


The logo for California State University, Fullerton (CSUF), featuring the letters "CSUF" in a stylized orange font.

DIVISION OF
Human Resources
and Inclusive Excellence

The background image is a composite of two campus scenes. The top half shows a large, modern, white building with a grid-like facade of windows, partially obscured by green trees on the left. The bottom half shows a wide, paved pedestrian walkway with palm trees and other landscaping, where several people are walking. A semi-transparent white box containing the title text is centered over the middle of the image.

Faculty Recruitment and Hiring Guidelines 2025-2026 Search Cycle

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I. Overview

CSUF is committed to attracting and recruiting a high-quality and diverse faculty, both in support of academic excellence and to reflect the diversity of our student population and the larger community in which we are located. This commitment is clearly articulated in UPS Policy and CSUF Strategic Goal 3. Your service as a search committee member is instrumental to this commitment. Achieving faculty diversity does not happen by chance or good luck. Instead, it results from a concerted effort to identify diverse pools of qualified applicants, implement equitable search and evaluation practices, and create an inclusive environment attractive to a diverse faculty. The quality of a search's applicant pool is a direct result of efforts made by the search committee to reach out to as large and diverse a group of potential candidates as possible. For this reason, it is essential to be thoughtful, comprehensive, and strategic in each stage of the search. This guide provides information to help ensure that an equitable and effective standardized process is followed as you recruit our future colleagues.

Diversity & Inclusion

Diversity in a group of people refers to differences in their demographic characteristics and cultural identities. There is no such thing as a "diverse candidate." Diversity refers to aspects of a group, and an individual candidate can increase or decrease the group's level of diversity. **Inclusion** refers to creating an environment that fosters acceptance and involvement of diverse people with multiple perspectives, experiences, and values.

CSUF provides equal employment opportunity for all applicants in all job classifications without regard for race, ethnicity, gender identity or expression, age, (dis)ability, sexual orientation, religious or political belief, sex, marital status, national or ethnic origin, veteran status, or status within the University. Recruitment of tenure-track faculty shall be consonant with applicable equal employment opportunity policies and procedures. The passive avoidance of overt discrimination is not sufficient to further employment opportunities for qualified members of groups currently and historically underrepresented. Therefore, qualified candidates from underrepresented groups must be proactively sought after for positions where they have been inadequately represented in the past. To assist with this, all position announcements should prominently feature language regarding CSUF's commitment to diversity and equal opportunity.

In this context, the term "underrepresented" means that a particular group's proportionate representation in the academy or in a field of study is smaller than its representation in the population at large. It is important to recognize that considerable diversity exists within the categories "women" and "underrepresented groups." "Women" includes not only white, heterosexual, cis-gender women but also women of different sexual orientations, physical abilities, religions, ethnicities, and more. Members of underrepresented groups include people from all genders of varying sexual orientations, physical abilities, religions, and ethnicities – particularly those who are Native American Indian/Alaska Native, Black/African American, Mexican American/Chicana/Chicano and Puerto Rican, or Asian American/Native Pacific Islander (Hawaiian/Polynesian/ Micronesian). In some areas of the country, individuals from other groups, such as the Hmong, may be underrepresented. In some academic disciplines, individuals from some groups may be underrepresented. For example, Asian Americans are not underrepresented in the academy in general but may be underrepresented in leadership positions and within some fields in the social sciences and humanities.

Departments shall recruit from a wide variety of educational institutions to provide a significant breadth of background and experience. Ideally, applicant pool demographics will be aligned with national pools of appropriately qualified candidates, and the pool should also be evaluated in relation to the student population of the department. Recruitments shall be shaped by the Strategic Plan's goals for faculty hiring and retention. The Dean and Talent Acquisition and Recruitment must approve the applicant pool before the search can continue.

II. Roles and Responsibilities

Deans, Department Chairs, the Department Search Committee (DSC), and HRIE are responsible for ensuring that the evaluation and assessment of all candidates is equitable and consistent. They shall also ensure that the candidate and finalist selection and rejection processes are documented and sustained with verifiable evidence. The specific roles and responsibilities of key individuals and groups in the search process are listed below.

Role of the Dean

- Ensures the process is implemented in compliance with the Collective Bargaining Agreement (CBA)
- Ensures the process is implemented in compliance with campus recruitment policies and procedures
- Makes recommendation/request to the President if DSC is to have junior tenure-track faculty
- Reviews and approves position announcement
- Reviews and approves recruitment and advertising plan
- Reviews and approves evaluation criteria
- Reviews and approves applicant pool
- Reviews and approves list of semi-finalists
- Reviews and approves list of finalists
- Reviews files of all finalists
- Meets with all on-campus finalists
- Recommends appointment of final candidate to the Provost
- Upon Provost approval, makes a verbal offer to the final candidate
- Submits all required files to Faculty Affairs and Records and HRIE

Role of the Department Chair

- Ensures process is implemented in compliance with the CBA
- Ensures process is implemented in compliance with campus recruitment policies and procedures
- Oversees the implementation of the search
- Monitors the recruitment process and keeps it moving in a timely manner
- Ensures fair employment practices are evident to all
- Facilitates the election of the DSC
 - Should strive to elect a diverse group of faculty to serve on the DSC
- Ensures all available recruitment resources appropriate to the discipline are utilized
- Collaborates with the DSC to develop the position announcement
- Distributes position announcements and advertisements to media, conferences, doctoral and masters programs and diverse organizations
- Collaborates with the DSC to evaluate applicants as necessary
- Ensures that tenured and tenure-track faculty have ample opportunity to review candidates' non-confidential application materials, participate in the search process, and provide feedback to the DSC
- Collaborates with the DSC to make a recommendation on the finalists to the Dean
- Meets with all on-campus finalists
 - Informs finalists of the requirements for tenure and promotion
- Notifies all applicants on the outcome of their application
 - This can be delegated to the Department Coordinator and carried out in CHRS Recruiting

Role of the DSC (Department Search Committee)

- Ensures process is implemented in compliance with the CBA
- Ensures process is implemented in compliance with campus recruitment policies and procedures
- Participates in professional development workshops facilitated by Talent Acquisition and Recruitment
- Proactively recruits and advertises the position announcement
 - The Department is responsible for posting to sites beyond the default ones provided by HRIE

- Screens applicants to determine which meet minimum requirements
- Evaluate candidates at every stage of the process using approved Evaluation Criteria
- Solicits feedback from all tenured and tenure-track faculty and considers that feedback when evaluating candidates and recommending finalists
- Conducts reference checks
- Collaborates with the Department Chair to make recommendations on the finalists to the Dean
- Submits files of all finalists to the Dean and HRIE
- Maintains strict confidentiality concerning all information received, reviewed, and discussed
- Provides post-search information

Role of the Department

- Follows process in compliance with the CBA
- Follows process in compliance with campus recruitment policies and procedures
- Elect the DSC
 - Make a good-faith effort to create a diverse search committee
- Proactively recruit a large and diverse applicant pool
- Tenured and tenure-track faculty provide feedback to DSC
- Follow established protocols throughout the search

Role of HRIE

- Ensures process is implemented in compliance with the CBA
- Ensures process is implemented in compliance with campus recruitment policies and procedures
- Ensures that all relevant federal and state laws and court decisions related to recruitment are addressed in the recruitment process
- Provides information on fair employment practices
- Facilitates professional development workshops for the DSC
- Reviews and approves the position requisition
- Reviews and approves the position announcement
- Reviews and approves the recruitment and advertising plan
- Reviews and approves the evaluation criteria
- Provides support in appropriate distribution of position announcement
 - HRIE posts to a specific set of default sites
- Reviews and approves the applicant pool
 - Evaluates pool in relation to the recruitment plan and compares pool demographics to current department/college demographics, demographics of nationally available pool, student demographics, and University AAP plan
- Reviews semi-finalist pool
- Reviews final candidate

Resources and Related Policies

- [UPS 210.001](#)
- [CBA Article 12](#)
- [Nepotism Policy](#)

III. Developing the Position Announcement

Crafting a thoughtful and inclusive position announcement is one of the most important steps in ensuring a diverse and highly qualified faculty. Detailed below are some strategies for achieving this goal, including requirements and recommendations for the announcement.

Qualifications and Skills

The first step in crafting the position announcement should be identifying essential responsibilities and qualifications related to the position. The following questions are especially germane:

- What degree is required?
- What are the disciplinary requirements?
- What sub-discipline expertise is required?
- What type of teaching experience is required?
- What types of research and publication records are required?
- Is a history of and/or potential for grant acquisition required?
- Is a past record of service to a department and/or institution required?
- Is a record of leadership required?

Once the essential qualifications have been identified, they can be incorporated into the position announcement. Those qualifications/skills that are essential should be identified as “Required,” while secondary qualifications/skills should be acknowledged as “Preferred.” These qualifications/skills should be used in the initial screening of all applicants.

Other Points to Consider

- What qualities/characteristics would predict high performance in the position?
- What are the current and future needs of the department?
- How “open” can the search be while still meeting the department's needs? (e.g., do you really need a person focused on late 14th-century Middle English literature with specific expertise in the Irish dialect of the Kildare Poems? Or, can you “open” the search to include a larger group of qualified applicants?)
- Ensure that each qualification relates to the job and the department's needs.
- Be flexible with arbitrary numeric measures (e.g., number of publications, years of experience)
- Set clear criteria for evaluating candidates, and be sure that the position announcement allows candidates to submit evidence that can be used in this evaluation.
- Communicate the genuine value of diversity in the position announcements.
 - focus on the needs of the students
 - tie into the mission of the department and institution
 - “experience with cultures other than their own”
 - “demonstrated success working with diverse populations of students”
- What are the opportunities for the person in this position, and how can they be highlighted?

Requirements and Recommendations

Position Announcement Requirements

The position announcement must include:

- name of the department
- rank of the position
- start term
- diversity and inclusion language, including EEO Statement
- a position overview, including major responsibilities
- a list of qualifications, differentiating between required and preferred as necessary
- a list of materials required for submission⁺
- description of the application procedure
- department contact information
- date on which applications will begin to be reviewed (“soft close date”)
- anticipated appointment date
- salary and benefits statement*
- mandated reporter statement*
- background check statement*

- reasonable accommodations statement*

‡The DSC should only consider the specified required materials in their evaluation process. For example, if one applicant submits teaching evaluations that were not requested in the position announcement, and the remaining applicants do not submit teaching evaluations, the DSC should not consider these as part of their evaluation since this would create an inequitable evaluation process.

*HRIE has provided this standard language in the position announcement template.

The DSC should collaborate with the Department Chair to develop the position announcement. The Dean and the Office of the Vice President for HRIE must approve the position announcement before it can be posted or disseminated.

The following requirements and recommendations should also be considered in writing the advertisement for the position:

Diversity and Inclusion Language: The position announcement should prominently feature language regarding CSUF's commitment to diversity and equal opportunity and should be written to attract the widest possible range of candidates. The following statement conforms with the university's mission and legal requirements regarding an equal employment opportunity. Placing this language early in the announcement (after the first or second sentence) serves as an important cue about the university's commitment to diversity. Departments are highly encouraged also to include additional language that speaks to diversity and inclusion at the college and department levels.

California State University, Fullerton is an equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals advancing the University's strategic diversity goals and those from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply.

Candidate Commitment to Inclusive Excellence Statement: The position announcement must specify that applicants are required to submit a Commitment to Inclusive Excellence Statement. The submission of an Inclusive Excellence Statement by all applicants will support our tenure track faculty hiring, thus implementing Objective 3.1, Strategy number 3¹ of the *Fullerton Forward 2024-20299* Strategic Plan. The Inclusive Excellence Statement aims to learn about the candidate's perspective on their past and present contributions to and future aspirations for promoting and engaging with a diverse student population. The statement will demonstrate the candidate's professional experience, intellectual commitments, and/or willingness to teach and create an academic environment supportive of all students, including but not limited to those of diverse ages, abilities, cultures, ethnicities, gender identities, languages, religions, and sexual orientations.

Search committees must consider the candidates' inclusive excellence statements as part of the overall evaluation process, and candidates who do not submit a statement should be considered to have an incomplete application package.

In line with the University's equal opportunity policy, there is no requirement or expectation that a candidate disclose their identity or membership in any protected class or group, either in the inclusive excellence statement or in other application documents submitted to the search committee. Demographic information for each applicant is solicited through the application process; however, that data is kept confidential.

¹ Develop equitable and sustainable strategies to attract and reward qualified candidates to join Cal State Fullerton

The position announcement template includes the language for soliciting inclusive excellence statements from applicants. Additional information, along with the approved rubric, is given in Appendix C. An Inclusive Excellence Statement Task Force was created with two goals in mind. The first goal was to rewrite the Inclusive Excellence Statement for tenure-track faculty searches. The second goal was to develop a rubric to help Department Search Committees (DSC) evaluate the statement. The Task Force reviewed best practices in faculty recruitment, and recommendations were made that were incorporated into the documents

Context: The position announcement should also provide potential applicants with a view of the university, college, and department beyond simply listing the position-specific information

Student Teaching Evaluations: These evaluations are well-known to be biased, particularly against members of underrepresented groups. It is strongly recommended that the position announcement not require applicants to submit student teaching evaluations/student opinion questionnaires. Instead, the DSC should request other types of evidence to evaluate teaching excellence, such as a small teaching portfolio, a teaching philosophy, sample syllabi, or examples of graded student work. The DSC should ensure that these solicitations do not result in onerous or costly work for the applicants. It is possible to ask for this evidence of teaching excellence after the applicant pool has been reduced to the candidate or semi-finalist pool to reduce the workload for applicants.

Letters of Recommendation: It is strongly recommended that the position announcement only request a list of references with relevant contact information and that official letters of recommendation be requested at the final stage. This practice helps ensure the largest pool of applicants and reduces the time the DSC spends evaluating applicants early in the process. Research has shown that recommendation letters tend to produce confirmation bias - that is, the reader finds evidence in the letter to support a perspective they already had based on other factors. Additionally, the research has also shown that recommendation letters can be biased for and against certain groups (e.g., letters tend to focus on men's professional achievements, while letters for women focus on their relationship skills). Furthermore, research shows that search committees can be swayed by the prestige of the letter writer, which may not be correlated to the applicant's potential. Also, applicants from underrepresented groups have been shown to be systematically denied opportunities to work with these more prestigious letter writers. Moving the submission of the letters to later in the process can help mitigate some of the effects of these sources of bias.

Transcripts: It is recommended that the position announcement not require candidates to submit official transcripts until they are finalists or until the background check phase. This practice helps ensure the largest pool of applicants and reduces time spent by the DSC in evaluating applicants early in the process.

Application Review Date / Deadlines: The position description must specify the date on which applications will begin to be reviewed. This application review date ("soft close date") must be a minimum of 30 days after the position announcement is approved and posted by HRIE. The applicant pool will be reviewed by HRIE and then the Dean's office on the next business day after the soft close date. The applicant pool review and approval process typically takes 1-2 business days. The DSC will not have access to the applicant files and may not continue with the search until after the applicant pool has been approved. Departments may select from the options below when choosing how to refer to the deadline for application submission. If a department is interested in using alternative application review language, please email facultysearches@fullerton.edu to discuss.

Safety Net

In this approach, the DSC reviews applications received by the soft close date. A second pool of applications received after the stated date may be considered if the first group of screened applicants is not satisfactory. If the department decides to review applications received after the initial specified date, every application file received during the intervening time period must be screened. Due to the technical limitations of CHRS Recruiting, the DSC must email facultysearches@fullerton.edu to request the second

pool of applicants be made available to the committee members in CHRS Recruiting. **This approach is recommended for disciplines that anticipate a large applicant pool.**

Announcement Language: “To be assured full consideration, all application materials must be received by [specific date].”

Open Screening

In this approach, the DSC reviews applications received by the soft close date and continues reviewing applications received until an offer is accepted. This approach provides maximum flexibility. However, ALL applications must be reviewed, regardless of the date of receipt. Due to the technical limitations of CHRS Recruiting, the DSC must email facultysearches@fullerton.edu to request new applicants be made available to the committee members in CHRS Recruiting. This is typically done in 2-3 batches during the review process. **This approach is recommended for disciplines that anticipate a small or modest applicant pool (<50 applicants).**

Announcement Language: “Review of applications will begin on [specific date] and will continue until the position is filled.”

Hard Deadline

In this approach, the DSC reviews applications received by the hard-close date and does not review any applications received after this date. The DSC cannot legally review any applications submitted after the specified date. This approach can limit the applicant pool. **We recommend *against* this approach.**

IV. Proactive Recruitment Strategies

Hiring outstanding faculty members begins long before an offer is made. Professional involvement on the part of the department and search committee members, including participation in professional organizations and other gatherings, can be important sources of information useful in faculty searches and may offer connections to a variety of qualified candidates. Similarly, graduate schools offer rich pools of qualified candidates. It is important to consider how to reach not only traditional candidates but also candidates from underrepresented groups who might be left out of populations reached by the “usual” methods by which positions are announced and advertised.

Search committees should think creatively about communicating the position announcement to a diverse population. Personal and professional contacts can be highly effective in exploring avenues for reaching diverse applicant populations. Contacting affinity organizations within or related to the discipline can also be effective. See the list of outreach resources as an appendix to this document.

Beyond print media, social media, electronic bulletin boards, organizational websites, professional newsletters, and conferences should be used for this purpose. Graduate schools can also provide a direct link to a qualified and diverse pool of candidates who are completing their education; of special focus should be those schools that have historically served and currently serve underrepresented groups. A list of historically Black colleges and universities can be found at hbcuconnect.com/colleges/. A list of Hispanic-serving institutions can be found at www.hacu.net/hacu/HSIs.asp. Search committee members should be aware that their networks may not be sufficient for identifying and encouraging applicants from underrepresented groups. Broad representation on search committees, as well as efforts to advertise beyond personal networks, can help in navigating this challenge.

Recruitment & Advertising Plan

- The DSC should develop the Recruitment and Advertising Plan (R&A Plan) to realize a highly qualified and diverse applicant pool
- HRIE posts the position on a default set of websites with no cost to the department or college
- The DSC should develop **additional** avenues for posting and dissemination
- Send announcement to:
 - Professional association list serves
 - Various associations’ caucuses focused on underrepresented groups, e.g., gender,

- ethnicity, sexual orientation
- Reach out to strong graduate programs, particularly those that serve a high proportion of members from underrepresented groups

The DSC should use the following guidelines in developing their R&A Plan:

- Allow a minimum of 30 days for advertising a national search
- Choose widely publicized, diverse, and inclusive publications and websites
- Include disciplinary/trade journals and websites
- Make a good-faith effort to reach the broadest possible applicant pool
- Make direct contact with program coordinators, advisors, colleagues, and others who have direct contact with potential candidates
- Distribute the position announcement widely
- Send to minority-serving institutions
- Send to leading producers of doctoral degrees in the applicable field
- Search out promising candidates who may be on the job market
- Attend conferences or seminars, which can be opportunities for recruitment
- Ask professional organizations for email addresses / list-serves for gender- and ethnoracial-based caucuses. Utilize these list serves and contacts to spread the word.
- Make direct contact with promising individuals. Tell them about the position, the campus and why it is a great place to work. However, do not make promises of employment.
- Use the Chancellor's Doctoral Incentive Program, which produces a directory of recent Ph.Ds. who were supported under this program (<https://www2.calstate.edu/csu-system/faculty-staff/cdip>)
- Network beyond your usual contacts

Recruitment Reviews and Approvals

- DSC submits R&A Plan Form to Talent Acquisition and Recruitment as part of the requisition via CHRS Recruiting for approval
- Talent Acquisition and Recruitment evaluates the R&A plan in the context of utilization data derived from the Survey of Earned Doctorates (SED)
- Dean and Talent Acquisition and Recruitment must review and approve the R&A Plan before posting the position announcement
- Talent Acquisition and Recruitment reviews the applicant pool after the soft close date
 - Talent Acquisition and Recruitment may request that DSC extend the process if the pool is not sufficiently diverse
- Dean reviews the applicant pool

Posting the Position Announcement

Research and experience show that effective searches are aggressive, are advertised broadly, and employ both creative networking and innovative search strategies. HRIE will post the announcement to a standard set of listings, including the CSU and CSUF sites. **Departments are responsible for posting to additional listings, including discipline-specific sites and journals, according to their approved R&A Plan.** Search committees should look beyond the standard vehicles for job announcements in the field and should include the various professional journals and websites serving underrepresented graduate students and scholars.

Proactive Recruiting

All efforts made by the search committee to identify and disseminate information to a broad and diverse candidate pool should be documented. For a list of organizations that can be contacted to help in recruiting a diverse candidate pool, see Appendix A.

The search committee should make every effort to reach all potential candidates, being mindful that qualified candidates may be found with degrees from academic institutions of varied prominence. Committee members should also be aware of recent faculty members on visiting, adjunct, or tenure-track positions at other schools who may be interested in coming to CSUF. In addition to placing job

announcements in professional venues, the search committee is expected to proactively pursue the following recruiting procedures as early as possible in the search process:

- Utilize professional networks and contacts, including affinity organizations within or related to the discipline and graduate programs of schools that serve underrepresented groups.
- Explore the Chancellor's Doctoral Incentive Program (CDIP): <https://sites.google.com/view/2023-cdip-directory/home>. This incentive program offers a reimbursement of up to \$1,500 for expenses covering job interviews of CDIP Fellows currently on the job market to departments actively conducting faculty searches.
- Identify the offices and/or people recently involved in efforts to increase the diversity of students with advanced degrees in the field. For example, the American Economic Association runs a summer program for undergraduates from diverse backgrounds to help them develop mathematical skills and encourage them to attend graduate school. The National Science Foundation runs programs to help diversify the Ph.D. pool in the sciences, including "Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers" and "Research in Disabilities Education" to help recruit and retain women and people with disabilities. The people running such programs will have the names of many top candidates in the pipeline. Send the position announcement to these people and ask for nominations and/or that they pass the announcement along to possible candidates.
- Explore job advertising opportunities in web listings or newsletters of diverse organizations.
- Contact leading minority scholars in the field and heads of departments at institutions with diverse populations in their graduate programs.
- Note that the diversity of programs is often regional - for example, universities in the southwest often have larger Native American and Latino populations than do eastern schools
- Contact CSUF alumnae/i who are in graduate school, recently granted advanced degrees, or currently in faculty positions. Send them the position announcement and ask for nominations, or request that they convey the announcement to others who could help broaden and diversify the applicant pool. Stress the department's commitment to increasing faculty diversity.
- Contact minority fellowship associations or consortia such as the Ford Foundation Diversity Fellowship and the Consortium for Faculty Diversity (CFD). Contact these candidates and encourage them to apply.
- Search for national or university-specific graduate student organizations or conferences for students from diverse backgrounds (e.g., the minority student organization at the UC Berkeley Chemistry Department; the Native American graduate student organizations at the University of Michigan, the University of Illinois, and the University of Oklahoma). Write to officers or contact persons and send the position announcement.
- If a response to emails is not received, follow up with a telephone call. This will provide an opportunity to share more information about the position and personally convey CSUF's and the department's commitment to diversity and the critical importance of achieving a diverse applicant pool.

Even if these outreach efforts do not result in an appointment that significantly enhances diversity at CSUF, these efforts help communicate that the University is serious about recruiting and retaining a diverse faculty, which can be helpful for future searches.

V. Effective Screening, Evaluation, and Interviewing

Developing Evaluation Criteria

The DSC will meet to establish its procedures and plan for receiving and evaluating applications. Per UPS 210.001, the DSC shall establish the evaluation criteria to be used in the search process. **These criteria are in addition to the minimum and preferred qualifications**, and should represent the process by which the DSC will evaluate candidates as they progress to the semi-finalist, finalist, and final recommendation phases. The DSC submits these evaluation criteria with the requisition in CHRS Recruiting, and HRIE and the Dean review and approve them.

The evaluation criteria are an evaluation instrument to be used for all applicants. By using standard, comprehensive procedures for evaluation, everyone involved in the process, from committee members to

applicants, will know that the process is being carried out equitably, predictably, and consistently. The instrument should be tailored to include the required and preferred qualifications stated in the position announcement and advertising.

It may be useful to have three separate evaluation forms, one for initial evaluation to determine the candidates (those who meet minimum requirements), one to determine the semi-finalists for preliminary interviews, and one to determine the finalists for on-campus interviews. See the appendix to this document for an evaluation criteria example.

State of the Art

Current research on implicit cognitive and structural bias identifies a need to invest time early in the hiring process (ideally before the position is posted, but at least before applications are reviewed) for developing well-defined evaluation criteria. The goal is for the search committee to reach agreement about what is needed for candidates to meet each qualification, and how/when candidates will be evaluated on those qualifications. Performing this task before advertising the position lets us “test” whether the qualifications are likely to produce the intended results, and to refine them if needed. Being rigorously accountable to the criteria at all remaining stages of the search can mitigate unintended cognitive bias.

To some, this process may seem frustrating and unnecessary—especially if you have not used it before—but faculty, administrators, and staff report that it saves time, prevents confusion, and mitigates unintentional bias throughout the selection process. The process is most successful when developed through a committee conversation about each evaluation criterion; this approach captures the breadth of committee member perspectives while ensuring that everyone understands the qualifications in the same way before evaluating applications.

Screening and Evaluation Criteria Components

The evaluation criteria submitted with the requisition must contain the following components, with the exception of Preferred Qualifications, which are optional based on the position announcement.

Required / Minimum Qualifications: All required qualifications must be met for a candidate to be hired. Therefore, required or minimum qualifications should be used to screen applicants. These qualifications should include only those absolutely necessary for the work of the position being hired.

Preferred Qualifications: Preferred qualifications are the additional characteristics that the ideal candidate would bring to the position that would predict even better performance on the job. Although preferred qualifications can be used to screen applicants if there are many applications, they should ideally be used to inform the remaining evaluation criteria.

Evaluation Criteria: These criteria are in addition to the minimum and preferred qualifications and should represent the process by which the DSC will evaluate candidates as they progress to the semi-finalist, finalist, and final recommendation phases.

Relationship to Job: To broaden our thoughts about how someone might meet a given criterion, we first determine what each qualification allows the appointee to do in the position. Which position duties require it? Why is it needed, how is it used in the job, and what would be difficult or impossible without it? Does this qualification suggest a detailed set of critical position skills that are not otherwise articulated? If so, what specific skills do we expect that meeting this qualification will predict? Is this criterion actually a proxy for a different skill/qualification?

Evidence: How will the candidate demonstrate their ability or potential in relation to each criterion? What is the range of different experiences, accomplishments, or learning that we believe will meet this qualification; “how will we know it when we see it?” If you have a degree requirement that includes “other relevant disciplines,” what are those disciplines? Once the initial range of criteria is captured, consider who we might miss if we limit ourselves to interpreting it only in one way. Based on how the skill is used on the job, are there other ways to meet the criterion that we may have overlooked or not considered? Ask “how else could it be met” at least five times before continuing.

When to Assess: At what stage will we assess this qualification? If it will be assessed at more than one stage, what are we looking for at each stage? When will we eliminate candidates for not meeting the specification?

Priority: How important is this criterion compared to others? Even for required qualifications, going beyond just “meeting” the requirements to bring additional strength in one area may be more valuable than bringing additional strength in another area. Identifying the relative priority or importance should be completed after all other information has been developed for all criteria.

High-Impact Practices

In considering the qualifications of candidates and in the interest of meeting the goal of building a diverse and inclusive community, search committees should be mindful of the following high-impact practices:

- Examine applications from students and graduates of programs with a track record of producing candidates from underrepresented groups. It may also be necessary to carefully consider candidates who hold degrees from institutions that may not be traditionally top-rated in the field, since they may have been historically more successful in attracting the best and brightest graduate students from underrepresented groups.
- In defining what constitutes “best,” consider what a candidate could bring to the department/program, its curriculum, the college, and the university as a whole in a wide variety of ways, including diversity.
- If the position has been approved because a department/program faculty member has recently retired or left, the search committee should not be hiring to “replace” this person. Instead, the committee should view this as an opportunity to seriously consider how the new faculty member can realize multiple missions, including meeting the curricular interests of current students.
- Resist the impulse to label one or more of the candidates as the “most promising,” as this may make it difficult for other candidates to be fully considered.
- Avoid assumptions that a woman or a member of a particular ethnic group would not feel welcome in the community or could not relate well to others of different groups. These types of assumptions are damaging and will work against diversity efforts. Other assumptions to avoid include the candidate’s willingness to move, stay long-term, partner/spouse’s willingness, etc. Search committees should let candidates decide these issues for themselves. Unless a candidate offers other reasons, the committee should operate with the understanding that professional interests motivate the application.
- Continually examine whether judgments on a person’s character, types of experiences, or accomplishments are being affected by subjective factors, stereotypes, or other biases and assumptions.
- Refrain from evaluating candidates based on the criteria of “good fit.” Candidate “fit” into the department/program and the community generally leads to finding a person who will blend in easily with the existing structures and who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds than the majority may be presumed not to “fit” as well into the professoriate as white candidates. Beware of these sorts of presumptions and make every effort to show candidates that they WILL fit, and then let them decide for themselves whether or not that is true.
- Beware of the trap of measuring everything against a restrictive standard. Candidates, for example, who earned their degrees later in life or from historically Black institutions, candidates who worked part-time when their children were young, or those whose experience is off the beaten path, may be excellent candidates who could bring rich experience and diverse backgrounds to the campus.
- The initial evaluation of candidates should be designed to INCLUDE candidates. Screening with the primary purpose of narrowing the pool may result in overlooking excellent candidates.
- Search committee members should review all candidate files thoroughly before offering opinions. Some candidates from underrepresented groups may not appear as strong on paper as they are in person. Evidence suggests that such scholars face a variety of greater challenges than their

majority counterparts. Therefore, whenever possible, search committees should keep qualified potential candidates in the pool throughout the interview process. The committee should strive for diversity in the pool of interview candidates, since an interview often reveals qualities not easily visible in an application.

The search committee should follow these additional high-impact practices when evaluating candidates.

- Determine, prioritize, and document search criteria based on position duties. Using a standard form will keep committee members focused on the agreed-upon criteria and provide documentation of the process.
- Discuss the range of evidence that will be considered as relevant to each criterion.
- Develop a mechanism for evaluating applications that includes recording why the applicant was or was not selected. Search committees will need to justify their final recommendations based on the position announcement. Such information will be required for visa purposes if the search leads to an appointment of someone without long-term authorization to work in the U.S.
- Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's/program's goals. Discuss the relative weight of the different criteria and the likelihood that no or few candidates will rate highly on all of them.
- Identify essential or threshold qualifications without which a candidate will not be selected, no matter how impressive in other areas, then rank other skills or competencies in order of importance.
- Consider including criteria not directly related to the specific discipline if they are nonetheless important to the ability to succeed in the job in the department or program, such as an unusual combination of skills/perspectives.
- Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (e.g., a candidate who worked at a national research laboratory, individuals who have taken family leave, a first-generation scholar who began their career at an institution that was not research-intensive, or individuals with disabilities whose careers have been interrupted).
- Consider highly successful people with transferable skill sets.
- Ensure an equitable search by treating all candidates in the same manner. This includes asking the same questions under the same conditions and evaluating candidates using consistent criteria.

Interviewing

In interviewing both semi-finalists and finalists, it is crucial that all candidates be treated in the same manner. The search committee must use the same format (e.g., phone, video, conference) to interview all candidates from the longlist, including internal candidates. Likewise, the same questions should be asked of all candidates, preferably in the same order and by the same interviewer; tailored questions specific to each candidate's area of expertise and experience should also be framed similarly. Search committees should also use a common evaluation rubric for the questions asked of each candidate, in addition to notes regarding the substance of candidates' responses.

The interview is also an opportunity for candidates to get a sense of the campus community, to discuss intellectual, research, and pedagogical interests, and to gauge the seriousness of the department/program's commitment to diversity. It is important that the search committee establish a welcoming and supportive tone. Subtle messages from a search committee to a candidate can have devastating effects. Consequently, judgments about a candidate's performance may be biased as much by the effect the committee had on the candidate as by the candidate's performance in and of itself. A search committee that is viewed by a candidate as "going through the motions," being hostile to certain candidates, or being generally cold and uncaring is very likely to discourage good candidates. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all of its candidates.

A majority of committee members must interview each candidate, and, whenever possible, all committee members should interview all candidates. When conducting a virtual interview, it is becoming more common to ask the candidate permission to record the interview, only for internal use by the DSC, in case a committee member is not able to attend. Here is some suggested language for requesting permission from the candidate: "It is possible that someone from our search committee may not be able to attend your interview. Do we have your permission to record the interview? The recording will solely be used for the

search committee members unable to attend the session, and the recording will be deleted after they have viewed the video.”

The following are examples of acceptable and unacceptable inquiries for candidates. Many of these inquiries will not typically arise during a normal faculty position interview; the guidelines below apply in informal portions of the interaction with candidates as well. If the committee has any doubts about areas of inquiry, it is strongly encouraged to consult with HRIE. It is important to note that questions that seek to determine a candidate’s work eligibility should only be asked by the Dean or HRIE.

- Age: It is acceptable, but not typical, to determine whether candidates meet any relevant age requirements of the position, but not for other purposes. Committees cannot require that an applicant provide proof of age before hiring. Committees cannot ask questions that may tend to identify applicants over 40 years of age.
- Birthplace and Citizenship: It is acceptable to determine whether candidates are currently authorized to work in the U.S., but not to inquire about their birthplace and citizenship.
- Conviction, arrest, and court records: It is acceptable, but not typical, to ask about actual convictions (not arrests) that reasonably relate to the applicant’s fitness to perform the particular job. It is not acceptable to ask about arrests, court records, or convictions if they are not substantially related to the functions and responsibilities of the particular job.
- Disabilities: It is acceptable to ask questions about the applicant’s ability to perform job-related functions (work eligibility), so long as the questions are not phrased in terms that seek to elicit information as to whether the candidate has any disability. It is acceptable to ask an applicant to inform the employer of any reasonable accommodation needed to take a pre-offer examination, interview, or job demonstration. It is acceptable, but not typical, to ask, for example: “How many days were you absent from work last year (without asking the reason for the absence)?” “This job requires an employee to prepare written reports containing detailed analysis, often within tight timeframes. Can you perform this function with reasonable accommodation?” It is acceptable, but not typical, to ask an applicant to demonstrate physical abilities if such activities are essential job functions. Conversely, interviewers cannot ask “Are you disabled?” or other questions that would tend to reveal disabilities, the extent of any disability or health conditions that do not relate to fitness to perform the job. Unacceptable questions include: “Do you ever get ill from stress?” “Have you ever been unable to cope with work-related stress?” “How much alcohol do you drink?” “How many days were you sick last year?” “What medications are you taking?” “Have you ever received counseling or medical treatment for mental illness or depression?” Also, interviewers cannot ask questions about prior job-related injuries or past worker’s compensation claims.
- Education: It is acceptable to ask about the applicant’s vocational or professional education, as well as any schools attended.
- Marital status, family status, and sexual orientation: It is acceptable to ask whether the applicant can meet specific work schedules. It is not acceptable to ask about the applicant’s marital status, the existence or number of children, identity of spouse, domestic partner, family or children, or sexual identity or orientation.
- Names: If the applicant worked under other names, it is acceptable to ask for those names in order to check work and educational records.
- Photographs: photographs can only be required after hiring.
- Race, ethnicity, or physical characteristics: interviewers may not inquire regarding applicant’s race, skin color, eye color, hair color, or otherwise about applicant’s physical characteristics, such as height or weight unless these are directly relevant to the essential functions of the job.
- Religion: It is not acceptable to ask about the applicant’s religious denominations or affiliation, religious leader, or observed customs or religious holidays.
- Residence and nationality: It is acceptable to ask about where the applicant currently resides and the length of that residency, but inquiries about the national origin/nationality of an applicant or applicant’s spouse or relatives are not permissible. It is not acceptable to ask if the applicant rents or owns their home. It is acceptable to ask, “Are you currently authorized to work in the United States?”
- Sex or gender: it is not acceptable to inquire regarding gender of an applicant, and gender cannot

be used as an indication of whether the applicant will be “satisfied” with the position, whether the applicant will remain in the position for any length of time, or whether the applicant is more or less likely to take/request leave(s) of absence (e.g., pregnancy or family medical leave).

- Stereotypical language: search committee members should be aware of the language used and the messages word choices can convey. Stereotypical language can be illegal and/or offensive to many candidates and should be avoided.
- Work experience or military service: It is acceptable to ask about an applicant’s work experience, including the names and addresses of prior employers, dates of employment, and reasons for leaving. It is acceptable to ask about the type of military discharge.

Interviews and Process for Finalists

- Develop interview questions and feedback form(s) for department faculty and students
- Reference calls require a minimum of two DSC members per call
- Take notes during the reference call to share with the rest of the DSC; upload these notes to the CHRS Recruiting system
- The DSC makes a recommendation to the Dean of acceptable finalists with a narrative of the finalists’ strengths and weaknesses in a narrative. Ranking is permissible but not mandatory. Input must be solicited and considered by the DSC from department tenure-track faculty before making the recommendation.
- DSC and Department Chair may suggest terms of the offer to the Dean
- After clearing the terms of the offer with the Provost, Dean makes a verbal offer

*Please take note that per Article 12.28 in the Collective Bargaining Agreement, “when campus search committees find a temporary faculty unit employee who has applied for a tenure track position on their campus to be qualified, that employee should be interviewed.”

VI. Confidentiality

- Keep names of applicants confidential
- Names of finalists invited for campus visits may be announced publicly, typically after consultation with finalists
- Only discuss the search with members of the department and relevant administrators
 - Do not discuss details of the search even after the search has concluded
- The department chair and DSC must keep restricted documents strictly confidential
- Violating confidentiality destroys your credibility and can cause candidates to pull out of the search

VII. Non-Discriminatory Treatment

- Non-discriminatory treatment need not always be identical treatment
- Example: A candidate might require a reasonable accommodation for a disability in order to participate in the campus visit
- Such accommodation might mean that the candidate’s treatment is not ‘the same’ as that of the other finalists, but the difference is necessary in order to provide equal opportunity
- Work with HRIE on any required accommodations
- Do not make the accommodation on your own

VIII. Internal and Known Candidates

Some candidates may be internal (have another position on campus) and may be known by committee members. Some external candidates may also be known by committee members. A committee member may have encouraged promising candidates to apply for the position. These situations are not problematic unless a search committee member is unable to evaluate the candidate fairly and in a professional manner

Note on Nepotism: *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. -HR LETTER 2004-18

Whether the candidate is known or unknown by members of the DSC, follow all steps in the protocol. It is inappropriate to promise the candidate special consideration. For example, if you conduct a phone interview with semi-finalists, and one semi-finalist is a lecturer in the department, do not skip the phone interview. You may be well acquainted with the candidate's background, but you may learn things you did not know. You will see how the candidate responds to the same questions the other candidates face. It is not necessary to ignore what you know about an internal candidate's job performance in order to treat all candidates in a non-discriminatory manner, just as you would not ignore such information about an external candidate. The objective is to evaluate all candidates fairly and professionally. If a committee member cannot be objective, recusal may be necessary.

IX. Reference Checks

The DSC should conduct reference checks at the end of the evaluation process before making an offer of appointment (however, these may be conducted after semi-finalist interviews). It is a good practice to let the candidate know you are conducting reference checks before making the calls. Only contact individuals on the candidate's reference list. Reference checks should be done with a minimum of two committee members. A good practice is to divide the references for a single candidate into separate committee members to guard against bias.

While highly discouraged, it's possible that someone may use the internet to develop background information on a candidate. In this case, it is important to guard against mistaken identity. Be cautious of similar names and inaccurate data. Avoid second-hand information and avoid reliance on a single reference. (See Appendix D for more recommendations).

X. Recommendations and Appointment

The Dean makes the final decisions for all faculty hires. The DSC and Department Chair provide an analysis of the strengths and weaknesses of all finalists and recommend acceptable finalists to the Dean. The DSC should ensure that all recommendations are based on established criteria for the position, including applying non-discrimination and equal employment opportunity principles.

The Dean makes the offer of employment for faculty positions and conducts all negotiations. No one other than the Dean should make any promises or assurances to the candidate.

Other steps in the process:

- The DSC calls candidates/interviewees who visited campus and were not selected for hire
- The DSC sends notification e-mail to applicants who were not selected for an interview using the CHRS Recruiting system
- **Do not communicate specifics regarding non-selection to candidates (e.g. name of finalists, number of applicants, etc.)**
- HRIE will notify the Dean when a signed letter of acceptance is received

XI. Strategies for the Future

- Start early!
- After the search, review the outcomes
 - Determine if the recruitment plan was successful in attracting a large and diverse pool of well-qualified applicants
 - How could your R&A Plan be improved?
 - Did participants understand and follow campus policies and procedures, and apply principles of equity and equal employment opportunity?
- Take what you have learned and use it to continue to improve your recruitment practices

Appendix A: Outreach Resources

American Assembly of Collegiate Schools of Business

Career connection job site provides career services to professionals interested in business education.

869-437-5700

membership@aacsb.edu

American Association of Hispanics in Higher Education

Online job board promotes position vacancies to Latinx/Hispanic communities in higher education.

800-674-5660

Info@aahe.org

Accounting & Financial Women's Alliance

AWFA's Career Center is a resource for financial professionals seeking employment within the private, public, government, and nonprofit sectors.

800-326-2163

Afwa@afwa.org

The Black Doctoral Network

BDN's Job Bank has employment opportunities for exceptional Black and Latino scholars and qualified professionals across academic areas.

830-255-7437

Contact@blackphdnetwork.com

Blacks in Higher Ed

A job site for candidates from the Black community looking for careers at universities and colleges.

800-311-0563

Info@jobelephant.com

The Chancellor's Doctoral Incentive Program

Prepares promising doctoral students to teach in the CSU system. Individuals who complete the program have their names put into a directory of recipients which can be accessed by requesting a copy. Ask facultysearches@fullerton.edu for more details.

562-951-4424

esanchez@calstate.edu

College Art Association

Their online career center contains the largest database of employment opportunities for those in the art and academic communities.

212-627-2381

info@collegeart.org

Disabled in Higher Ed

A job site for candidates from the disabled community looking for careers at universities and colleges.

800-311-0563

Info@jobrelephant.com

Diverse Jobs

The job site of *Diverse: Issues in Higher Education*, a news magazine focused on topics related to diversity, equity, and inclusion that has been in publication for over 35 years.

703-385-2402

DiverseJobs@DiverseEducation.com

Hispanics in Higher Ed

A job site for candidates from the Hispanic community looking for careers at universities and colleges.

800-311-0563

Info@jobrelephant.com

IM Diversity

A job board dedicated to increasing the representation of minority groups in the workplace. It focuses on African Americans, Asian Americans and Pacific Islanders, Latino/Hispanic Americans, Native Americans, and women.

281-265-2472

admin@IMDiversity.com

LGBT in Higher Ed

A job site for candidates from the LGBT community looking for careers at universities and colleges.

800-311-0563

Info@jobrelephant.com

National Association of Black Accountants

Dedicated to bridging the opportunity gap for black professionals in accounting, finance, and related business professions. Contains an online career center.

301-474-6222

memberservices@nabainc.org

The National Registry of Diverse and Strategic Faculty

Created by Texas Tech University, The National Registry is a database that contains over 2,000 open faculty positions and more than 1,700 diverse candidates, 73.7% of which have a doctoral degree. Contact facultysearches@fullerton.edu for more information.

806-834-5415

theregistry@ttu.edu

Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
SACNAS is a program dedicated to fostering the next generation of professionals in STEM.

831-459-0170
info@sacnas.org

Society of Hispanic Professional Engineers
SHPE is the nation's largest association dedicated to fostering Hispanic leadership in the STEM field.

323-725-3970
careercenter@shpe.org

Society for Industrial and Applied Mathematics
SIAM supports applied and computational mathematicians with career-advancing connections. They have a job posting site specifically geared towards educational opportunities for graduates.

215-382-9800
clientserv@yourmembership.com

Society of Women Engineers
The Society of Women Engineers is an organization whose goal is to increase the number of women pursuing engineering and technology careers. One of the resources they offer is a career center accessed by over 41,524 job seekers.

312-596-5223
hq@swe.org

Vet Jobs
The largest online organization for employment opportunities for veterans and military members.

877-838-5627
<https://www.casy.us>

Women and Higher Ed
The mission of Women and Higher Education is to connect employers to women job seekers at colleges and universities worldwide.

800-311-0563
Info@jobelevphant.com

Appendix B: Evaluation Criteria Example

Evaluation Criteria

The evaluation of applicants to tenure-track positions will be completed in four stages: 1) applicants to candidates, 2) candidates to semi-finalists, 3) semi-finalists to finalists, and 4) finalists to final recommendation to the Dean. A list of evaluation criteria is provided for each stage.

Applicants to Candidates:

Minimum Requirements

Requirement: Ph.D., Ed.D., M.F.A., etc.: yes/no/ABD/Will complete before start of appointment

Requirement: Cover Letter: yes/no

Requirement: Curriculum Vitae: yes/no

Requirement: Research Statement: yes/no

Requirement: Teaching Statement: yes/no

Requirement: Inclusive Excellence Statement: yes/no

Inclusive Excellence Statement*:

With the Inclusive Excellence Statement, we aim to learn about the candidates' perspective on their past and present contributions to and future aspirations for promoting and engaging with a diverse student population. Concrete examples should fall under the areas of:

1. Awareness and understanding
2. Experience and commitment
3. Future plans

*See the Rubric

Candidates to Semi-Finalists:

Candidates will be selected as semi-finalists based on the following criteria and evidenced by the cover letter, curriculum vitae, inclusive excellence statement, evidence of teaching, unofficial transcript, evidence of research (scholarship), etc. (any other required by the search committee).

Criteria	Evidence ¹	Rating ²	Comments
A strong foundation and training in the discipline to be hired	1, 2, 5		
A commitment to providing high-quality undergraduate and graduate (when appropriate) education	1, 2, 3, 4		
Potential for / demonstrated ability to teach students with diverse backgrounds at the Undergraduate and, when appropriate, at the graduate level	1, 2, 3, 4		
Potential for / evidence of scholarship related to the discipline	1, 2, 3, 6		

A research agenda that advances the discipline's or department's needs	1, 2, 3, 6		
An interest in preparing undergraduates to work effectively with individuals from diverse backgrounds	1, 2, 3, 4		
A demonstrated commitment to equity and inclusion in teaching, scholarship, and/or service	1, 2, 3, 4, 6		
Note: The Inclusive Excellence Statement Rubric must be used to evaluate the statement. *Insert the Inclusive Excellence Statement rubric score.	3		

¹ **Sources:** 1=cover letter; 2=CV; 3=inclusive excellence statement; 4=evidence of teaching; 5=unofficial transcript; 6=evidence of scholarship, etc. (any other required by the search committee).

² **Rating:** 1=weak; 2=average; and 3=strong

Semi-Finalists to Finalists:

Candidates will be selected as finalists based on the following qualifications and evidenced by the following: (1) cover letter in which the candidate responds to the required and preferred qualifications, (2) curriculum vitae, (3) inclusive excellence statement; (4) teaching statement, (5) research (scholarship) statement, and (6) interview via Zoom.

Criteria*	Evidence ¹	Rating ²	Comments
[INSERT ZOOM INTERVIEW QUESTIONS]			
[INSERT ZOOM INTERVIEW QUESTIONS]			
[INSERT ZOOM INTERVIEW QUESTIONS]			
GENERAL COMMENTS:			

Sources: 1=cover letter; 2=CV; 3=inclusive excellence statement; 4=evidence of teaching; 5=evidence of scholarship, etc.

² **Rating:** 1=weak; 2=average; and 3=strong

*Add cells as needed

Finalists to Final Recommendation:

A recommendation for a tenure-track hire will be based on the required and preferred qualifications and evidenced by the items listed above (semi-finalists to

finalists). Additional sources of evidence are the following: (1) letters from three references, (2) finalist interview, and (3) feedback from faculty.

Criteria*	Evidence ¹	Rating ²	Comments
[INSERT ON-CAMPUS INTERVIEW QUESTIONS]			
[INSERT ON-CAMPUS INTERVIEW QUESTIONS]			
[INSERT ON-CAMPUS INTERVIEW QUESTIONS]			
FEEDBACK FROM DEPARTMENT FACULTY:			

Sources: 1=cover letter; 2=CV; 3=inclusive excellence statement; 4=evidence of teaching; 5=evidence of scholarship, etc.

² **Rating:** 1=weak; 2=average; and 3=strong

*Add cells as needed

Appendix C: Inclusive Excellence Statement and Rubric

Applicant statement on commitment to inclusive excellence (no more than 500 words):

[Inclusive excellence](#)² is a strategic framework that recognizes the importance of diversity, equity, and inclusion in achieving organizational success and high-quality learning and teaching. It's a way of thinking and acting that integrates these values into all aspects of an institution, from curriculum and pedagogy to recruitment and hiring. Essentially, it means that excellence is not just about achieving high standards, but also about ensuring that all members of the community have the opportunity to thrive and contribute (Williams et al., 2005).

With the Inclusive Excellence Statement, we aim to learn about the applicant's perspective on their past and present contributions to and future aspirations for promoting and engaging with a diverse student population. This statement should showcase the candidate's professional experience, intellectual commitments, and/or willingness to teach and create an academic environment supportive of all students, including but not limited to those of diverse ages, abilities, cultures, ethnicities, gender identities, languages, religions, and sexual orientations.

[Cal State Fullerton](#) serves a student body that reflects the rich cultural, ethnic, and socioeconomic mosaic of Southern California. Please provide concrete examples of how you, as a faculty member, will support our students in one or more of the following areas, which fall under the areas of awareness and understanding, experience and commitment, and future plans.

1. Your contributions (past, present, or future) to embedding perspectives that are reflective of the student population into your teaching and/or scholarship.
2. Your experience in service activities that are reflective of a diverse student population.
3. Your experience and commitment to mentoring and providing opportunities to a diverse student body inside and outside the classroom environment.
4. Your experience integrating creative activities that are inclusive of the identities of our student body and communities.

² Williams, Damon A., Joseph B. Berger, and Shederick A. McClendon. [Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions](#). Washington, D.C. Association for American Colleges & Universities, 2005.

Inclusive excellence is a strategic framework that recognizes the importance of diversity, equity, and inclusion in achieving organizational success and high-quality learning and teaching. It's a way of thinking and acting that integrates these values into all aspects of an institution, from curriculum and pedagogy to recruitment and hiring. Essentially, it means that excellence is not just about achieving high standards, but also about ensuring that all members of the community have the opportunity to thrive and contribute (Williams et al., 2005).

Department Search Committees must consider the candidates' inclusive excellence statements as part of the overall evaluation process, and candidates who do not submit a statement should be considered to have an incomplete application package.

UPS 210.001

Under VII. Roles, Section C. Departments Search Committee (DSC) states that the inclusive excellence statement shall be weighed in the selection process.

	Weak (1)	Average (2)	Strong (3)
Awareness and Understanding*	<p>No indication of efforts to educate oneself about diverse topics in higher education and/or the student body we serve.</p> <p>Unaware of the student demographic data about aspects of diversity in higher education and within their discipline.</p>	<p>Demonstrates a level of awareness and understanding of the student population served at the institution, but it is vague how they embed those perspectives into their teaching, scholarship, and/or service.</p> <p>Demonstrates a reasonable understanding of these matters based on their level of experience and willingness to learn and implement strategies.</p>	<p>Very clearly articulates what their perspective is on their past and present contributions to and future aspirations for promoting and engaging with a diverse student population.</p> <p>Does not only demonstrates awareness and understanding of the student demographics but also the intersectionality of various identities is embedded in their work.</p>
Experience and Commitment*	<p>Does not provide evidence of their professional experience, intellectual commitments, and/or willingness to teach and create an academic environment supportive of all students.</p> <p>Does not indicate experience in service activities that are reflective of a diverse student population.</p>	<p>Does not clearly provide evidence of experience in service activities that are reflective of a diverse student population.</p> <p>Does not clearly provide evidence of experience in service activities that are reflective of a diverse student population.</p>	<p>Provides evidence of their professional experience, intellectual commitments, and/or willingness to teach and create an academic environment supportive of all students, including but not limited to those of diverse ages, abilities, cultures, ethnicities, gender identities, languages, religions, and sexual orientations.</p> <p>Describes experience in service activities that are reflective of a diverse student population.</p>

	<p>Does not indicate experience and commitment to mentoring and providing opportunities to students inside and outside the classroom environment.</p> <p>Does not indicate experience integrating creative activities that are inclusive of the identities of our student body and communities.</p>	<p>Does not clearly provide evidence of experience and commitment to mentoring and providing opportunities to students inside and outside the classroom environment.</p> <p>Does not clearly provide evidence of experience integrating creative activities that are inclusive of the identities of our student body and communities.</p>	<p>Indicates experience and commitment to mentoring and providing opportunities to students inside and outside the classroom environment.</p> <p>Indicates experience integrating creative activities that are inclusive of the identities of our student body and communities.</p>
Plans to Advance Inclusive Excellence*	<p>Does not provide concrete examples of how they, as a faculty member, will support our students.</p> <p>Lacks examples of contributions (past, present, or future) to embedding perspectives that are reflective of the student population into their teaching and/or scholarship.</p>	<p>Provides plans about what efforts they will undertake at CSUF without concrete details. They will only focus on what is required or asked, if hired.</p> <p>Demonstrates a reasonable understanding of these matters based on their level of experience and willingness to learn and implement strategies.</p>	<p>Provides concrete examples of how they, as a faculty member, will support our diverse student body.</p> <p>Provides examples of contributions (past, present, or future) to embedding perspectives that are reflective of the student population into their teaching and/or scholarship.</p>
TOTAL		COMMENTS:	

Overall Evaluation: Each category should be evaluated separately*

Weak = 1 point; Average = 2 points; Strong = 3 points

The total number of points an Inclusive Statement can receive is 9, indicating it is a strong statement.

Appendix D: Reference Check Recommendations

Purpose: *Per UPS 210.001, California State University, Fullerton is fully committed to increasing the diversity of its faculty through promoting strategies that yield robust, highly qualified finalists. Reference checks help validate claims made by finalists as well as perceptions of search committee members regarding the finalist's job-related qualifications.*

1. Reference checks should be done with at least two committee members on the call.
2. References should be checked on all candidates selected as finalists before an offer is made by the Dean.
3. Keep in mind that information revealed as part of the reference checking procedure is, as a part of the hiring process, confidential and is to be shared only with those who are a part of the selection process.
 - a. Conduct a minimum of 3 reference checks.
 - b. Best practice is to have one reference from an immediate supervisor or colleague/peer who knows the finalist's professional work experience.
4. Make sure that questions are written, open-ended, and probe only job-related criteria.
5. Ask the same questions for all finalists. Follow-up questions related to a specific response made by a finalist in the application materials or interview process are encouraged.
6. Take notes.
7. If one of the references is unavailable (e.g., out of the country), sending them the questions and getting their feedback via email is permissible. You can also ask the finalist for another reference.
8. Confirm any potentially negative findings by seeking additional references or information to provide a complete picture of the finalist's qualifications and experience.

SAMPLE QUESTIONS
(You can adjust per your discipline)

Individual Contacted: _____ Title: _____

Institution: _____ Date: _____

We are ____ (add names of those on the call) _____ of Cal State Fullerton. Candidate's ____X____ has applied for a faculty position in _____. The individual selected for this position will teach the following courses: _____

This individual is also expected to participate fully in department activities and all activities that support student learning and student success.

1. How effective do you think _____ will be as an instructor in this discipline?
2. How long and in what capacity have you known _____?
3. How would you describe their interactions with students of diverse backgrounds?
4. Can you describe their most outstanding quality as a teacher?
5. Are you aware of this candidate's innovative teaching (and culturally relevant) strategies?
6. What department activities has _____ been involved with?
7. How does _____ maintain currency in the discipline?
8. Is this person involved and active in student access and success, programs, issues, and activities? How does this person evaluate that they are effectively helping all students in their classroom to learn?
9. How would this person resolve a conflict with another faculty member in the department?
10. Can you suggest other references we should call?
11. Would you recommend _____ for this position?

Reference Checker(s) _____

NOTES: