, with potential of publication. Articulates how their research engagement translates into benefits to the students in the classroom	Was previously engaged in research relevant to the position, but not in the past 5 years. Has no publications. However, has a viable long-term research agenda relevant to the position, with a potential for publication. Expresses vague ideas of how their research engagement would translate into benefits to the students in the classroom.	Not actively engaged in research relevant to or tangential to the position. Has no publication and no clear viable short- or long-term agenda for research with a potential for publication. Draws no connection between own research engagement and the benefits to students in the classroom.
Teaching Philosophy	Demonstrates awareness of the nature of CPP's commitment to excellence in Education.	Demonstrates some awareness of the nature of CPP's commitment to Excellence in education.	Demonstrates a vague awareness of the nature of CPP's commitment to excellence in education.	Demonstrates no awareness of the nature of CPP's commitment to excellence in education.

	<p>commitment to fostering diversity and inclusion in the classroom and on campus. Provides examples of successful actions in similar endeavors in previous positions.</p>	<p>commitment to fostering diversity and inclusion in the classroom and on campus. Provides no specific examples of successful actions in similar endeavors in previous positions.</p>	<p>commitment to fostering diversity and inclusion in the classroom and on campus, but only in generalized terms with a preponderance of non-specific buzzwords. Provides no specific examples of successful actions in similar endeavors at previous institutions.</p>	<p>commitment to fostering diversity and inclusion in the classroom and on campus. Provides no specific examples of successful actions in similar endeavors at previous positions.</p>
<p>Orientation towards the high value placed on teaching at CPP</p>	<p>Expresses a significant appreciation of teaching as a worthy scholarly pursuit. Articulates an understanding of the balance of teaching, research, service, and student engagement expected at CPP. Articulates willingness to pursue various and specific types of activities in service and student engagement, including research mentoring.</p>	<p>Expresses an acquiescence to the value of teaching as a worthy scholarly pursuit but places an appreciably higher value on research engagement. Articulates an understanding of the balance of teaching, research, service, and student engagement expected at CPP. Articulates willingness to develop teaching expertise and to pursue various service and</p>	<p>Expresses a significant appreciation of research as a primary way of scholarly engagement. Acquiesces to the need for effective teaching and student engagement in an institution such as CPP. Articulates a willingness to pursue the development of teaching expertise as well as of specific types of activities in service and student engagement,</p>	<p>Demonstrates a clear preference for work at a research-oriented institution with minimal teaching and service obligations and student engagement limited to research mentoring.</p>

		student engagement activities, including research mentoring, as needed.	including research mentoring.	
Service	The applicant has experience in one or more specific areas of service, such as committee work, student club advising, etc. Has a positive view on the value of service work and expresses active interest in future participation in specific service activities.	The applicant has no experience in service activities but expresses an awareness of such activities. Has a positive view on the value of service work and expresses active interest in future participation in service activities, whether specific or yet to be defined.	The applicant has no experience in service activities and appears to be unaware what such activities involve. However, the applicant expresses willingness to learn about service work and participate in it in the future	The applicant expresses a negative view of service work regardless of their prior experience with it. Sees no value in service activities and expresses preference not to be engaged in service activities except as minimally required for the job duties.

**Sample Rubrics for Finalists (Assess the teaching demonstration, research presentation)
(include in the final assessment all relevant elements of the search process – Teaching
Philosophy scores, Semi-Finalist Interviews, etc. Some searches combine all scores in one
comprehensive rubric.)**

4	3	2	1	0
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Teaching Expertise	The candidate has experience teaching courses in XX and is well prepared to teach similar courses in the future. The candidate well thought-out ideas on how to develop new courses relevant to the department. The candidate is able to reflect earnestly on their teaching expertise and to articulate clearly and specifically how their teaching practices contribute to student success.	The candidate has experience in serving as a TA for courses in XX pedagogy. OR The candidate has experience in teaching courses adjacent to XX and has clear ideas about their pedagogical and theoretical connectedness to XX. The candidate has well thought-out ideas about how to develop new classes relevant to the department. The candidate is able to reflect earnestly on their teaching expertise. The candidate is able to articulate how their teaching practices contribute to student success, albeit only in generic terms.	The candidate has experience teaching courses adjacent to XX. The candidate has undefined ideas about the pedagogical and theoretical connectedness to XX. The candidate has indefinite ideas on developing new courses relevant to the Department. The candidate can superficially reflect on their teaching experiences. The candidate cannot articulate with clarity how their teaching practices contribute to student success.	The candidate has experience teaching courses adjacent to XX, albeit the candidate is unable to articulate how these courses are pedagogically and theoretically connected to XX. The candidate has no plans or ideas about developing new courses relevant to the Department. The candidate does not reflect on their teaching expertise. The candidate draws no connection between their teaching practices and student success.
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	3	2	1	0
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<p>Teaching Demo (See Sample Teaching Demonstration Rubric. This section could be the scoring from that or other teaching demo rubric or could stand as the final assessment of the teaching demo)</p>	<p>The candidate displays superb knowledge of the content being taught. The lesson is well-structured and appropriately paced, balancing teacher-fronted and student-centered activities. The candidate engages the students well and moves from the front of the classroom into the student area easily. The lesson is creative and appropriately challenging for the students.</p>	<p>The candidate displays superb knowledge of the content being taught. The lesson is well-structured and appropriately paced, balancing teacher-fronted and student-centered activities. The candidate engages the students well and moves from the front of the classroom into the student area easily. The lesson may not be particularly creative or pitched too high or too low for students' level of knowledge. However, candidate is able to detect this mismatch and attempts to readjust as necessary.</p>	<p>The candidate displays superb knowledge of the content being taught. The lesson is well structured and appropriately paced. However, the delivery is mostly teacher-fronted. The candidate makes attempts to engage the students and is occasionally successful, but remains stationed in the front, without moving into the student area. The lesson may not be particularly creative or may be pitched too high or too low for the student's level of knowledge. Attempts to adjust the delivery to the student's level are present but unsuccessful.</p>	<p>The candidate possesses weak knowledge of the content being taught. OR The lesson is disorganized and ill-paced. OR The instruction is non-interactive and mainly lecture-centered. The instructor does not attempt to engage the students. AND The lesson may not be particularly creative and/or may be pitched too low or too high for the students' level of knowledge. No attempts are made to adjust the delivery to the students' level.</p>
<p>Research Agenda</p>	<p>The candidate is actively engaged in research and has a viable short-</p>	<p>The candidate is not currently actively engaged in research but</p>	<p>The candidate is not actively engaged in research, but has a</p>	<p>The candidate is not currently actively engaged in research and</p>

	3	2	1	0
	and long-term research agenda as demonstrated by specific plans to pursue specific research projects. The candidate clearly and specifically articulates the connection between their research and their teaching.	has a viable short- and long-term research agenda as demonstrated by specific plans to pursue specific research projects. The candidate articulates the connection between their teaching and their research in generic language.	research agenda, which, while focusing on specific future projects, is not reflected in the specific plans to pursue them. The candidate is unable to articulate the connection between their research and their teaching with clarity.	has no viable research agenda as evidenced by the absence of plans to pursue one or more specific project. The candidate does not connect research with teaching.
Research presentation	The research presentation is logically organized. The introduction orients the audience to the study presented, provides sufficient information to understand the study, and identifies specific research questions. The research is grounded in the current theory and methodology appropriate to the field. The conclusions are reasonable and are linked to the implications of the study and/or directions for future research. The delivery is clear,	The research presentation is logically organized. The introduction orients the audience to the study presented, provides sufficient information to understand the study, and identifies specific research questions. The research is grounded in the current theory and methodology appropriate to the field. The conclusions are reasonable and are linked to the implications of the study and/or directions for future research. The delivery, however,	The research presentation is organized logically. The study is grounded in the current theory and field-appropriate methodology. The conclusions are reasonable. However, the presentation itself suffers from the lack of awareness of the audience. For example, the information presented in the introduction is insufficient for scholars outside the field to understand the key points of the study or the research questions. No explanations of the significance of	The research presentation is disorganized and illogical, severely negatively impacting the ability of the audience to understand the gist of the talk. OR The research presentation is grounded in significantly outdated theory and methodology not appropriate for the field. The conclusions do not mesh with the argument presented during the talk. The research presented is not scientifically sound.

	3	2	1	0
	audible, and articulate. The candidate maintains eye-contact with the audience and uses appropriately animated body language. The candidate handles questions gracefully and thoughtfully.	may be halting, inaudible, or unclear. The candidate may have difficulties addressing the audience during the talk or handling the questions gracefully and thoughtfully.	the study or future directions of research are provided. The delivery is halting, unclear, and possibly inaudible. The candidate is having difficulties handling questions gracefully and thoughtfully.	If at least one of the criteria listed above is met, then the quality of delivery and audience interaction will not be considered.
Service Potential	The candidate has experience with service-oriented activities such as committee work, conference organization, community outreach, student advising and mentorship, etc. The candidate expresses a genuine and enthusiastic interest in specific service contributions.	The candidate has limited or no experience with service-oriented work but expresses a genuine and enthusiastic interest in specific service contributions.	The candidate has experience with service-oriented activities, such as committee work, conference organization, community outreach, student advising and mentorship, etc. The candidate expresses a lukewarm interest in participating in service only as necessity of their position.	The candidate has limited to no experience with service-oriented activities and expresses only a lukewarm or no interest in participating in service as a necessity of their job.
References	The references are uniformly strong and enthusiastic, speaking to the candidate's excellent suitability for the position both from the teaching and the research point of view.	The references are uniformly strong and enthusiastic but tend to emphasize the candidate's research potential over their teaching abilities.	The references are not uniform in their assessment of the candidate as suitable for the position. OR The references may be generic in assessing the candidate's	The references are uniformly weak, generic, and do not speak adequately to the candidate's suitability for the position.

	3	2	1	0
			suitability for the position.	

Teaching Demonstration Rubric

Evaluation of faculty candidate teaching demonstrations

Victoria Bhavsar, Center for the Advancement of Faculty Excellence Cal Poly Pomona. Feb. 2023.

Teaching demonstrations and follow-on discussions must provide observable evidence of effective teaching skills and practices. This rubric offers 10 of 17 different instructional dimensions that influence both student learning and student ratings of instruction that can be observed in teaching demonstrations (Feldman, 1998; see below for the full 17 dimensions and literature cited).

Instructions:

1. Because a teaching demonstration is very limited in scope, the rubric is limited to “not present,” “present,” and “outstanding. Develop points for each based on how the search incorporates the teaching demonstration into its final rubric.
2. **In the final column, evaluators should provide specific evidence from the teaching demonstration or other candidate materials.** This evidence will be useful in search committee discussions about the candidates’ teaching qualifications. Reviewers should be aware of personal preferences and biases. There are many ways to accomplish or demonstrate the skills and attributes of excellent teaching.

**Additional information about the Instructional Dimensions and the references for this rubric and methodology can be found in Appendix C.*

Table 1. Rubric for evaluating candidate teaching demonstration and teaching-related application materials.

Conceptual cluster	Instructional dimensions	Definition	Where to seek evidence	Not present	Present	Out-standing	Evidence/notes of specific observed behaviors or actions
Class climate							
	Concern & respect for students	Active fostering of respectful, inclusive classroom climate. (Absence of offensive personal or interpersonal behavior is a minimum acceptable standard.)	Teaching demonstration Teaching philosophy		XX		Example: Candidate said “Let’s hear from someone who hasn’t had a chance to speak yet”
Structure and organization							
	Organization & preparation	Instruction and materials are structured and arranged so as to promote learning and student achievement of outcomes	Teaching demonstration Syllabus (if available)				
	Clarity & understandability	Information, ideas, concepts, and processes are expressed in a way that the particular	Teaching demonstration				

Conceptual cluster	Instructional dimensions	Definition	Where to seek evidence	Not present	Present	Out-standing	Evidence/notes of specific observed behaviors or actions
		student audience can understand					
Student Engagement							
	Enthusiasm for subject	Demonstrate importance and interest value of content; connection to the discipline; enjoyment of presenting/teaching the material	Teaching demonstration				
	Encouragement & openness	Approachability and warmth; ability to establish and maintain a class climate that fosters motivation and promotes student-faculty interaction	Teaching demonstration			XX	Example: Candidate moved among students rather than remaining behind podium. Candidate asked students' names when calling on them. Candidate drew out an answer ("Tell me more").
	Stimulation of interest, engagement	Ability to inspire and motivate students to become engaged with content and course material; use of active learning and learn-by-doing; demonstrating relevance and importance of course material and activities to students' goals	Teaching demonstration				
Presentation							
	Presentation & speaking skills	Audible and understandable speaking, effective use of presentation aides and classroom technologies	Teaching demonstration				
	Nature & usefulness of supplements & aids	Basic quality of all types of supplemental materials in terms of helping students to learn (rate only for items observed during demonstration)	Teaching demonstration				

Conceptual cluster	Instructional dimensions	Definition	Where to seek evidence	Not present	Present	Out-standing	Evidence/notes of specific observed behaviors or actions
	Subject knowledge	Apparent mastery of content; ability to answer students' questions; reputation and involvement in disciplinary research, professional activity, etc.	Teaching demonstration				
Reflective practice							
	Reflective practice	Alignment between stated values and beliefs about teaching and learning and observable practices in the classroom or other learning spaces	Teaching demonstration Teaching philosophy			XX	<i>Example:</i> Candidate stated in teaching philosophy statement that active learning is a priority. Candidate utilized "clicker" type questions and ended with asking students to take 2 minutes to note down the idea they found most confusing or a question they still had.

Sample Feedback Forms for participants not on the search committees

Teaching Presentation Feedback

Candidate's Name: _____
Observer: _____

Date: _____
Class: _____

1. Does the candidate appear to be familiar with the content they are teaching? Is the content presented accurately? Is it consistent with the current state of knowledge in the field? Is the candidate able to respond to student questions effectively?
2. Is the delivery clear, audible, and appropriately enthusiastic with effective use of classroom technologies and/or other presentation aids (handouts)?
3. Is the lesson well-organized? Is it well-paced? Are the transitions from one activity to another smooth?
4. Are teacher-centered and student-/group-based activities well balanced throughout the lesson? Are the activities creative and/or innovative?
5. Are the activities consistent with the learning objectives for the lesson?
6. How well does the candidate interact and engage with the students? Does the candidate stimulate student interest?
7. Does the candidate show concern for fostering a respectful and inclusive classroom environment?
8. Does the candidate appear to gauge the students' understanding of the material and engagement in the learning? Does the candidate make adjustments to keep the students engaged and understanding, if such adjustments are necessary?

Research Presentation Feedback

Candidate's Name: _____
Observer: _____

Date: _____

1. Does the candidate clearly introduce the topic of their talk and orient the audience to the study?
2. Does the candidate provide sufficient information for the audience – including those who are not directly involved in the discipline on which the candidate is presenting – to understand the key issues and arguments addressed in the study?
3. Does the candidate clearly state their research questions?
4. Is the study grounded in the current theory and methodology appropriate to the field?
5. Does the author present reasonable conclusions linked to the research questions, the implications for the study, or for future research?
6. Is the presentation logically organized and easy to follow?

7. Is the delivery clear, audible, confident, and appropriately enthusiastic?
8. How does the candidate handle questions and comments from the audience?

Sample Final Search Committee (Formal) Interview Questions

Please note that these should be tailored to the specific search and position qualifications. Rubrics should correspond to the questions. Additional sample questions can be found in Appendix C.

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. What are some pedagogical techniques you employ to ensure your teaching is responsive across different identities and backgrounds?
5. If you notice patterns of racialized outcomes in your course or department, what would you do? For example, if you notice students of a particular race tend to speak up more or select your classes or research programs at greater frequencies, what would you do to strive for more diversity, inclusion and equity?
6. Over the next five years, what needs to be done to the _____ curriculum?
7. What are the key areas of your scholarly interest? What research/scholarship have you done in those areas? What are your research plans for the next few years? Five years?
8. What experience have you had in student advisement and departmental committee work?
9. Please provide us with a summary of your work as a _____ practitioner.
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. In what ways has diversity, equity and inclusion shown (or could show) up in your commitment to service at the national, regional, local, and/or institutional levels?
16. 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?

17. Is there anything else you would like to tell us about yourself?
18. Is there anything else you would like to know about us (the university, the department)?

Sample College and Department Descriptions for Position Description

Examples of how to use these descriptions to encourage more diverse applicant pools.

College of Letters, Arts, and Social Sciences: Cal Poly Pomona's College of Letters, Arts, and Social Sciences (CLASS) brings to life a vibrant hands-on experience through disciplines in the humanities, performing arts, and social sciences. The College's mission is to cultivate one's intellectual development, ethical reasoning, and aesthetic sensibility to support creative and critical thinking in a dynamic world of competing challenges. We are a community diverse in backgrounds, expertise, and thought, committed to improving the human condition and to bettering the world. Our faculty, students, and staff are devoted to creating an inclusive environment where all can thrive through the College's programs, research activities, creative performances, community outreach, and signature experiences. Learn more about the College of Letters, Arts, and Social Sciences and our 12 distinct departments at www.cpp.edu/class.

Department of Mathematics and Statistics: The Department of Mathematics and Statistics has over 30 full-time faculty and offers a bachelor's degree in mathematics with two options: *pure mathematics / secondary teaching* and *applied mathematics / statistics*. We also offer a master's program with four possible emphases: *mathematics education, pure mathematics, applied mathematics, and statistics*. The department currently has over 500 major students, including over 80 graduate students, and serves over 5,000 students each semester.

The department has a strong commitment to Diversity, Equity and Inclusion (DEI), and recently founded a DEI committee to reflect on ways the department can better support all students, staff, and faculty. Cal Poly Pomona has a student body with diverse socio-economic and cultural backgrounds and learning styles, and the Department is looking for faculty who can thrive and contribute meaningfully in this environment. Our majors reflect the diversity of the overall university student population, with over 50% from underrepresented groups, as well as approximately 40% first generation college students. We value faculty who can inspire students through their teaching and through mentorship in research. In particular, applicants with a commitment to diversity in higher education are encouraged to apply.

Our department currently has 5 tenure-track faculty in mathematics education. These faculty teach courses for pre-service elementary and secondary teachers, as well as master's level students. Our master's degree emphasis for mathematics education caters to students interested in going into community college teaching and also serves local in-service secondary teachers interested in knowing more in the field; more recently, many students have shown increased interest in applying to PhD

programs in mathematics education. There are opportunities to partner with local school districts through research projects and community work. Cal Poly Pomona has a California Math Project site, which provides support and professional development for K-12 teachers and administrators.

Sample Communications

GENERAL SOLICITATION E-MAIL

Dear Colleague:

The ___ Department at California State Polytechnic University Pomona invites applications for a ___ tenure track appointment for 2027-2028. We are seeking an Assistant Professor in XXX

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 XXX.

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,

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:

- XX
- XX

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

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/link to apply. 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 x. Thank you for your interest in the department.

Sincerely,
____, Chair
Search Committee

XX/xx

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 respond by date X to arrange for an interview.

[You may add a paragraph regarding you're the interview expectations zoom, teaching demonstration, etc.]

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 a teaching demonstration 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/email to arrange for the interview.

We look forward to hearing from you.

Sincerely,

Chair Search Committee

XX/xx

CORRESPONDENCE UNSUCCESSFUL FINALISTS

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

**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____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,

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. **Fall of the Previous Year**
 - Discussions and planning for a search will begin.
 - Preparations of position descriptions.
2. **Spring Semester 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. **October - December**
 - 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 October - 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.
8. **End of March Spring Semester**
 - All search activity should be concluded.

Sample Reference Check Questions

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.

2. In what capacity, and for how long, have you known _____?
3. Could you give us your overall impression of this candidate as a teacher and a potential colleague?
4. Could you comment on _____'s qualifications to teach _____?
5. What can you tell us about _____'s potential to work with students, both in and out of class and with students from different backgrounds?
6. How would you describe _____'s ability in terms of independent research and publication?
7. One of the requirements for tenure and promotion is service to the university. Can you comment on: _____'s ability to work with others and make sound decisions?
8. Is there anything we should have asked that would help us understand the candidate's strengths and weaknesses?
9. (If the candidate is ABD) How soon do you expect _____ to be finished with his/her dissertation?
10. (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?

Name

Date

Sample Tentative Campus Interview 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 ****	Search Committee
11:00 AM-11:45 AM	Break	
12:00 PM-12:50 PM	Presentation	All Faculty Members
01:00 PM-02:30 PM	Lunch	
03:00 PM-04:00 PM	Teaching Demonstration	All Faculty invited
04:00 PM-04:45 PM	Break	
05:00 PM-06:00 PM	Meeting with students	Students ask approved questions
06:15 PM-08:30 PM	Dinner	Three faculty (Two minimum)

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 or Search Chair and Department Chair
05:00 PM-06:30 PM	Dinner	3 Faculty Members

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

APPENDIX B

**Final Search Report and Checklist
Compliance Statement**

Final Search Report & Hire Checklist: Tenure-Track Appointment

To be submitted to Faculty Affairs to generate the letter of appointment after candidate accepts offer

DEPARTMENT INFORMATION

College/Department:			
Position:			
Search Chair:			

CHECKLIST – ITEMS TO SUBMIT WITH THIS FORM

<input type="checkbox"/>	Completed Authorization to Appoint Form – Provided by Faculty Affairs to the Dean, filled out 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. 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"/>	Compliance Statement	
<input type="checkbox"/>	Applicant Tracking Form link: https://www.cpp.edu/faculty-affairs/tenure-line-faculty/search-and-appointment-forms.shtml	

SEARCH INFORMATION

For Deans to complete regarding negotiations with final candidate(s)			
Did first candidate accept? Yes/No Name of candidate:	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 ○ Lack of spousal employment ○ Higher teaching load ○ Timing of CSU offer ○ Other? _____ 		
Did second candidate accept? Yes/No Name of candidate:	What is the primary reason the second individual did not accept the offer? <ul style="list-style-type: none"> ○ Better offer elsewhere ○ High cost of housing ○ Family/personal reasons ○ Inadequate salary ○ Lack of spousal employment ○ Higher teaching load ○ Timing of CSU offer ○ Other? _____ 		
Repeat if 3 rd candidate did not accept offer.			

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. 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. (If it does not comply, the specific reasons are attached for review and consideration by the Vice President for Academic Affairs.)

Dr. Cheryl Koos
Associate Vice President for Faculty Affairs

Date

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

I approve disapprove this report.

Dr. S. Terri Gomez
Provost and Vice President for Academic Affairs

Date

Instructions for finalizing search in PageUp

All applicants should have their Application Status changed to one of final designations listed below (Choosing the Right Status). These statuses replace the Applicant Tracking System and is the last thing the search chair needs to do for the search. The statuses are required for reporting that the campus must complete for the CSU annually.

Instructions in PageUp

To apply the statuses, please go to

1. Click on the job from the 'Search Committee Review' tile in your Dashboard

The screenshot shows a dashboard with five tiles:

- Position Description**: Not applicable to faculty
- Approvals (May not be applicable)**: 0 Jobs awaiting your approval, 0 Approved
- Advertisements**: 0 Advertisements
- Search committee review**: 2 Jobs requiring panel review (circled in purple)
- Interviews**: 0 Scheduled interviews

2. Select 'View Applicants' from the active search

My search committee jobs

Job number	Date added ▲	Status	Title	User	Total applications	Your role	
532582	Sep 29, 2023	Approved	Industrial and Manufacturing Engineering, Assistant Professor	JH	85	Search Committee Chair	View Applicants (85) View responses

3. To Change the Status:
 - a. Select the applicants by clicking on the box next to their name
 - b. Click on the 'Bulk Move' button

Industrial and Manufacturing Engineering,
Assistant Professor (532582)
Job Code/Employee Classification: Instr Fac AY

View responses

Bulk compile and send **Bulk move** ←

Select all Sort: Outcome

New Application

- [Redacted] Apr 12, 2024
- [Redacted] Apr 14, 2024
- [Redacted] May 2, 2024

4. A new window will pop up asking you to choose the next applicant status.
 - a. Select the correct status

Bulk action status: 3 Applicants Complete

You have requested to move 3 applicants.

Select a status to move these applicants to:

Application status: **Select**

- Select
- Search Committee Review
- Search Committee Review Successful
- Search Committee Review Unsuccessful
- Invite Phone/Video Interview
- Phone/Video Screen Successful
- Phone/Video Interview Unsuccessful
- Recommend for on Campus Interview
- Semi Finalists - Approved
- Finalists Approved for On-campus Interview
- Reference Letters Requested
- Request Additional Documents/Materials
- On Campus Interview Declined
- On Campus Interview Successful
- On Campus Interview Unsuccessful
- Final Reference Check Completed
- Recommend to Chair

Choosing the Right Status

1. For New Applicants submitted after the date of consideration:
 - a. *Search Committee Review*
2. For Applicants who do *not* get selected for semi-finalist interviews:
 - a. Did not meet minimum qualifications
Does not Meet Minimum Requirements
 - b. Meets minimum qualifications, but not recommended for semi-finalist
Search Committee Review Unsuccessful
3. For applicants who are selected for **semi-finalist** interviews but after the interviews, they are not recommended for on campus interview:
 - a. Candidate is interviewed as semi-finalist, but not selected as a finalist
Phone/Video Interview Unsuccessful or
 - b. Candidate was invited to semi-finalist interview but declined or didn't show
EVENT - Phone/Video Interview Event Declined
4. Candidates invited to on-campus interview but not hired
 - a. Candidate invited to campus, but declined the interview
On campus interview declined
 - b. After on-campus interview, candidate is not recommended for hire
On campus interview unsuccessful
5. Candidate is offered the position but declines
Conditional offer declined

Please select closest reason for declined:

- a. Better offer elsewhere
- b. High cost of housing
- c. Family/personal reasons
- d. Inadequate salary
- e. Lack of spousal employment
- f. Higher teaching load
- g. Timing of offer

Faculty Affairs will finalize the statuses for the candidates who are hired or decline official offer from the Provost.

Let Jill or Mary know if you have questions.

Appendix C

**Additional Resources and Recommendations for Faculty Searches
and Diversifying the Faculty**

Guide to Diversifying Faculty Searches

Brown University Office of Institutional Equity and Diversity, *Guide to Diversifying Faculty Searches*

Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks

Introduction

Once the search has been approved, the job announcements are automatically uploaded to the New England Higher Education Recruitment Consortium. Departments must be strategic when identifying additional advertising sources with which they wish to invest to market job announcements to the broadest pool of diverse prospects. There are several general and disciplinary organizations, associations, and conferences that may be fitting for search committees to pursue when considering where to post the job announcement.

Identifying Talent

Each department may benefit from identifying general recruitment sources as well as recruitment outlets unique to the discipline. Other tactics to identifying talent and proactively making use of job announcements appear below.

Award Winners

- Examine lists of award winners in relevant professional societies, including but not limited to lists of women speakers in STEM.

Conference Engagement

- At conferences, attend sessions given by up-and-coming researchers whom you may not yet know.
- In many disciplinary conferences, there are special interest groups that focus on supporting and mentoring underrepresented (emerging) scholars. Moreover, some associations host research-focused special interest groups that advance critical consciousness in the discipline.

Doctoral and Post-doctoral Fellowship Recipients

- The Mellon Mays Undergraduate Fellowship (MMUF) prepares undergraduate students who will contribute to changing the face of the professoriate across many humanities and social science disciplines. The program has a search tool for Fellows on the Job Market, and search committees can use this tool as a direct means for accessing information on MMUF Program alumni who are on the academic job market⁴.
- Build relationships and share position descriptions with faculty and administrators who lead programs and resources designed to create a diverse doctoral pool of students, such as the Leadership Alliance, National GEM Consortium, Gates Millennium Scholars Program, Mellon Mays, Meyerhoff Scholars Program, MinorityPostdoc.org, Southern Regional Education Board's Doctoral Scholars Program, and other national and institutional networks. Many of these colleagues know talented program alumni who

may be interested in pursuing the professoriate at Brown University.

- Follow and study scholars receiving national and institutional dissertation and postdoctoral fellowships, including but not limited to foundations like the Ford Foundation and the National Science Foundation. Many institutions, including Brown, also have highly competitive diversity postdoctoral fellowship programs. Recruiting from these sources with meaningful communication may be a productive use of time and effort.
- Ask current doctoral students and postdoctoral fellows, including women and historically underrepresented doctoral students and colleagues, to identify qualified candidates and encourage application.

Faculty Pipeline Data

- The Survey of Earned Doctorates⁵ (SED) provides useful data about historically underrepresented recipients of doctoral degrees, including but not limited to the top 20 doctorate-granting institutions ranked by number of minority U.S. citizen and permanent resident doctorate recipients, by ethnicity and race of recipient: 5-year total, 2014–18.
- The resource titled, Recent PhD Graduates in the US⁶, may be most helpful as it uses SED data to quickly identify the numbers and percentages women and historically underrepresented groups who have recently earned PhDs by discipline.
- The Faculty Pipeline: PhD Production by Program, Race and Gender⁷ dashboard enables academic departments to take a similar approach where there are large proportions of “minority” graduates by discipline.

Partnerships with Historically Black Colleges and Universities (HBCU) and Minority Serving Institutions (MSI)

- Academic departments at Brown should build meaningful and mutually-beneficial relationships with academic departments at HBCUs and MSIs to stimulate faculty recruitment.
- To start recruitment efforts early, the department may consider writing to academic chairs and directors at HBCUs and MSIs with doctoral programs, to generate long-term outreach and pipeline strategies.

Scouting

- Consider inviting applications from junior colleagues who are historically underrepresented and/or women in STEM who may be currently under-placed and thriving at lesser-ranked institutions.

Scholarly Distinction

- Review journal editorial boards, recently published articles, early career award winners (e.g., NSF CAREER, Presidential CAREER, Pew, HHMI Faculty Scholars, HHMI Gilliam Fellows) to identify rising stars.

Developing and leveraging networks is particularly useful in the recruitment process as search committee members seek to diversify the applicant pool. Below are tips for

leveraging networks.

Tips for Engaging Colleagues with Track Records and Connections

- Ask senior colleagues who have successful track records of mentoring and graduating doctoral students and hosting postdocs who are underrepresented in the academy for referrals
- Identify well-connected junior colleagues to share the job posting within their networks.
- Invite colleagues to share postings on their social media platforms (e.g., Facebook, Twitter, Instagram, LinkedIn) to attract a broader pool of applicants.

Here are two approaches to writing colleagues. The left column employs a standard way of communicating to colleagues⁸. The right column employs more equity-minded communication.

Standard Communication	Equity-Minded Communication
<p>Dear Professor Y:</p> <p>The Department of ____ at Brown is searching for a new assistant professor of _____. Please see the attached position description, and share it with your Ph.D. students who are on the market.</p> <p>Thanks, Professor X</p>	<p>Dear Professor B:</p> <p>The Department of _____ at Brown is searching for a new assistant professor of _____. Please see the attached position description. As we launch this search, our goal is to select from as diverse an applicant pool as possible. Please share the attached position description with your Ph.D. students and others in your academic networks. Please contact me if you know candidates who could help us achieve our diversity goals, and I will personally reach out to them.</p> <p>Many thanks, Professor A</p>

Tips for Engaging Potential Candidates

- When searching for diverse talent, and coming into contact with potential candidates themselves, it is important to focus on scholars' professional qualifications and experiences that make them a strong candidate for the job, not their identity. Cite their work and tell them why they are a good candidate for your position. Positioning Brown to compete for excellent HUG candidates requires our diversity effort be set apart from our peers and the department and institution to be a welcoming and inviting place.

-
- Meet with prospective candidates at conferences or during seminar visits to their home departments.

⁴MMUF job market search tool can be found here: <https://www.mmuf.org/graduates/mmuf-job-market-search-tool>

⁵ The National Science Foundation's Survey of Earned Doctorates can be found here: <https://nces.nsf.gov/pubs/nsf20301/data-tables/#group1>

⁶ The "Recent PhD Graduates in the US" was developed by Brown University using data from the Survey of Earned Doctorates, and can be found here: <http://sedsearch.pythonanywhere.com/>

⁷ Cornell University used data from IPEDS to create the database found here: https://tableau.cornell.edu/t/IRP/views/IPEDSCompletionsdegreesgrantedforPipeline/PhDProduction?iid=1&is_GuestRedirectFromVizportal=y&embed=y

⁸ Adapted from a workshop on "Hiring a Diverse Faculty" led by the USC Race and Equity Center.

Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks References and Resources

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University of Washington (n.d.). Handbook of best practices for faculty searches. Retrieved from June 2020 from:

<https://www.washington.edu/diversity/faculty-advancement/handbook/>

Note: Links are provided for ease of access to the above information. Because websites are updated regularly, a link may turn inactive. If that occurs, we encourage you to try and retrieve the information through a general search

Sample Equity Minded Interview Questions

From Brown University Office of Institutional Equity and Diversity, *Guide to Diversifying Faculty Searches*

Introduction

Interview questions convey information to the candidate about the department's goals and potential for being a supportive environment. Having interview questions that reflect a commitment to inclusion will signal to candidates the department is attempting to engender greater diversity and equity within the department.

In addition to requesting that applicants describe their prior, current, and planned contributions to advancing diversity, equity and inclusion in required application materials (e.g., cover letter, teaching statement, or teaching philosophy), preparing equity-minded interview questions will help deepen or clarify the committees' understanding of candidates' commitment during the interview process. Prioritizing equity-minded interview questions in formal interview protocols will ensure these questions are asked in a consistent manner to all candidates. Raising equity-minded questions in other contexts, such as immediately after the job talk or over dinner, may also help round out the committee's understanding of finalists' commitment to advancing diversity, equity and inclusion in ways that are consistent with the department's goals in its diversity and inclusion action plan.

A sample of interview questions are included below and meant to provide search committees with options to consider. These questions are not prescriptive and the Office of Institutional Equity and Diversity encourages search committees to use these questions as starting points for discussion. The objective for search committee members is to listen carefully for complexity and nuance, critical reflection, humility, self-awareness and a commitment to lifelong learning. Search committees should feel empowered to ask follow-up questions and hold high expectations for responses, signaling that faculty are expected to espouse the values of the department.

Teaching Philosophy and Student Success

1. What does it mean to you to be effective in an environment that values diversity and equity?
2. What are some pedagogical techniques you employ to ensure your teaching is responsive across different identities and backgrounds?
3. How do you draw upon your student's prior knowledge, backgrounds, and lived experiences in order to inform your teaching, research and service?
4. How does epistemic diversity play a role in your scholarship and teaching?
5. How does your approach to teaching bring in readings and research produced by underrepresented scholars or about underrepresented people and communities into the learning process?
6. How do you affirm and engage diverse perspectives in the classroom?
7. What techniques do you have for drawing on your students' knowledge?
8. How have you (or could you) use data to identify differences in experiences and outcomes across diverse students in your class? Please describe your process of doing so (or how you could do it if you do not already). What would you do (have done) once you notice these differences?

Learning, Mentoring and Engagement

1. How do you recruit and support racially diverse graduate students? What successes have you had? What challenges have you encountered?
2. Tell me about an instance where you adapted your teaching or mentoring approach in order to work more effectively with students who have identities that are different from yours?
3. In what ways have you fostered (or do you anticipate fostering) inclusive approaches to mentoring?

Classroom/Department Climate and Culture

1. As an instructor, how do you create a classroom culture that intentionally welcomes, respects, and supports students from different racial/ethnic, gender identities, and socioeconomic backgrounds?
2. How do you engage with, and affirm, diverse lived experiences inside and outside the classroom in ways that foster learning, support and engagement?
3. More and more students are demanding faculty accountability on issues of race and equity. What has been your experiences with similar requests, and how have you responded? What areas of growth do you see for yourself?
4. If you notice patterns of racialized outcomes in your course or department, what would you do? For example, if you notice white students tend to speak up more or select your class or research programs at greater frequencies, what would you do to strive for more diversity, inclusion and equity?

Service and Professional Development

1. In what ways has diversity, equity and inclusion shown (or could show) up in your commitment to service at the national, regional, local, and/or institutional levels?
2. What professional development or academic training have you received on subjects such as culturally relevant pedagogy, implicit bias, and/or racial equity, and how have these engagements informed your approach to being a better scholar and instructor?

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.

How can you tell people 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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. Do not ask a candidate about their disability.

12. 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.

13. 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 increasing the size of your semi-finalist pool.

14. 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.

15. How do I balance effort to diversify the applicant pool and compliance with non-discrimination laws?

You should try to maximize the diversity of the pool by advertising as widely as possible and making use of the outreach program.. EEO efforts include actively doing outreach to increase the size and diversity of your applicant pool and actively using best search practices (such as clear evaluation rubrics) to avoid biases in the search process. But EEO is not preferential treatment of candidates based on protected classifications such as gender, ethnicity, and race. This is illegal and should not be done when evaluating candidates. When screening applications, you will not receive information on applicant's sex/ethnicity, and please do not guess at these based on appearance and the candidate's name, since you may not use an applicant's sex/ethnicity as a basis for selection for interviews and hiring.

Additional Information about the Teaching Demonstration Rubric

Seventeen instructional dimensions (Theall & Feldman, 2007; additions and modifications by Victoria Bhavsar)

Instructional dimension	Explanation
Organization & preparation	Course, instruction, and materials are structured and arranged so as to promote learning and student achievement of outcomes
Clarity & understandability	Information, ideas, concepts, and processes are expressed in a way that the particular student audience can understand
Perceived outcome or impact	Course and material are relevant to program academic outcomes and/or students' concerns and goals; there are ample opportunities for students to succeed in the course. Impact of course on students is positive.
Stimulation of interest, engagement	Ability to inspire and motivate students to become engaged with content and course material; use of active learning and learn-by-doing; demonstrating relevance and importance of course material and activities to students' goals
Encouragement & openness	Approachability and warmth; ability to establish and maintain a class climate that fosters motivation and promotes student-faculty interaction
Availability & helpfulness	Personal availability and willingness to assist students; degree to which assistance results in student success in a task
Presentation & speaking skills	Classical speaking and presenting skills, audible and understandable speaking, effective use of presentation aides and classroom technologies
Clarity of objectives & requirement	Intended course outcomes clearly specified; criteria and requirements for success clearly described and used
Subject knowledge	Apparent mastery of content; ability to answer students' questions; reputation and involvement in disciplinary research, professional activity, etc.
Concern for student progress	Demonstrated attention to student needs; ability to identify the cause of a problem in progress; conveying interest in student success and offering meaningful assistance
Enthusiasm for subject	Demonstrate importance and interest value of content; connection to the discipline; enjoyment of presenting/teaching the material
Fairness	Requirements and rules are reasonable and foster student success; adherence to policies; equitable treatment of all students; assessments are aligned with course focus and work
Intellectual challenge	Course offers appropriate intellectual activity & demand; workload is enough to require effort and promote achievement, but is not excessive or unmanageable
Concern & respect for students	Absence of offensive personal/interpersonal behavior (this is a minimum acceptable standard); active fostering of respectful, inclusive classroom climate; attention to individual differences; accommodations readily made when appropriate
Feedback quality & frequency	Returning student work with sufficient and useable feedback for students' benefit; timeliness of return

Instructional dimension	Explanation
Nature & value of course material	Integration of course components in ways that demonstrate value, applicability, utility, or importance to the discipline or to career
Nature & usefulness of supplements & aids	Basic quality of all types of supplemental materials in terms of helping students to learn
Reflective practice	Alignment between stated values and beliefs about teaching and learning and observable practices in the classroom or other learning spaces, along with development and maturation of values, beliefs, and practices

Teaching Demonstration Rubric Resources and literature cited

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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 o 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.
Active Recruiting	<ul style="list-style-type: none"> ❑ 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.”
<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.