

INCLUSIVE EXCELLENCE

**CALIFORNIA STATE UNIVERSITY,
BAKERSFIELD**



**TT Faculty Recruitment, Hiring, and
Retention Handbook**

Table of Contents

| | | | |
|---|-----------|---|-----------|
| President Mitchell's Statement on Diversity..... | 3 | Selection Process Checklist..... | 46 |
| Guiding Definitions..... | 4 | Candidate Selection..... | 47 |
| Checklist for Search | 5 | Reference Checks..... | 49 |
| Introduction | 8 | Guidelines for Interviews..... | 57 |
| Affirmative Action | 8 | Employment Inquiries (CDFEH)..... | 61 |
| Inclusive Excellence Coordinator..... | 13 | Campus Visit..... | 65 |
| PreSearch Checklist..... | 14 | Campus/Community Input..... | 67 |
| Suggested Search Timeline..... | 15 | Finalist Recommendation..... | 71 |
| Permission to Recruit..... | 16 | Faculty Requisition Form..... | 73 |
| Search Committee..... | 20 | Search Conclusion Checklist..... | 75 |
| Vacancy Announcement..... | 23 | Candidate Disposition..... | 76 |
| Short Ad..... | 27 | Applicant Record..... | 80 |
| Recruitment Plan..... | 28 | Negotiating Offer with Final Candidate..... | 82 |
| Screening Process & Candidate Rating Form..... | 31 | Retaining Faculty..... | 83 |
| Recruitment & Search Form..... | 36 | References..... | 86 |
| Search Process Checklist..... | 39 | Appendix A: Summary of Legal Basis for AA/E..... | 87 |
| Maintaining Search Records..... | 40 | Appendix B: Recruitment Outreach Resources..... | 92 |
| Communicating with Applicants..... | 41 | | |
| Recruitment Compliance Form..... | 44 | | |

CSUB President Horace Mitchell, Fall 2004

“Faculty and academic excellence and diversity have several dimensions. First and foremost, it requires that we hire, develop, retain, promote, and tenure faculty members who are outstanding in their fields to provide the exceptional courses and academic programs that will enlighten our students and extend their intellectual curiosity and development. Secondly, the excellent faculty of which I speak must include among its ranks a significant proportion of women and people of color across all academic disciplines.

Such faculty diversity is crucial for several reasons. Students should be able to see themselves reflected somewhere among the faculty who teach them. As faculty members serve as role models and mentors, they can have significant influence in how or whether students find and navigate the pathways to academic success. When students see among the faculty individuals from their own backgrounds who have “made it,” it increases the likelihood that they will see such achievement as a “real” possibility. This is true especially for students who are first-generation college students.

In addition to achieving diversity within an excellent faculty, it is also necessary that the content of courses, curricula, and degree programs reflect a diversity of intellectual thought. Such diversity of thought must extend well beyond, for example, a consideration of the positions of various theorists all of whom work within the context of a Western or Euro American world view. The scope of intellectual inquiry must be expanded through the examination of ideas from the perspectives of multiple world views, such as an African centered, Native American centered, Asian American centered, Chicano/Latino centered, and other world views.”

CSUB is committed to extending faculty academic excellence and diversity.

CSUB is committed to recruiting, developing, retaining, and promoting an excellent and diverse faculty.

Source: CSUB Strategic Plan



Guiding Definitions: Diversity, Equity and Inclusion

A definition of terms used throughout this document is provided below.

Diversity

Most efforts to define diversity specify variations involving persons, experiences and ideas. According to the Association of American Colleges and Universities, diversity involves, "Individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning."

(www.aacu.org/inclusive_excellence/documents/MEIPaperLastRevised12308.pdf)

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

According to CSU policy diversity plans are to prevent the "underutilization of women and minorities" (<http://www.calfac.org/council-affirmative-action>). Therefore, the CSU is federally mandated to establish and implement Affirmative Action Programs that prohibit employment discrimination based on the criteria mentioned above that defines diversity primarily in terms of under-represented groups.

Equity

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

Inclusion

The Association of American Colleges and Universities defines inclusion as, "the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact within value systems and institutions."

(www.aauc.org/inclusive_excellence/documents/MEIPaperLastRevised12380.pdf)

SEARCH CHECKLIST: START TO FINISH

Pre-Search Checklist – page 12

- FORM1: Permission to recruit and begin the search is obtained from the Provost
- Search Committee formed & Chair determined
- Vacancy announcement developed and approved by Chair & Dean
- Announcements and ads developed
- Candidate rating tools developed
- All members of the search committee must complete training modules 1 & 2 provided by the Chancellor's office and print out the certificate upon completion.
<http://csumyconnect.calstate.edu/p80786913/>
<http://csumyconnect.calstate.edu/p79606795/>
- Develop Recruitment Plan that provides for an assessment of the current diversity of the faculty, evaluates the availability of faculty in the discipline, and documents a good faith effort to maximize diversity and quality of the applicant pool
- Negotiate and Confirm the Recruitment Budget with the Dean
- FORM 2: Recruitment & Search Plan completed and approved

Following Approval of the Recruitment and Search Plan, the search process begins

Search Checklist – page 36

- Search record system developed and organized with clerical staff identified and principle search contact determined.
- Ads are placed and position is posted on websites. Other activities in the recruitment plan such as making personal contacts with departments, individuals, conferences occurs. All recruitment activities are documented and maintained in an outreach file.
- Applications arrive and are organized into files.
- Applicants are sent confirmation/thank you letters or emails including information

from Human Resources for information on the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and directs applicants to Human Resources web site to complete the application and the Application Flow Information Form.

FORM 3: Recruitment Compliance Form

Applicant pool and recruitment process is reviewed by the Equity and Diversity Compliance Officer who verifies that the search is in compliance and that the pool is broad and inclusive. If approved, the search process moves on to the selection process. If not, expanded search continues.

Following approval of the Recruitment Compliance Form, the selection process begins

Selection Checklist – page 43

- Search committee begins selection process from approved applicant pool.
 - Applicants are selected for campus visit, held, or not selected.
 - Candidates rated by Search Committee members
 - Phone interviews may be conducted with semi-finalists
 - Reference checks may be conducted on semi-finalists
- Communication begins with applicants selected for campus visit. Travel, lodging, scheduling, etc. is arranged. Candidates are sent an applicant package.
- Candidates make campus visits.
 - Interview questions developed and approved by the Equity and Diversity Compliance Officer
 - Schedule developed to include meetings with multiple campus groups and a guest lecture or research presentation
 - Faculty, students, and other campus and community members invited to provide input to the Search Committee
- Search Committee recommends candidate(s) for selection.
 - Additional reference checks may be completed

- Faculty reviews and approves candidates.
- Dean reviews and approves candidate selection.
- Dean informally negotiates terms of employment.
- Offer is made by the Provost.
- Once candidate provides written confirmation of acceptance of offer, public announcement is made and all finalists are contacted
- Data on applicants and selected candidate is entered in the Applicant Record form

Search Conclusion Checklist – page 72

- Members of the Search Committee return all materials and rating forms to the Chair of the Search Committee
- Individual applicant material is maintained in files for storage in the Dean's office. Any duplicate materials are shredded.
- FORM 4: Candidate Application Form completed with dispositions for all applicants and submitted to Equity and Diversity Compliance Officer
- Chair submits an evaluation of the success of the recruitment plan and search process to the Equity and Diversity Compliance Officer and Dean
- Finalist is sent a hiring packet

Steps to Retain Faculty in Support of Inclusive Excellence – page 80

Why is Retention Important?

The New Faculty Member

Best Practices

INTRODUCTION

The purpose of this handbook is to provide assistance to search committees involved in the recruitment, selection, and nomination of tenure-track faculty. The guidelines are not comprehensive. The guidelines are intended to be used in conjunction with CFA Contract, the CSUB Policy Manual, the University Handbook, and CSUB HR guidelines. Because faculty members in many disciplines are becoming increasingly difficult to recruit and because considerable resources are expended in this effort, it is imperative to proceed systematically and in a productive manner. Moreover, to improve overall faculty recruitment, we must deal professionally and courteously with all whom we come in contact.

AFFIRMATIVE ACTION PLAN

What is Affirmative Action?

Affirmative Action consists of the good faith efforts taken by a federally funded recipient to ensure equal opportunity and eliminate barriers to equal treatment, which have historically affected certain groups. These so-called "affected groups" include women, Blacks or African Americans, Hispanics, American Indians and Alaska Natives, Asian and Pacific Islanders, persons with disabilities, Vietnam-era veterans, and disabled veterans.

Affirmative Action Plan Requirement

Campuses are required, under Executive Order 11246 (US Dept of Labor) and CSU policy, to develop and implement a written affirmative action plan (AAP) for women and minorities. The regulations define an AAP as a set of specific and result-oriented procedures to which CSUB commits itself to apply every good faith effort. The AAP is developed by CSUB to assist CSUB in a self-audit of its workforce. The AAP is kept on file and carried out by CSUB; it is submitted to the Office of Federal Contract Compliance Programs only if the agency requests it for the purpose of conducting a compliance review.

Utilization, Availability and Goals

The AAP identifies those areas, if any, in CSUB's workforce that reflect under utilization of women and minorities. The AAP compares the utilization of women and minorities in CSUB's workforce with the availability of women and minorities having requisite skills in an area in which the CSUB can reasonably recruit.

Based on this comparison, CSUB establishes goals to reduce or overcome any gap between utilization and availability. Good faith efforts may include expanded efforts in outreach, recruitment, training and other activities to increase the pool of qualified minorities and females. The actual selection decision is to be made on a non-discriminatory basis.

Set Asides, Proportional Representation, Quotas and Preferential Hiring Prohibited

The goals are established based on the availability of qualified applicants in the job market or qualified candidates in the employer's work force. Executive Order goals do not create set-asides for specific groups, nor are they designed to achieve proportional representation or equal results. Rather, the goal-setting process in affirmative action planning is used to target and measure the effectiveness of affirmative action efforts to eradicate and prevent discrimination. The regulations at 41 CFR 60-2.16(e)(1)-(4) specifically prohibit quota and preferential hiring and promotions under the guise of affirmative action goals. In other words, discrimination in the selection decision is prohibited.

California Constitution, Article I, Section 31 (a) (Proposition 209 (1996))

This California law states:

"The State shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."

<http://www.calstate.edu/hr/eeo/aa/policy.shtml>

An Affirmative Action employer must make the following good faith efforts:

- Establish a written policy on equal employment opportunity and associated employment procedures that are non-discriminatory, reasonably detailed, and readily accessible
- Name the individuals who are responsible for ensuring equal opportunity, and hold them accountable for success of the Affirmative Action program
- Actively recruit affected group members
- Educate organizational members about their EO rights and responsibilities
- Train search committees and hiring officials
- Notify outside contacts of the institution's AA/EO commitment in its publications and advertisements
- Audit all personnel actions (including hiring, termination, promotion, and salary decisions)
- Monitor the recruitment and selection process, and all other terms and conditions of employment (including benefits, access to company-sponsored programs, and training)
- Review position descriptions to ensure employment standards are valid and relevant to the duties of each job
- Ensure that once a non-discriminatory pool has been established, criteria for employment and promotion are reasonably explicit and available to all applicants, and draw no overt or covert distinction upon an illegal basis
- Develop a written Affirmative Action Plan which complies with requirements established by the Office for Federal Compliance Programs (OFCCP)
- Provide an internal procedure for addressing discrimination complaints

Department Diversity Plan

Each department is encouraged to develop inclusive placement goals. Goals are developed by first examining the demographics of the department and comparing that with the demographics of professionals in the field.

The department can choose to develop **inclusive placement goals and timelines**. Steps might include:

- Establishing realistic attainment objectives for diversifying faculty within a timeframe
 - Comparing Ph.D. availability by discipline departmental representation and a timeframe for achieving equity is set (5-year goal?)
- Placement goals are not quotas, set-asides or use preferential treatment
- Proactive approach for assessing and achieving equal employment opportunity, equity and inclusion.
- Use of placement goals does not indicate unfair hiring practices or circumvent excellence in faculty hiring
- The Department Diversity Plan should be approved by the Equity and Diversity Compliance Officer

If the department has an inclusive placement goal for women and/or minorities, the University is legally

obligated to take affirmative action when filling the open position. Affirmative action means taking positive steps to recruit women and minorities. The purpose of these positive steps is to encourage more women and minorities to apply, thereby increasing the possibility that a woman or minority applicant will be determined to be the most qualified candidate.

A recruitment plan should be designed to work towards developing diverse and qualified applicant pools, whether there is a goal or not. Whether there is an inclusive placement goal or not for a particular position, search committees who follow the guidelines in this manual will automatically satisfy the University's legal obligations both in terms of affirmative action and equal employment opportunity.

| | |
|---|---|
| Faculty and PhD availability by discipline http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005172 | This publication is the first from the 2004 National Study of Postsecondary Faculty (NSOPF:04), a study of faculty and instructional staff employed in degree-granting public and private not-for-profit postsecondary institutions in the United States. This report describes the gender, race/ethnicity, tenure status, and income of all faculty and instructional staff, by employment status, institution type, and program area. |
| http://nces.ed.gov/programs/digest/d10/tables/dt10_256.asp | Employees in degree-granting institutions, by race/ethnicity, sex, employment status, control and type of institution, and primary occupation: Fall 2009 |
| https://webcaspar.nsf.gov/OlapBuilder | NSF Survey of Earned Doctorates |
| http://www.nsf.gov/statistics/nsf11306/ | Doctorate recipients from US Institutions in 2009 |
| http://www.norc.org/projects/Survey+of+Earned+Doctorates.htm | NORC Doctorate recipients from US Institutions |

SAMPLE of Ph.D. Availability Data**NSF/NIH/USED/USDA/NEH/NASA DATA FROM THE 2009 Survey of Earned Doctorates Found at
<http://www.nsf.gov/statistics/nsf11306/>**TABLE 22. U.S. citizen and permanent resident doctorate recipients, by race/ethnicity and major field of study: 2009
(Percent distribution)

| Field of study | All U.S. citizen and permanent resident doctorate recipients (number) | Percent | | | | | | |
|---|---|---------|------------------------------|-------|-------|-----------------------|-------|-------------------|
| | | Total | American Indian ^a | Asian | Black | Hispanic ^b | White | Two or more races |
| All fields | 32,231 | 100.0 | 0.5 | 8.3 | 6.9 | 5.8 | 74.6 | 2.0 |
| Life sciences | 7,783 | 100.0 | 0.4 | 10.3 | 5.4 | 5.0 | 75.2 | 2.0 |
| Agricultural sciences/natural resources | 710 | 100.0 | 0.6 | 4.5 | 4.9 | 4.8 | 81.0 | 1.8 |
| Biological/biomedical sciences | 5,513 | 100.0 | 0.3 | 11.4 | 4.4 | 5.5 | 74.5 | 2.1 |
| Health sciences | 1,560 | 100.0 | 0.5 | 9.0 | 9.1 | 3.3 | 75.1 | 1.7 |
| Physical sciences | 4,414 | 100.0 | 0.2 | 9.9 | 3.1 | 4.2 | 78.7 | 1.8 |
| Chemistry | 1,390 | 100.0 | 0.3 | 9.5 | 4.5 | 5.5 | 76.7 | 1.7 |
| Computer and information sciences | 735 | 100.0 | 0.0 | 17.0 | 3.8 | 2.7 | 72.1 | 2.3 |
| Earth, atmospheric, and ocean sciences | 556 | 100.0 | 0.4 | 3.6 | 1.4 | 4.5 | 86.3 | 1.4 |
| Mathematics | 772 | 100.0 | 0.4 | 10.9 | 3.2 | 4.7 | 76.8 | 1.9 |
| Physics and astronomy | 961 | 100.0 | 0.0 | 7.7 | 1.2 | 3.0 | 83.6 | 1.7 |
| Social sciences | 5,605 | 100.0 | 0.5 | 6.3 | 6.8 | 7.1 | 74.6 | 2.7 |
| Anthropology | 403 | 100.0 | 0.2 | 4.2 | 5.7 | 9.2 | 75.4 | 3.2 |
| Economics | 415 | 100.0 | 0.0 | 13.7 | 3.1 | 2.4 | 76.1 | 1.7 |
| Political science/international relations | 482 | 100.0 | 0.8 | 6.2 | 6.0 | 5.2 | 74.1 | 3.5 |
| Psychology | 2,896 | 100.0 | 0.4 | 5.1 | 6.3 | 7.8 | 76.2 | 1.5 |
| Sociology | 507 | 100.0 | 0.2 | 7.7 | 8.7 | 6.3 | 72.8 | 2.8 |
| Other social sciences | 902 | 100.0 | 1.0 | 7.0 | 10.0 | 7.3 | 70.1 | 2.3 |
| Engineering | 3,148 | 100.0 | 0.4 | 16.3 | 4.3 | 5.0 | 69.8 | 1.9 |
| Aerospace/aeronautical engineering | 159 | 100.0 | 0.6 | 9.4 | 1.9 | 6.3 | 76.7 | 1.3 |
| Chemical engineering | 411 | 100.0 | 0.7 | 13.9 | 3.2 | 5.8 | 73.2 | 1.5 |
| Civil engineering | 261 | 100.0 | 0.0 | 11.1 | 3.4 | 6.1 | 77.4 | 0.4 |
| Electrical/electronics engineering | 577 | 100.0 | 0.3 | 27.6 | 4.9 | 4.0 | 59.8 | 1.4 |
| Industrial/manufacturing engineering | 70 | 100.0 | 1.4 | 21.4 | 8.6 | 8.6 | 55.7 | 1.4 |
| Materials science engineering | 251 | 100.0 | 0.4 | 12.7 | 6.8 | 3.6 | 70.5 | 2.8 |
| Mechanical engineering | 421 | 100.0 | 0.5 | 11.4 | 4.8 | 5.5 | 73.6 | 1.9 |
| Other engineering | 998 | 100.0 | 0.2 | 15.8 | 3.8 | 4.7 | 70.3 | 2.6 |
| Education | 5,566 | 100.0 | 0.8 | 3.9 | 14.5 | 6.9 | 70.8 | 1.6 |
| Education administration | 1,971 | 100.0 | 1.0 | 2.3 | 18.4 | 7.2 | 68.4 | 1.6 |
| Education research | 2,222 | 100.0 | 0.9 | 4.5 | 12.4 | 6.8 | 72.2 | 1.8 |
| Teacher education | 261 | 100.0 | 0.8 | 3.4 | 17.2 | 3.8 | 72.0 | 0.8 |
| Teaching fields | 741 | 100.0 | 0.3 | 5.5 | 9.9 | 5.0 | 76.8 | 1.2 |
| Other education | 371 | 100.0 | 0.5 | 6.2 | 14.0 | 12.4 | 62.3 | 1.3 |
| Humanities | 3,880 | 100.0 | 0.4 | 5.2 | 4.3 | 6.6 | 79.2 | 2.2 |
| Foreign language and literature | 387 | 100.0 | 0.5 | 5.4 | 2.8 | 23.3 | 64.3 | 1.3 |
| History | 876 | 100.0 | 0.2 | 4.0 | 5.6 | 5.4 | 79.9 | 2.2 |
| Letters | 1,166 | 100.0 | 0.3 | 5.5 | 3.9 | 3.9 | 82.7 | 2.2 |
| Other humanities | 1,451 | 100.0 | 0.6 | 5.7 | 4.3 | 5.1 | 80.0 | 2.3 |

| | | | | | | | | | |
|---------------------------------|-------|-------|-----|------|------|-----|------|-----|-----|
| Other non-S&E fields | 1,835 | 100.0 | 0.3 | 8.9 | 9.6 | 5.1 | 72.5 | 1.7 | 1.9 |
| Business and management | 776 | 100.0 | 0.4 | 11.0 | 9.4 | 5.2 | 70.5 | 2.1 | 1.5 |
| Communication | 442 | 100.0 | 0.5 | 6.6 | 8.4 | 2.5 | 78.3 | 1.1 | 2.7 |
| Fields not elsewhere classified | 617 | 100.0 | 0.2 | 8.1 | 10.7 | 6.8 | 70.8 | 1.8 | 1.6 |

^a Includes Alaska Natives.

^b Persons reporting Hispanic ethnicity, whether singly or in combination with one or more races, are included in the respondent-selected Hispanic ethnicity category.

^c Includes doctorate recipients who did not indicate their race and ethnicity, non-Hispanic doctorate recipients who did not indicate their race, and non-Hispanic Native Hawaiian or Other Pacific Islanders.

SOURCE: NSF/NIH/USED/USDA/NEH/NASA, 2009 Survey of Earned Doctorates.

http://www.nsf.gov/statistics/nsf11306/doctorate_table.cfm

Inclusive Excellence Coordinator

The Inclusive Excellence Coordinator at CSUB will work collaboratively with departments to develop or maintain a comfortable, welcoming, and supportive climate, develop proactive strategies for inclusive excellence, provide ongoing educational opportunities and sessions on issues around inclusive excellence, and conduct regular assessments of progress in the areas of inclusive excellence. The Inclusive Excellence Coordinator will work in conjunction with the Equity and Diversity Compliance Officer to:

- Assist departments who are interested in developing a department diversity plan
 - Development of inclusive placement goals and timelines
 - Establishing realistic attainment objectives for diversifying faculty within a timeframe
 - Develop strategies to proactively address any apparent gender or race/ethnicity disparities
- Provide an annual update for each department on the Ph.D. availability by discipline
- Provide an annual update for each department on faculty and staff demographics
- Provide an annual update on annual faculty transactions (appointments, promotions, resignations) by gender and race/ethnicity
- Evaluate the effectiveness of current recruitment outreach resources and provide departments with update recruitment resource information
- Provide ongoing information to the departments about topics related to inclusive excellence
- Develop, administer, and report on a campus climate survey (every three years)
- Develop, administer, and report on a faculty exit survey
- Maintain a web site that provides resources for the campus in the area of Inclusive Excellence
- Develop educational programming for the campus around the topic of inclusive excellence

PRE-SEARCH ACTIVITIES

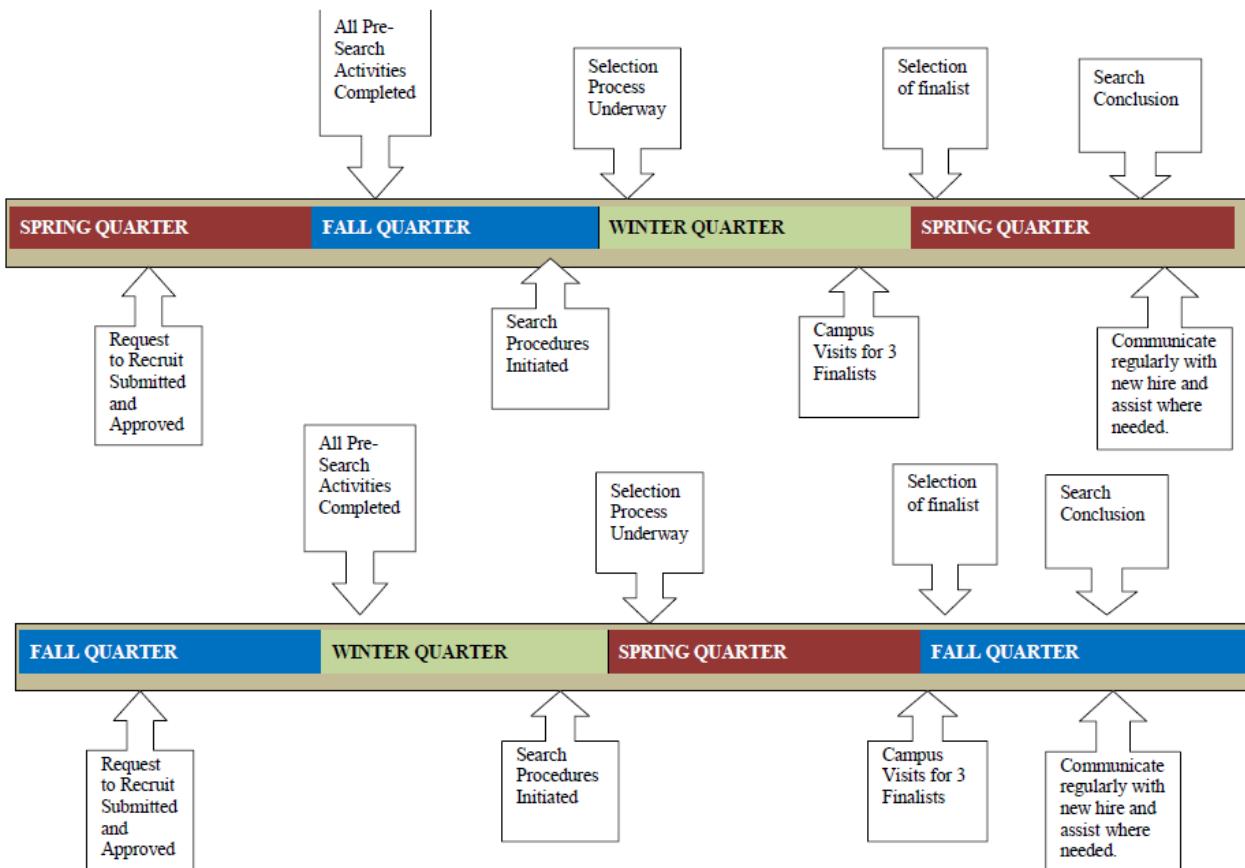
Pre-Search Checklist

- FORM 1: Request to Recruit for Faculty Appointment** submitted and approved
- Search Committee formed & Chair determined
- Vacancy announcement developed and approved by Chair & Dean
- Announcements and ads developed
- Candidate rating tools developed
- All members of the search committee must complete training modules 1 & 2 provided by the Chancellor's office and print out the certificate upon completion.
<http://csumyconnect.calstate.edu/p80786913/>
<http://csumyconnect.calstate.edu/p79606795/>
- Develop recruitment plan that provides for an assessment of the current diversity of the faculty, evaluates the availability of faculty in the discipline, and documents a good faith effort to maximize diversity and quality of the applicant pool
- Negotiate and Confirm the Recruitment Budget with the Dean

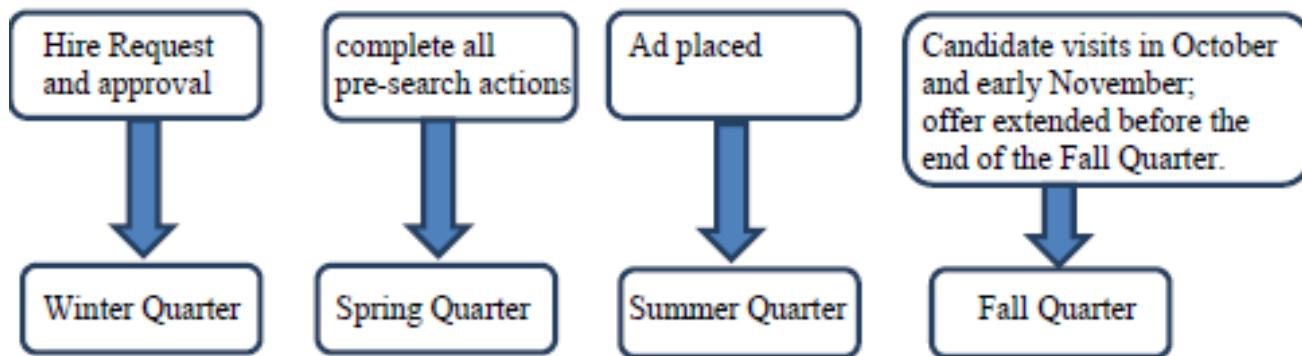
FORM 2: Recruitment & Search Plan developed and approved

Following Approval of the Recruitment and Search Plan, the search process begins

Sample TT Faculty Search Timelines



Sample Time-line for tenure-track search in Science



PERMISSION TO RECRUIT

| | | |
|--|---|---|
| Request to Recruit for Faculty Appointment is Approved | Section 304.1 of Faculty Handbook: On the recommendation of the department, the Dean may initiate the request for authorization of new probationary and full-time temporary faculty positions. The Provost & Vice President for Academic Affairs (P&VPA) authorizes all new probationary and full-time temporary faculty positions. | Submit FORM 1: Request to Recruit for Faculty Appointment |
|--|---|---|

FORM 1: REQUEST TO RECRUIT FOR FACULTY APPOINTMENT

Requesting Departmental Information

School:

Date:

Department (s):

Contact:

Phone:

New Position: YES or
Replacement
(highlight one)

Faculty Status: TT, Lecturer, or
Tenured
(highlight one)

Position Assistant,
Rank/Title: Associate, Full,
Open (could be
filled by any title)

(highlight one)

Discipline/Field:

Anticipated Start
Date:

Special
Responsibilities
(eg. Chair)

Department Profile:

% T/TT=

FTL Entitled=

Total FTEF=

majors=

#FTES=

SFR=

Appt. Months

Rationale for Position Allocation (new area, gaps in curriculum, etc.)

Status of Student Learning Assessment

Required Approvals:

Department Chair
or Director

Print Name Signature Date

Dean

Print Name Signature Date

Provost

Print Name Signature Date

COPY TO CHAIR, DEAN, & PROVOST

MEMORANDUM

TO: **Dean**
FROM: **Dept/Program Chair**
SUBJECT: **Position Request for _____**

- 1) How do the new positions address strategic objectives?
- 2) How does the request strengthen the major or move the program in a new direction? Will this lead to a signature program?
- 3) How do these new faculty positions connect with regional needs and the global environment?
- 4) How do these positions address the vision of an inclusive and diverse university (equity and inclusion plan)?
- 5) Does the department demonstrate significant work on assessing student learning and using the feedback to improve curriculum?
- 6) Special attention will be paid to programs that are under 70% tenured or have a larger proportion of FTES majors to UWR.

SEARCH COMMITTEE

No faculty committee has greater opportunity to make profound and long-term changes in an academic department than a search committee. Hiring should be done within the context of a Department's Five-Year Plan. Membership on search committees should be reserved for those who understand the long-term plans for the department and the requirements of the vacant position. Members should be committed to the mission and goals of the department and university. The search committee acts on behalf of the entire department. The search committee has primary responsibility for initial recruitment, candidate screening, and identification of a group of finalists for the faculty position in partnership with the Dean.

| | |
|--|--|
| Composition and selection of the Search Committee | After securing approval for a new probationary or full-time temporary faculty position, the school Dean shall instruct the department chair or appropriate academic administrator to initiate the election of a search committee from among tenured faculty within the academic unit. The search committee must consist of at least three (3) full-time faculty members. A majority of this committee shall be faculty members with major teaching responsibilities. The department may request the P&VPAA to allow probationary members to serve on the search committee. All search committee members must be tenured or probationary faculty members elected by the department. If probationary faculty members are elected to the committee, they may not constitute more than 1/3 of the committee. The committee should contain members with diverse ethnicity and both genders. (University Handbook) |
| Committee Charge | It is the charge of the committee to 1) develop the vacancy announcement, 2) establish criteria to be used in selecting candidates for the position, and 3) proceed to recruit qualified candidates. The vacancy announcement shall indicate the rank(s) for which recruiting is authorized. |
| Affirmative Action Duties | The search committee shall work in consultation with the Equity and Diversity Compliance Officer, the department chair, and other members of the department toward meeting department and university goals for appointing women and minority persons. |
| Establishing and Evaluating Candidate Qualifications | The committee shall establish qualifications that are impartial, and shall weigh each candidate's accomplishments in a fair manner. Standards shall be the same for all candidates. |
| Soliciting input | Prior to making its recommendations on the vacancy announcement and criteria for selection, the committee shall solicit the views of all other members of the basic academic unit and may solicit information from other appropriate sources including students. |
| Development of Vacancy Announcement | The vacancy announcement and criteria established by the committee shall be presented to the tenured and probationary faculty of the academic unit for approval, and when approved, forwarded to the school Dean. After considering the recommendations of the committee, the school Dean shall forward the vacancy announcement and criteria together with his/her suggestions to the P&VPAA for further review and approval. |

SEARCH COMMITTEE RESPONSIBILITIES

The responsibilities of the chair of the search committee include but are not limited to:

- a. Ensuring that each member of the search committee has been advised of law, CSU policy, and university policies which bear upon the search and nomination process
- b. Ensuring that all committee members have completed training modules (1&2) provided by the Chancellor’s office and have received certification.
- c. Ensuring that all policies and procedures regarding the search are adhered to by the members of the committee and the department
- d. Ensuring that the search is conducted in full compliance with the law and university policy
- e. Meeting regularly with the department chair to keep the chair informed regarding the progress of the search
- f. Acting as a liaison between the committee and the appropriate administrative offices
- g. Ensuring that copies of all applications, evaluations, correspondence, including email communications, from and to candidates are retained and secured
- h. Responding to inquiries
- i. Acknowledging receipt of application materials and notifying applicants of items needed to complete files
- j. Maintaining ongoing contacts/correspondence with active candidates
- k. Obtaining prior authorization before inviting candidates for on campus visits
- l. Arranging schedules for telephone or teleconference interviews and campus visits as appropriate
- m. Ensuring that visitations are handled properly and in a timely manner
- n. Ensuring that the candidate(s) is properly reimbursed for expenses
- o. Preparing the appropriate nomination forms
- p. Keeping the leading candidates informed of the progress of the search
- q. Notifying unsuccessful candidates politely and in a timely manner
- r. Performing other duties necessary to complete a timely and successful search

The responsibilities of each search committee member include, but are not limited to:

- a. Participating in the development of the vacancy announcement draft and submitting it for approval
- b. Ensuring that all university policies, including affirmative action requirements, are followed by each member of the committee
- c. Maintain strict confidentiality in all matters pertaining to applications, reference checks, selection and nomination
- d. Read each application file
- e. Actively participate in search committee meetings
- f. Screening initial application for completeness and minimum qualifications
- g. Evaluating candidates based upon identified criteria
- h. Participating in reference checks and phone interviews
- i. Selecting candidates for campus visits and obtaining approval for the visits
- j. Scheduling campus visits

- k. Assisting the chair in making local transportation, accommodation, meetings, seminar or presentation and interview arrangements
- l. Actively participate in the interview process
- m. Preparing and submitting the nomination
- n. Preparing the search records for storage

Searches that “drag on” have a frustrating and negative effect upon candidates as well as the department and university. Time lines should be established and followed. Search committees are advised to establish specific timelines for:

- a. Completion of the vacancy announcement
- b. The date when applications will be reviewed in depth
- c. The review of applications
- d. The first, second, third, etc. “shortening of the list”
- e. Reference checking
- f. Campus visits and interviews
- g. Nomination
- h. Notifying unsuccessful candidates

WRITING THE VACANCY ANNOUNCEMENT

The vacancy announcement forms the basis for advertisements of the position as well as for the screening criteria. It is both a key recruitment tool and a mechanism for defining the pool of people who might apply. Considerable care and attention should therefore be given to developing the vacancy announcement. The vacancy announcement is drafted by the Search Committee, approved as a part of the Recruitment and Search Plan, and submitted to Human Resources for editing into the standard CSUB template for web publishing.

Recommendations:

- Be aware that the content of the vacancy announcement must be honored; in particular, a search will be liable to challenge if the individual ultimately selected does not meet the requirements established in the announcement. If the vacancy announcement specifies that the doctorate is required for appointment, a candidate who cannot document completion of the doctorate by the beginning of the appointment cannot be appointed in that position. The department should decide in advance whether candidates who are “ABD” will be considered for appointment, and what terms for completion of the doctorate (e.g. required within six months of appointment, required before tenure) will be accepted. These terms should be included in the vacancy announcement.
- Be aware of approaches that may broaden the pool of applicants: for example, avoiding narrow specialization requirements, allowing for some flexibility in the field of the doctorate or other terminal degree (e.g. allowing for “a closely related degree” in addition to specifying a discipline), advertising “open until filled” rather than using a cutoff date for applications.
- Consider the impact of the advertised rank. If the vacancy announcement specifies the rank of Assistant Professor, applicants are more likely to be individuals looking for a first faculty position (and a more experienced individual who applied could only be offered a position at the Assistant Professor rank.) Advertising at “open rank” would potentially attract more senior applicants.
- Note that the required and preferred qualifications in the vacancy announcement establish the criteria used in screening; therefore, consider how one might be able to determine whether the proposed criteria (e.g. “demonstrated leadership in nursing education”) had been met.
- Use particular caution in defining required versus preferred qualifications. Note that an overly restrictive list of required qualifications may unnecessarily limit the potential pool of applicants, and may remove some strong candidates from further consideration.
- Use the vacancy announcement as an opportunity to highlight the mission of the CSU and the unique features of your campus.

The vacancy announcement should include:

1. Position name (rank, area of specialization)
Unless approved by the Provost, all tenure track searches are advertised at the rank of Assistant Professor. To maximize the size of the pool, vacancy announcements should also search for a Lecturer with the possibility of conversion to tenure track (upon completion of the doctorate.)
2. Type of appointment

3. Academic Year
4. Available starting date
5. Location
6. Contact information
7. Application deadline date

All positions are ***Open Until Filled***. The search must be at least thirty days in length. The preferred wording is: **“Open Until Filled**: To ensure the fullest consideration of their applications, applicants are encouraged to have all application materials on file by _____.”

8. Description of position with listing of responsibilities

The basic or primary teaching responsibilities should be described in an informative, reasonably detailed manner without suggesting that the appointee’s obligations will be forever limited to a narrow list of specific courses and identified duties. Research, grant-development, student advising, curriculum development, service activities, and other primary responsibilities of the position should also be identified.

9. Qualifications (differentiate required from preferred qualifications in the text)

A minimum qualification must be stated; unless approved otherwise, an earned doctorate is required for tenure-track appointments. Please review the “Policy on Terminal Degrees” in the Academic Policy Manual. Additional requirements should be identified, using care to ensure that such requirements are position-related, essential, and not overly restrictive or prejudicial to any group. A common error, for example, is to insist upon a specific number of years of experience as a requirement. All too often, the preferred candidate will have less than the required years of experience, thereby failing to meet the minimum qualifications for appointment. It is usually better to indicate that “individuals with university teaching experience are preferred,” without specifying a particular amount of such experience. Moreover, requiring experience beyond that which is essential is contrary to equal opportunity statutes. In fact, all criteria/qualifications should be examined to ensure that they do not exclude or discourage application from any group.

- a. Educational experience
- a. Work experience
- b. Record of teaching, research, and service
- c. Specialized qualifications required or preferred

10. Teaching Load

11. Compensation statement should read ***“Commensurate with experience and qualification”*** (No actual salary information provided)

12. Application (Identify materials to include in application packet)

13. Job announcement must end with an equal employment opportunity statement, and additionally include language that underscores the university’s commitment to diversity.

- a. For example, “The school/department is supportive of candidates with research interests in subjects that contribute to enhancing understanding of diversity and equal opportunity or addresses questions of interest to historically excluded communities.”

Once the Vacancy Announcement is Completed:

1. Submit a copy of the Vacancy Announcement with Form 2: Recruitment and Search Plan.
2. Once approved, submit to Human Resources for reformatting with CSUB information and posting of position online.

See the two samples on the following pages or look at current TT faculty employment opportunities found at

<http://www.csusb.edu/facultyAffairs/recruitment/tenurePositions.shtml>

Sample Vacancy Announcement



School Information:

The School of Social Sciences and Education currently houses eight departments. Visit the web page at <http://www.csub.edu/sse/> for additional information about the School's programs and the area.

Department Information:

The Advanced Department at California State University Bakersfield has an excellent. The programs and services offered in the Advanced Educational Studies department are designed to prepare teachers, administrators and counselors for degrees and specific credentials required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. http://www.csub.edu/sse/advanced_education/ for additional information.

General Information:

California State University, Bakersfield, founded in 1970, is one of twenty-three campuses of the CSU System and currently has an enrollment of 7,800 students. The University services a socially and ethnically diverse population of 800,000 in an area of 10,000 square miles. The city of Bakersfield (population over 325,000) is located in the southern San Joaquin Valley and has a much lower cost of living than coastal California. Los Angeles, the Pacific Ocean, Mojave Desert, and Sierra Nevada Mountains are all within a two-hour drive from campus.

CSU Bakersfield

School of Social Sciences and Education Reference #: 11/12: SSE 02

Position: Assistant Professor in Special Education (Mild/Moderate Disabilities, K-12 with special emphasis on curriculum innovations and instructional methods)

Type: Tenure-Track

Academic Year: 2011/12

Available: September, 2011

Location: Department of Advanced Education
School of Social Sciences and Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022

Contact: Dr. Louis Wildman
Advanced Education Department Chair
lwildman@csub.edu
661-654-3055

Application Deadline Date: February 11, 2011 or until position is filled.

Announcement Deletion Date: September 30, 2011

Responsibilities: This position is for the CSUB Antelope Valley Campus located in Lancaster, CA. The candidate must be able to teach content area methods courses (i.e. Characteristics and Curricular Adaptations, Consultation and Collaboration, Assessment, Instructional Strategies, etc..) and field experience supervision in the area of mild/moderate disabilities with a special focus on clinical training of students in special education assessment, and academic as well as behavioral interventions. Other related duties include advising, committee work, a program of scholarship, and service to the profession and the community at the CSUB Antelope Valley campus).

Qualifications: Earned doctorate in special education or related field from an accredited institutions (A.B.D. candidates may apply for the position).

- Minimum of two years of public school or community agency teaching and/or clinical experience serving students with mild to moderate disabilities in cross-cultural settings.
- Demonstrated commitment to professional and scholarly activity (e.g., grant writing, scholarly publications, and conference presentations).
- Other preferred qualifications include: Successful university level teaching and supervision experiences; an established record of success in serving linguistically and ethnically diverse populations; demonstration of collegial teamwork; experience with alternative special education delivery systems that integrate special and general education services; experience supervising the research of MA level candidates; and experience with technology.

Compensation: Commensurate with experience and qualifications

Teaching Load: The normal teaching assignment includes teaching, scholarly activity, service, advising, and campus committee assignments.

Application: Applications received by February 11, 2011 will be given full consideration; position open until filled. Send a letter of application addressing the job qualifications and stating your beliefs regarding special education, areas of expertise, complete vita, official transcripts of undergraduate/graduate courses, and three letters of recommendation to: (Applicants are strongly encouraged to submit examples of scholarly and creative work.)

California State University, Bakersfield is committed to Equal Opportunity. Applicants will be considered without regard to gender, race, age, color, religion, national origin, sexual orientation, marital status, disability or covered veterans' status.

Sample Vacancy Announcement



School of Natural Science and Mathematics

Reference #: 11/12: NSM 03

School Information:

The School of Natural Sciences and Mathematics currently houses seven departments. Visit the web page at <http://nsm.cs.csub.edu> for additional information about the School's programs and the area.

Department Information:

The Department of Computer Science currently consists of five full-time faculty, one lecturer, and a systems administrator/lecturer. The department offers a BS degree in Computer Science with three options, one of them being *hardware*. In September 2010, the department received approval to strengthen and elevate this track to a full Computer Engineering BS degree program with a *track in electrical engineering*. Appropriate to this, the department will add Electrical and Computer Engineering to its name.

General Information:

California State University, Bakersfield, founded in 1970, is one of twenty-three campuses of the CSU System and currently has an enrollment of 7,000 students. The University services a socially and ethnically diverse population of 560,000 in an area of 10,000 square miles. The city of Bakersfield (population over 300,000) is located in the southern San Joaquin Valley and has a much lower cost of living than coastal California. Los Angeles, the Pacific Ocean, Mojave Desert, and Sierra Nevada Mountains are all within a two-hour drive from campus.

California State University, Bakersfield is an Equal Opportunity/Affirmative Action/Title IX Employer. CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. CSU Bakersfield hires only individuals lawfully authorized to work in the United States of America.

Position: Associate/Full Professor of Computer Engineering

Type: Tenure-Track

Academic Year: 2011/12

Available: September, 2011

Location: Department of Computer Science

School of Natural Sciences and Mathematics
California State University, Bakersfield
9001 Stockdale Highway, SCI 63
Bakersfield, CA 93311-1022

Contact: Dr. Marc Thomas

Chair, Search and Screening Committee

Application Deadline Date: Review begins on January 3, 2011 and continues until the position is filled.

Announcement Deletion Date: June 30, 2011

Description: Applications are invited for a tenure-track position in the *new* Computer Engineering program at the associate/full professor level, beginning September 1, 2011.

Qualifications: Applicants must have BS degree, preferably in electrical or computer engineering, **and** a Ph.D. in computer engineering, electrical engineering, computer science, or in a closely related discipline with extensive background in electrical and computer engineering. All areas pertinent to computer engineering will be considered. This is a senior position and the applicants are expected to have excellent academic credentials and an outstanding ability to effectively teach electrical and computing engineering courses and laboratories and maintain strong faculty/student interaction. The candidates are also expected to have administrative skill in establishing a new program and experience with the ABET accreditation process. A major responsibility will be to direct the startup of the new Computer Engineering BS degree program at CSUB with the assistance of current faculty.

Teaching: The successful candidate will be expected to teach undergraduate and graduate courses, supervise students, and participate in appropriate levels of service to the department, school, university, and the profession. The candidate will also be expected to help initiate and maintain interdisciplinary research in the department and establish strong ties with local industry. Areas of interest are: energy systems and power electronics, transmission and distribution, generation, substation automation, smart grid applications, power quality and distributed power systems, robotics, data communications and digital signal processing, elecromechanics and mechatronics, computer networks, digital design with vhdl, microprocessors and embedded systems, remote sensing, control, and data acquisition, graphics, computer vision and image processing, information science, and electronics for bioengineering.

Application: The application package must include an application letter detailing candidate's qualifications and experience relative to the position description, a one-page statement of teaching philosophy, research agenda, curriculum vitae, and three letters of recommendation. Send the package to the contact address above. For questions, contact Ms. Penny Lampkins at (661) 654-3082 or E-mail: plampkins@csub.edu.

Compensation: Commensurate with experience and qualifications.

WRITING THE SHORT AD

The short ad is placed in publications and should include a shortened version with reference to a link where the complete vacancy announcement can be obtained:

1. Institution
2. School
3. Position name (rank, area of specialization)
4. Type of appointment
5. Academic Year
6. Available starting date
7. Contact information
8. Application deadline date
9. Link to full description

SHORT AD SAMPLE:



California State University, Bakersfield

School of Social Sciences & Education: Associate Dean at California State University, Bakersfield, to serve as one of the administrative leaders for the eight departments and two programs in the School of Social Sciences and Education beginning September 2011. Associate Professor or Professor; Ph.D. in one of the School's disciplines; documented record of teaching, scholarly activity, and service. Detailed vacancy announcement, requirements, qualifications, and application procedures at <http://www.csub.edu/provost/MPPSearches.shtml> or by contacting Dr. Steve Bacon, School of Social Sciences & Education, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1022; 661-654-2008; sbacon@csub.edu. CSUB is an EO/AA/Title IX employer.

RECRUITMENT PLAN

The purpose of a recruitment plan is to facilitate a search that results in a broad, deep, and diverse pool of applicants. The Search Committee is charged with developing a recruitment plan intended to attract women, persons of color, and other individuals who increase the diversity of the applicant pool.

| | |
|---|--|
| <ol style="list-style-type: none">1. The Search Committee is required to develop a formal recruitment plan that will be approved upon submission of the Recruitment and Search Plan. The Chair of the Search Committee must keep a record of the recruitment plan that includes a list of the sites where the position was posted, as well as a copy of the posting. This list should be maintained with the search file.2. Once the recruitment plan is developed, a budget will be constructed for the search and presented to the Dean for review and approval. | <p>Specify newspapers, professional publications, individual contacts, organizations, etc. you will use to advertise and conduct proactive outreach efforts.</p> <ul style="list-style-type: none">• Advertise as broadly as possible, including appropriate disciplinary publications and/or web sites and the Chronicle of Higher Education if possible. See Appendix B for Outreach Resources.<ul style="list-style-type: none">○ HigherEdJobs.com○ The Academic Network, Inc.○ Placing announcements in newspapers, journals and publications aimed specifically at women, persons of color and other diverse groups.• All CSU positions should be posted to the CSU Careers web site (http://csucareers.calstate.edu/). It is also recommended that advertisements be placed in publications such as Women in Higher Education, Diverse Issues in Higher Education, and Hispanic Outlook to reach as broad an audience as possible.• US Citizenship and Immigration Services requires a print advertisement as part of the documentation in the application for labor certification.• The Chancellor’s Doctoral Incentive Program periodically produces a directory of individuals about to complete the doctorate who have an interest in CSU faculty employment (http://www.calstate.edu/hr/cdip/). <p>Departments should take a proactive approach to building the applicant pool and may need to place advertisements in nontraditional outlets. Examples include sending letters to leading doctorate producing institutions in the discipline announcing the position, using informal networks, making contacts at professional</p> |
|---|--|

| | |
|--|---|
| | <p>meetings and in professional organizations, and sending announcements to minority-serving institutions.</p> <ul style="list-style-type: none">• Emailing the vacancy announcement to relevant professional listserves.• Using job posting services targeted to diverse groups, such as affinity groups for women and persons of color in your professional organization.• Mailing vacancy announcements to those contacts developed while actively recruiting• Contacting peers (e.g., supervisors within the University, colleagues at other institutions, local or national employers) whose departments have similar positions to ask them if they know of any potential internal or external candidates. <p>Specify if disciplinary conferences will be used for advertising the availability of faculty positions.</p> <p>Specify if the department will conduct preliminary interviews at conferences. It is important to maintain distinctions and not mix the two functions; if the conference is being used for recruitment purposes, the committee should not also be engaged in screening applicants at the conference.</p> <p>Allow adequate time for advertising- at least 30 days should elapse between the announcement of the vacancy and the beginning of screening for a national search.</p> |
| 3. The search will be monitored by the Equity and Diversity Compliance Officer in order to assess whether additional positive steps are warranted to attract more women or minority applicants. | The search process and applicant pool during recruitment will be monitored to ensure a good faith effort in the outreach and recruitment phase. The Equity and Diversity Compliance Officer is responsible for “pool approval” and may either authorize screening to begin, extend the recruitment period for the purpose of attracting additional applications, or cancel the search if, in the judgment of the administrator, the pool is insufficient in size and quality to produce a successful outcome. |
| 4. All applicants should be sent an APPLICANT FLOW INFORMATION form to be returned to Human Resources. http://www.csub.edu/facultyAffairs/files/forms/Applicant-Flow-Information.pdf | Aggregate data will be shared with the Equity and Diversity Compliance Officer to assist in the pool approval process. |

<http://www.csub.edu/facultyAffairs/files/forms/Applicant-Flow-Information.pdf>

| | |
|--|--|
|  <p>CSU Bakersfield Business and Administrative Services Office of Human Resources</p> | <p>APPLICANT FLOW INFORMATION <i>(this form to be completed and returned with application)</i></p> |
| <p>The CSU considers qualified applicants for employment without regard to race, color, religion, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex (including gender identity), age (over 40), sexual orientation, covered veteran status, or any other protected status.</p> | |
| <p>The CSU is interested in reaching the broadest possible group of qualified applicants. This form has been developed to assist us in monitoring the effectiveness of our recruitment efforts, and in collecting data that is required for compliance with State, Federal and University reporting requirements. This form, and any data submitted on the form, will be kept separate from your application and resume and will not be accessible by anyone involved with making recommendations or decisions regarding selection or hiring for this job. While your reply will be most helpful to us in reporting accurate data, completing this form is entirely voluntary.</p> | |
| Job/Position Number: | Job/Position Title: |
| <p>Question 1. Are you Hispanic or Latino? (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| <p>Question 2. Regardless of your answer to Question 1, you may select one or more of the following categories that apply to you:</p> | |
| CATEGORY | DEFINITION OF CATEGORY |
| <input type="checkbox"/> American Indian or Alaska Native | A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. |
| <input type="checkbox"/> Asian <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| <input type="checkbox"/> Black or African American | A person having origins in any of the black racial groups of Africa. |
| <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Guamanian <input type="checkbox"/> Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Other Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| <input type="checkbox"/> White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| <p>Question 3. Gender: (Please check one) <input type="checkbox"/> Male <input type="checkbox"/> Female</p> | |
| <p>Question 4. Source: How did you learn about this job opening?</p> | |
| <p><input type="checkbox"/> Human Resources – Job Line <input type="checkbox"/> From a friend or relative <input type="checkbox"/> From a CSUB employee <input type="checkbox"/> CSUB Human Resources Department <input type="checkbox"/> From a newspaper, trade or professional journal Publication Name: _____</p> | |
| <small>CSU Revised 5-13-2010</small> <small>CSUB Revised 7-14-2010</small> | |

SCREENING PROCESS

The screening process typically begins with a review of the application materials submitted by each candidate, which usually include a letter of interest from the candidate, the CV, either letters of recommendation or a list of references, and supporting materials such as statements of research and teaching interests, publications, transcripts, and other materials that may have been identified.

- Typically the first step of review is to identify any candidates who do not meet the minimum qualifications listed in the vacancy announcement.
- Depending on the size of the applicant pool, the committee then takes steps to narrow the remaining set of applicants to a group of finalists. In many cases, the committee members separately rank the applications using criteria derived from the vacancy announcement.

The screening and selection process should be developed and articulated in advance, and approved by the appropriate administrator before screening begins.

- Screening criteria must be based on the stated qualifications in the vacancy announcement.

The Screening Tool must be submitted for approval with the Recruitment and Search Plan. See three examples below.

SAMPLE 1: SEARCH COMMITTEE Applicant's Name: _____

RATING FORM

Evaluator's Name: _____

Confidential

Date: _____

| | | | | | | |
|-----------------|--|--|--|--|--|--|
| Position Title: | | | | | | |
| Department: | | | | | | |

EVALUATION MATRIX

REQUIRED QUALIFICATIONS:

| | NO | YES | 0 | 1 | 2 | 3 |
|---|-------------------------------|-----|---|---|---|---|
| List the required qualifications from the vacancy announcement here | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Meets all required qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No | Total Required Qualifications | | | | | |

CONTINUE EVALUATING ONLY IF CANDIDATE HAS MET ALL REQUIRED QUALIFICATIONS!

PREFERRED QUALIFICATIONS:

| | NO | YES | 0 | 1 | 2 | 3 |
|--|----|-----|---|---|---|---|
| List the preferred qualifications from the vacancy announcement here | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total Preferred Qualifications | | | | | | |
| TOTAL REQUIRED AND PREFERRED QUALIFICATIONS | | | | | | |

Comments:

Key: **0** = no evidence of skills/knowledge **1** = weak skills/knowledge **2** = good skills/knowledge **3** = strong skills/knowledge

SAMPLE 2: SEARCH COMMITTEE Candidate Review Form

(Use additional paper as necessary to summarize information you deem significant)

Candidate Name: _____

General Checklist (from Vacancy Description):

Doctoral Field: _____ Awarded (University, year): _____

Current University: _____

Teaching Experience:

Research & Scholarship:

Professionally-Related Service:

Experience with Diverse Populations:

Comments:

Perceived Strengths for this candidate:

Concerns and Issues I have with this candidate:

Questions I would ask this candidate:

Your rating (1 to 5) of this candidate as a potential semi-finalist (5=“strong” and 1=“weak”):

SAMPLE 3: Candidate Evaluation Matrix Tool

Job Title

Dept/College

Applicant's Name: _____

Date: _____

Evaluator's Name: _____

| REQUIRED QUALIFICATIONS | Score | Comments |
|---|--------------|-----------------|
| List required qualifications from vacancy announcement here | | |
| | | |
| | | |

Scoring Key: **0** = no evidence of skills/knowledge **1** = adequate skills/knowledge **2** = good skills/knowledge **3** = strong skills/knowledge

DO NOT CONTINUE WITH RATING IF CANDIDATE DID NOT MEET ALL REQUIRED QUALIFICATIONS (i.e. scored 0 on any required qualification)!

| PREFERRED QUALIFICATIONS | Score | Comments |
|--|--------------|-----------------|
| List preferred qualifications from vacancy announcement here | | |
| | | |
| | | |
| | | |

Scoring Key: **0** = no evidence of skills/knowledge **1** = adequate skills/knowledge **2** = good skills/knowledge **3** = strong skills/knowledge

FORM 2: RECRUITMENT AND SEARCH PLAN

Requesting Departmental Information

School: _____

Date: _____

Department (s): _____

Contact:

Phone: _____

Requesting Departmental Information

New Position: YES or Replacement
(highlight one)

Faculty Status: TT, Lecturer, or
Tenured

Position Rank/Title: Assistant, Associate, Full, Open (could be filled by any title)

(highlight one) Discipline/Field:

Anticipated Start

Date:

Appt. Months:

Composition of Search Committee

List "Chair" next to the name of the Chair of the Search Committee.

| Name | Title/Rank/Department |
|------|-----------------------|
| | |
| | |
| | |
| | |

Vacancy Announcement

| | |
|--|---|
| | Attach a copy of the approved vacancy announcement (approved by department and Dean) |
|--|---|

Plan for Recruitment

Provide the department’s diversity plan (if available) and identify special actions in the search that will address affirmative action outreach efforts.

Specify newspapers, professional publications, individual contacts, organizations, etc. you will use to advertise and conduct proactive outreach efforts.

Specify outreach beyond traditional advertisements.

Specify if disciplinary conferences will be used for advertising the availability of faculty positions.

Specify if the department will conduct preliminary interviews at conferences.

Budget for Recruitment

Based on the proposed plan for recruitment, generate a proposed budget for the recruitment activities including all ads and outreach costs.

| | |
|--|--|
| | Attach a copy of the proposed budget for the recruitment (approved by Dean) |
|--|--|

Plan for Advertisement/Job Posting

List the publications in which advertising will be placed and describe advertising outlets to be used (include institutions and professional organizations to be contacted):

| | |
|--|--|
| | Attach a copy of the proposed advertisement and copy of the announcement (can be the same) and any cover letter to be used in the mailings. |
|--|--|

Plan for Initial Selection Process

Provide a statement describing the process to be used in selecting candidates for interview.

Attach a copy of the rating form that includes the criteria (derived from job description) that will be used by the search committee to determine which candidates to invite to campus for an interview.

Required Approvals:

Department Chair
or Director

Print Name

Signature

Date

Dean

Print Name

Signature

Date

Equity and Diversity
Compliance Officer

Print Name

Signature

Date

Human Resources

Print Name

Signature

Date

GRASP (if grant
funded position)

Print Name

Signature

Date

Provost

Print Name

Signature

Date

COPY TO CHAIR, Equity and Diversity Compliance Officer, HR, DEAN, & PROVOST

SEARCH PROCESS

Search Checklist

- Search record system developed and organized with clerical staff identified and principle search contact determined.
- Ads are placed and position is posted on websites. Other activities in the recruitment plan such as making personal contacts with departments, individuals, conferences occurs. All recruitment activities are documented and maintained in an outreach file.
- Applications arrive and are organized into files.
- Applicants are sent confirmation/thank you letters or emails including information from Human Resources for information on the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and directs applicants to Human Resources web site to complete the application and the Application Flow Information Form
- FORM 3: Recruitment Compliance Form
Applicant pool and recruitment process is reviewed by the Equity and Diversity Compliance Officer who verifies that the search is in compliance and that the pool is broad and inclusive. If approved, the search process moves on to the selection process. If not, expanded search continues.

Following approval of the Recruitment Compliance Form, the selection process begins

MAINTENANCE OF SEARCH RECORDS

1. Search committee members are responsible for maintaining strict confidentiality in all matters pertaining to applications, selection, and nomination. Letters of application, letters of recommendation, summaries of telephone reference checks, transcripts, and evidence of teaching performance are to be available only to tenured and probationary faculty. A candidate's vita may be shared with others whose opinion is being sought and who will be meeting the candidate during the campus visit.
2. A staff member or a member of the search committee is assigned the duty of organizing and maintaining each applicant file.
 - a. Responsible for identifying complete application files for review by the search committee; notifying applicants if their file is incomplete and what is missing; notifying applicants when their file is complete; maintaining a consistent file system for each applicant.
 - b. An "Access Log" must be placed in the front of each applicant folder. Any appropriate person accessing the file must log in and out on this form each time the file is accessed.
 - c. Applicant folders can be filed electronically in a secure site such as the V drive. Any printed copies of the materials must not be shared and should be returned at the completion of the search.
 - d. A file system for each search should be maintained with a file for each applicant. A checklist of required materials is to be placed in the front of each applicant folder and kept current to reflect dates materials are received. All of the required material requested in the job announcement should be maintained in an individual candidate search file. The search committee chair will develop the items on the checklist to reflect the qualifications and responsibilities on the vacancy announcement.
 - e. Any communication to the candidate or to letters of reference should be included in the applicant file. There should be consistency between the communications sent to all applicants.
3. A copy of the materials of the finalist candidate will be forwarded with the request for faculty appointment. Other materials such as the vacancy announcement, a letter from the search committee, faculty hire information, and a requisition form will also be submitted.
4. The search record files should include the vacancy announcement, ads, and copies of all completed forms.
5. The search record files should also include results of phone interviews, committee rating forms, rating forms and input from the campus community, and any other input used by the committee to determine finalists for the position.
 - a. The Chair of the Search Committee is responsible for requesting the return of all evaluation and search materials and for compiling the final search record.
6. The search records are confidential and are maintained in the Dean's Office for five years after the close of the search.
 - a. The records should be compiled alphabetically and should include the vacancy announcement, the results of the search, and all of the individual input received during the search.

COMMUNICATION WITH APPLICANTS

All inquiries and applications must be acknowledged quickly and professionally. Candidates should be apprised of their status in a timely manner.

The department should identify one person to be responsible for monitoring applications as they come in and maintaining a log of applications and communications with candidates, noting file completion, sending acknowledgements, etc. The Department Administrative Assistant is the person responsible for this unless a different person has been identified by the chair.

All communications with candidates should be funneled through one person – typically the chair of the committee. This person’ contact information is made available to all applicants and listed in the advertisement and vacancy announcement.

Application Acknowledgement Letter

Every Applicant should receive an acknowledgement letter that identifies:

1. Materials received for the file
2. Required completion of the CSUB application & an Invitation to complete the Applicant Flow Form
3. Reference to crime reporting statistics required by the Jeanne Clery Disclosure Act
4. Date at which review will begin
5. Materials still required for the file

Sample Application Acknowledgement Letter

Dear Dr. [],

Thank you very much for your application for our [] position. The following required materials will be placed in your applicant file:

- Original and personalized letter of application addressing the requirements and qualifications specified in the detailed job description;
- Current vitae;
- Copy of university transcript(s) ;
- Names and contact information (mailing address, e-mail address, and telephone numbers) of at least five (5) professionals familiar with your record.

To complete your applicant file, please ensure that an official California State University, Bakersfield application is received as soon as possible. This form may be downloaded from

<http://www.csub.edu/BAS/hr/documents/CSUBEmpApp10.06.pdf>. Please fill out and return the Applicant Flow Form found at <http://www.csub.edu/facultyAffairs/files/forms/Applicant-Flow-Information.pdf>. Also, please send a copy of your transcript that shows the date that your Ph.D. was awarded. The Search and Screening Committee will begin its review of all completed files on [].

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, CSUB has made crime reporting statistics available for viewing on-line from the following University Police website. <http://www.csub.edu/BAS/police/> The most recent report can be found at http://www.csub.edu/BAS/police/documents/AnnualCrimeDisclosure2010_003.pdf.

If you have any questions regarding this position and/or the status of your applicant file, please feel free to contact me directly. Thank you very much.

Sample: Application Follow Up Letter to indicate missing materials

This is a follow-up to inform you of the current status of your applicant file for our [] position in []. We have **NOT YET RECEIVED** the following required materials for your applicant file <list only those applicable>:

- Original and personalized letter of application addressing the requirements and qualifications specified in the detailed job description;
- Current vitae,
- Copy of university transcript(s) verifying academic record and award of doctorate, and
- Names and contact information (mailing address, e-mail address, and telephone numbers) of **at least five (5)** professionals familiar with your record.

To complete your applicant file, please ensure that the materials specified above are received prior to **Monday, 10 January 2011**, when the Search & Screening Committee will begin its review of all completed files.

If you have any questions regarding this position and/or the status of your applicant file, please feel free to contact me directly. Thank you very much.

Notifying candidates who did not meet the minimum requirements for the position.

Candidates should be notified if, after screening, they did not meet the minimum requirements for the position.

Sample Unsuccessful Applicant Letter

Dear _____:

Thank you for participating in the recruitment process for the _____ position in the Department of _____ at California State University, Bakersfield.

The information and materials you submitted have been carefully evaluated. This letter is to inform you that you were not selected as one of the candidates for further consideration for the position. Again, thank you for your interest in California State University, Bakersfield. We wish you well in your efforts to find a suitable teaching position.

Sincerely,

NOTIFYING CANDIDATES WHO DID NOT REACH SEMI-FINALIST GROUP

Sample Unsuccessful Applicant Letter

Dear Dr. XYZ,

The XYZ Department Chair Search and Screening Committee has completed its review of all applicant files, and the Committee has selected three "semi-finalist" candidates with whom to continue follow-up conversations for the XYZ position at CSU Bakersfield. I regret to inform you that you were not one of the three "semi-finalist" candidates.

On the behalf of the other members of the XYZ Department Chair Search and Screening Committee, I thank you very much for your interest in our XYZ program and our university. I sincerely wish you and yours the very best with all future developments regarding your professional career.

NOTIFYING CANDIDATES WHO WERE NOT SELECTED AS THE FINALIST

Sample #1: Unsuccessful Finalist Letter

Dear Dr. []

The search for the [] of the School of [] at California State University, Bakersfield has concluded with an offer made to another candidate.

On behalf of the Search and Screening Committee, I thank you for your interest in this position and I wish you well in your future endeavors.

Sincerely,

Sample #2: Unsuccessful Finalist Letter

Dear

Thank you for your interest in the <POSITION TITLE> position at California State University, Bakersfield *(For those candidates you actually interviewed, you could add, “We enjoyed meeting you.”)*

We were fortunate to receive applications from candidates whose combination of skills and experience were outstanding, thus, making a selection very difficult. However, I regret to inform you that another candidate was selected whom we believe most fully meets our current needs for this position. Our choice does not reflect upon your excellent abilities and fine skills.

We wish you the best in your job search and appreciate your continued interest in employment at California State University, Bakersfield.

Sincerely,

Sample #3: Unsuccessful Finalist Letter

Dear Dr. XYZ, On the behalf of the XYZ Department Chair Search and Screening Committee, I thank you for your interest in our XYZ position at CSU Bakersfield and for the time you committed to visit our campus on (date) and to meet with faculty, staff, students, administrators, and community representatives.

The Search and Screening Committee had an extended meeting on (date) to review, discuss, and interpret all the feedback, interpretations, and judgments from the diverse individuals who met with you and the other finalist candidate. After lengthy discussion and deliberation, the Committee decided to recommend to Dean [****] the other candidate for the XYZ position. Therefore, I regret to inform you that the Committee decided not to recommend you.

I sincerely wish you the very best with your professional career. Again, many thanks for your interest, your collegiality, and your time.

FORM 3: RECRUITMENT COMPLIANCE FORM

Requesting Departmental Information

School: _____

Date: _____

Department (s): _____

Contact: _____

Phone: _____

Requesting Departmental Information

New Position: YES or Replacement
(highlight one)

Faculty Status: TT, Lecturer, or
Tenured
(highlight one)

Position Rank/Title: Assistant, Associate,
Full, Open (could be
filled by any title)

(highlight one) Discipline/Field: _____

Anticipated Start

Date: _____

Appt. Months: _____

Availability Data for Position <http://www.nsf.gov/statistics/nsf11306/>

| SPECIALTY | % HISPANIC /LATINO | % AMERICAN INDIAN/ ALASKA NATIVE | % ASIAN | % BLACK/ AFRICAN AMERICAN | % NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER | % WHITE | % WOMEN |
|-----------|--------------------|----------------------------------|---------|---------------------------|---|---------|---------|
| | | | | | | | |
| | | | | | | | |

Recruitment Pool - Evaluated by the Equity and Diversity Compliance Officer

| SPECIALTY | % HISPANIC /LATINO | % AMERICAN INDIAN/ ALASKA NATIVE | % ASIAN | % BLACK/ AFRICAN AMERICAN | % NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER | % WHITE | % WOMEN |
|-----------|--------------------|----------------------------------|---------|---------------------------|---|---------|---------|
| | | | | | | | |
| | | | | | | | |

- Attach a copy of the FORM 4: Applicant Record Form**
- Attach a copy of the Recruitment Plan, with an update on what outreach was completed.**

Required Approvals:

Equity and Diversity
Compliance Officer

Print Name

Signature

Date

COPY TO Dean and Equity and Diversity Compliance Officer

SELECTION PROCESS

Selection Checklist

- Search committee begins selection process from approved applicant pool.
Applicants are selected for campus visit, held or not selected.
 - Candidates rated by Search Committee members
 - Phone interviews may be conducted with semi-finalists
 - Reference checks may be conducted on semi-finalists
- Communication begins with applicants selected for campus visit. Travel, lodging, scheduling, etc. is arranged. Candidates are sent an applicant package.
- Candidates make campus visits.
 - Interview questions developed and approved by the Equity and Diversity Compliance Officer
 - Schedule developed to include meetings with multiple campus groups and a guest lecture or research presentation
 - Faculty, students, and other campus and community members invited to provide input to the Search Committee
- Search Committee recommends candidate(s) for selection.
 - Additional reference checks may be completed
- Faculty reviews and approves candidates.
- Dean reviews and approves candidate selection.
- Dean informally negotiates terms of employment.
- Offer is made by the Provost.
- Once candidate provides written confirmation of acceptance of offer, public announcement is made and all finalists are contacted
- Data on applicants and selected candidate is entered in the Applicant Record form

CANDIDATE SELECTION

In the screening and selection process, the search committee narrows the pool of candidates down to a small group that the committee believes is best qualified for the position, and provides these top candidates with an opportunity to learn more about the campus and the department through the formal interview and campus visit.

Search committee members may begin to review application materials prior to the fullest consideration date; however, no final determination on the status of the applicants shall occur until the date has passed. All members of the search committee must read all applications.

1. The first step of review is to identify any candidates who do not meet the minimum qualifications listed in the vacancy announcement.
2. Depending on the size of the applicant pool, the committee then takes steps to narrow the remaining set of applicants to a group of finalists. The committee members separately rank the applications using criteria derived from the vacancy announcement.
 - a. These rankings are combined and discussed, after which the committee identifies either a semifinalist group or a finalist group. Normally, the pool of applicants is narrowed to a “short list”, or a series of increasingly shorter lists, based upon established criteria using a process determined in advance by the search committee. To save time, when the list begins to approach the number likely to be invited to campus, certain additional information should be sought.
 - i. Candidates should be informed that the search process is in an advanced stage and we wish to determine whether or not they are still interested;
 - ii. The university’s application form (SC-1 Form) should be completed if not already on file;
 - iii. Additional telephone reference checks can be completed;
 - b. Committees should consider breaking candidates into three broad categories; Category A the top candidates; Category B: possible prospects; Category C: individuals who do not meet the posted qualifications or do not fit the needs of the department.
 - c. The committee selection(s) for interviews shall be approved by vote of a simple majority of the committee. An abstention shall count as a negative vote. The recommendation(s) of the committee shall be sent to the school dean for review and approval. With the approval of the school dean, candidates may be brought to campus for interviews with the members of the basic academic unit, the committee, and appropriate academic administrators. The school dean shall keep the committee apprised of funds available for this purpose.
 - d. Semifinalists may be interviewed by telephone prior to narrowing the pool to a group of finalists who will be invited to the campus for a formal interview with the committee as well as a campus visit. It is recommended that the search committee complete phone interviews with the highest five or six candidates.
3. It is especially important that every applicant active at a given stage of the process receive the same treatment.
 - a. The search committee should develop a common set of questions specific to each stage of the process (e.g. telephone interviews, on-campus interviews) that will be asked of each candidate interviewed at that stage.
 - b. All members of the search committee should participate (although it is acceptable for a subcommittee to screen the applications for minimum qualifications). If at all possible, the entire committee should be present at both telephone interviews and in-person interviews; if necessary, phone interviews may be conducted with a majority of the search committee members. If the department chooses to hold preliminary interviews at a disciplinary conference, it is best if the entire search committee attends, but if that is not possible, a majority of the committee should be present.

- c. Even if a candidate is already known to committee members (for example, because the candidate has been working in the department), it is not permissible to skip steps in the process for that individual.
- 4. Applications should be treated as confidential until the list of finalists for the position is known.
- 5. Candidates should receive updates on the progress of the search, and in particular should be notified if they are no longer under consideration for the position. Research indicates that clear communication with the candidates during the search process often has a critical bearing upon recruitment success. Candidates, especially the top ones being recruited by other universities, usually understand that commitments cannot be made “early” and that the process takes time. But candidates want to be kept informed of their status. While it is recommended that strong applicants not be informed of rejection until the close of the search, candidates on the “short list” should be kept informed of their continued viability, their approved campus visits, etc. The quicker the process proceeds, the fewer such communication will be needed. It is very beneficial both to the top candidates and the search process to make a telephone call or an email to let the individual know that they have been identified as a strong candidate and to check on the person’s continuing interest. Likewise, when it is after the date for candidates to submit their application materials and a candidate is clearly no longer under consideration, it is also good practice to notify these individuals as soon as possible.
- 6. At the point of making a final recommendation from the committee to the hiring authority, the committee should divide the finalists into “recommended” and “not recommended” categories, and provide an analysis of strengths and weaknesses. If the committee had a strong first choice, or if they viewed only one candidate as acceptable, that should be conveyed. In some cases the Dean may request a ranked list; if that is the case, the committee should still analyze the strengths and weaknesses of all finalists.
- 7. The committee may also make a recommendation on whether they believe service credit toward probation would be appropriate as part of an offer to a candidate.
- 8. For each search, It is recommended that a designated individual (e.g. Dean, department chair, search committee chair) be assigned the responsibility of checking references of finalists; if this is not possible, an alternate strategy to guard against bias by any committee member is to assign references to committee members such that no one committee member calls more than one reference of a particular candidate.

REFERENCE CHECKS

Since past performance is often the best predictor of future performance, the best way to verify an applicant's background and job suitability is to conduct a thorough reference check. Calling references is the recommended method; letters of reference should only be used to supplement the process. Telephone reference checks make it possible for you to listen to the tone of the reference and to encourage the reference to talk. It also allows you to get clarification about a comment or observation as well as ask follow-up questions.

Reference checking by telephone is a valuable and critical safeguard and should be accomplished carefully and thoroughly. It should be done prior to the invitations to campus. Reference checking is to be done by members of the search committee and department chair. This responsibility may not be delegated to others. The appropriate administrator need not make a final reference check until after the committee made its recommendations.

| | |
|--|---|
| Confidentiality | All reference information should be maintained in a confidential manner with access given to those on a need to know basis. |
| Illegal Questions | <p>The discrimination laws that apply to interviewing should be applied to reference checking. Do not probe into marital status, age, gender, disability, race, religion, creed, sexual orientation, veteran status, or national origin. If the reference provides unsolicited inappropriate information, do not write this information down in your notes and do not disclose the information to anyone else.</p> <p>Prohibited Inquiries:</p> <p>http://csumyconnect.calstate.edu/p59004735/</p> |
| Checking references for semi-finalists or finalist candidates | <p>The process should be handled consistently and thoroughly for all applicants who are under serious consideration in the interview process. At what stage (semi-finalists or finalists) to do references checks is up to the hiring department; however, whatever stage is chosen, all candidates in that stage must receive the same screening treatment. Obtain several references for maximum objectivity. Use the same list of questions for each reference source and make an attempt to contact the same number of references</p> <p>Telephone checks should not be limited to references listed by the candidate. When the candidate completes the application form, s/he authorizes the university to investigate "all statements of application." It is important to have a completed application form so that there is no question that the candidate authorized investigation of their background. It is, however, a recommended courtesy to inform the candidate that references beyond those listed will be called. An objection by the candidate should raise serious concerns.</p> |

| | |
|--|--|
| | <p>It is recommended that the department do more than the minimum requirement of two telephone reference checks. When possible, it helps to call people you know and to also talk to individuals who are not on the candidate's list of references. Check out previous employment histories with the current department chair at current and former institution. The information from the phone interviews of candidates and references is summarized in writing and shared with the committee.</p> <p>Telephone checks should be professional, courteous, legal and otherwise appropriate. But within these limits, the caller should ask serious, penetrating questions. One should ask for specific examples of generalizations, for the basis upon which generalizations or comments are made, and for the names of others who might be contacted for further information.</p> <p>The committee should plan core questions to be asked of all candidates' references. It is also important to ask questions specific to individual candidates to clarify or obtain information. Follow up questions are also appropriate. Planning is also important because you must respect the time of the person you are contacting. When you ask for a reference, the person you are calling is doing you a favor. Be polite, but thorough. Place the call yourself. If the person is unavailable, ask for a time when you may call again rather than requesting a return call. Sometimes an email contact is the best way to set up a time for a phone conversation.</p> |
|--|--|

SAMPLE 1: REFERENCE CHECK QUESTIONNAIRE

Candidate Name: _____ Position: _____

Name of Reference: _____ Title: _____

Relationship: _____ How long known? _____

Confirm job title/dates of employment: Are they consistent with resume/application? Yes No

Confirmed job duties: Are they consistent with resume/application? Yes No

Reason left position according to reference: _____

Using a scale from 1 to 5 with 1 being weak and 5 being strong, can you tell me how you would rate (name of applicant) in the following areas?

Work ethic/attitude 1 2 3 4 5

Comments:

Attendance/Punctual 1 2 3 4 5

(you may not consider medical leave if mentioned)

Comments:

Timeliness in completing work 1 2 3 4 5

Comments:

Ability to handle pressure/deadlines 1 2 3 4 5

Comments:

Ability to work well with students 1 2 3 4 5

Comments:

Ability to work well with faculty 1 2 3 4 5

Comments:

Ability to work well w/ co-workers/others 1 2 3 4 5

Comments:

Ability to take responsibility 1 2 3 4 5

Comments:

Communication skills (written/oral) 1 2 3 4 5

Comments:

Ability to work as a member of a team 1 2 3 4 5

Comments:

Ability to creatively solve problems 1 2 3 4 5

Comments:

Ability to work cooperatively with management 1 2 3 4 5

Comments:

Ability to learn quickly 1 2 3 4 5

Comments:

Ability to work independently 1 2 3 4 5

Comments:

Ability to supervise effectively 1 2 3 4 5

Comments/How many people supervised?

Overall quality of work 1 2 3 4 5

Comments:

Knowledge in _____ 1 2 3 4 5

Comments:

Skills in _____ 1 2 3 4 5

Comments:

What would you say are the candidate's strong points?

What would you say are the candidate's developmental needs (things we might want to help the candidate work on up front)?

Would you rehire the candidate? Yes No Maybe

Is there any additional information you want to provide?

Reference check completed by

Name

Date

SAMPLE 2: REFERENCE CHECK QUESTIONNAIRE

Candidate Name: _____ Position: _____

Name of Reference: _____ Title: _____

Relationship: _____ How long known? _____

1. Please give us a brief description of the venue(s) and time-frames in which you have become acquainted with the professional and personal qualities of _____.

a. Based upon your experiences with _____, what would you consider as the "best" indicators (professional as well as personal) for the type of [] s/he would be at CSU Bakersfield?

b. In what capacities have you had an opportunity to observe _____ in a [faculty/administrative] position?

c. Based upon your experiences with _____, how would you describe her/his style of accomplishing work projects?

d. Based upon your experiences with _____, how would you describe his/her style of working with others on joint projects?

e. Based upon your experiences with _____, what issues or areas of concern should we be aware of in considering her/him as a [] at CSU Bakersfield?

2. Please share with us any observations and judgments you have regarding _____ involvement with the following "expectations" listed in the vacancy announcement:

a. [list expectations here]

b. [list expectations here]

c. [list expectations here]

3. Please give us some idea of the feedback (both positive and negative) you have received regarding _____ interactions with:

a. His/her faculty colleagues.

b. The professional staff.

- c. Students.
- d. Alumni and other members of the local community.

4. Please share with us any observations and judgments you have regarding _____ and his/her level of performance regarding the "traditional" areas of faculty performance:

- a. Teaching effectiveness.
- b. Research and scholarship, including extramural grant funding.
- c. Professionally-related service to the University and external community.

5. If the [] position was open at your University, would _____ be a viable candidate? Why or Why not?

6. What 3-4 terms would you offer that would best summarize your judgment about _____?

7. Do you have any reservations of any kind regarding _____ as a candidate for our [] position? If so, what are your reservations?

8. Is there anything that we have not covered in this conference call that you believe we should know regarding _____ as a candidate for our [] position?

SAMPLE 3: REFERENCE CHECK QUESTIONS

How long has Dr. [] been employed at []? How long have you known Dr. []? What courses does he/she usually teach? Does he/she have tenure?

Suggested key question to ask in a telephone reference check:

- Let me describe the position to you and then ask your assessment of how well Dr. [] will match each responsibility of the position.
- Teaching effectiveness is a high priority at CSUB. How would you describe Dr. []’s record of teaching performance? Is your response based upon personal observation? Student evaluations? Other?
- What is your opinion of Dr. []’s research and publication record or potential for research and publication? Are you personally familiar with his/her professional accomplishments?
- Is Dr. [] active in university and community service? Can you provide some examples?
- How would you describe Dr. []’s professional development during his/her employment at [] University? Examples?
- Has Dr. [] been encouraged to seek grant funding for research? Has s/he been successful?
- Does Dr. [] work well as a member of a team? Is s/he a leader on committees? Examples?
- How would you characterize her/his interest and ability in advising students? Examples?
- Does Dr. [] communicate effectively? Examples?
- Could you describe Dr. []’s personal traits? Is s/he honest? Sensitive to others? Does s/he follow through on assignments? Examples?
- Has s/he demonstrated sensitivity toward and ability to work with minority students? Members of minority groups? Examples?
- Does s/he have any shortcomings or weaknesses on either a professional or personal level that would affect her/his performance as a faculty member? Examples?
- Do you know of any instances in which Dr. [] exercised poor professional judgment as a faculty member? How did s/he deal with it? Examples?
- Would you hire her/him for a position such as this one?
- What are Dr. []’s reasons for wishing to leave your university?
- Is there anything else a potential employer of Dr. [] should know?

Some of the above questions may not apply if the candidate is still in or has recently left graduate school. In such cases the following questions might be appropriate substitutes. Also, in such cases, graduate transcripts could be requested and some of the information on the transcript may stimulate specific questions about coursework, etc.

- Based upon your knowledge of Dr. []'s performance and training as a doctoral student, what is your assessment of the likelihood of her/his success in a position such as this one?
- What personal and professional characteristics has Dr. [] exhibited that lead you to this assessment?
- Are there any weaknesses or shortcomings in her/his training of which we should be aware?
- Are there any weaknesses or shortcoming in her/his performance as a graduate student or teaching associate, etc. of which we should be aware?

GUIDELINES FOR INTERVIEWS

It is critical to treat all applicants the same up to each point as the list is “shortened.” Then all applicants on the short list are treated the same until the list is “shortened” again. Once the list is shortened to the group, usually about three, who will visit the campus, those individuals must each be given similar opportunities to interact and present themselves personally and professionally. Such things as the length of the campus visit, opportunities to interact with administrators and students as well as faculty, social gatherings, etc. should be similar in nature for each candidate, including internal candidates.

All members of the search committee or department who will be interviewing the candidate should be familiar with the person’s vita. This knowledge facilitates the interview and helps in the formulation of meaningful questions. Candidates are often irritated by questions that suggest a lack of familiarity with his/her application materials.

Candidates are more likely to respond positively to offers of appointment when the university has demonstrated concern for both their professional interests and personal needs. Interviews should be scheduled in a professional setting that is pleasant and comfortable for the candidate and should provide the candidate an opportunity to learn about the institution and the department, expectations, and other concerns.

Interviews should clarify the match between the position as described in the vacancy announcement, including qualifications, and the candidate. Teaching experience and interests as well as research and other professional interests and accomplishments can be explored in depth. In most cases, several top candidates are being evaluated and compared; therefore, it is important that basic information is obtained and clarified regarding each of them. The interview, in part, should be used to “even out” any differences in the amount of clear information available concerning each top candidate.

Components of a good interview include:

- a. The “opening,” in which “common ground” is established by discussing a common experience or interest shared by the candidate and a search committee member. The purpose of such “climate building” is to put the candidate at ease. Internal stress often decreases accuracy in hearing and responding to questions.
- b. Questions that can be shown to be directly related to the bona fide requirements of the position.
- c. The “body” of the interview should include a “core of questions” to be asked of each candidate so that information common to all of the candidates is gathered and facilitates subsequent comparison of the individuals. The committee may wish to construct questions which:
 - Test the candidate’s match with basic criteria of the position outlined in the position announcement.
 - Probe the technical and professional preparation of the candidates.
 - Identify the skills necessary to succeed in the department or college/school.
 - Identify interpersonal and/or communication skills deemed essential to success as an effective teacher.
- d. The “close” of the interview should be clear. Questions such as “Have we covered everything?” or “Does anyone have a final question?” alert the candidate that the interview is coming to a close. It is

good practice to ask the candidate if s/he would like to ask any questions at this time. Dialogue rather than interrogation often allows for a freer and fuller exchange of information. Thanking the candidate is a common and useful way of indicating that the interview has ended and eliminates the awkwardness for the candidate of not knowing if the interview has concluded.

At this stage the committee members must avoid the temptation to give candidates undue cause for optimism or pessimism by making remarks related to the candidate or the search. Of course, no information about other applicants should ever be shared. It is helpful to candidates to know how many finalists there are and when the department will complete the on campus interviews of all the candidates. This information gives the candidate an idea about the likely timetable regarding a final decision.

Committee and department members should not raise inappropriate questions. Committee members must ensure that no candidate is asked an inappropriate question by other faculty, administrators, students, community members, or other individuals coming in contact with the candidates, either formally or informally. Even if the candidate initiates conversation in areas such religion or family, you should not engage in a conversation around these topics. You cannot raise questions about diversity, partner or family needs but you can provide information to all candidates that show that we have resources available for faculty with children, domestic partners, special needs accommodation and other diversity categories. One example might be to include a community list that refers to a variety of local religious affiliations that includes all major religions or a list of community resources that includes the wide variety of ethnically diverse special interest groups. You may make a point of telling all candidates that we have domestic partner benefits and parent leave for birth or adoption. The subtle inclusion of these materials can provide a message that diversity is valued. Remember, you can provide information about diverse interests to all candidates but you cannot inquire about the faculty member's need for these connections.

Work Permits / Visas

Under federal law, a tenure track position is considered “permanent.” All employees must have authorization to work in the United States *at the time of employment not at the time of the interview*. J or F visas are for temporary stays within the United States and cannot be used for “permanent” employment. The university will work with a person after they are hired to obtain an appropriate visa. However, the university is not responsible for obtaining authorization to work in the U.S. The university will not pay any fees associated with obtaining a visa. The university does not provide an immigration attorney. Since Spring 2002, the process for obtaining visas has become more difficult. There is a considerable time lag between applying for a visa and being granted it. You may not ask a candidate if they are authorized to work in the U.S. during the interview process. While INS regulations allow for this, EEOC regulations would leave the university potentially liable for a discrimination claim based on national origin. Therefore, questions about the right to work in the U.S. may only be asked after an offer of employment has been accepted.

Pre-Employment Inquiries

Pre-employment inquiries that tend either directly or indirectly to reveal personal information such as an applicant's race, religion, color, gender, marital status, pregnancy, national origin, age, mental or physical disability, sexual orientation, special disabled veteran's status, Vietnam Era or other covered veteran's status are likely to constitute evidence of discrimination. Thus, persons soliciting information from or about applicants should be certain that the information is position-related and that it is needed to evaluate competence or qualification for the position.

The university, however, legally may seek and obtain information needed for implementation of its equal employment opportunity program. In fact, we are required to collect such information and we do so by means

of the Applicant Information Flow Form available on the web. The information is tabulated and used by the Equity and Diversity Compliance Officer only. It will not be given to the committee.

Appropriate questions on the topics indicated, if initiated, are to be addressed to all applicants and should not be asked of candidate's of a particular background. In the event of a complaint or legal action, it will be necessary to show that the person(s) making the inquiry intended no unlawful discrimination.

In addition to the employment inquiries examples provided on the California Department of Fair Employment & Housing FACT SHEET, the following are examples of questions that are not position-related **and MUST NOT be asked neither of the candidate nor of the references:**

- Do you plan to have any more children?
- How many children do you have at home?
- What are the ages of your children?
- Who will baby-sit your children?
- Are you currently practicing birth control?
- What are your plans for marriage?
- Are you currently living with your spouse or a domestic partner or significant other?
- How long have you been married, divorced, separated, or living with your domestic partner/significant other?
- Do you still see your ex?
- Is your present spouse your children's parent?
- Is your family dependent upon your working?
- Do you have to work?
- How does your spouse/domestic partner/ significant other feel about your working?
- How does your spouse/domestic partner/significant other feel about your moving?
- Are your parents citizens?
- Where are your parents living?
- How long have you been a citizen?
- What kind of name is that?
- Were you born in this country?
- When did you come to the United States?
- What is your wife or mother's maiden name?
- Why don't you use your husband's name? Why do you use your husband's name?
- Where were you born?
- Do you have a work permit/visa to hold a job in the United States?
- Do you have a green card?
- Were you in the military service?
- Are you active in any political organizations, local campaigns, parties?

- How do you spend your weekends and evenings?
- Where do you go to church?
- What is your view toward organized religions?
- What is your religious preference?
- You are older than we thought. How long do you plan to work?
- You look awfully young, are you sure you are ready to be a college teacher?
- Have you ever been arrested?
- Have you ever been in trouble with the law?
- Have you ever been subpoenaed?
- Have you ever had any garnishments?
- Have you ever had any property repossessed or foreclosed?
- Do you own your own home?
- Are you renting or buying your home?
- Do you live in a house or an apartment?
- Do you own your own car?
- How did you finance your education?
- Do you have any disabilities?
- Can you drive a car? Can you get around?

FACT SHEET ON INQUIRIES FOR BOTH CANDIDATES AND REFERENCES TO GUIDE IN THE DEVELOPMENT OF INTERVIEW QUESTIONS

<http://csumyconnect.calstate.edu/p59004735/>

California Department of Fair Employment & Housing Fact Sheet

EMPLOYMENT INQUIRIES

WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

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

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

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

APPLICANTS

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

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

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

EMPLOYEES

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

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

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

Employment Inquiries - Page 1 of 3

EMPLOYMENT INQUIRIES

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

Employment Inquiries - Page 2 of 3

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

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

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

TTY Number: (800) 700-2320

or visit our Web site at: www.dfeh.ca.gov

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

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



DFEH-161 (8/01)

Employment Inquiries - Page 3 of 3

INTERVIEW QUESTIONS FOR SEMI-FINALISTS (PHONE INTERVIEW) OR FINALISTS (CAMPUS VISIT)

SAMPLE INTERVIEW Questions:

1. In 5 minutes or less, summarize your professional background and share with us how this background "fits" with the requirements for our [] position.

2. Why are you specifically interested in leaving your current position and university and becoming the [] at CSU Bakersfield?
 - a. If we were to follow-up with your current and past colleagues, what could we expect them to report about you, your professional qualifications and experiences, and your personal qualities and values?
 - b. How would you describe your current situation in terms of work environment, communication climate, and interpersonal relationships?
 - c. What are your expectations, professionally and personally, of our University, School, and Department if you became []?

3. In your previous positions, what was your approach to working with administrators to whom you reported?
 - a) In your previous positions, what was your approach to working with faculty and staff who reported to you?
 - b) What was your approach to working with students?
4. What has been your experience working with diverse student populations?

5. Please tell us about your experience with systematic assessment of student learning goals and objectives, and whether assessment information was used to improve programs.

6. What has been your experience working on programs for student retention and advising?

7. What experience have you had with online instruction and other distance learning and instructional technologies?
8. Please tell us about your experience with grant writing and external fundraising

9. Based on your understanding of the [] position, in what areas of responsibility are you best and least prepared for the position?

8. Are there any professional experiences or personal qualities that we haven't covered that you wish to highlight for the committee?

9. Do you have any questions regarding the position, the department, the School, the University, or the Bakersfield community?

CAMPUS VISIT

On-campus interviews of final candidates for tenure track positions **must be approved before an invitation to visit CSUB** is extended to an applicant. The Search Committee meets with the Dean to review the finalist and determine the finalists to be invited to the campus interviews. Normally, three candidates will be invited for a campus visit. The Search Committee must assure the Dean that all candidates were treated fairly and consistently. Inconsistent treatment or variations from the policies set here may lead to cancelation of the search.

Campus visits normally include other members of the department in addition to the search committee, as well as meetings with appropriate administrators.

- A detailed written schedule for the campus visit should be established, with specific indications of responsibility for all accommodations, transportations, introductions, meetings, presentations, etc.
- Ask the candidate if s/he requires an accommodation as part of the interview. The university is obliged to make reasonable accommodations during the interview process. No individual may be denied an interview because of a disability. Please be sensitive to the needs of applicants who may be disabled. Should any question arise on how to accommodate an individual, please immediately contact Academic Personnel Services.
- Ask the candidate if s/he has any dietary preferences. This will help you in scheduling the most appropriate settings for meals. Do not ask if the person has any dietary restrictions since often these questions could lead into discussion of religious backgrounds or medical conditions. Vegetarian options should always be made available. Simply note the information regarding dietary preferences and disregard any additional information that is provided.
- Provide candidate with a) a detailed itinerary for the entire campus visit and (b) a clear written explanation of procedures for the reimbursement of travel expenses. Concern for and assistance with travel reimbursement is a high priority for candidates and we should be sensitive to that need.
- With the assistance of search committee members and the department, the search committee chair needs to make the following arrangements:
 - Assist the candidate in making travel and hotel arrangements.
 - If possible, arrange to meet the candidate at the airport (if flying in).
 - Inform the candidate, as soon as possible, of expected presentations, the audience, and the suggested topic.
 - Establish an itinerary that includes time for the following:
 - a guest lecture or research presentation, (Students should be invited to presentation; some departments give students student evaluation forms to complete on candidate's presentation. Some departments have the candidate present in a regularly scheduled class session.)
 - a meeting with the department faculty
 - a meeting with students (optional)
 - a meeting with support staff
 - a meeting with the selection committee
 - a meeting with the department chair
 - a meeting with the Dean
 - a meeting with the AVP Faculty Affairs
 - meals with a variety of faculty
 - a campus tour, tour of surrounding area
 - a meeting with a Realtor to look at possible housing (if requested)
 - attend special functions if available

- time to relax and/or exercise, and meet with other persons or groups as deemed appropriate
- Candidates should meet with the department chair and appropriate administrator(s) on a one-on-one basis. Meetings should be scheduled with diversity in mind. Many of the best candidates will be searching for an inclusive environment that values diversity even if they do not have obvious diversity status.
- Send a copy of the printed itinerary to the candidate, Dean, department faculty, hiring committee, and other appropriate individuals prior to the visitation date. Be sure to copy all those who are scheduled to meet with the candidate.
- Complete campus accounting forms for all meetings (business meal approval, direct pay, etc). Complete reimbursement to the applicant for travel expenses from State funds. The candidate must sign the travel claim form submit receipts. The forms with receipts are forwarded to the Dean.
- Broad participation is desirable; however, in soliciting input from colleagues following the interviews, be aware that not everyone will be able to attend all candidate visits. Keep that in mind when taking feedback from colleagues into account. Ideally all members of the search committee should be present at formal interview events (interview with committee, formal presentations.)
- If a committee member misses a candidate’s visit, it may be necessary for the committee member to recuse him/herself from the final vote.

Remember that one significant purpose of the visit is to recruit the candidate.

- Take the opportunity to highlight the benefits of working for the CSU, such as the defined benefit pension system, as well as the assets of the campus, including its diversity, special programs and initiatives, distinctions, and so forth.
- The visit might include a tour of the campus as well as the area, a meeting with a benefits person, and other activities that have no bearing on selection but serve to represent the campus as a desirable place to work.
- It is important to represent the campus as it is and to highlight its mission.
- In most cases, meal times can be used as opportunities for informal interactions between the candidate and search committee members or others from the department; at some point in the visit, make sure the candidate has the opportunity to receive candid answers to questions about working in the department, living in the area, and so forth.

CAMPUS/COMMUNITY INPUT ON FINALISTS

| |
|---|
| 1. The committee shall solicit the views of all other members of the basic academic unit and may solicit information from other appropriate sources including students. |
| 2. Input may be solicited by sending out a call for comments. |
| 3. Input may be solicited by developing a candidate evaluation or rating form (see two examples). |

SAMPLE1: FORM

Candidate Rating Form

Candidate: _____

Please rate the candidate across the dimensions below using the following scale. For items 4-7, you may refer to the attached job announcement:

| | |
|----------|----------------|
| 96-100 | Outstanding |
| 86-95 | Well Qualified |
| 76-85 | Satisfactory |
| 70-75 | Passable |
| Below 70 | Not qualified |

1. General Impression Rating: _____

Comments:

2. Alertness, Comprehension, Ability to present Ideas Rating: _____

Comments:

3. Judgment: Would you trust this person's judgment on the job? Rating: _____

Comments:

Additional Comments (attach additional sheets if you wish):

SAMPLE 2: FORM

Candidate Evaluation Tool (UCLA)

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name:

Please indicate which of the following are true for you (check all that apply):

| | |
|---|--|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Met with candidate |
| <input type="checkbox"/> Read candidate's scholarship | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Other (please explain): |
| <input type="checkbox"/> Attended candidate's talk | _____ |

Please comment on the candidate's scholarship as reflected in the talk:

Please comment on the candidate's teaching ability as reflected in the talk:

Please rate the candidate on each of the following:

| | excellent | good | neutral | fair | poor | unable to judge |
|--|-----------|------|---------|------|------|-----------------|
| Potential for (Evidence of) scholarly impact | | | | | | |
| Potential for (Evidence of) research productivity | | | | | | |
| Potential for (Evidence of) research funding | | | | | | |
| Potential for (Evidence of) collaboration | | | | | | |
| Potential for (Evidence of) outreach efforts to diverse groups | | | | | | |
| Fit with department's priorities | | | | | | |
| Ability to make positive contribution to department's climate | | | | | | |
| Potential (Demonstrated ability) to attract and supervise graduate students | | | | | | |
| Potential (Demonstrated ability) to teach and supervise undergraduates | | | | | | |
| Potential (Demonstrated ability) to be a conscientious university community member | | | | | | |

Other comments?

FINALIST RECOMMENDATION

The committee reviews all information gathered about each final candidate and makes their decision regarding the nomination of candidates. A simple majority vote is needed but it is preferable that the committee forms a consensus on the top candidate(s). The committee shall make its final recommendations on the candidates to the department. The Department Search Committee drafts a written recommendation and forwards to the department: The letter should:

- a. Provide narrative explaining recruitment process
- b. Indicate level of support for candidate
- c. Indicate support for any special appointment considerations
- d. Provide justification for hiring

The tenured and tenure-track faculty of the department shall by simple majority of those voting decide the recommendation(s) to be sent forward. The department forwards documents on the recommended applicant to the Dean. Materials sent to the Dean should include:

- a. Faculty Hire Form (school based)
- b. FORM 5: Faculty Requisition Form
- c. Copy of Vacancy Announcement
- d. Copy of advertisements
- e. Letter from Department Search Committee
- f. Current Resume/Vita
- g. Three Letters of Recommendation
- h. Transcripts confirming Highest Degree

The Dean shall review the committee's recommendation(s) and forward his/her recommendation(s) to the P&VPAA. The Dean will also conduct informal discussions with the finalist to determine employment conditions. All recommendations must be consistent with the campus policy. The department chair may indicate concurrence / disagreement with the committee recommendation.

The official Offer of Employment is sent to the candidate from the Provost's Office. Call the final candidates to let them know the outcome only after the individual has accepted the offer. Notify the department faculty regarding the results. A verbal acceptance is not binding. Contact should be maintained with the candidate until the written appointment letter has been signed and returned.

SAMPLE LETTER OF RECOMMENDATION FROM THE SEARCH COMMITTEE:

Dr. [] was awarded his Ph.D. in [], with a specialization in [], from the University of [] in [], which meets the specified qualification of a doctorate in a “related field” to []. Dr. [] brings special expertise in []. Dr. [] would be a valuable addition to the [] faculty’s. In addition, Dr. [] would fill a “void” in teaching []. Based upon our review of his professional vitae, responses to our questions from professional references, and feedback from all individuals during his two-day campus visit, the Search and Screening Committee concludes that Dr. [] clearly meets the specified criteria of []. We conclude that Dr. [] will be very thorough and precise in all his actions, will use data whenever possible to support conclusions and requests, will actively involve the faculty in all departmental matters, and will treat his colleagues with respect, patience, and a welcomed “humility.”

The [] faculty has reviewed Dr. [] credentials in terms of teaching success, research and scholarship, and professionally-related services to the community. Dr. [] scholarly record, including numerous publications in refereed journals and presentations at professional meetings, and success with extramural grant funding is judged to be “exemplary or exceptional” in both quantity and quality.

Dr. [] also has a strong record of “documented administrative experience in working collaboratively and effectively with faculty, staff, university administrators, community agency directors and managers, and local government leaders.”

Based upon all the feedback from the different individuals that both candidates for the [] department chair position met during their respective two-day campus visits and the feedback from the professional references, the Search and Screening Committee concludes that Dr. [] is best able to implement “shared governance” principles at CSUB and to consult regularly with the faculty on all major decisions, relative to the other candidate. Specifically, the Search and Screening Committee is confident that Dr. [] is the best candidate who will satisfactorily meet all the following expectations specified in the vacancy announcement:

- [List expectations from the vacancy description with information on how the candidate meets each expectation]

If you have any questions regarding this recommendation and/or the specifications of the justification, please contact me directly, and I will be glad to clarify or to provide additional information. Thank you very much.

f. Is reimbursement provided for relocation costs Yes (Amount) \$ No

If yes, source (include chartfields):

.....

SECTION IV.

a. Highest degree claimed: Who at CSUB verified degree:

How was degree

b. verified:

c. If the candidate has been previously employed at any other CSU campus, which officials at that campus have been consulted:

.....

SECTION V.

SPECIAL RESERVATIONS OR CONDITIONS

REQUESTED IN APPOINTMENT LETTER

.....

SECTION VI.

SIGNATURES OF APPROVAL

Chair _____ Date _____ Dean _____ Date _____ Provost _____ Date _____

Attach: Checklist FHI form Vacancy Announcement Search Committee letter Vita/Resume File

3 letters of recommendation Transcripts for Highest Degree Dean's letter, if needed

Distribution: HRS File (1 copy) Department (1 copy) Academic Affairs (Original)

SEARCH CONCLUSION

Search Conclusion Checklist

- Members of the Search Committee return all materials and rating forms to the Chair of the Search Committee
- Individual applicant material is maintained in files for storage in the Dean's office. Any duplicate materials are shredded.
- FORM 4: Candidate Application Form completed with dispositions for all applicants and submitted to Equity and Diversity Compliance Officer
- Chair submits an evaluation of the success of the recruitment plan and search process to the Equity and Diversity Compliance Officer and Dean
- Finalist is sent a hiring packet

CANDIDATE DISPOSITION

After the search committee determines the applicant dispositions, finalists and alternates, the search committee chair needs to enter the dispositions. The dispositions need to be specific and correspond with the posted qualifications in the vacancy announcement.

1. Maintain an ongoing applicant record (See Form #4)
2. At the end of the search, Human Resources will provide information on gender and ethnicity.
3. Enter disposition reasons/codes when decision on an applicant is made.
 - a. Reasons for NO Offer Made could areas such as:
 - i. Less experience in [specific area]
 - ii. Lower publication record
 - iii. Less successful job talk or interview
 - iv. Field specialization doesn't meet departmental needs
 - v. Less potential for individual funding
 - vi. Less/no demonstrated potential for mentoring diverse student body
 - vii. Other [please specify]
 - b. Reasons why the candidate DECLINED offer could be:
 - i. Retained at home institution
 - ii. Accepted a position at another institution
 - iii. Housing
 - iv. Salary
 - v. Childcare & schools
 - vi. Private industry
 - vii. Spousal/domestic partner
 - viii. Other [please specify]
 - c. Attach code key if using codes (see below).
4. Submit a copy of the Applicant Record to Human Resources and the Equity and Diversity Compliance Officer.

DISPOSITION CODES

NOT CONSIDERED

01 NC – Didn't follow rule for submission/Incomplete Application

02 NC – Not legal to hire

03 NC – Application/resume cannot be read

04 NC – Not considered – sufficient numbers of applicants already in process or job filled prior to review

05 NC – Not considered – chose internal applicant before reviewing any external job seekers

06 NC – Withdrawn Prior to Interview Explicit (person stated he/she was no longer interested)

07 NC – Withdrawn Prior to Interview Implicit (person never returned call or email – at least two attempts to call or email must be made before using this disposition code; also be sure to document attempts to contact)

08 NC – Withdrawn – No meeting of minds re shift, schedule or start date

09 NC – Withdrew – No meeting of minds re other terms and conditions of job

MINIMUM QUALIFICATIONS NOT MET

11 QNM – Does not meet minimum qualification – license/certification

12 QNM – Does not meet minimum qualification – education

13 QNM – Does not meet minimum qualification – degree in field

14 QNM – Does not meet minimum qualification – experience/amount

15 QNM – Does not meet minimum qualification – experience/relevant

16 QNM – Does not meet minimum qualification – second language fluency

17 QNM – Does not meet minimum qualification – job related felony conviction

18 QNM – Does not meet minimum qualification – job related drug offense

REJECTED AND NOT INTERVIEWED

20 RNI – Not eligible for re-hire (former employee)

21 RNI – Current employee: performance or attendance issue

22 RNI – Abuse of application process

23 RNI – No prior work history

24 RNI – Unsatisfactory prior work history

25 RNI – Experiences/skills do not demonstrate a match for job sought

26 RNI – Not as qualified: education

27 RNI – Not as qualified: experience

28 RNI – Not as qualified: skills

29 RNI – States cannot perform one or more essential functions with or without a reasonable accommodation

30 RNI – Could not demonstrate ability to lift ___ pounds (job qualifications must specify required amount to lift)

31 RNI – No established scholarly reputation

32 RNI – Area of specialization overlaps others in department

33 RNI – Publications inadequate

INTERVIEW – REJECTED

40 IR – Interviewed: failed to confirm qualifications on application

- 41 IR – Interviewed: interpersonal or communication skills
- 42 IR – Interviewed: unprofessional dress/demeanor
- 43 IR – Interviewed: not best match for job/work unit
- 44 IR – Interviewed: lacks sufficient interest/commitment to job sought
- 45 IR – Interviewed: not a good institutional fit
- 46 IR – Interviewed: another applicant was preferred

TELEPHONE INTERVIEW – REJECTED

- 50 TIR – Telephone interview: failed to confirm qualifications on application
- 51 TIR – Telephone interview: interpersonal or communication skills
- 52 TIR – Telephone interview: unprofessional demeanor
- 53 TIR – Telephone interview: not best match for job/work unit
- 54 TIR – Telephone interview: lacks sufficient interest/commitment to job sought
- 55 TIR – Telephone interview: not a good institutional fit
- 56 TIR – Telephone interview: not conversant in the English Language

OFF CAMPUS INTERVIEW – REJECTED

- 60 OIR – Offsite interview: failed to confirm qualifications on application
- 61 OIR – Offsite interview: interpersonal or communication skills
- 62 OIR – Offsite interview: unprofessional dress/demeanor
- 63 OIR – Offsite interview: not best match for job/work unit
- 64 OIR – Offsite interview: lacks sufficient interest/commitment to job sought
- 65 OIR – Offsite interview: not a good institutional fit

SEARCH COMMITTEE INTERVIEW – REJECTED

- 70 SCR – Committee interview: failed to confirm qualifications on application
- 71 SCR – Committee interview: interpersonal or communication skills
- 72 SCR – Committee interview: unprofessional dress/demeanor
- 73 SCR – Committee interview: not best match for job/work unit
- 74 SCR – Committee interview: lacks sufficient interest/commitment to job sought

75 SCR – Committee interview: not a good institutional fit

76 SCR – Committee interview: did not meet instructional fluency requirement

ACADEMIC ADMINISTRATION INTERVIEW-REJECTED

77 AAIR – Academic Administration Interview: not as appropriate for program or University mission as other committee recommendation

78 AAIR – Academic Administration Interview: not as appropriate or as broadly qualified as other committee recommendations

REJECTED – OFFER PENDING/OFFER MADE

80 RO – Unable to confirm work experience/references

81 RO – Unsatisfactory work references

82 RO – Failed criminal background check

83 RO – Falsified application/resume

84 RO – Failed to produce required documentation, license, or transcript

WITHDREW AFTER INTERVIEW

90 WI – Withdrew after telephone interview

91 WI – Withdrew after off-campus interview

92 WI – Withdrew after search committee interview

93 WI – Withdrew after interview – Applicant no longer interested

SELECTED – NOT HIRED/NOT RE-ASSIGNED

94 SNH – Declined job offer

95 SNH – Selected, but did not show for first day of work

96 SNH – Selected, but unsatisfactory I-9 documentation

HIRED/ASSIGNED

97 H - Selected and Assigned

98 H – Contract Signed (Faculty)

99 H – Current Employee Re-assigned

FORM 4: CSUB Applicant Record

Total # of Applicants

Date Prepared

Position Title

Preparer's Name

Hiring Department

Preparer's Email

***Provided later by the Equity and Diversity Compliance Officer**

NEGOTIATING OFFER WITH FINAL CANDIDATE

Search committees are not responsible for making the final selection or hiring decision; that responsibility is shared by the administrators involved in the appointment and formal approval process. The Search Committee may chose to make a recommendation to the Dean on service credit for the candidate, but no service credit employment recommendation is provided to the candidate.

The Dean negotiates informal employment terms with the selected candidate. The candidate should be asked to make his/her decision in a timely manner. Upon acceptance of a verbal offer, the Dean submits the following items to the Provost/Vice President for Academic Affairs:

- faculty hire form
<http://www.csub.edu/facultyAffairs/files/forms/FacultyHireInfoFormRev.xls>
- FORM 5:Faculty Requisition Form
- Copy of Vacancy Announcement
- Letter from Department Search Committee
- Current Resume/Vita
- Three Letters of Recommendation
- Transcripts for Highest Degree
- Negotiated Employment Terms
 - Rank
 - Compensation
 - Position starting date
 - Term of appointment
 - Responsibilities of the position
 - Other terms of appointment
 - Service credit – at the request of the candidate
 - Moving expenses
 - Start-up funding including workload reduction
 - If a portion of the candidate's job responsibilities will be in a role such as director of a program or department chair, the terms of appointment should include the duration of the special role, the review process, if any, associated with it, and what would happen in terms of responsibilities and compensation were the individual to move out of the special role and into a full-time faculty position.

The P&VPAA shall offer appointment to the candidate. If the candidate refuses the offer of appointment, the P&VPAA may offer the position to another candidate from the list of applicants acceptable to the school Dean and the department. If no candidate is acceptable, the search may be re-opened.

The offer shall inform the candidate that he/she may request up to two years of credit toward the award of tenure for previous service. The request shall be made prior to the start of the candidate's initial academic year

RETAINING FACULTY

Steps to Retain Faculty in Support of Inclusive Excellence

- Why is Retention Important?
- The New Faculty Member
- Best Practices

Why is retention important?

“Advancing and retaining our current faculty, including those who add diversity to our campus, is just as important to enhancing the quality and diversity of our faculty as is recruiting them. It should also be recognized that success – or the lack of it – in retaining and promoting outstanding and diverse faculty affects the university’s attractiveness to faculty it wishes to recruit.

Among the factors that contribute to the advancement and retention of faculty is a climate within the department, school, and university as a whole that is collegial, values and supports the professional development of faculty, and respects the contributions of each faculty member. Achieving the goals of recruitment, retention, and advancement requires the involvement and leadership of university officers, school deans, department chairs, and faculty. While policies on retention are difficult to formalize, the following practices are offered as guidelines to assist schools and departments in advancing and retaining a diverse and excellent faculty.” (Stanford University)

The New Faculty Member

How a person enters an organization greatly affects his/her attitude toward it. Therefore, after the successful recruitment and appointment of a new faculty member, attention must focus upon the retention of that person. Arrangements should be made to facilitate the individual’s transition to the university and the community by assisting with the identification of temporary or permanent living accommodations, reliable services, and the like. In addition to the mandatory New Faculty Orientation provided by the Provost through the Faculty Teaching and Learning Center, departments should seek to provide campus and community tours and generally attempt to make what can be a hectic, stressful experience as easy and comfortable as possible. Some new faculty will prefer considerable assistance, while others will prefer to be left to their own initiative. This is a time to ask questions about the types of connections the new faculty member will seek.

Some tips for welcoming new faculty:

- a. Make regular calls to new faculty member after acceptance of employment to ascertain if there is anything the department can do to facilitate move
- b. Know when the new faculty member is arriving in town
- c. Welcome him/her and their family on the day they arrive
- d. If practical, arrange a home for them to stay for a couple of days while they find a more permanent place to stay
- e. Provide a list of names/phone numbers not only of department faculty but key offices (Employee Assistance, Benefits, Payroll, Personnel) as contacts should they encounter problems/need assistance.
- f. Have someone in the department sponsor a welcoming event such as barbecue or other form of informal get together.

Office accommodations, email, computer workstations, telephones, keys, etc. should all be ready and available when the new faculty member arrives.

In summary, both the interview/hiring process and the relocation to the Kern County area should be as positive as possible. Individuals remember how they were treated. A candidate's positive experience, even if the person is not hired, can have long term benefits to the department and university. Remember that the recruiting process is an opportunity for us to sell our University to the public.

Best Practices for Retaining Faculty within a Framework of “Inclusive Excellence”

1. The University should provide appropriate support and recognition.
 - a. Offer acceptable salaries and start-up incentives
 - b. Ongoing review of salaries and other non-salary compensations should occur to ensure that faculty compensation levels are merit-based and not associated with attributes such as gender or race/ ethnicity.
2. Consider Cluster Hires – hiring a group of people at all levels to create a cohort of flexible and dynamic diversity mentor scholars, OR hiring more than one person of color at a time.
3. Establish a strong mentorship program and provide diverse hires with diverse and majority mentors.
4. Demonstrate collegiality and provide a comfortable, welcoming, and supportive climate while also being sensitive to the different experiences of faculty from underrepresented groups. Campus climate should be periodically assessed through surveys and/or focus groups, examining results by gender and race/ethnicity and by school, division, and department.
5. Campus-wide diversity and cultural competency training for new and existing faculty and staff should be ongoing.
6. The University should develop a comprehensive Diversity Plan and should examine data on faculty transactions (i.e., appointments, promotions, and resignations) by gender and race/ethnicity, and, together with the relevant school and department, should continue to make good faith efforts to evaluate and address any apparent race/ethnicity or gender-associated disparities.
7. Protect junior colleagues from unreasonable impositions on their time: Especially when they join departments where they are under-represented, women and minorities may be especially sought for service on search or other departmental or school committees. While valuable for the department, such activity can distract the junior colleague from the important work required for tenure. Junior faculty should be insulated from requests to perform extraordinary institutional service. The mentoring process should include guidance on when, and how, to decline invitations to serve. Make sure diverse hires are not treated as token hires and are not “expected” to handle multicultural or diversity issues.
8. Chairs and deans should identify potential retention risks that may lead to the departure of faculty. Exit interviews of departing faculty should be conducted by the Inclusive Excellence Coordinator in consultation with the Equity and Diversity Compliance Officer to determine why faculty are leaving and to build better retention programs.
9. Chairs and deans should provide faculty with information about university policies, the tenure process and other important policies, rules and procedures. Information sharing on childcare, family medical leave, work-life integration, and maternity/paternity leave is also important.
10. Hires should be introduced to informal networks, included in social events, and connected with the local community. Assist new colleagues in networking: Networking is important to both professional development and gaining professional recognition. Especially when they are joining departments in which women and/or minorities are poorly represented, new colleagues may feel isolated. Helping those colleagues meet faculty members in other departments (and at other institutions) may contribute significantly to their feeling of comfort and their professional development.

REFERENCES

CSU 2008 Report on Faculty Recruitment Survey
<https://www.calstate.edu/HR/FacRecSurvRep08.pdf>

CSU Recruitment and Hiring Guidelines
<http://csumyconnect.calstate.edu/p82307065/>

CSU Hiring Resource Links
<http://csumyconnect.calstate.edu/p49513786/>

FORMS

Employment application form
<http://www.csub.edu/BAS/hr/documents/CSUBEmpApp10.06.pdf>

Employee action request
<http://www.csub.edu/BAS/hr/documents/EEActionRequest7.07.pdf>

Faculty hire form
<http://www.csub.edu/facultyAffairs/files/forms/FacultyHireInfoFormRev.xls>

FORM1: Permission to recruit and begin the search is obtained from the Provost

(CSUB link to form)

FORM 2: Recruitment & Search Plan developed and approved

(CSUB link to form)

FORM 3: Recruitment Compliance Form

(CSUB link to form)

FORM 4: Applicant Record Form

(CSUB link to form)

FORM 5: Faculty Requisition Form

(CSUB link to form)

FORM 6: Applicant Flow Information

<http://www.csub.edu/facultyAffairs/files/forms/Applicant-Flow-Information.pdf>

APPENDIX A

SUMMARY OF THE LEGAL BASIS FOR EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION; LEGAL BASIS

| LAW | MAJOR PROVISIONS | BASIS OF DISCRIMINATION COVERED | WHO MUST COMPLY | ENFORCING AGENCY | METHOD ENFORCEMENT |
|--|--|---|---|---|--|
| Title VI of Civil Rights Act of 1964 (as amended) http://www.ed.gov/policy/rights/guid/ocr/raceoverview.html | Prohibits discrimination in programs or activities which receive federal financial assistance | Race, color or national origin | Recipients of federal financial assistance | Department of Education, Office of Civil Rights | A complaint may be filed with the Office of Civil Rights |
| Title VII of Civil Rights Act of 1964 (as amended) http://www.eeoc.gov/policy/vii.html | Prohibits discrimination in employment | Race, sex, color, national origin, and religion | Employers of 15 or more persons; employment agencies; labor organizations | Equal Employment Opportunity Commission (EEOC) | A complaint may be filed with EEOC by an aggrieved applicant or employee, or any person, agency or organization on behalf of a person claiming to be aggrieved |
| Title IX of Education Amendments of 1972 http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html | Prohibits discrimination on the basis of sex in education programs or activities | Sex | Recipients of federal financial assistance | Department of Education, Office of Civil Rights | Periodic compliance reviews; a complaint may be filed with the Office of Civil Rights |
| Executive Order 11246 of 1965 (as amended) http://www.dol.gov/esaregs/statutes/ofccp/eo11246.htm | Prohibits discrimination and requires affirmative action in employment; requires employers with 50 or more employees and a federal contract of \$50,000 annually to have a written affirmative action plan | Race, sex, color, national origin, and religion | Any employer with a federal contract of \$10,000 in a 12-month period | Department of Labor, Office of Federal Contract Compliance Programs (OFCCP) | Periodic compliance reviews; a complaint may be filed with OFCCP |

| LAW | MAJOR PROVISIONS | BASIS OF DISCRIMINATIO N COVERED | WHO MUST COMPLY | ENFORCING AGENCY | METHOD ENFORCEMENT |
|---|---|---|---|---|---|
| Rehabilitation Act of 1973, Section 793 (as amended) http://www.dol.gov/esa/regs/compliance/ofccp/sec503.htm | Requires affirmative action to employ and advance in employment qualified individuals with disabilities | Disability | Any employer with a federal contract of \$10,000 or more | Department of Labor, OFCCP | A complaint may be filed with OFCCP |
| Rehabilitation Act of 1973, Section 794 (as amended) http://www.ed.gov/policy/rights/guid/ocr/disabilityoverview.html | Prohibits discrimination in programs and activities and requires making reasonable accommodations | Disability | Recipients of federal financial assistance | Department of Education, Office of Civil Rights | Periodic compliance reviews; a complaint may be filed with the Office of Civil Rights |
| Vietnam Era Veterans Readjustment Assistance Act of 1974 http://www.dol.gov/esa/regs/statutes/ofccp/4212.htm | Prohibits discrimination in employment against special disabled veterans, veterans of the Vietnam, other protected veterans, and recently separated veterans; also requires affirmative action to employ and advance in employment categories mentioned above | Special disabled veteran, Vietnam era veteran, newly separated veteran, and other protected veteran | Any employer with a federal contract of \$25,000 | Department of Labor, OFCCP and Veterans' Employment Service | A complaint may be filed with the Secretary of Labor, OFCCP or Veterans' Employment Service |
| Equal Pay Act of 1963 http://www.eeoc.gov/policy/epa.html | Prohibits discrimination in rates of pay and benefits | Sex | All educational institutions; other employers who are covered by the Fair Labor Standards Act | EEOC | A complaint may be filed with EEOC |

| LAW | MAJOR PROVISIONS | BASIS OF DISCRIMINATIO N COVERED | WHO MUST COMPLY | ENFORCING AGENCY | METHOD ENFORCEMENT |
|--|---|-------------------------------------|--|---|--|
| Age Discrimination in Employment Act of 1967 http://www.eeoc.gov/ policy/adea.html | Prohibits discrimination in employment against individuals age 40 and above | Age | State, local, and federal government agencies; private employers of 20 or more persons | EEOC | A complaint may be filed with EEOC |
| Age Discrimination Act of 1975 http://www.ed.gov/policy/ rights/guid/ocr/ageoverview.html | Prohibits discrimination in programs or activities which receive federal financial assistance; applies to persons of all ages | Age | Recipients of federal financial assistance | Department of Education, Office of Civil Rights | A complaint may be filed with the Office of Civil Rights |
| Americans with Disabilities Act of 1990 http://www.dol.gov/esa/regs/ statutes/ofccp/ada.htm ; http://www.eeoc.gov/policy/ada.html ; http://www.ed.gov/policy/ rights/guid/ocr/disabilityoverview.html | Prohibits discrimination on the basis of disability in: private sector employment; services rendered by state and local governments; places of public accommodation; transportation; and telecommunication relay services | Disability | <u>Title I –</u> Employment : applies to all employers with 15 or more employees | EEOC | A complaint may be filed with EEOC or OFCCP |
| | | | <u>Title II –</u> Public Services | Department of Justice | A complaint may be filed with DOJ – Attorney General |

| LAW | MAJOR PROVISIONS | BASIS OF DISCRIMINATIO N COVERED | WHO MUST COMPLY | ENFORCING AGENCY | METHOD ENFORCEMENT |
|--|---|--|---|--|--|
| | | Public Transportation | Department of Transportation | A complaint may be filed with the Department of Transportation | |
| | | <u>Title III –</u> Public Accommodations | Department of Justice | A complaint may be filed with the Department of Justice or private law suits filed | |
| | | Private Transportation | Department of Transportation | A complaint may be filed with the Department of Transportation | |
| California State Constitution | The State shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. | Race, sex, color, ethnicity, or national origin. | Public employment, public education, or public contracting. | State of California, Department of Justice, Office of Attorney General | A complaint may be filed with the Department of Justice. |
| Proposition 209 (Article 1, Section 31) http://www.leginfo.ca.gov/const/article_1 | The Safe Harbor provision provides that, if an entity has obligations under federal law to establish or maintain an affirmative action program or risk federal funding, the entity may continue to meet its federal obligations without violating Prop 209. | | | | |

APPENDIX B

RECRUITMENT OUTREACH RESOURCES

RECRUITMENT OUTREACH RESOURCES

GENERAL

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|------------------|--|--|---|
| Academic Careers | www.academiccareers.com | <p>\$195 for Special Offer online posting. Posting will be for 3 months.</p> <p>\$165 for Standard online posting. Positions are actively posted for 30 days.</p> <p>The Diversity Package is free with both options</p> | <p>Academic Careers is an online global academic job site for teaching jobs, education jobs, research jobs, and professional jobs in education and academia.</p> <p>The Diversity Package is included in every posting package, which includes automatic notifications to Diversity/Affirmative Action applicants.</p> |
| Academic Keys | www.academickeys.com | <p>\$195 for online job posting. Posting will be for 4 months</p> <p>\$295 online job posting with e-flier</p> | <p>AcademicKeys.com is comprised of 15 discipline-specific websites (Administration, Agriculture, Business, Dentistry, Education, Engineering, Fine Arts, Health Sciences, Humanities, Law, Medicine, Pharmacy, Sciences, Social Sciences, Veterinary Medicine) which display higher education jobs for fields within the discipline. There is no charge for faculty or administrators to view university job openings on the website or to receive higher education job notifications via e-mail.</p> <p>For an additional \$100, Academic Keys e-Fliers are sent regularly to over 400,000 Deans, Department Heads and Faculty at top tier universities throughout North America.</p> |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|--|---|--|
| Advancing Women.com | www.careers.advancingwomen.com | 30 day posting-\$150 60 day posting - \$200 | Advancing Women is a top women and diversity recruiting site providing highly qualified candidates from various disciplines. Using state-of-the-art career site technology, strategic content, and deep ties within the diversity community, we target professional women, Hispanics / Latinos and other diverse, minority populations in the most sought-after fields. |
| American Association of Affirmative Action (AAAA) | www.affirmativeaction.org | 30 day posting - \$75 60 day posting - \$125 90 day posting - \$175 | <p>The American Association for Affirmative Action is the association of professionals managing affirmative action, equal opportunity, diversity and other human resource programs.</p> <p>Founded in 1974, the American Association for Affirmative Action (AAAA) is a national not-for-profit association of professionals working in the areas of affirmative action, equal opportunity, and diversity.</p> <p>We help our members to be more successful and productive in their careers. We promote understanding and advocacy of affirmative action to enhance access and equality in employment, economic and educational opportunities.</p> |
| American Association of University Women | www.aauw.org | 90 day posting - \$3 per word 15% discount to university members | AAUW advances equity for women and girls through advocacy, education, philanthropy, and research. |
| American Council on Education | www.acenet.edu | Call (202) 939-9300 | Maintains resume banks for top administrative positions. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|---|---|
| American Indian Higher Education | www.tribalcollegejournal.org | 30 day posting - \$110 60 day posting - \$170 | AIHEC is the collective spirit and unifying voice of our nation's Tribal Colleges and Universities (TCUs). AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs. |
| Asian Diversity Inc. | www.asianlife.com | 60 day posting - \$180 | The first and largest network of its kind, AsianLife.com is a truly worldwide, Pan-Asian online community with Asian America at its core. At AsianLife.com, Asian professionals can cultivate their careers, connect with people, and be a part of the exploding global Asian community. |
| The Black Collegian Online | www.black-collegian.com | 30 day posting - \$95 60 day posting - \$150 90 day posting - \$200 | Targeted to recent African American B.A./B.S. graduates seeking professional positions, month-long advertising online. |
| CSU Careers | csucareers.calstate.edu | Call (562) 951-4503 | As the nation's largest, most diverse university, the California State University offers challenging career opportunities in a wide range of disciplines at its 23 campuses throughout the state. The CSU has won national recognition for the excellence of its faculty. Positions at the CSU offer competitive compensation and benefits, a supportive environment, and the opportunity to advance. Come join the ranks of the renowned scholars and researchers who make the CSU an outstanding university. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--------------------------------------|--|---------------------------------|---|
| Chronicle of Higher Education | www.chronicle.com | Standard web ad - \$260 | <p><i>The Chronicle of Higher Education</i> is the No. 1 source of news, information, and jobs for college and university faculty members and administrators. Online, <i>The Chronicle</i> is published every weekday and is the top destination for news, advice, and jobs for people in academe. <i>The Chronicle's</i> Web site features the complete contents of the latest issue; daily news and advice columns; thousands of current job listings; an archive of previously published content; vibrant discussion forums; and career-building tools such as online CV management, salary databases, and more.</p> |
| Diversity.com | www.diversity.com | 30 day posting - \$180 | <p>America's most trusted source for recruiting job seekers from diverse ethnic cultures, life styles, life stages, creative persuasions, abilities, religious affiliations and gender. Diversity.com provides best in class recruitment advertising and diversity branding.</p> <p>Corporate offices are located in Blairsville, Ga. with field offices in Atlanta, GA., Raleigh, NC and Clearwater, FL. We are 100% African American family owned and managed by a staff of diverse human resources professionals.</p> |
| DiversityInc. Careers | www.diversityinc.com | \$300 for 30-day posting online | <p>The leading national publication on diversity and business, Diversity.com was established in 2002, out of the monthly magazine publication.</p> <p>Today, DiversityInc.com has the largest dedicated, on-line career center for diverse professionals.</p> |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|--|--|--|
| DiversityWeb | www.diversityweb.org | Free | <p>DiversityWeb is a project of AACU's Office of Diversity, Equity, and Global Initiatives (ODEGI). Central to the office's mission is the belief that diversity and global knowledge are essential elements of any effort to foster civic engagement among today's college students.</p> <p>DiversityWeb's Diversity Postings is an online recruitment resource for higher education institutions with job announcements that have an explicit focus on diversity, multiculturalism, area studies, global education, etc.</p> |
| Employer Assistance Recruiting Network | www.EARNworks.com | Free | <p>EARNworks.com is a free recruitment source for employers interested in finding qualified individuals with disabilities available for employment.</p> <p>EARNworks.com also provides consultation for employers regarding recruitment, placement and retention of people with disabilities.</p> |
| Equal Opportunity Publications | www.eop.com | 30 day posting - \$250 60 day posting - \$295 | <p>Since 1968, Equal Opportunity Publications, Inc. (EOP) has led the way from affirmative action to diversity recruitment by publishing career-guidance and recruitment magazines for women, members of minority groups, and people with disabilities. "First in diversity, best in results" is the slogan that summarizes EOP's successful record of helping job-seekers from underrepresented groups find employment and aiding companies and government agencies eager to recruit from this diversified workforce.</p> |
| Greater Diversity.com | www.greaterdiversity.com | Call for online display ad rates 1-800-462-0738 | <p>Greater Diversity News is dedicated to working with the global communities to empower organizations to make a difference in areas of economics and education. Join our efforts to change the future for marginalized groups.</p> |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|------------------|--|---|---|
| Higher Ed Jobs | www.higheredjobs.com | \$180 for online posting. Posting will be for 60 days. \$230 for online posting and the Affirmative Action Listserv | HigherEdJobs.com was founded in 1996 to list open positions at colleges and universities. Today, over 1,098,910 faculty and staff visit HigherEdJobs.com each month. HigherEdJobs.com offers an Affirmative Action email package for an additional \$75. The email proactively notifies over 60,000 candidates who have asked to receive announcements from schools that recruit according to affirmative action or diversity plans. |
| Hispanic Outlook | www.hispanicoutlook.com | 1/12 page is \$405 (per column inch rate is \$140 available by request) Full page is \$3,600 All print ads are included online at no additional charge for 6 weeks. Online only ad is \$195 for 4 weeks (500 words max.) | With a readership of 28,000, Hispanic Outlook is one of the primary recruitment sources for Hispanics in higher education. |
| IMDiversity.com | www.imdiversity.com | \$55 for a 30-day posting \$150 for a 60-day posting \$200 for a 90-day posting | Conceived by the Black Collegian magazine, IMDiversity.com is dedicated to providing career and self-development information to minorities, specifically African American, Native American, Latino/Hispanic American, Asian American and Pacific Islanders and women. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|--|---|---|
| Inside Higher Ed | www.insidehighered.com | \$195 for a 30-day posting \$350 for a 60-day posting \$425 for a 90-day posting | With over 350,000 readers, Inside Higher Ed invites forward-looking educators who seek a regular news source to stay on top of the trends and issues affecting higher education. Inside Higher Ed readers appeal to a diverse audience (25% are underrepresented minorities). |
| Insight into Diversity | www.aar-eeo.com | \$570 for 1/6 of a page for a 30-day posting – black & white \$655 - color | Now in their 33rd year of service, the AAR has assisted more than 3,000 academic institutions recruit advertisement to targeted organizations, departments, placement offices and other locations identified as centers of concentrations of female, minority, disabled and veteran individuals with professional or managerial skills. |
| Journal of Blacks in Higher Education | www.jbhe.com | \$150 to advertise in weekly bulletin. \$255 to advertise in weekly bulletin and online. | The Journal of Blacks in Higher Education provides a variety of examples of major institutions that have leapt ahead of their peers in such matters as black scholarship awards, tenure appointments, postgraduate degree awards, administrative hirings, and in conferring other positions of academic power and authority on African Americans. But, once more, not much happens in lagging institutions unless all these gains and shortfalls are widely publicized and known throughout academic circles. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|--|---|
| Latinos In Higher Education | www.latinosinhighered.com | \$150 for a 90-day posting online | <p>LatinosinHigherEd.com is the first Latino professional employment web site designed specifically for the higher education community.</p> <p>This site helps employers connect with the largest pool of Latino professionals in higher education in the United States, Puerto Rico and internationally by disseminating employment opportunities to registered candidates and a national network of Latino based organizations and listservs.</p> |
| Minority On-Line Information Service (MOLIS) | www.molis.us | Call (301) 637-7310 | Utilizing appropriate technology, MOLIS provides value-added services that promote education, research, and diversity on a national level for minority institutions in partnership with government, industry, and other sectors. |
| National Association of African American Studies Job Board | www.naaas.org | Full Page \$225 – black and white \$400 - color | The fundamental goal of the organization was directed toward providing faculty and students an opportunity to engage in scholarly endeavors. |
| National Employment Minority Network | www.nemnet.com | Contact jobs@nemnet.com or 888-919-1112 | The National Employment Minority Network, established in 1994, is a national resource organization committed to assisting schools and organizations in the identification and recruitment of minority students and professionals. nemnet works with over 350 public and private schools [k-12], colleges and universities and non-profit organizations and in turn, assists thousands of minority students and professionals in their search for professional development and employment. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|----------------------------------|------------------------|---|---|
| Native American Jobs.com | nativeamericanjobs.com | 30 day posting - \$100 60 day posting - \$150 | <p>This site is created by an Assiniboine Sioux Tribal Member (and his wife) from Montana as an answer to frustrations for trying to find job & career opportunities for Native Americans and Others</p> <p>You do not have to be Native American Indian to utilize this job site.</p> <p>Native American Jobs.com is a site dedicated to being your link to diversity & indigenous employment, career minded individuals looking for Employment & Careers in ALL Communities, Locally and Nationwide. Including Tribal and Non-Tribal Companies across the nation.</p> |
| NativeJobs.com | nativejobs.com | 30 day posting - \$80 | The Tribal Employment Newsletter is used by employers nationally to increase the effectiveness of their diversity recruitment effort. Widely known as a focused and highly effective recruitment tool, nearly 2000 individuals interested in Indian employment accessed the announcements posted in The Tribal Employment Newsletter last month. |
| Sciweb | www.sciweb.com | Call (310) 432-8581 | The Life Science Home Page, comprehensive online career resource center. |
| Women In Higher Education | www.wihe.com | \$195 for 30-day online posting \$540 for 1/6 page print ad includes web posting | Women In Higher Education is a monthly publication that provides news, career opportunities and perspectives that highlight opportunities and issues affecting women in higher education. |

RECRUITMENT OUTREACH RESOURCES

ARTS AND HUMANITIES

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|--|------------------------------|--|
| American Historical Association | www.historians.org | 1/6 page - \$330 | AHA promotes historical studies, the collection and preservation of historical documents and artifacts, and the dissemination of historical research. |
| American Philosophical Association | www.apaonline.org | Call (302) 831-4298 | One of the most practical benefits of APA membership is access to the APA Jobs for Philosophers, the main publication for job advertisements in philosophy. |
| American Association of Teachers of Spanish and Portuguese | www.aatsp.org | Call (248) 960-2180 | The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects involving the exchange of pedagogical and scholarly information. Through extensive collaboration with educators, professionals, and institutions in other countries, the AATSP contributes to a better and deeper understanding between the United States and the Spanish-and Portuguese-speaking nations of the world. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---------------------------------------|--|---|---|
| Association of Departments of English | www.ade.org | 6 week posting - \$245 8 week posting - \$345 12 week posting - \$395 | Published by the MLA in both electronic and print versions, the JIL is the recognized professional source for announcements of full-time faculty positions available in the fields of English and foreign languages in North American colleges and universities. In 2009–10 the JIL carried more than 1,700 ads from over 1,050 departments and 700 institutions in 47 states, the District of Columbia, Canada, and overseas. |
| Modern Language Association | www.mla.org | 6 week posting - \$245 8 week posting - \$345 12 week posting - \$395 | The Modern Language Association of America provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. MLA members host an annual convention and other meetings, work with related organizations, and sustain one of the finest publishing programs in the humanities. For over a hundred years, members have worked to strengthen the study and teaching of language and literature. |

RECRUITMENT OUTREACH RESOURCES

BUSINESS AND PUBLIC ADMINISTRATION

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|---|--|
| American Society of Women Accountants | www.aswa.org | \$150 for online 30-day posting for the first 50 words; \$2 per word additional copy; a link and a logo can be added for an additional \$50 per month | Selected by CareerXroads as one of the “500 Best” websites for job, resume and career management information for employers seeking to recruit women in the accounting field. Established as a professional organization to advance women in the field of accounting and finance, ASWA gets over 15,000 web visitors per month reaching over 4,000 decision makers and leaders in the accounting and finance industry. jobs with job seekers, providing a powerful tool for all levels of staffing and professional development. |
| National Association of Black Accountants, Inc. | www.nabainc.org | \$285 for 30-day posting online – resume search included | NABA represents the interests of over 100,000 African-American professionals in the fields of accounting and auditing, finance, consulting, and management information systems, as well as a host of other career tracks relating to finance functions. NABA's Career Center confidentially links jobs with job seekers, providing a powerful tool for all levels of staffing and professional development. |
| The PhD Project | www.phdproject.org | Free contact: Marie Zara Development Manager, The PhD Project mzara@kpmg.com 201-307-8660 | The PhD Project’s Doctoral Student Association Message Board allows employers to reach minorities in pursuit of a Business PhD or employment. |

RECRUITMENT OUTREACH RESOURCES

NATURAL SCIENCES, MATHEMATICS, AND ENGINEERING

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|--|---|---|
| American Association for Clinical Chemistry | www.aacc.org | Call (866) 964-2765 x 2727 | AACC is an international scientific/medical society of clinical laboratory professionals, physicians, research scientists and other individuals involved with clinical chemistry and related disciplines. |
| American Association of Petroleum Geologists | www.aapg.org | 30 day posting - \$350 | The membership of AAPG includes geologists, geophysicists, CEOs, managers, consultants, students and academicians. The purpose of the organization is to foster scientific research, advance the science of geology, promote technology and inspire high professional conduct. |
| American Chemical Society | www.portal.acs.org | 30 day posting - \$400 60 day posting - \$650 | ACS is a congressionally chartered independent membership organization which represents professionals at all degree levels and in all fields of chemistry and sciences that involve chemistry. |
| American Geological Institute | www.agiweb.org | Email ad to ir@earthmagazine.org . Cost estimates will be emailed to you within 48 hours | AGI provides information services to geoscientists, serves as a voice of shared interests in our profession, plays a major role in strengthening geoscience education, and strives to increase public awareness of the vital role the geosciences play in society's use of resources, resilience to natural hazards, and the health of the environment. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|--|---|
| American Indian Science and Engineering Society | www.aises.org | \$250 for 90-day posting online | AISES' membership is comprised of professionals, students, educators, and others in science, engineering and related technical fields. With over 3,000 active members, and many others that visit the website, AISES assists Native American professionals and employers seeking diverse personnel reach their employment goals. |
| American Institute of Professional Geologists | www.aipg.org | 30 day posting - \$125 90 day posting - \$175 | The Institute adheres to the principles of professional responsibility and public service and is the only international organization that certifies the competence and ethical conduct of geological scientists in all branches of the science with members employed in industry, government, and academia. AIPG emphasizes competence, integrity and ethics. AIPG is an advocate for the profession and communicates regularly to federal and state legislators and agencies on matters pertaining to the geosciences. |
| American Mathematical Society | www.ams.org | 60 day posting - \$215 120 day posting - \$290 180 day posting - \$365 | AMS furthers the interests of mathematical research and scholarship, and serves the national and international community through its publications, meetings, advocacy and other programs, |
| American Physical Society | www.aps.org | Call (516) 576-2439 Packages begin at \$495 | The American Physical Society strives to be the leading voice for physics and an authoritative source of physics information for the advancement of physics and the benefit of humanity. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|---|---|
| American Society of Agricultural Engineers | www.asabe.org | 30 day posting - \$495 60 day posting - \$675 | The American Society of Agricultural and Biological Engineers is an educational and scientific organization dedicated to the advancement of engineering applicable to agricultural, food, and biological systems. |
| American Society for Biochemistry and Molecular Biology | www.asbmb.org | ¼ page - \$550 | The Society's purpose is to advance the science of biochemistry and molecular biology through publication of scientific and educational journals. |
| American Statistical Association | www.amstat.org | 30 day posting \$550 – nonprofit \$810 - profit | The ASA supports excellence in the development, application, and dissemination of statistical science through meetings, publications, membership services, education, accreditation, and advocacy. Our members serve in industry, government, and academia in more than 90 countries, advancing research and promoting sound statistical practice to inform public policy and improve human welfare. |
| Association for Women in Mathematics | www.awm-math.org | \$235 for ¼ page | <p>The Association for Women in Mathematics encourages women and girls to study and to have active careers in the mathematical sciences, and to promote equal opportunity and the equal treatment of women and girls in the mathematical sciences.</p> <p>There are more than 3000 members (women and men) representing a broad spectrum of the mathematical community — from the United States and around the world!</p> |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|--|--|---|
| Association for Women in Science | www.awis.org | \$300 for a 30-day posting online | The Association for Women in Science is dedicated to achieving equity and full participation for women in science, mathematics, engineering and technology. With the potential to reach 4,000 women scientists, mathematicians and engineers, AWIS provides academic institutions a valuable resource to recruit highly qualified candidates. |
| Association of Women Soil Scientists | www.womeninsoils.org | Email ad to jamiejp@nwmissouri.edu | AWSS is a nonprofit organization of women and men in soil science who provide assistance and encouragement for women in non-traditional fields and for women seeking employment in the field of soil science. |
| The Black Graduate Engineering and Science Students of UC Berkeley | www.ucbessa.org | Free | BGESS' faculty database provides a library of PhD graduates in the fields of science and engineering seeking employment in academia. Graduates provide their contact information to better enable employers and academic institutions to advertise job postings. |
| Directory of Scientific Research Centers in Minority Institutions | www.ncrr.nih.gov | Call (301) 435-0888 | Detailed descriptions that include area of research, facilities, and principal investigators. |
| Federation of American Societies for Experimental Biology | www.faseb.org | info@faseb.org | Advance health and welfare by promoting progress and education in biological and biomedical sciences through service to our member societies and collaborative advocacy. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|--|---|
| Geological Society of America | www.geosociety.org | Web ad \$8.90 per line | The Geological Society of America provides access to elements that are essential to the professional growth of earth scientists at all levels of expertise and from all sectors: academic, government, business, and industry. |
| Institute of Electrical and Electronic Engineers | www.ieee.org | dg.ieeemedia@ieee.org | Online job postings and networking. |
| Leader in Life Science Education | www.nabt.org | Call (410) 584-1932 | The National Association of Biology Teachers (NABT) has been the recognized "leader in life science education." |
| Minority Nurse | www.minoritynurse.com | 30 day posting - \$149 60 day posting - \$229 90 day posting - \$299 | Minority Nurse provides resources and information pertaining to education, career development and minority health for the growing population of minority nurses in America. |
| National Association of Hispanic Nurses | www.nahnnet.org | 30 day posting - \$200 60 day posting - \$350 90 day posting - \$475 | The National Association of Hispanic Nurses™ (NAHN™) is a non-profit professional association committed to the promotion of the professionalism and dedication of Hispanic nurses by providing equal access to educational, professional, and economic opportunities for Hispanic nurses. NAHN is also dedicated to the improvement of the quality of health and nursing care of Hispanic consumers. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|------------------|--|---|
| National Association of Mathematicians | www.nam-math.org | Call (812) 488-2213 | The National Association of Mathematicians (NAM), a non-profit professional organization, has always had as its main objectives, the promotion of excellence in the mathematical sciences and the promotion of the mathematical development of African Americans and other underrepresented American minorities. It also aims to address the issue of the serious under-representation of minorities in the workforce of mathematical scientists. |
| National Black Nurses Association | www.nbna.org | Submit text to elazenby@nbna.org You will receive a price quote within 48 hours. | NBNA mission is to provide a forum for collective action by African American nurses to investigate, define and determine what the health care needs of African Americans are and to implement change to make available to African Americans and other minorities health care commensurate with that of the larger society. |
| National Institute for Women in Trades, Technology, and Science | www.iwitts.com | Call (510) 749-0200 | <i>IWITTS helps educators nationwide close the gender gap for women and girls in male-dominated careers, such as technology, the trades and law enforcement.</i> |
| National Organization for the Professional Advancement of Black Chemists and Chemical Engineers | www.nobcche.org | 30 day posting - \$100 | The primary purpose of the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) is to initiate and support local, regional, national, and global programs that assist people of color in fully realizing their potential in academic, professional, and entrepreneurial pursuits in chemistry, chemical engineering, and related fields! The Organization promotes careers in science and technology as an achievable goal for elementary, middle, and high school students. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|--|---|--|--|
| National Society of Black Engineers | www.nsbe.org | \$250 for a 60-day posting online | <p>Posting jobs on National Society of Black Engineers (NSBE) On-line is a cost effective solution for employers to reach a diverse group of engineering college students, graduates, and technical professionals.</p> <p>With over 26,000 active members, job postings are a great way attract top qualified candidates.</p> |
| National Society of Professional Engineers | www.nspe.org | 30 day posting - \$300 60 day posting - \$400 90 day posting - \$500 | The National Society of Professional Engineers stands today as the only national organization committed to addressing the professional concerns of licensed <u>PEs</u> across all disciplines. |
| Science Careers.Org | www.sciencecareers.science mag.org | 8 week online posting - \$425 | <p><i>Science</i> has grown to become the world's leading outlet for scientific news, commentary, and cutting-edge research, with the largest paid circulation of any peer-reviewed general-science journal.</p> |
| Society for Advancement of Chicano and Native Americans in Science | www.sacnas.org | \$475 for a 45-day posting online | <p>With a circulation of over 17,000, SACNAS explores current issues within the minority scientific community, celebrates the achievements and contributions of members, and provides resources for academic and professional development.</p> <p>More than 1,000 individuals view the SACNAS job opportunities online each week and over 8,000 SACNAS members receive bi-weekly email bulletins of those job opportunities.</p> |
| Society of Hispanic Professional Engineers | www.shpe.org | Call (434) 244-9776 | The objective of SHPE was to form a national organization of professional engineers to serve as role models in the Hispanic community. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|-----------------|--|--|
| Society for Industrial and Applied Mathematics | www.siam.org | 30 day posting - \$425 60 day posting - \$525 90 day posting - \$630 | SIAM exists to ensure the strongest interactions between mathematics and other scientific and technological communities through membership activities, publication of journals and books, and conferences. |
| Society for Industrial Microbiology | www.simhq.org | 30 day posting - \$250 | The Society for Industrial Microbiology (SIM) is a nonprofit, international association dedicated to the advancement of microbiological sciences, especially as they apply to industrial products, biotechnology, materials, and processes. |
| Society for Integrative and Comparative Biology | www.sicb.org | Call (703) 790-1745 | The SICB takes pride in the fact that one of the Society's focal points is to support its student members, and that the organization is fundamentally committed to the advancement and development of the field of biology through its members. |
| Society of Neuroscience | www.apu.sfn.org | 30 day posting - \$265 60 day posting - \$398 | SfN is the world's largest organization of scientists and physicians devoted to advancing understanding of the brain and nervous system. |
| Society of Women Engineers | www.swe.org | \$250 for 60-day posting online | Founded in 1950 as a non-profit educational and service organization, the Society of Women Engineers strives to establish engineering as a highly-desirable career aspiration for women. The online Career Center is a targeted web portal for employers, students and professionals to post and learn of employment opportunities across the nation. |
| Women In Technology International | www.witi.com | \$295 for 60-day posting online | WITI is the premier global organization helping women in technology attain their professional goals. With a market reach exceeding 2 million, WITI has established powerful strategic alliances and programs to provide connections, resources, and opportunities within a supportive environment of women committed to helping each other. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|------------------------|------------------|-----------------------|--------------------------------------|
| World Computer Society | www.computer.org | Call (732) 981-0060 | Academic and professional positions. |

RECRUITMENT OUTREACH RESOURCES

SOCIAL SCIENCES AND EDUCATION

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|--|--|
| American Political Science Association Online | www.apsanet.org | 30 day posting - \$210 up to 250 words. \$.50/word for each word over 250. | With a range of programs and services for individuals, departments and institutions, APSA brings together political scientists from all fields of inquiry, regions, and occupational endeavors within and outside academe in order to expand awareness and understanding of politics. |
| American Psychological Association | www.apa.org | Online rates 30 day posting - \$550 60 day posting - \$925 90 day posting - \$1,122 | The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. |
| American Statistical Association | www.amstat.org | 30 day posting \$550 nonprofit \$810 profit | The ASA supports excellence in the development, application, and dissemination of statistical science through meetings, publications, membership services, education, accreditation, and advocacy. Our members serve in industry, government, and academia in more than 90 countries, advancing research and promoting sound statistical practice to inform public policy and improve human welfare. |
| Association of Black Psychologists | www.abpsi.org | 1/8 page - \$200 | The Association of Black Psychologists sees its mission and destiny as the liberation of the African Mind, empowerment of the African Character, and enlivement |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|---|--|
| | | | and illumination of the African Spirit. The Association is organized to operate exclusively for charitable and educational purposes. |
| Black Scholar | www.theblackscholar.org | $\frac{1}{4}$ page - \$600 $\frac{1}{2}$ page - \$800 Full page - \$1,320 | The Black Scholar has firmly established itself as the leading journal of black cultural and political thought in the United States. |
| Humanities and Social Sciences Net | www.h-net.org | \$115 fee | H-Net is an international interdisciplinary organization of scholars and teachers dedicated to developing the enormous educational potential of the Internet and the World Wide Web. |
| National Alliance of Black School Educators | www.nabse.org | 30 day posting - \$250 | The National Alliance of Black School Educators (NABSE) is the nation's premiere non-profit organization devoted to furthering the academic success for the nation's children - particularly children of African descent. Now in its 38th year, NABSE boasts an outreach to more than 10,000 preeminent educators including teachers, administrators, superintendents as well as corporate and institutional members. Founded in 1970, NABSE is dedicated to improving both the educational experiences and accomplishments of African American youth through the development and use of instructional and motivational methods that increase levels of inspiration, attendance and overall achievement. |

| RESOURCE | WEB ADDRESS | PRICE as of July 2011 | DESCRIPTION |
|---|--|--|--|
| National Association for Bilingual Education | www.nabe.org | Call (240) 450-3700 | NABE is the only professional organization at the national level wholly devoted to representing both English language learners and bilingual education professionals. |
| National Association of Black Social Workers | www.nabsw.org | 30 day posting - \$225 60 day posting - \$325 90 day posting - \$450 | NABSW advocates for the inclusion of people of African ancestry at the decision and policy-making levels and continues to be a change agent in the areas of social work education, practice, and research. |
| National Association of Puerto Rican/Hispanic Social Workers Newsletter | www.naprhsw.org | 1 month 0-100 words - \$45 100-200 words - \$90 200-300 words - \$135 | NAPRHSW is interested and diligent in striving to make a difference toward the betterment of the Puerto Rican/Hispanic Communities. Our membership of social workers and human service professionals is inclusive and one eager to share their expertise to achieve our goals. |