

Faculty Recruitment and Hiring Guidelines 2022-2023 Search Cycle

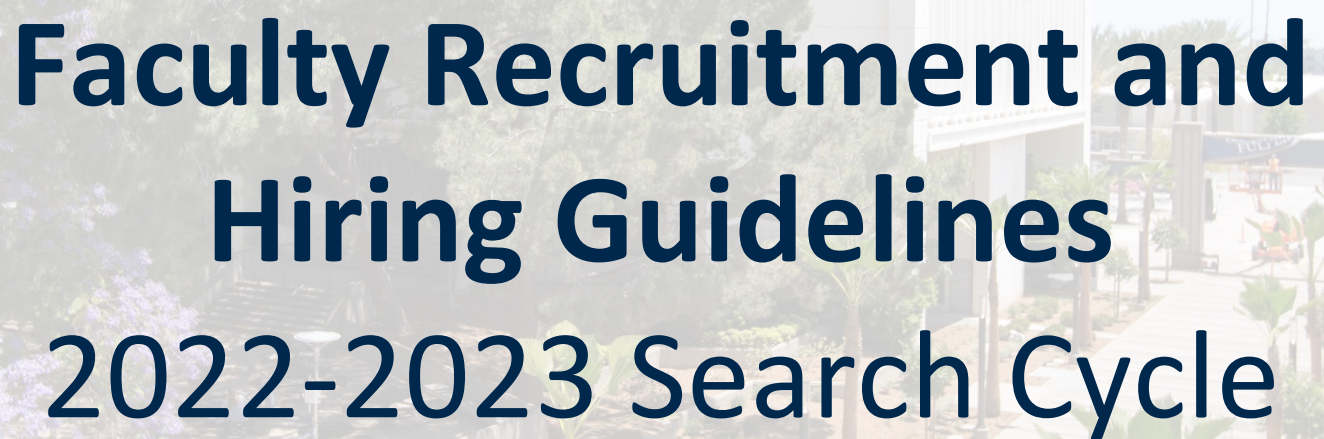


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I. Overview

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. Rather it is the result of a concerted effort to identify diverse pools of qualified applicants, the implementation of equitable search and evaluation practices, and the creation of an inclusive environment that is 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 important to be thoughtful, comprehensive, and strategic in each stage of the search. This guide provides information to help ensure that 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 the creation of an environment that fosters acceptance and involvement of a diverse group of 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 opportunity 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.

The term "underrepresented," in this context, 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 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 HRDI must approve the applicant pool before the search can continue.

II. Roles and Responsibilities

Deans, Department Chairs, the Department Search Committee (DSC), and HRDI 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. Listed below are the specific roles and responsibilities of key individuals and groups in the search process.

Role of the Dean

- Ensures process is implemented in compliance with the Collective Bargaining Agreement (CBA)
- Ensures 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 verbal offer to the final candidate
- Submits all required files to Faculty Affairs and Records and HRDI

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 announcement 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, to participate in the search process, and to 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 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 training facilitated by HRDI
- Proactively recruits and advertises the position announcement
 - The Department is responsible for posting to sites beyond the default ones provided by HRDI

- Screens applicants to determine which meet minimum requirements
- Evaluates candidates using approved Evaluation Criteria
- Solicits feedback from all tenured and tenure-track faculty, and takes that feedback into consideration when evaluating candidates and recommending finalists
- Conducts references checks
- Collaborates with Department Chair to make recommendation on the finalists to the Dean
- Submits files of all finalists to the Dean and to HRDI
- 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 HRDI

- 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 training 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
 - HRDI 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 the identification of 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 needs of the department? (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 needs of the department.
- Be flexible with arbitrary numeric measures (e.g. number of publications, years of experience)
- Set clear criteria for the evaluation of candidates, and be sure that the position announcement allows candidates to submit evidence that can be used in this evaluation.
- Communicate genuine value of diversity in position announcement.
 - 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 AA/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 did not submit teaching evaluations, the DSC should not consider these as part of their evaluation since this would create an inequitable evaluation process.

*HRDI 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 HRDI 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 it should be written to attract the widest possible range of candidates. The following statement conforms with the university's mission and legal requirements regarding affirmative action and 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 to also include additional language that speaks to diversity and inclusion at the college and department levels.

California State University Fullerton is an affirmative action and 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. This statement provides the candidate's unique perspective on their past and present contributions to and future aspirations for promoting diversity, inclusion, equity, and social justice in their professional careers. The purpose of the statement is to help departments identify candidates who have professional experience in, intellectual commitments to, and/or willingness to engage in activities that could help the University contribute to its mission in these areas. 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 Affirmative Action 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, those data are kept confidential.

An inclusive excellence statement can take a variety of forms. For example, it can address how the candidate engages with a diverse range of students in the classroom. It can address how the candidate incorporates inclusion into their teaching materials and methods. It can discuss how a candidate can administratively support diversity among students, staff, and faculty. It can consider how a candidate addresses diversity in their research or artistic activity. It can describe past experience working with members of groups that are traditionally underrepresented or marginalized. It can discuss past diversity-related activities in teaching, research, mentoring, committee service, and community service. Some

faculty candidates may not have substantial past activities in these areas, so they may instead focus on future plans in their statement.

The position announcement template includes suggested language for soliciting inclusive excellence statements from applicants. Additional information along with several example rubrics for evaluating these statements from other institutions are given in Appendix C. CSUF does not have a single rubric so as to allow each search committee the freedom to evaluate the statements as they see fit.

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 for evaluation of 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 in order 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 finalist stage. This practice helps ensure the largest pool of applicants, and reduces time spent by the DSC in 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 HRDI. The applicant pool will be reviewed by HRDI 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 up 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 soft close date and does not review any applications received after this date. The DSC cannot legally review any applications that are 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 how to communicate the position announcement to a diverse population. Personal and professional contacts can be extremely 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 web sites, 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 own 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
- HRDI 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 contacts 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 HRDI as part of the requisition via CHRS Recruiting for approval
- HRDI evaluates R&A plan in context of utilization data derived from the federally mandated Affirmative Action Plan
- Dean and HRDI must review and approve R&A Plan before the posting the position announcement
- HRDI reviews the applicant pool after the soft close date
 - HRDI 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. HRDI will post the announcement to a standard set of listings, including the CSU and CSUF site. **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 that serve 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 aggressively pursue the following proactive 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
- Identify the offices and/or people who have recently been 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 consortiums 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 Universities of Michigan, Illinois, and 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 are progressed to the semi-finalist, finalist, and final recommendation phases. The DSC submits these evaluation criteria with the requisition in CHRS Recruiting, and HRDI 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 evaluation criteria examples.

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 a large number of 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 are progressed 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 are the specific skills 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 would not be able to relate well to others of different groups. These types of assumptions are damaging and will work against diversity efforts. Other assumptions to avoid include candidate’s willingness to move, willingness to 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 into 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 upon 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 HRDI. It is important to note that questions that seek to determine a candidate's work eligibility should only be asked by the Dean or HRDI.

- 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 not substantially related to 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 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 prior to making the recommendation.
- DSC and Department Chair may suggest terms of offer to Dean
- After clearing terms of offer with the Provost, Dean makes 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 HRDI 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 faced. 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 candidate 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, prior to making an offer of appointment (however, these may be conducted after semi-finalist interviews). It is a good practice to let the candidate know that you are conducting reference checks prior to 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 to 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.

X. Recommendations and Appointment

The Dean makes the final decisions for all faculty hires. The DSC and Department Chair provide analysis of strengths and weaknesses of all finalists, and make a recommendation to the Dean of acceptable finalists. The DSC should ensure that all recommendations are based on established criteria for the position, including the application of 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.)**
- HRDI 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, equal employment opportunity, and affirmative action?
- 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@jobelephant.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@jobelephant.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@jobelephant.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@jobephant.com

Appendix B: Evaluation Criteria Examples

Example 1

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 listed for each stage.

Applicants to Candidates:

Minimum Requirements

Requirement 1: yes/no

Requirement 2: yes/no

Requirement 3: yes/no

Requirement 4: yes/no

Candidates to Semi-Finalists:

Candidates will be selected as semi-finalists based on the following criteria and evidenced by letter of intent; CV, evidence of teaching; list of developmental courses taken and/or unofficial transcript; and evidence of scholarship

| Criteria | Evidence ¹ | Rating ² | Priority | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|----------|----------|
| A strong foundation and training in developmental theory and research | 1, 2, 5 | | 1 | |
| A commitment to providing high-quality undergraduate education | 1, 2, 3, 4 | | 2 | |
| Potential for / demonstrated ability to teach students with diverse backgrounds at the undergraduate level | 1, 2, 3, 4 | | 3 | |
| Potential for / evidence of scholarship related to child development | 1, 2, 3, 6 | | 4 | |
| A research agenda that advances the health, development, and well-being of children and/or families | 1, 2, 3, 6 | | 5 | |
| An interest in preparing undergraduates to work effectively with children, adolescents and families from diverse backgrounds | 1, 2, 3, 4 | | 6 | |
| A demonstrated commitment to equity and inclusion in teaching, scholarship, and/or service | 1, 2, 3, 4, 6 | | 7 | |
| Expertise in <ul style="list-style-type: none"> • race/ethnicity, inequalities, and/or cultural context in development; • development and learning in elementary school settings; or | 1, 2, 3, 4, 6 | | 8 | |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <ul style="list-style-type: none"> advocacy/policy that advances the health, development, and well-being of children and/or families that have been historically marginalized in the United States | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

¹ Sources: 1=letter of intent; 2=CV; 3=diversity statement; 4=evidence of teaching; 5=list of developmental courses taken and/or unofficial transcript; 6=evidence of scholarship

² Rating: 0=none or no evidence provided; 1=very poor; 2=poor; 3=fair; 4=very good; 5=excellent

Semi-Finalists to Finalists: Semi-finalists will be selected as finalists based on the following criteria and evidenced by zoom interview; recorded microteaching demonstration; and letters of recommendation

| Criteria | Evidence ¹ | Rating ² | Priority | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|----------|----------|
| A strong foundation and training in developmental theory and research | 1, 2, 3 | | 1 | |
| A commitment to providing high-quality undergraduate education | 1, 3 | | 2 | |
| Demonstrated ability to teach students with diverse backgrounds at the undergraduate level | 1, 2, 3 | | 3 | |
| An interest in preparing undergraduates to work effectively with children, adolescents and families from diverse backgrounds | 1, 2, 3 | | 4 | |
| A demonstrated commitment to equity and inclusion in teaching, scholarship, and/or service | 1, 3 | | 5 | |
| A research agenda that advances the health, development, and well-being of children and/or families | 1, 3 | | 6 | |
| Expertise in race/ethnicity, inequalities, and/or cultural context in development, development and learning in elementary school settings, or advocacy/policy that advances the health, development, and well-being of children and/or families that have been historically marginalized in the United States | 1, 3 | | 7 | |

¹ Sources: 1=zoom interview; 2=recorded microteaching demonstration; 3=letters of recommendation

² Rating: 0=none or no evidence provided; 1=very poor; 2=poor; 3=fair; 4=very good; 5=excellent

Finalists to Final Recommendation:

A recommendation for a tenure-track hire will be based on the following criteria:

Ability to effectively teach students from diverse backgrounds in a variety of CAS courses based on the finalist interview, teaching demonstration, and feedback from faculty.

Comments:

Ability to conduct research at CSUF that advances the health, development, and well-being of children and/or families and adds to the current areas and interests of current faculty (based on past and current research as well as future research interests) based on the finalist interview, research presentation, and feedback from faculty.

Comments:

Ability to prepare undergraduates to work effectively with children, adolescents and families from diverse backgrounds based on the finalist interview, teaching demonstration, and feedback from faculty.

Comments:

Ability and commitment to joining department colleagues to further efforts focused on equity and inclusion based on the finalist interview and feedback from faculty.

Comments:

Ability to contribute to department, university, community, or professional service based on the finalist interview and feedback from faculty.

Comments:

Example 2

| Evaluation Criterion | Relationship to Job <i>What aspects of the job might the candidate not be able to do well without criterion?</i> | Evidence <i>What are the different ways the candidate might meet this criterion?</i> | When to Assess <i>Also, when will we eliminate the candidate for not meeting criterion</i> | Priority <i>Relative importance (circle one)</i> |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| | | | Dossier Semi-Finalist Interview Campus Interview | High Medium Low |
| | | | Dossier Semi-Finalist Interview Campus Interview | High Medium Low |
| | | | Dossier Semi-Finalist Interview Campus Interview | High Medium Low |
| | | | Dossier Semi-Finalist Interview Campus Interview | High Medium Low |

Adapted from the Oregon State University Search Advocate Screening Matrix

Example 3

| | Qualitative Assessment | 0 - 3 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|
| Ph.D.in Rhetoric and Composition, Digital Media, Technical/Professional Communication or a related field: multimodal composing, digital information literacy, writing across media, traditional and visual rhetoric (a, b, c, d) | | must have |
| Evidence of research program for assistant professor or of research commensurate with an appointment as an associate professor, (a, b, c, e) For associate professor: <ul style="list-style-type: none"> - A book or several peer-reviewed articles/projects - Additional work in progress and future plans - Endorsement of references - Quality writing samples - Awards/grants, applied for and received For assistant professor <ul style="list-style-type: none"> - Published peer-review article(s) or project(s) - Work in progress and clear statement of future plans - Endorsement of references - Quality writing samples - Awards/grants, applied for and received | | x 6 |
| Evidence of potential for successful university teaching (a, b, c, d) For associate professor: <ul style="list-style-type: none"> - Teaching experience in FYW and other (relevant to dept) - Endorsement of references - Demonstrated commitment to teaching digital literacies - Prior experience in building a curriculum For assistant professor: <ul style="list-style-type: none"> • Teaching experience in FYW and other (relevant to dept) • Endorsement of references • Demonstrated commitment to teaching digital literacies • Expressed interest in building a curriculum | | x 3 |
| Evidence of service to field (a, b, c) For associate professor: <ul style="list-style-type: none"> • Committee chair/program director • Journal editor • Coordination of conferences • Community outreach • Reviews written • Leadership positions held • Other service For assistant professor: <ul style="list-style-type: none"> • Coordination of conferences • Community outreach • Reviews written • Leadership positions held • Other service | | x 1 |
| Commitment to promoting diversity and inclusion in the department and college (a, b, c, d, e) For associate and assistant professor: <ul style="list-style-type: none"> - Demonstrated interest in letter - Experience teaching diverse curriculum and/or populations - Course work - Evidence in writing sample and/or other research | | x 1 |
| OVERALL EVALUATION | | |

Key: 0=Not Qualified 1=Minimally Qualified 2=Competitive 3=Highly Competitive

Sources: a. letter of application, b. c.v., c. letters of reference, d. transcript, e. writing sample

Retrieved from: <https://advance.uncc.edu/sites/advance.uncc.edu/files/media/198998.pdf>

Appendix C: Candidate Commitment to Inclusive Statement Rubric Examples

Additional information on these types of candidate statements can be found through the links below:

- [Golash-Boza, Tanya “The Effective Diversity Statement.” Inside Higher Ed. June 10, 2016.](#)
- [Martin, Suzanne “Diversity Statement Workshop.” Graduate Student Commons, University of California-Santa Cruz.](#)
- [University of Notre Dame, Graduate Career Services. “Diversity Statements.”](#)

Rubric Example 1

Rubric Assessing Candidate on Diversity, Equity and Inclusion – Cornell University

| Awareness/Understanding of Diversity, Equity and Inclusion | |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weak | <p>Uses vague terms to describe diversity without indicating an awareness or understanding of challenges underrepresented individuals in higher education face and the factors influencing underrepresentation of particular groups in academia.</p> <p>No indication of efforts to educate self about diversity topics in higher education.</p> <p>Discounts the importance of diversity.</p> <p>Unaware of demographic data about diversity in specific disciplines or in higher education.</p> <p>Uncomfortable discussing diversity-related issues.</p> |
| Average | <p>Demonstrates some qualities consistent with weak and strong characteristics.</p> |
| Strong | <p>Understands and is knowledgeable of diversity from either personal experience or education about the experiences of those with identities different from one’s own.</p> <p>Sophisticated understanding of differences stemming from ethnic, socioeconomic, racial, gender, disability, sexual orientation, and cultural backgrounds and the obstacles people from these backgrounds face in higher education.</p> <p>Familiar with demographic data relevant in higher education. Provides examples of programs to address climate or underrepresentation.</p> <p>Understands challenges experienced by underrepresented individuals in higher education.</p> <p>Addresses why it’s important for faculty to contribute to meeting the above challenges.</p> |
| Experience Promoting Diversity, Equity, Inclusion | |
| Weak | <p>Limited experience or plans for advancing diversity, equity and inclusion in the classroom, service activities and through research.</p> <p>Description of efforts are brief or vague.</p> <p>May have attended a workshop or read books, but no interest in participating in efforts to enhance a welcoming climate for all.</p> |
| Average | <p>Shows aspects of weak and strong characteristics. May have attended several activities (conferences, student organizations, talks).</p> <p>Shows commitment to addressing diversity, equity, inclusion through research, teaching or service but not through all three categories.</p> |

| | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strong | <p>Significant direct experience advancing diversity, equity and inclusion through research, service and teaching. Examples may include advising an organization supporting underrepresented individuals; addressing attendees at a workshop promoting diversity, equity, inclusion; creating and implementing strategies and/or pedagogy to encourage a respectful class environment for underrepresented students; serving on relevant university committee on diversity, equity and inclusion; research on underrepresented communities; active involvement in professional or scientific organization aimed at addressing needs of underrepresented students.</p> <p>Track record spans career stages and provides examples as undergraduate or graduate student and in faculty positions, if appropriate.</p> |
| Plans to Advance Diversity, Equity, Inclusion at Cornell | |
| Weak | <p>Unclear what unique efforts candidate would undertake at Cornell. Merely says they would do what is asked, if hired.</p> <p>May have participated peripherally in efforts promoting equity diversity, equity and inclusion.</p> |
| Average | <p>Plans are vague without mentioning objectives, expected outcomes, specific tasks.</p> |
| Strong | <p>Details plans to promote diversity, equity and inclusion through research, service and teaching at Cornell and within their department and/or campus-wide.</p> <p>References ongoing efforts at Cornell and ways to improve and modify them to advance diversity, equity and inclusion.</p> |

<http://facultydevelopment.cornell.edu/rubric-assessing-candidate-on-diversity-equity-and-inclusion/>

Rubric Example 2

Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion

Knowledge about Diversity, Equity, and Inclusion

1 - 2

- Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.
- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women."
- Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."
- Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.

3

- Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience and interest in dimensions of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

4 - 5

- Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.
- Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.
- Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.
- Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.
- Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Track Record in Advancing Diversity, Equity, and Inclusion

1 - 2

- Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).
- Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab.
- Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).

3

- May have participated extensively in a single activity. Less clear that there is an established track record.
- Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.
- In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring
- Membership in a student or professional organization that supports underrepresented individuals

4 - 5

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
- Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)
- Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).
- Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
- Served as a leader in a student or professional organization that supports underrepresented individuals

Plans for Advancing Diversity, Equity, and Inclusion

1 - 2

- Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc).
- States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.

3

- Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)

4 - 5

- Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
- Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
- References activities already taking place at Berkeley and in the field, and how additional or new activities would advance equity and inclusion.
- Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

Rubric Example 3

University of Nebraska Lincoln Rubric

Diversity and Inclusion Statement Extended Rubric

| Indicators | (4) Exceptional or Clearly Addressed | (3) Adequate or Addressed Somewhat Clearly | (2) Fair or Addressed but Unclear | (1) Poor or Not Addressed | Row Score |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| (A) Knowledge and Awareness | Uses sensitive language, demonstrates comfort when describing diversity-related issues | Mostly uses sensitive language, demonstrates some comfort when describing diversity-related issues | Some attempts at using sensitive language, awkwardness / discomfort when discussing diversity-related issues | Does not use sensitive language, relies on clichés and platitudes, overly general statements, etc. | |
| Aspects of diversity (e.g., race, ethnicity, culture, gender, sexual orientation, socioeconomic status, disability status, immigration status, first-generation) | Identifies and discusses many intersectional aspects of diversity | Identifies and discusses some intersectional aspects of diversity | Identifies and discusses only the most commonly regarded aspects of diversity (e.g., race, gender) with no considerations for intersectionality | Identifies and discusses only one aspect of diversity | |
| Importance of inclusion | Discusses inclusion as an active process; recognizes barriers that individuals and groups face | Discusses inclusion somewhat passively; recognizes some barriers that individuals and groups face | Distinguishes inclusion from diversity but does not elaborate much or recognize barriers that individuals and groups face | Does not distinguish inclusion from diversity | |
| Consequences of inequality | Discusses challenges created by inequality in terms of resources, access, and opportunity | Discusses a few challenges created by inequality in terms of resources, access, or opportunity | Mentions inequality as a source of challenges, but does not elaborate much | Does not discuss inequality or associated challenges or does so poorly | |
| Consequences of underrepresentation | Discusses (under)representation and the role it plays in inclusion and creating an atmosphere of belonging | Discusses (under)representation and some general consequences | Mentions (under)representation with little discussion of consequences | Does not discuss (under)representation or does so poorly | |
| (B) Experience and Activities | Activities span professional arenas (e.g., teaching AND outreach/service) and show consistent track record appropriate for career stage | Activities span professional arenas (e.g., teaching AND outreach/service) that have happened inconsistently / intermittently OR are disproportionately infrequent for career stage | Activities are within one professional arena (e.g., only teaching) and have happened inconsistently / intermittently OR are disproportionately infrequent for career stage | Does not describe experience/activities related to diversity and inclusion <i>(if scoring 1 here, all other scores in (B) should be 1)</i> | |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| With students / student programs | Describes multiple instances of involvement with diversity/inclusion groups, programs, etc. Activities are described in depth | Describes multiple instances of involvement with diversity/inclusion groups, programs, etc. Little detail provided | Describes a single instance of involvement with diversity/inclusion groups, programs, etc. | Does not describe any instances of involvement with diversity/inclusion groups, programs, etc. or does so poorly | |
| Adapting teaching practices | Demonstrates attention to diversity/inclusion in teaching practices | Demonstrates some attention to diversity/inclusion in teaching practices | Vague mention(s) of diversity/inclusion in relation to teaching | Does not mention diversity/inclusion in relation to teaching or does so poorly | |
| Mentorship, research activities, etc. | Demonstrates attention to diversity/inclusion in research and mentoring activities | Demonstrates some attention to diversity/inclusion in research and mentoring activities | Vague mention(s) of diversity/inclusion in relation to mentorship, research activities, etc. | Does not mention diversity/ inclusion in relation to mentorship, research activities, etc. or does so poorly | |
| (C) Plans | Plans are contextualized within the goals and challenges of the University and the state of Nebraska | Plans are contextualized within the goals and challenges of the University OR the state of Nebraska | Plans described without reference to the goals and challenges of the University or the state of Nebraska | Does not describe plans for future activities related to diversity and inclusion <i>(if scoring 1 here, all other scores in (C) should be 1)</i> | |
| Involvement with or creation of programs, initiatives, etc. that advance equity at the College and/or University | Describes specific activities/ programs and plans to get involved; identifies specific ways to advance equity at the College and/or University | Describes plans to get involved; identifies specific ways to advance equity that may not specifically impact the College and/or University | Mentions interest in getting involved with activities/ programs that advance equity at the College and/or University but does not describe anything specifically | Does not describe planned involvement with any activities/ programs that advance equity at the College and/or University or does so poorly | |
| Involvement with or creation of programs, initiatives, etc. that advance equity in the community, in K12 settings, etc. | Describes detailed plans to advance diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc. | Describes general plans to advance diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc. | Mentions interest in advancing diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc. | Does not mention plans to advance diversity and inclusion goals beyond the University or does so poorly | |