

California State University, Fresno

Guidelines for Recruiting Tenure-Track Faculty

Recognizing the Importance of a Diverse Campus

A Message from the President

Diversity is an integral part of the fabric of California's past, present and future, and therefore an essential element of academic excellence at Fresno State. We are committed to promoting the success of all, and working to address and reduce barriers to success related to differences in areas such as race, ethnicity, socioeconomic status, culture, religion, linguistic diversity, disability, gender identity, sexual orientation, age, geographical region, and more. For example, Fresno State is proud of the majority number of students who are the first in their families to attend college and who continue to make significant contributions in their professions and in their communities.

With this commitment, our faculty, staff and administrators are engaged in initiatives and projects that represent the community of differences that defines our 21st Century world. As the New California's premier engaged University, we focus on broadening students' intellectual horizons, fostering lifelong learning skills, developing the leaders of the world tomorrow, promoting community involvement, and instilling an appreciation of the world of arts and cultures. In sum, we celebrate the rich diversity of our students, faculty and staff and welcome the participation of all.

As President, I am fully committed to the principles of maintaining a learning and working environment that is characterized by integrity, civility, respect for others, and ethical behavior on the part of its faculty, staff, administrators and students. The University must be safe and inclusive, and we do not tolerate any form of harassment, discrimination, or intimidation, as prohibited by University policy and state and federal civil rights laws. Our efforts require an abiding commitment from all members of the University community. It is everyone's responsibility to uphold these principles as a core objective while working and learning at California State University, Fresno.

John D. Welty, President

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Introduction

This guide is intended to provide assistance to search committees involved in the recruitment, selection, and nomination of tenure-track faculty. It is not a comprehensive resource, and must be used in conjunction with the Academic Policy Manual. Because faculty in many disciplines are becoming increasingly difficult to recruit, and because considerable resources are expended in the effort, it is important to start early, proceed systematically, and be guided by courtesy and professionalism throughout the search process. As of AY 2009-10, faculty recruitments are supported online through e-Recruit via my.fresnostate.edu (MyFresnoState - portal.)

Policy Documents

Policy and Procedures for the Appointment of Tenure Track Faculty Including the Award of Service Credit ([APM 301](#))

Policy on Nepotism ([APM 303](#))

Policy on Terminal Degrees ([APM 304](#))

Collective Bargaining Agreement between the CFA and CSU [Article 12.21-12.28](#).

Executive Order 11426 Affirmative Action Plan

<http://www.fresnostate.edu/humres/documents/AAP.CSUFresno2008.Chancellors.Office.pdf>

EEO and Diversity Statement from the President

"As President, I am fully committed to the principles of maintaining a learning and working environment that is characterized by integrity, civility and ethical behavior on the part of its faculty, staff, and students. The University must be safe and inclusive and we do not tolerate any form of harassment, discrimination, or intimidation prohibited by the University policy and state and federal civil rights laws. Our efforts to prevent harassment, discrimination, or intimidation, and fostering a respectful campus require an abiding commitment from all members of the University community. It is everyone's responsibility to uphold these principles as a core objective while working and learning at California State University, Fresno."

Dr. John D. Welty,
President, California State University, Fresno

Process Overview

1. The dean notifies the department when a search has been given final approval
2. The Department elects the search committee; the dean approves.
 - a. Search committee elects a chair.
3. Appoint an EEO designee from the approved list.
4. Announcement:
 - a. Search committee and EEO draft
 - i. the vacancy announcement, subject to approval by the EEO designee, department chair, and dean. [[CBA, Article 12.28.](#)]
 - ii. the recruitment plan: print journal ads and diversity outreach plan.
 - b. The draft language is entered into eRecruit via my.csufresno.edu
 - c. The Recruitment Request is forwarded electronically for approval by the Chair, Dean, EEO Coordinator, and Office of Faculty Affairs
 - d. Once approved, the vacancy is posted and the department notified
5. Postings and Print Advertisements
 - a. Standard postings by Faculty Affairs on CSU Jobs and HigherEdJobs.com
 - b. The department is responsible to ensure that the print journal advertisement and all activities of the plan are executed
6. The Department engages in recruitment activities stated in the Recruitment Plan
 - a. It is the responsibility of the department to recruit qualified candidates.
7. Communicate with candidates – application received or items pending
8. Update the Department Chair and Dean and search progress
9. Search Committee reviews all applications
 - a. Complete the Candidate Evaluation Rubric¹ for each candidate.
10. Short list generated for telephone interviews
 - a. Questions developed for interviews and approved by the search EEO.
11. Telephone references completed
12. List for on-campus visit submitted with completed Candidate Evaluation Rubric for each candidate and a listing of candidates interviewed prior to on-campus visit.
 - a. All final documents submitted by applicants invited to campus
 - b. Final degree verification or official transcripts required
13. Faculty Affairs emails On campus visit approval notification to search committee.
14. Schedule and prepare for visits
 - a. Attention to details i.e.: transportation, schedule, and reimbursement.
15. Search Committee deliberates and records final selection process
16. Nomination forwarded to Dean via Department Chair
17. After Provost approval, offer is generated and mailed to candidate
18. Prepare Search Records for Storage.
19. Welcome the New Faculty Member.

¹ New form required for 2012-2013.

Timeline

Search committees are advised to establish specific timelines or dates to have the following completed:

Complete By Date Action

_____	Submit draft recruitment plan, vacancy announcement, and print journal advertisement;
<u>Sept 14</u>	Recruitment plan executed and documented. All advertising and diversity outreach completed;
_____	Application review begins (careful consideration date)
_____	Application review and rank ordered completed;
_____	Telephone interviews complete;
<u>Jan 22</u>	On-campus visits approval submitted to Provost;
_____	Reference checks;
_____	Campus visits and interviews;
_____	Search summary and comparison of candidates complete;
<u>March 15</u>	Nomination package to the Dean;
<u>March 31</u>	Dean completes final reference check and makes offer;
_____	Notify unsuccessful candidates.

The Search Committee

Vacancy announcements will not be approved without identification of the search committee and sign-off by the committee's EEO designee.

Establishing the Search Committee

No faculty committee has greater opportunity to make profound and long-term changes in an academic department than a search committee. The search committee acts on behalf of the entire department. Search Committee Membership is formed as follows (APM 301 III):

1. All voting members are elected by the department.
2. Committee must consist of at least three full-time faculty members.
3. Department Chair may not serve on the search committee.
4. All members must be tenured or probationary faculty members.
5. Probationary faculty cannot comprise more than 1/3 of the committee.
6. If necessary, the department may elect tenured faculty from a related discipline from another department.
7. Select a non-voting EEO designee approved by the campus EEO Coordinator.² Trained EEO Designees cannot serve as the EEO for a search in their own department. EEO Designees who are probationary faculty may serve only in searches outside their own college/school.
8. Search committee chair must be elected from its membership.

Search Committee Responsibilities

Each member is responsible for compliance with policies and procedures regarding the search, and the requirement to maintain strict confidentiality. Responsibilities include, but are not limited to:

1. Development of the recruitment plan, vacancy announcement, and the print journal advertisement draft;
2. Ensure all university policies are followed by members of the committee.
3. Maintain strict confidentiality in all matters pertaining to applications, reference checks, selection, and nomination.
4. Candidate Review
 - a. Read each application file;
 - a. Participate actively in committee meetings.
 - b. Evaluate candidates based on identified criteria. Required for each candidate: completed Candidate Evaluation Rubric.³
 - c. Participate in reference checks and telephone interviews.

² For faculty searches, the EEO Coordinator has designated the Associate Vice President for Faculty Affairs to serve this approval function.

³ New form required for 2012-2013

5. Participate actively in the interview process.
6. Paperwork, scheduling, and hosting candidates.

Search Committee Chair Responsibilities

The responsibilities of the Search Committee Chair include, but are not limited to:

1. Ensure that each member of the search committee has been advised of CSU and campus policies. Copies of this guide should be distributed to each committee member by the search chair.
2. Enforce all policies and procedures for the committee and the department.
3. Act as a liaison between the committee, department chair, and dean.
4. Secure copies candidate applications and communications.
5. Oversee the completion and process of approvals and forms.
6. Correspondence to candidates in a timely manner.
7. Arrange committee meetings to review application materials
8. Schedule interviews and campus visits as appropriate.
9. Host candidate visits properly and in a timely manner.
10. Ensure that candidates are properly reimbursed for expenses.
11. Keep candidates informed of the search's progress.
12. Refer any and all discussions of salary to the dean.
13. Perform other duties as needed to complete a timely and successful search.

EEO Designee Responsibilities

EEO Designees are non-voting members of the search committee and should avoid expressing an opinion as to the merits of particular candidates. Their responsibilities entail assuring the integrity of the search process, including:

1. Be aware of the current composition by gender and ethnicity of the department conducting the search and the summary of underutilization by occupational group cited in the university's current EEO plan.
2. Participate in the recruitment process from its initial stages to completion while keeping the EEO Coordinator informed as appropriate.
3. A temporary replacement for the EEO Designee for a specific meeting may be made after consultation with the EEO Designee and the EEO Coordinator if the specific meeting conflicts with the EEO Designee's schedule.
4. Attend ALL search committee meetings or arrange to have a designated approved EEO replacement.
5. Ensure that recruitment efforts are broad-based and include efforts to attract well-qualified candidates representative of the diverse labor pool.
6. Monitor the selection process at the search committee level, take responsibility for assuring that all candidates are given fair consideration based on announced vacancy announcement criteria.
7. Communicate problems or violations of university policy to the committee and/or appropriate official.

The Vacancy Announcement and Recruitment

Prepare the Vacancy Announcement

The first step is to prepare a draft that addresses each of the following items.

1. Position Characteristics
2. Academic Preparation
3. Professional Qualifications
4. Additional Application Materials to Be Submitted
5. Recruitment Plan
6. Print journal advertisement

Once the committee (including the EEO Designee) has agreed on the language, it gets entered into eRecruit via my.csufresno.edu. This can be done by the Department Administrative Assistant, Search Committee Chair, or Department Chair using the information prepared by the Search Committee.

At this point, under the CBA at Article 12.28, the language is still subject to approval by the department chair and dean. The Recruitment Request is forwarded electronically to the Chair and the Dean for approval, after which it goes to the campus EEO Coordinator and Office of Faculty Affairs. After all approvals have been received, the Recruitment Request is posted as a vacancy announcement on the Fresno State Jobs website. (<http://jobs.fresnostate.edu/>).

The following are sections to be submitted in eRecruit for the draft vacancy:

Position Characteristics: The purpose of this section is to describe the vacant position. The basic or primary teaching responsibilities should be described in an informative, reasonably detailed manner, but 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. **In this section, the focus should strictly be on the responsibilities of the position.**

The following language is normally required in every vacancy announcement:

Specific assignments will depend on department needs. The successful candidate may be called upon to teach in a distance-learning mode and encouraged to develop web-enhanced and/or web-based instruction. Outcomes assessment and service learning are important components of the university curriculum. Faculty members are also expected to engage in service activities at all levels of the university and provide academic and professional advice to students. The successful candidate will be expected to communicate effectively and work cooperatively with faculty, staff, and administration.

Qualifications:

Qualifications should allow for a broad pool of applicants that would be successful in the positions. Write the qualifications in a way that allows the search committee to assess candidate competencies during the review process. For example, if you want the successful candidate to have good communication skills, make sure the search process gathers sufficient information to evaluate candidates on this competency.

Academic Preparation: State the minimum degree qualifications. Unless approved otherwise in advance, an earned doctorate is required for a tenure-track appointment. Please review the Policy on Terminal Degrees in the Academic Personnel Manual (www.fresnostate.edu/aps/documents/apm/304.pdf).

Here is an example of a typical statement of required Academic Preparation: *An earned doctorate (Ph.D.) in physical therapy or related field from an accredited institution⁴ or international equivalent is required for appointment. Candidates nearing completion of the doctorate (ABD) may be considered, but must have the doctorate completed by August 17, 2012.*

Degree Considerations - including ABD's

The committee must consider very carefully the type of degree that will be required and whether it might be wise to broaden the scope of what's acceptable. If the vacancy announcement requires a "Ph.D. in Psychobiology," all qualified candidates must have a Ph.D. in Psychobiology in order to be interviewed or hired. To broaden the candidate pool, require a "Ph.D. in Psychobiology or closely related field."

Vacancies may also be open to candidates nearing doctorate completion -ABDs. Conditions must be established in the vacancy announcement, and will be reflected in the appointment offers. Conditions include: (1) doctorate must be completed before appointment; or (2) doctorate must be granted by a specified date.

Search committees that allowed ABD candidates, and invite an ABD for an on-campus interview will need to obtain documentary evidence of ABD status from the candidate's university. ABDs nominated as the result of a tenure-track search will be appointed into a tenure-track, probationary position (not a lecturer position.)

If it's determined that an earned doctorate is required for appointment to a tenure-track position and no ABD language is in the academic requirements, only candidates with completed doctorates will be considered qualified and therefore to be approved for an interview.

⁴ Accreditation must be granted by one of the six recognized regional associations that accredit public and private schools, colleges, and universities in the United States (i.e., WASC, MSA/CHE, NEASC-CIHE, SACS, NCACS, and NASCC).

Teaching or Other Experience: Identify additional qualifications using care to ensure that they are position-related, essential, not overly-restrictive, and that they are not prejudicial to legally protected classes. The best practice to obtain the broadest possible pool of candidates is to state qualifications that are not strictly required as being “preferred” rather than “required.” The following language is normally in this section of the Recruitment Request:

Candidates are expected to demonstrate a commitment to, or potential for, teaching excellence and scholarly activity at the university level. The successful candidate must have the ability to work effectively with faculty, staff, and students from diverse ethnic, cultural, and socioeconomic backgrounds. Candidates should demonstrate a record of, or potential for, development of grant proposals and attracting external funding, as well as active participation or leadership roles in professional organizations.

Examine all required and preferred criteria for a position carefully to ensure that (1) you’ll be able to build an adequate applicant pool and (2) you won’t exclude or discourage applications from well-qualified candidates.

One common error is to require a specific number of years’ experience. In this example, “Three or more years of teaching experience at the university level are required,” all candidates interviewed must have 3 or more years, a candidate with 2 years and one semester is NOT qualified. The better practice would be to say, for example, “A history of significant and successful teaching experience at the university level is required.” It is up to the applicant to show the significance of his/her teaching experience and whether or not it was successful.

Application Materials to Be Submitted: In addition to the online application through eRecruit, applicants must submit the following materials:

1. Current CV (**Required**)
2. Names and contact information of three references different from those submitting letters of recommendation. (**Required**)
3. Three letters of recommendation (**Required***)
4. Official transcripts (**Required***)
5. Letter of interest or cover letter
6. A statement of teaching philosophy
7. Unofficial transcripts
8. Samples of work

*The committee should be specific about the timelines for submission of application materials. Tell your applicants exactly what you need in order to fully consider them at any particular point in the recruitment process. For example, you may not need official transcripts in order to select candidates for telephone interviews. But you will need them from finalists. Here’s an example:

Submit online application and attach: (1) current vita, (2) teaching philosophy, (3) unofficial transcript, and (4) names and contact information of at least three references. Candidates selected for

interview must submit three original reference letters and official transcripts before visit. Candidates nearing completion of doctorate will be required to provide a verification of expected completion date from dissertation chair.

The committee may move ahead with selecting candidates for telephone interviews and campus visits as soon as the full consideration date given in the notice has passed. If an application from a promising candidate arrives thereafter, the language in the notice permits the committee to include the new application in the group of applications that's being given full consideration PROVIDED THAT all the other applications are given full consideration also.

Recruiting and the Recruitment Plan

Recruitment Plan

The recruitment plan and the draft print advertisement must be included in the recruitment request. All recruitment plan efforts must be documented, submitted with approval requests, and stored in the search file. Committees are required to provide a detailed account of recruiting strategies, especially with regard to recruiting a diverse candidate pool. This will include phone and email logs. It is important that committees develop non-traditional approaches, including recruiting faculty who may not be currently looking for positions. The plan must include, at minimum:

1. The name of at least one *print* professional journal in which the position will be advertised;
2. a description of at least one recruiting source the committee will use to ensure that the vacancy announcement will be brought to the attention of diverse candidates (*e.g.*, publication in a targeted journal or on a targeted website; targeted mailings); and
3. Additional outreach/details such as professional meetings or journals. A list of recruiting resources is provided in Appendix C.
4. Academic Personnel will place the vacancy on Fresno State Jobs, CSU Careers, Higherjobs.com, and place a generic print ad in the Chronicle. These efforts are considered standard and not part of your plan or your diversity outreach.

NOTE: Failure to submit and follow through on the recruitment plan constitutes grounds to cancel the search at any point in the search process.

Question: Is the employer permitted to use an electronic or web-based national professional journal instead of a print journal when conducting recruitment under 20 CFR 656.18, Optional special recruitment and documentation procedures for college and university teachers?

Answer: Yes, an employer may use an electronic or web-based national professional journal to satisfy the provision found at 20 CFR 656.18(b)(3), which requires use of a national professional journal for advertisements for college or university teachers. The electronic or web-based journal's job listings must be viewable to the public without payment of subscription and/or membership charges. The advertisement for the job opportunity for which certification is sought must be posted for at least 30 calendar days on the journal's website. Documentation of the placement of an advertisement in an electronic or web-based national professional journal must include evidence of the start and end dates of the advertisement placement and the text of the advertisement.

The print advertisement in a professional journal:

- Must be published in a *national professional journal* – preferably: an actual journal, not just a compilation of job postings and a journal with other employment ads but not a “journal” that is solely employment advertisements. Note: *Chronicle of Higher Education* is always deemed acceptable.
- Must include the title of the position:
- May include more than one title (e.g. Assistant Professor, Associate Professor, etc.), or may state “all ranks will be considered depending on qualifications”
- Must include duties - Can be brief and to the point but must include “teaching” in some form or another;
- Must include minimum requirements:
- Must include (at least) degree, experience, training and expertise – other *preferred* qualification(s) may be listed on the vacancy announcement, but need not be included in the print advertisement;
- Must include the statement, “California State University, Fresno is an affirmative action, equal opportunity institution.”

Example print advertisement

California State University, Fresno

Assistant Professor

Department of Physical Therapy

Duties include teaching graduate and undergraduate level courses; mentoring students; conducting research in area of specialization; and participating in university level committees. An earned doctorate (Ph.D. or Ed.D. or D.Sc.) in Physical Therapy or related field must be in hand prior to appointment (August 17, 2009) and minimum of three years clinical experience as a Physical Therapist required. Please apply online no later than January 9, 2009. Visit job.csufresno.edu for more information. California State University, Fresno is an affirmative action/equal opportunity institution.

Recruiting Candidates

Five basic rules of recruiting are:

1. **Search committee and the department faculty should seek out viable candidates and invite them to apply.** In fact, word-of-mouth has been found to be the single most effective recruiting technique that's available. Charge all department faculty to act as recruiters, especially when attending conferences.

2. **Seek a diverse, broad pool of candidates.** No approval for an on-campus visit or an offer of appointment will be given unless appropriate steps have been taken to seek and encourage applications from a broad pool of potential candidates. Specifically, your Recruitment Plan must list at least one recruitment source directed to broadening the applicant pool to include women and minorities. Such actions might include advertising in a journal targeted to a group that's underrepresented in your department; advertising on a targeted website, doing targeted mailings, for example, to Historically Black Colleges and Universities with doctoral programs in your field; or recruiting members of underrepresented groups by word-of-mouth.

3. **Follow the recruitment plan.** No approval for an on-campus visit or an offer of appointment will be given unless the vacancy has also been advertised in a print journal as described above on pages 11 and 12. The print ad is critical to your recruiting efforts and is required to comply with Department of Labor requirements.

4. **Keep candidates informed.** An acknowledgement letter (see Appendix) should be sent promptly to all applicants upon receipt of their materials. It is recommended that this letter also contain information about the search committee's projected time frame. Requests for additional material, if needed, may also be included.

5. **Recruit candidates, don't rely on advertising.** The following suggestions may be helpful:

1. Use existing faculty networks to communicate about the vacancy.
2. Advertise in professional journals, newsletters, websites and listservs.
3. Contact local, regional, and national professional groups.
4. Contact minority or women's caucuses of professional organizations.
5. Use the list of CSU Doctoral Incentive Program graduates.
6. Establish a relationship with Historically Black Colleges & Universities and colleges and universities with large numbers of Latino/a students.
7. Use your departmental web page as a recruiting tool.
8. Request assistance from the EEO Coordinator and EEO Designee on your search. And take a look at the resources attached as Appendix C, and the article at Appendix D, *How to Diversify the Faculty*, by Daryl G. Smith.

Screening and Selection

General Notes

Timing: Search committee members may begin to review application materials prior to the full 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 every application and all materials submitted. Members who fail to do so in advance may not participate in the deliberations to select candidates.

Confidentiality: 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 made available only to tenured and probationary faculty in the department. (Review the APM for further clarification.) A candidate's vita may be shared with others whose opinions are sought and who will be meeting the candidate during the campus visit.

Short Lists: Normally, the pool of applicants is narrowed to a "short list," or a series of increasingly shorter lists, based on criteria established in advance by the search committee. Committees should consider breaking candidates into three broad categories: Category A – Top candidates; Category B – Possible candidates; and Category C – Candidates that do not meet minimum qualifications.

Candidate Communication: When the list approaches your target number, candidates should be informed that the search process is in an advanced stage and asked whether or not they are still interested.

Research indicates that clear communication with the candidates 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. General communications (email or letters) guide:

1. Keep candidates on the "short list" informed about their campus visits and their continued viability, etc. Making telephone calls and sending emails to the top candidates to let them know they've been identified as top candidates is a good practice. Candidates appreciate communication, and it is good for the search's ultimate success.
2. We recommend against telling strong applicants that they have been rejected until after the search has closed; however, keep them informed of the on-going status of the search.
3. As far as weak candidates are concerned, once the date for submitting materials has passed, if an applicant is clearly not under consideration, it is a good practice to notify the individual as soon as possible.

Candidate Review

1. **Application Checklist (optional).** The search committee chair and the EEO Designee should jointly develop a checklist to assist in evaluating completeness of applicant. The items on the checklist should include the items that make up a complete application specified in the vacancy announcement.
2. **Application Review.** The Search Committee, all tenured and probationary faculty of the department, and designated clerical staff and administrators may review applicants online through eRecruit. Where this method is used, there is no need to create access logs or to log in and out of applicant files. However, if the search committee prefers to print out applications and create applicant files, an “Access Log” must be placed in the front of each applicant folder. Any person accessing the hard copy file must log in and out on this form each time the file is accessed. Access should be limited to appropriate persons, which include search committee members, the tenured and probationary faculty of the department, and clerical staff and administrators (on a need-to-know basis).
3. **Candidate Evaluation Rubric⁵.** The search committee and the EEO Designee should jointly develop the required rubric form to report on minimum qualifications. The items on the rubric must reflect all of the qualifications specified in the vacancy announcement, not additional qualification should be added.
4. **Interview Ratings Sheet.** The search committee and the EEO Designee should jointly develop a ratings sheet for use in interviews. The items on the ratings sheet should only reflect the qualifications specified in the vacancy announcement.
5. **EEO Role.** The EEO Designee should be present during all committee meetings and deliberations. If the assigned EEO Designee cannot be present at a particular meeting, it is acceptable to request another trained EEO Designee to attend.
6. **Confidential.** Maintain strict confidentiality.
7. **Record.** Record the actions taken on each candidate.
8. **Telephone Reference.** Once the committee narrows the pool of candidates down to those who best fit the qualifications, it is suggested that telephone interviews be conducted. Calls for reference checks need to occur at this time as well, using a set of standard core questions. Email communications do not substitute for telephone references.

⁵ New form required for 2012-2013

Telephone Reference Checking

1. Complete telephone references **before invitations to visit campus** are issued.
2. Reference checking is done by members of the search committee, the department chair, and at least one by the dean. This responsibility cannot be delegated to others. The appropriate administrator must conduct a final reference check after the committee has made its recommendations.
3. **Telephone checks should not be limited to references listed by the candidate.**
 - a. During the online application process the candidate authorizes the university to investigate “all statements/information contained in this application. I also authorize the release of reference information from individuals familiar with my educational and work background to California State University, Fresno.”
 - b. It is a recommended courtesy to **inform candidates when references beyond** those listed will be called, an objection to this may raise concerns.
4. It is recommended that the department **do more than the minimum** requirement of two telephone reference checks.
5. Whenever possible, it helps **to call people you know** and to also talk to individuals who are not on the candidate’s list of references.
6. *If the candidate has previously been employed as a faculty member, the dean must interview the candidate’s department chair and dean in each previous faculty position before an offer of employment may be extended.* Always obtain the candidate’s consent before speaking with representatives of his/her current employer.
7. Information gathered from candidate phone interviews and reference checks is to be **summarized and shared with the committee.** Use the Reference Check Confirmation Form provided at Appendix G.
8. Telephone reference checks should be **professional, courteous, compliant with university policy**, and otherwise appropriate. **Follow-up questions in addition to the core questions are permitted and encouraged when needed.** When you ask for a reference, the person you are calling is doing you a favor. Sometimes an email contact is the best way to set up a time for a phone conversation. But **getting the reference check itself done by email is not permitted.**

Sample Questions and Guide to telephone references

To encourage references to be candid, it is best to be friendly but professional. Begin the telephone reference check with basic questions. Tested techniques indicate that referees are more responsive if the conversation starts with simple questions like: How long has Dr. Jones been employed at Slippery Rock State? How long have you known Dr. Jones? What courses does he/she usually teach? Does he/she have tenure?

See appendix for suggested questions.

Do not hesitate to probe or to refine or rephrase questions. Asking for the basis for one's assessment or judgment and requesting examples of personal characteristics or accomplishments, etc., can be very revealing. Be wary of responses that do not address the question directly. Changing the subject is frequently used as a way to avoid responding.

Before closing the conversation, be certain you know with certainty the opinion of the person you have called. A technique for accomplishing this objective when the reference has been ambiguous is to say either: "I take it that you do not recommend Dr. Jones very highly for this position," or "I take it that you recommend Dr. Jones very highly for this position." These statements, with slight modification, can also be useful for summarizing or concluding the conversation.

Verification of Degrees and ABD Status

The search committee should verify ***all*** post-secondary degrees ***before*** the campus visit. This can be done online through the National Student Clearinghouse, www.DegreeVerify.org. It costs \$25.00 per quarter to join the Clearinghouse, which qualifies you to get verifications for \$5.00 per transaction. If you don't think you'll do more than five verifications in any given quarter, consider using the retail user option, which costs \$6.50 per transaction. To create a retail account, go to www.DegreeVerify.org. You'll need a credit card to use this option. For more information, call (703) 742-4200.

Another approach is to require that official transcripts of graduate work be forwarded directly from the candidate's degree-granting institution, although fraudulent transcripts have been known to arrive by this method.

Search committees should verify the status of ABD candidates by requesting official transcripts to ensure that the candidate has advanced to candidacy. It is also suggested that you speak with the candidate's dissertation chair to ensure that s/he is making satisfactory progress toward completion. Documentary evidence of ABD status needs to be submitted with a Request for On-Campus Visit for an ABD candidate.

Inquiries about or to Candidates

Pre-employment inquiries that seek (either directly or indirectly) types of personal information may constitute evidence of employment discrimination and are prohibited. The specific areas that must be avoided include race, religion, color, gender, marital status, pregnancy, national origin, age, mental or physical disability, sexual orientation, special disabled veteran's status, and Vietnam Era or other covered veteran's status.

Whether seeking information directly from an applicant or from a third-party reference, be sure that the information is position-related and necessary to evaluate competence or qualification for the position.

A guide to appropriate and inappropriate questions is found in Appendix H. All members of the committee should be familiar with this guide. In addition, provide a copy of this guide every faculty member and administrator who will be meeting with candidates during on-campus visits.

If the committee decides to ask appropriately-framed questions on any of the topics addressed in Appendix H, such questions should be asked of all candidates for a particular search or none at all.

The Short List and/or Telephone Interviews

Before creating the short list and scheduling telephone interviews:

1. Checklist for all applicants is complete and only candidates with completed applications are moving forward to the short list.
2. Candidate Evaluation Rubric has been completed for each candidate and only candidates that meet the stated minimum qualifications are moving forward to the short list.
3. The above forms are completed and will be available to be attached to the On-campus Visit form.

Search Committees are required to effectively assess each candidate who reaches the phone interview and campus interview stages regarding his/her ability to work effectively with faculty, staff and students from diverse backgrounds by asking each candidate questions required by the University. These questions are required and must be asked as stated:

1. Are there ways your research or creative activities address diverse populations, particularly some of the diverse populations of Central California?
2. What is your experience teaching diverse students, and how would your teaching philosophy help diverse students succeed in your classroom?

The Campus Visit Interview

Before recommending candidates for a campus interview complete the following:

1. Phone interviews and phone interview summary/comparison;
2. Candidate rubric summaries sheet(s).
3. At least two telephone references;
4. Verification all post-secondary degrees.
5. If candidate is ABD, complete a reference that states estimated completion date. .

On campus interviews of final candidates for tenure track positions must be approved before being invited to visit campus. On-Campus Visit forms must have documentation of the recruitment plan execution attached.

Office of Faculty Affairs will notify the committee, the department chair, and dean when the approval process has been completed. At that time (and not before), the department can go ahead and invite approved candidates to campus.

The university's reputation and future recruitment success can be affected by the attitudes of unsuccessful candidates. Committees should foster a positive attitude about our campus and our community in the minds of all candidates and contacts. It is important to remember that, in addition to learning about the candidate, the candidate is eager to learn about us. The decision to hire is a two-way street. We get to decide whether to extend an offer, but we run the risk that, when we do, the candidate will turn us down. Therefore, we want to leave the candidate with a positive impression of our university and community. Not only could you lose an excellent candidate as a result of a negative interview experience, you could also lose future candidates who hear tales of neglect.

On-campus visit notes and suggestions:

1. Create a detailed written schedule for each visit with specific indications of responsibility for accommodations, transportation, introductions, meetings, presentations, etc. Distribute copies to the candidate, dean, department faculty, search committee and other interested individuals.
2. Ask during the invitation stage whether the candidate requires an accommodation as part of the interview or if s/he has any dietary preferences.
 - a. The university is obliged to make reasonable accommodations during the interview process. Contact Office of Faculty Affairs with any concerns or questions about accommodations.
 - b. Do not ask if the person has any dietary restrictions, this can lead to a discussion of religious background or medical conditions. Record the dietary preference information and disregard any additional information that is provided.
3. Provide candidates with local maps and information or brochures about the department, college or school, and the university community.
4. Provide clear written procedures for the reimbursement of travel expenses.

With the assistance of search committee members and the department, the search committee chair needs to make the following arrangements:

1. Assist the candidate in making travel and hotel arrangements.
2. If possible, arrange to meet the candidate at the airport (if flying in).
3. Inform candidates of expected presentations, the audience, and the topic.
4. Establish an itinerary that includes time for the following:
 - a. A presentation (students should be invited; some departments give students evaluation forms to complete);
 - b. A meeting with department faculty;
 - c. A meeting with students (optional);
 - d. An interview meeting with the search committee (**required**);
 - e. A meeting with the department chair;
 - f. A meeting with the dean;
 - g. Department chair and COHORT candidates **require** a meeting with the Provost;
 - h. Meals with a variety of faculty;
 - i. A campus tour and tour of the surrounding area;
 - j. Attending special functions if available;
 - k. Time to relax or exercise;
 - l. Meeting with the staff member responsible for reimbursement forms;
 - m. Meetings with other persons or groups as deemed appropriate.

The Interview

All applicants should be treated essentially the same at each point in the recruiting process. For example, once the short list is created, all applicants on the short list are treated the same until the list is shortened again. Once the list is shortened -- usually about three -- who will visit the campus, those individuals must each be given similar opportunities to interact and present themselves to the committee and campus personally and professionally. Such things as the length of the campus visit; opportunities with administrators, students, and faculty; recreational opportunities; participation in social gatherings, etc., should be similar in nature.

Candidates are more likely to respond positively when the university has demonstrated concern for both their professional interests and personal needs. Interviews should be scheduled in a pleasant, comfortable, but professional setting. The interview 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 and qualifications described in the vacancy announcement and the candidate. Teaching experience and interests as well as research and other professional interests and accomplishments can be explored in depth. It is important that basic information is obtained and clarified for each of the candidates.

The following are components of a good interview technique:

- Make an “opening” to establish “common ground” by discussing a common experience or interest. Put the candidate at ease.
- Develop a set of core questions related to the stated position requirements.
 - Test the candidates’ match with the stated position criteria;
 - Probe the candidates’ technical and professional preparation;
 - Identify skills deemed essential to success as an effective teacher.
- **Required questions:**
 - *Are there ways your research or creative activities address diverse populations, particularly some of the diverse populations of Central California?*
 - *What is your experience teaching diverse students, and how would your teaching philosophy help diverse students succeed in your classroom?*
- Use the sample questions provided in Appendix I when drafting a set of questions. Use the same set of core questions with each candidate.
- Ask follow-up questions so that answers to questions are fully explored. It is permissible for the committee to ask questions directly targeted to specific information about individual candidates’ qualifications. For example, if a candidate has held a series of one or two-year positions, the committee may ask the candidate to explain his/her employment history. The question need not be asked of every candidate, but does need to be asked of every candidate who has a similar employment history.

- Make it clear when the interview is over. Questions such as, “Have we covered everything?” or “Does anyone have any final questions?” 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.

Committee and department members should not raise inappropriate questions. In addition to the guide to pre-employment inquiries given in Appendix H, the following examples of questions are not position-related and must not be asked:

- Do you have the right to work in the United States? Do you need a visa to work in the United States?
- Do you plan to have any more children? How many children do you have?
- 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 partner or significant other?
- How long have you been married, divorced, separated, or living with your domestic partner or significant other?
- Do you still see your ex?
- Is your present spouse your children’s parent?
- Is your family dependent on you working? Do you have to work?
- How does your spouse/partner feel about your working?
- How does your spouse/ partner/ 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’s or mother’s maiden name?
- Why don’t / do you use your husband’s name?
- Where were you born? Do you have a green card?
- Were you in the military service?
- Are you active in any political organizations, campaigns, or political parties?
- How do you spend your weekends and evenings?
- Where do you go to church? What is your view of organized religion?
- 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’re 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 wage garnishments?
- Have you ever had any property repossessed or foreclosed?
- Do you own your own home? Do you live in a house or an apartment?
- How did you finance your education?
- Do you have any disabilities?
- Do you own your own car? Can you drive a car? Can you get around?

Work Authorization and Visas

The California State University's policy is to consider *all* applicants for employment -- United States citizens and non-citizens alike -- irrespective of work authorization status at the time of the job application. (HR 94-29, dated 10/14/94). This CSU policy allows campuses to consider unauthorized applicants, and then to assist them in obtaining appropriate work authorization before beginning their employment. In addition, it means that there is no valid reason to ask a candidate whether they are authorized to work in the United States.

All employees must have authorization to work in the United States at the time of employment, not at the time of the interview. Candidate questions on work permits should be referred to Academic Personnel.

The university will work with a candidate to facilitate him or her in obtaining the appropriate visa once they have been appointed. Responsibility for obtaining authorization to work belongs to the candidate, however, and not the university. The university does not pay fees associated with obtaining a visa, except for a \$500 fraud prevention fee which, by law, is the employer's responsibility. Appointees are expected to retain and pay their own attorneys to assist them in the process.

The Nomination

The nomination process begins after all campus visits have been completed and the search committee has identified the leading candidate(s). The committee reviews all information gathered about each final candidate and makes a recommendation regarding the nomination of candidates. A simple majority vote is needed, but it is preferable that the committee form a consensus on the top candidate(s).

The committee recommendation is forwarded to the department chair. The department chair may indicate concurrence or disagreement with the committee's recommendation. It is suggested that the department chair and search committee chair collaborate in completing the Nomination of Full-Time Faculty form and the Equal Opportunity Process Summary.

The nomination packet and all required information and attachments is completed and forwarded to the dean for review and recommendation. The dean will complete at least one telephone reference check. The dean is the only person authorized to extend a conditional offer or to negotiate salary.

Keep the candidates informed as this part of the search progresses. Let them know when the department's recommendation has been forwarded to the dean. Explain how the process works -- that the dean makes the final selection, and once the dean does that, the nomination is forwarded to Academic Personnel. Academic Personnel prepares the official Offer of Employment, which is signed by the dean and sent to the nominee. Notify department faculty of the results at that time, too.

Record-keeping with eRecruit

eRecruit will simplify hard-copy record-keeping needs if the search committee is willing to review applicant materials online instead of printing them out. If materials are printed out, separate applicant files should be created with access logs, etc. If the committee reviews the materials online, then record-keeping may be based on the functional stages of the search process, as in the following example:

General Search File - paper copies to be retained:

1. Copies of all advertisements and circulars,
2. Recruiting Activities including web, magazines, journals, newspapers, mailing lists, flyers used at conferences, etc.; copy of vacancy announcement; copy of recruitment plan; printout of the list of applicants.
3. Completed Applicant Checklists;
4. First Level Applicant Review – Completed Candidate Evaluation Rubric
 - a. Record of Search Committee Actions (See Appendix);
 - b. Notes of Deliberations.
5. Telephone Interviews Sheets;
 - a. Record of Search Committee Actions;
 - b. List of Core Questions;
 - c. Completed Ratings;
 - d. Notes of Deliberations.
 - e. Candidate comparison and summary of recruitment summary (attach to on-campus requires form.)
6. On-Campus Visit Request Form and Attachments to the Form, including
 - a. CVs for each invitee, letters of reference,
 - b. telephone reference check confirmations,
 - c. and degree verifications.
7. On-Campus Interviews
 - a. Copies of candidate itineraries; completed
 - b. ratings sheets; copies of all comments
 - c. submitted by non-committee members,
 - d. Candidate comparison (attach to nomination form.)
 - e. notes of deliberations; Record of Search Committee Actions.
8. Copy of Full-Time Faculty Nomination Form and attachments to the form
 - a. Nominee's CV,
 - b. printout of nominee's application,
 - c. printout of vacancy announcement,
 - d. nominee's three letters of reference,
 - e. completed telephone reference check,
 - f. official transcripts or other degree verification.

If the committee prefers to print out all applicants' application materials, then record-keeping should be done in the traditional way, by creating a separate file for each applicant and logging in on the access log as the files are reviewed.

Preparing Search Records for Storage

When the search begins, the search committee chair should create a filing system with separate folders for tracking applicant. A check sheet of required materials is to be placed in the front of each applicant folder and kept current to reflect the dates when materials are received.

All application and search materials are to be organized and labeled to identify the specific search. The search records are to remain confidential, **and must be maintained in the Dean's Office for five years after the search closes.**

Welcoming New Faculty

After successfully recruiting and appointing a new faculty member, attention must focus on retaining that person. Arrangements should be made to facilitate the individual's transition to the university and the community. In addition to the mandatory orientation for new faculty that the Provost provides, department should provide opportunities that generally attempt to make what can be a hectic, stressful experiences as easy and comfortable as possible. Some new faculty will prefer considerable assistance, while others will prefer to be left to their own initiative.

Some tips for welcoming new faculty:

- Make regular calls to new faculty members after they accept employment to see whether there is anything the department can do to facilitate their move.
- Know when the new faculty member is arriving in town.
- Welcome him or her and their family on the day they arrive. Bring food.
- Help arrange a place for them to stay in for a couple of days while locating a more permanent place to stay.
- Provide a list of names and telephone numbers of department faculty and key offices in case they encounter problems or need assistance.
- Have someone in the department sponsor a welcoming event like a barbecue or other social get-together.
- Office accommodations, email, computer workstations, telephones, keys, etc., should all be ready and available when the new faculty member arrives.

Office of Faculty Affairs has developed a web page to provide Prospective and New Faculty with helpful information about the university and the Fresno metropolitan area. The web address is: www.fresnostate.edu/aps/faculty/index.shtml.

The Provost sponsors a mandatory orientation for all new full-time faculty members at or near the beginning of the fall semester. This orientation is designed to familiarize them with a broad view of the university, the services available to them, professional development opportunities, and an introduction to important university policies. New faculty members are released from all other duties to participate in this orientation.

Appendices

- Appendix A Sample Letters
- Appendix B Diversity Resources
- Appendix C How to Diversity the Faculty by Daryl G. Smith
- Appendix D Forms
- Appendix E Guide to Pre-Employment Questions for Faculty Positions
- Appendix F Guide to Interview Questions

APPENDIX A: SAMPLE LETTERS

(Please feel free to use all or parts of these fictitious letters.)

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SAMPLE 1 SOLICITATION OF NOMINATIONS

Dear Colleague:

The Department of **Forestry** at California State University, Fresno is seeking a qualified applicant to fill a tenure-track position in **Forest Ecology**. **The primary focus of a candidate's teaching and research interests should be on the ecology of old growth forests in the Western United States**

For your convenience, I have attached copies of the position announcement and would greatly appreciate your circulating them to qualified applicants.

We are attempting to achieve the broadest and most diverse pool of candidates possible. I would be happy to call any such individuals personally to encourage them to apply.

Interested individuals can find out more about California State University, Fresno by going to the university website at www.fresnostate.edu. The university also has a website for New / Prospective Faculty at www.fresnostate.edu/aps/newfaculty.html that provides information not only on the university but also on the greater Fresno-Clovis Metropolitan Area. Vacancy announcements for all full-time faculty positions can be located at www.fresnostate.edu/aps/vacancy/vacancy.html.

Our faculty is professionally active and we are interested in candidates who have similar expectations. For individuals seeking an academic career with a dynamic mix of teaching and research, we believe we have a lot to offer.

Sincerely,

Dr. Jane Doe
Professor of Forestry

SAMPLE 2 RESPONSE TO INQUIRY

Dear Dr. Jones:

This letter is in response to your telephone call requesting information regarding the position opening in the Department of Forestry. A complete official copy of the vacancy announcement is enclosed for your information.

Please complete and return the university's Application for Faculty Employment and the Applicant Flow Form. These forms are available on the web at: www.fresnostate.edu/aps/vacancy/sc1.pdf

Applications for Faculty Employment should be sent to the department. Applicant Flow Forms should be sent to directly to:

Employment and Recruitment
California State University Fresno
5150 N. Maple Avenue MS/JA 71
Fresno, CA 93740-8026

The Annual Campus Safety and Security Report required by the Jeanne Cleary Disclosure Act can be found at: www.fresnostate.edu/humres/Cleary%20Disclosure/cleary%20disclosure.htm

The position is open until filled. Should you decide to apply, please submit your vita, a letter describing your qualifications for the position, and the names/addresses/telephone numbers of at least three current references familiar with your teaching and publication records. To ensure the fullest consideration of your application, have these documents to the department by _____.

You may find detailed information about the department, the college/school and the university on the web. The following addresses will be of interest to you:

University Home Page	www.fresnostate.edu
College/School Home Page	www.fresnostate.edu/
Department Home Page	www.fresnostate.edu/
Office of Faculty Affairs	www.fresnostate.edu/aps/
Information for Prospective/New Faculty Members	www.fresnostate.edu/aps/newfaculty.html

Please contact me if you have any questions. Your interest in our university is appreciated.

Sincerely,

Dr. Jane Doe
Chair, Search Committee
Enclosure

SAMPLE 3 APPLICATION ACKNOWLEDGEMENT

Dear Dr. Jones:

We are delighted to receive your letter and vita indicating your interest in the faculty position in **Forest Ecology** in our department. Your application will receive careful consideration. A copy of the complete, official vacancy announcement is enclosed.

Please complete and return the university's Application for Faculty Employment Form and the Applicant Flow Form. These forms are available on the web at: www.fresnostate.edu/aps/vacancy/vacancy.html

Applications for Faculty Employment should be sent to the department. Applicant Flow Forms should be sent to directly to:

Employment and Recruitment
California State University Fresno
5150 N. Maple Avenue MS/JA 71
Fresno, CA 93740-8026

The Annual Campus Safety and Security Report required by the Jeanne Clery Disclosure Act can be found at: www.fresnostate.edu/humres/Clery%20Disclosure/clery%20disclosure.htm

You may find detailed information about the department, the college/school and the university at the campus web site. The following addresses will be of interest to you:

[ALL THESE WEB ADDRESSES SHOULD BE INCLUDED]

University Home Page	www.fresnostate.edu
College/School Home Page	www.fresnostate.edu/
Department Home Page	www.fresnostate.edu/
Office of Faculty Affairs	www.fresnostate.edu/aps/
Information for Prospective/New Faculty Members	www.fresnostate.edu/aps/newfaculty.html

Please understand that in all searches, the university reserves the right to contact the current or most recent employer of any applicant and to investigate past employment as well as professional credentials. We want you to know that these efforts may involve contacts with references beyond those listed by you.

Thank you for your interest in California State University, Fresno and in our department. We are attempting to move the search along as quickly and thoroughly as possible. Meanwhile, if you have questions or would like additional information, please do not hesitate to contact me.

Sincerely,

Dr. Jane Doe
Chair, Search Committee

Enclosure

SAMPLE 4 REQUEST FOR ADDITIONAL INFORMATION

Dear Dr. Jones:

Recently you expressed an interest in our faculty position in **Forest Ecology**. Before the search committee can give the fullest consideration to your application, we need additional information for our files.

Our records indicate that we have not received the following items:

1. Complete set of official transcripts sent directly from the institution granting your highest degree.
2. Three original letters of recommendation (we have received 1, but need 2 additional).
3. A current Curriculum vitae.
4. Signed Application Form

As noted in the vacancy announcement, and to ensure that your application receives the fullest possible consideration, you should have all requested materials on file by

Thank you for your interest in our position and in California State University, Fresno. If there are any questions, please contact me at your earliest convenience.

Sincerely,

Dr. Jane Doe
Chair, Search Committee

SAMPLE 4A REQUEST FOR APPLICATION MATERIAL

[It is recommended that this letter not contain a "check list" or otherwise appear to be a form letter.]

Dear Dr. Jones:

We were pleased to receive your application for the faculty position in **Forest Ecology**.

However, to date the following materials have not been received:

1. Statement of personal philosophy of university teaching;
2. Letter addressing qualifications for the position; and
3. Transcripts of graduate work (to be forwarded directly from universities).

As noted in the vacancy announcement, and to ensure that your application receives the fullest possible consideration, you should have all requested materials on file by

If there are questions or if I can be of assistance please let me know.

Your interest in California State University, Fresno is appreciated.

Sincerely,

Dr. Jane Doe
Chair, Search Committee

SAMPLE 5 LETTER INVITING CANDIDATE TO CAMPUS FOR INTERVIEW

Dear Dr. Jones:

This communication will confirm our telephone conversation of _____ concerning the faculty position in **Forest Ecology**. As you know, we have narrowed the field of candidates to three finalists. I am pleased to inform you that you are among the finalists.

Visits to our campus are now being arranged. You have indicated that you will be arriving on **March 8, 2009, United Airlines flight 738, at 10:47 a.m. at the Fresno airport**. If there are any changes in your schedule please be certain to notify me immediately.

As we discussed, **Dr. Goodwill** will meet you at the baggage claim area of the airport. She will escort you to the **University Piccadilly Inn** across from the campus, wait for you to check in and freshen up, and then drive you to campus. An itinerary of your two-day visit is enclosed.

Extensive information about the university and the community can be found on the web page designed for prospective / new faculty. This website can be found at:

www.fresnostate.edu/aps/newfaculty.html

In regard to your presentation to the faculty and students, I am pleased that you have selected a topic that appeals to a variety of interests. As we discussed your presentation should be not more than about thirty minutes in length in order to leave time for questions and discussion. If we can provide any equipment to assist you, please let me know.

The search committee is looking forward to your visit. If there is anything else we can do to be of assistance, please let me know.

Sincerely,

Dr. Jane Doe,
Chair, Search Committee

SAMPLE 5 LETTER REQUESTING A LETTER OF REFERENCE

Dear Dr. Smith:

Dr. Jones is a finalist in our search to fill our faculty position in Forest Ecology. She has given your name as a reference regarding her qualifications and experience. A description of the position is enclosed.

We would appreciate a letter from you addressing Dr. Jones' qualifications and ability to perform the duties outlined in the position description. Your assessment of her teaching and publication records as well as her ability to function as a productive and cooperative member of an academic department are especially appreciated. It will also be helpful if you can indicate in what capacity and for what length of time you have known Dr. Jones.

To expedite the process, you can fax a letter to me at (559) 278-XXXX and then forward an original signed letter via regular mail.

The search committee will be reviewing recommendations on _____ so your prompt reply will be helpful to Dr. Jones and very much appreciated.

Sincerely,

Dr. Jane Doe

Chair, Search Committee

SAMPLE 6A LETTERS OF REJECTION [To Unsuccessful Finalist]

Dear Dr. Jones:

Thank you again for your application for our position in **Forest Ecology** and for your interest in California State University, Fresno. We received a large number of applications. I regret to inform you that after the on-campus interviews, an offer of employment has been made to and accepted by another individual.

The committee and the faculty of the department were impressed by your interview. However, in the final analysis, it was decided that another individual better fit the long-term needs of the program. Please be assured that our decision in no way reflects on your qualifications. It is clear that you will make a valuable contribution to higher education.

Optional: I might add that your application was a strong one and we would welcome your interest in any future searches for similar positions that may become available.

Your interest in our program is sincerely appreciated and we wish you every success in your academic career.

Sincerely,

Dr. Jane Doe

Chair, Search Committee

SAMPLE 6B LETTERS OF REJECTION (After initial screening)

Dear Dr. Jones:

The search committee for the faculty position in **Forest Ecology** has completed its initial screening for a dietician. The selection was especially difficult because of the large number of highly qualified candidates.

I regret to inform you that your application was not selected for further review. Please be assured that our decision in no way reflects on your qualifications or abilities. Rather, it was the view of the search committee that there were other applicants who better fit our long-term needs.

We want to take this opportunity to express our sincere appreciation for your application and interest in California State University, Fresno.

We wish your every success in your academic career.

Sincerely,

Jane Doe

Chair, Search Committee

SAMPLE 6C LETTERS OF REJECTION (After further reviews of candidates)

Dear Dr. Jones:

Thank you for applying for our probationary faculty position in **Forest Ecology**. We feel very fortunate to have had so many highly qualified applicants.

After a careful process and difficult choices, I regret to inform you that you are not among the finalists chosen for a campus interview. Please be assured that this decision in no way reflects on your qualifications or abilities. Rather, it was the view of the search committee that there were other applicants who better fit our long-term needs.

Optional: I might add that your application was a strong one and we would welcome your interest in any future searches for similar positions that may become available.]

Your interest in our program is sincerely appreciated and we wish you every success in your academic career.

Sincerely,

Dr. Jane Doe

Chair, Search Committee

SAMPLE 6D LETTERS OF REJECTION [After Initial Screening]

Dear Dr. Jones:

Thank you for applying for the full-time tenure track position in our department. After the initial screening of candidates, it is with regret that I must inform you that you are no longer under consideration for appointment for this position.

Please be assured that this decision in no way reflects on your qualifications or abilities. In the judgment of the search committee, there are other candidates who are better suited to the needs and requirements of our program.

Your interest in our program and the university is appreciated.

Best wishes for every success in your academic pursuits.

Sincerely,

Dr. Jane Doe

Chair, Search Committee

SAMPLE 7 CANCELLED SEARCH

Dear Dr. Jones:

Thank you again for your application for our position in **Forest Ecology** and for your interest in California State University, Fresno. I regret to inform you that due to changing circumstances, a decision has been made to cancel this search.

The committee and the faculty of the department apologize for any inconvenience this may have caused. Please be assured that our decision in no way reflects on your qualifications. It is clear that you will make a valuable contribution to higher education.

Optional: I might add that your application was a strong one and we would welcome your interest in any future searches for similar positions that may become available.

Your interest in our program is sincerely appreciated and we wish you every success in your academic career.

Sincerely,

Dr. Jane Doe

Chair, Search Committee

APPENDIX B: DIVERSITY RESOURCES

Academic

Name	Type of Publication	Notes
Academic Careers Online	Web Only	Academic, general website
AcademicKeys.com	Web Only	Professions Job Board & Resources
AERA.net	Web Only	American Educational Research Association website
American Libraries	Print + Web	American Library Association journal
Association for Institutional Research	Web Only	Higher-Ed Centered Research Organization
Black Issues in Higher Education	Print + Web	African-American/Minority news magazine
CASE Jobs Online	Web Only	Organization of higher ed fund raising/communications
Chronicle of Higher Education	Print + Web	Journal of higher education
Hispanic Outlook in Higher Education	Print + Web	Hispanic-oriented academic journal
HigherEdJobs.com	Web Only	General website. (Faculty Affairs posts here for departments)
Post-Docs.com	Web Only	Research Associates / post-doc positions
University Faculty Voice	Print + Web	Monthly Faculty Journal & Website
University Job Bank	Web Only	Academic, general website
Women in Higher Education	Print + Web	Monthly academic journal

Arts

Name	Type of Publication	Notes
ArtSEARCH	Print + Web	Theatre & performing arts
AVISO Museums	Print + Web	Monthly publication of the American Association of
CAA Careers (College Art Association)	Print + Web	Career site for artists and art historians
College Music Society Music Vacancy List	Print + Web	Monthly mailed/e-mailed job listing service
Dance Magazine	Print + Web	Monthly Dance Journal
Music Library Association (MLA) Placement Service Job List	Print + Web	Association of Music Librarians & Researchers

Computer/Technology

Name	Type of Publication	Notes
Broadcast Engineering	Print + Web	Monthly journal of digital television
CareerBuilder	Web Only	National job search website
computerjobs.com	Web Only	National high-tech job search website
IEEE (Institute of Electrical & Electronics Engineers)	Web Only	Organization of electrical engineers
Monster Board	Web Only	World-wide job search website
Women in Technology International	Web Only	Website for women in tech fields
World Computer Society (IEEE Computer Society)	Web Only	Post jobs through IEEE Job Site

Free Publications

Name	Type of Publication	Notes
America's Job Bank	Web Only	General Dept. of Labor website
Association for Institutional Research	Web Only	Higher-Ed Centered Research Organization
Foundation Center Job Corner	Web only	Non-profit fundraising & development site
Higher Ed Jobs Online	Web Only	Campus has paid membership and posts positions for departments

Business/Finance

Name	Type of Publication	Notes
AAEA Newsletter	Print + Web	Agricultural Economics newsletter
Accounting Review	Print + Web	Quarterly American Accounting Association journal
American Marketing Association / MarketingPower.com	Print + Web	Association of Marketing Professionals
American Society of Women Accountants	Web Only	Website
AttorneyJobs.com	Web Only	Online legal career center
CareerJournal.com	Web Only	Online career site of the Wall Street Journal
Chronicle of Philanthropy	Print + Web	Journal of non-profit business & finance
jobsinthemoney.com	Web Only	Finance/accounting job board
JOE--Job Openings for Economists	Print + Web	Employment newsletter for economics field
NACUBO Business Officer Officers	Print + Web	National Association of College and University Business
National Association of Black Accountants	Web Only	Association website with job listings
National Society of Hispanic MBAs	Web Only	National Hispanic business society website
Phoenix Business Journal	Print + Web	Phoenix area business weekly

Diversity

Name	Type of Publication	Notes
Affirmative Action Register	Print Only	Monthly diversity-related newsletter
American Indians in Science and Engineering	Web Only	American Indian Science/Engineering society website
American Society of Women Accountants	Web Only	Website
Asian Week	Web Only	Asian-American weekly
Association for Women in Mathematics	Print + Web	Website (+newsletter)
Association for Women in Science	Print + Web	Website & quarterly magazine
Black Collegian Magazine Online	Web Only	Connects with IMDiversity.com
Black Issues in Higher Education	Print + Web	African-American/Minority newsMagazine.
Hispanic Outlook in Higher Education	Print + Web	Hispanic-oriented academic journal
IMDiversity.com	Web Only	Diversity-oriented job search website
Indian Country Today	Print + Web	National Native American Newspaper
National Association of Black Accountants	Web Only	Association website with job listings
National Association of the Deaf	Web Only	National website with resources for the deaf
National Black Nurses Association	Print + Web	Association website with print media
National Society of Black Engineers	Print + Web	NABE Magazine
National Society of Hispanic MBAs	Web Only	National Hispanic business society website
Native American Times	Print + Web	Native American Newspaper & Website
nativejobs.com	Web Only	Native American job search website
Navajo Times	Print + Web	Weekly Navajo Nation newspaper
Philippine Nurses Association of America	Web Only	No jobs but has links to recruiting sites.
Society for Advancement of Chicano and Native Americans in Science (SACNAS)	Web Only	Website for Hispanic professionals in science
Society of Hispanic Professional Engineers	Web Only	Website for Hispanic professional engineers
Society of Women Engineers	Web Only	Website for women engineers
Women in Higher Education	Print + Web	Monthly academic journal
Women in Technology International	Web Only	Website for women in tech fields

General

Name	Type of Publication	Notes
CareerBuilder	Web Only	National job search website
CollegeSportsCareers.com	Web Only	Sports jobs in college athletics.
Employment Guide	Print + Web	Weekly employment tabloid/ job search website
IMDiversity.com	Web Only	Diversity-oriented job search website
NationJobs, Inc.	Web Only	National job search website
TrueCareers.com	Web only	Job Search and Career Development Website
University Job Bank	Web Only	Academic, general website

Research

Name	Type of Publication	Notes
AERA.net	Web Only	Educational Research Association website
American Institute of Physics	Web Only	American Institute of Physics
American Anthropological Association	Print + Web	Monthly science journal & newsletter
American Astronomical Society	Print + Web	Features the AAS Job Register
American Psychological Society	Print + Web	Monthly journal of the American Psychological Society
American Statistical Association (ASA Job Web)	Web Only	aka "AMSTAT"
APA Monitor (Monitor on Psychology)	Print + Web	Monthly journal of the American Psychological Association
ASHA Leader, The (American Speech-Hearing-Language Association)	Print + Web	Bi-weekly science journal
Bio-jobs.com	Web Only	Bio-tech job search website
Chemical and Engineering News	Print + Web	Science weekly
College and Research Libraries News (C & RL News)	Print + Web	Association of College & Research Libraries
CSA News	Print + Web	Monthly Agricultural/Soil Science
Environmental Science and Technology	Print + Web	Environmental Science Journal
Eos--American Geophysical Union	Print + Web	Geoscience weekly
FASEB Career Resources (Online Classified)	Web only	Weekly online job listings (also see FASEB Journal)
The FASEB Journal	Print + Web	Monthly biomedical and life sciences journal
Genetic Engineering News	Print + Web	Biotech journal and website
Geotimes	Print + Web	Monthly journal of the American Geological Institute
PapersInvited	Web Only	Website for scientists and researchers
Physics Today	Print + Web	Monthly journal of the American Institute of Physics
Physics World	Print + Web	Monthly physics journal
Post-Docs.com	Web Only	Research Associates/ Post-Doc positions
Science	Print + Web	Science weekly
The Scientist	Print + Web	Life sciences bi-weekly
SciWeb	Web Only	The Life Science Home Page

Science/Engineering

Name	Type of Publication	Notes
American Anthropological Association	Print + Web	Monthly science journal & newsletter
American Astronomical Society	Print + Web	Monthly journal; features the AAS Job Register
American Indians in Science and Engineering (AISES)	Web Only	American Indian Science/Engineering society website
American Institute of Physics	Web Only	American Institute of Physics
American Psychological Society	Print + Web	Monthly journal of the American Psychological Society
APA Monitor (Monitor on Psychology)	Print + Web	Monthly journal of the American Psychological Association
Association for Women in Mathematics	Print + Web	Website (+newsletter)
Association for Women in Science	Print + Web	Website & quarterly magazine
Association of American Geographers	Print + Web	"Jobs in Geography" in monthly newsletter
Bio-jobs.com	Web Only	Bio-tech job search website
Cern Courier	Print + Web	International Particle Physics journal

Chemical and Engineering News	Print + Web	Science weekly
CSA News	Print + Web	Monthly Agricultural/Soil Science
Engineering Central	Web Only	Engineer-targeted job search website
Environmental Science and Technology	Print + Web	Environmental Science Journal
Eos--American Geophysical Union	Print + Web	Geoscience weekly
FASEB Career Resources (Online Classified)	Web only	Weekly online job listings (also see FASEB Journal)
The FASEB Journal	Print + Web	Monthly biomedical and life sciences journal
Geotimes	Print + Web	Monthly journal of the American Geological Institute
Genetic Engineering News	Print + Web	Biotech journal and website
IEEE (Institute of Electrical & Electronics Engineers)	Web Only	Organization of electrical engineers
National Society of Black Engineers	Print + Web	NABE Magazine
Nature	Print + Web	Weekly science publication
PapersInvited	Web Only	Website for scientists and researchers
Physics Today	Print + Web	Monthly journal of the American Institute of Physics
PhysicsWorld	Print + Web	Monthly physics journal
Science	Print + Web	Science weekly
The Scientist	Print + Web	Life sciences bi-weekly
SciWeb	Web Only	The Life Science Home Page
Society for Advancement of Chicano and Native Americans in Science (SACNAS)	Web Only	Website for Hispanic professionals in science
Society of Hispanic Professional Engineers	Web Only	Website for Hispanic professional engineers
Society of Women Engineers	Web Only	Website for women engineers

**Web
Name**

Type of Publication Notes

Academic Careers Online	Web only	Academic, general website
America's Job Bank	Web only	General Dept. of Labor website
CareerBuilder	Web Only	National job search website
Career Exchange	Web only	Canadian & US job search website
CareerJournal.com	Web only	Online career site of the Wall Street Journal
CareerWeb.com	Web only	Job search website (see Employment Guide)
FASEB Career Resources (Online Classified)	Web only	Weekly online job listings (also see FASEB Journal)
hotjobs.com	Web only	Job search website
IMDiversity.com	Web only	Diversity-oriented job search website
Jobing.com	Web only	Local job search website
Monster Board	Web only	World-wide job search website
Nation Jobs, Inc.	Web only	National job search website
Nativejobs.com	Web only	Native American job search website
Post-Docs.com	Web only	Research associates/post-doc positions
SciWeb	Web Only	The Life Science Home Page
TrueCareers.com	Web only	Job Search and Career Development Website
University Job Bank	Web only	Academic/general website
World Computer Society (IEEE Computer Society)	Web Only	Post jobs through IEEE Job Site

APPENDIX C: How to Diversify the Faculty by Daryl G. Smith

How to Diversify the Faculty

Get beyond the myths and adopt new hiring practices if you want to add significant numbers of minority group members to the faculty.

By Daryl G. Smith

We've all heard the refrain that most colleges and universities fail to diversify their faculties because so few scholars of color earn doctorates. A parallel claim is that members of underrepresented minority groups who seek academic posts are in such great demand that they can pick and choose among multiple offers.

Despite the abysmal job market, many people also believe that the academy's commitment to diversity, combined with a limited supply of minority-group scholars, has created a bidding war that favors faculty of color over white men. Non-elite institutions that accept this argument think they are not rich, well-located, or prestigious enough to attract the few candidates who are in such high demand. "Although a concerted effort has been made," explains one prestigious research institution in a typical plaint, "small candidate pools and intense competition between top universities has made growth in [minority] faculty numbers extremely difficult."

And yet many faculty and administrators of color do not see themselves as the beneficiaries of bidding wars. On the contrary, they say, minority scholars have trouble landing tenure-track jobs; like their white colleagues, faculty of color suffer not only from the poor academic labor market, but also from the traditional hiring practices of most institutions.

It should be clear by now that a schizoid condition characterizes the current discourse about diversity. Each side supports its position with competing anecdotes. To supply some empirical evidence, a research team at the Claremont Graduate University decided in 1996 to study how the job market treats potential faculty members-especially the minority-group scholars among them. I was a member of that team.

We wanted the study to include the most desirable job candidates, so we invited all the recipients of the prestigious Ford, Mellon, and Spencer Fellowships who had completed their Ph.D.'s from 1989 to 1995 to participate. We interviewed 299 of the 393 scholars, or 78 percent. African Americans accounted for 26 percent of the sample, Asian Pacific Islanders for 4 percent, European Americans for 35 percent, Latinos for 32 percent, and Native Americans for 3 percent. This sample, half of whom were women, included scientists from underrepresented minority groups.

It was an elite cohort. Ninety-three percent of the participants had doctorates from research institutions, mainly from the most prestigious universities; a third of the sample had degrees from Ivy League schools. Seventy percent of the sample held faculty appointments, 17 percent were in postdoctoral positions, 5 percent worked for corporations, and 6 percent were in other types of jobs. Thanks to this survey and similar research by other scholars, we now have enough information about the job market to identify strategies for improving hiring practices.

MYTHS

The prevailing ideas about diversifying the faculty involve myths that impede the search process. Consequently, the first strategy for recruiting and retaining faculty of color must be to confront and debunk the myths. Here are the most prevalent ones that emerged from our study.

Myth

The scarcity of faculty of color in the pipeline means that many institutions must compete against one another to seek out and hire minority candidates.

Reality

In fact, only 11 percent of the scholars of color in our sample were recruited for a faculty position and encouraged to apply. If the candidates had a choice-and many did not-it was usually between two or three institutions, but not the two or three of their choosing. And even among this select group, few had institutions bid for them. If they got to negotiate, it was usually over a computer or a modest research stipend.

This pattern did not, however, hold for all the scholars of color in our sample. Overall, 11 percent of these scholars were sought after, but only 3 percent of Puerto Ricans in the group were. One participant, a Latina, commented, "I would say that I find it a little surprising that I do not regularly get phone calls with regard to recruitment. We are so few, it's amazing that most universities will say [they] can't find anybody, yet persons like myself are not recruited. I think I should be getting phone calls, and I don't get phone calls."

An African American woman reported on efforts at her institution to hire persons of color: "Out of eleven faculty hires, there was one person of color. . . . One of the excuses is that black people won't come here. . . . I have been lucky personally, but the notion that it is easy to get a job if you are a person of color is not true."

This research does not necessarily negate the "pipeline" argument. If all U.S. institutions of higher education were aggressively diversifying their faculties, there would be too few scholars of color in the pipeline. But it seems that most campuses substitute talk about diversity and "business as usual" for effective approaches to change.

Myth

The scarcity of faculty of color in the sciences means that those who are available are in high demand.

Reality

Most of the scientists in our sample, all of whom were persons of color, were pursuing postdoctoral study. Only 16 percent held faculty positions. None of those doing postdoctoral work had been sought out by colleges or universities. Indeed, many worried about finding permanent jobs; others had already left academe for industry because of their inability to find faculty positions.

One Chicano astrophysicist spent four years in postdoctoral positions and finally, after unsuccessful academic searches, took a job in industry. A Latino geophysicist from a prestigious East Coast institution went into industry after getting no academic offers. He commented, "I thought that everything was based on merit. From what I have seen, compared to business, academia is more politically driven, especially in hires and funding. It's a much more competitive and dog-eat-dog world than I ever imagined."

Myth

Faculty of color are leaving academe altogether for more lucrative positions in government and industry.

Reality

Most of the scientists in our sample who took nonacademic posts discussed the need to establish a career before age forty; they did not want to continue in multiple postdocs. Others spoke of inhumane search processes that left them feeling unappreciated. Still others noted the difficult job market. Thus the decision to leave academe often reflected problems in academia, not irresistible temptations outside.

Myth

The kind of scholars represented in this study, both because of their competitive positioning in the market and their elite education, consider only prestigious institutions in their job searches, making it virtually impossible for other institutions to recruit them.

Reality

The participants in our study expressed interest in different positions, regions, and institutional types. Limited mobility explained some but not all of these preferences. The candidates based their choices on the environment in which they wished to live, a desire to teach a diverse student body, an interest in institutions with missions related to their professional goals, or other factors. Some participants regretted not having been recruited by a regional institution with which they had some affinity.

Myth

Wealthy and prestigious institutions draw established faculty of color away from nonelite institutions with fewer resources, creating a revolving door that limits progress for any single institution in diversifying its faculty.

Reality

Outside offers do lure some faculty members away from their institutions. But most of our participants indicated an unwillingness to move frequently solely because of monetary incentives. Moving oneself, let alone a family, is not easy. The participants who had moved did so because of dual career choices, questions of fit, or unresolved problems with their institutions, such as having to deal with multiple demands as a result of being one of just a few faculty of color in a department or an institution. A Chicano said, "For many faculty, the institution was a revolving door, not only because you get recruited, but also because of issues. It is a battlefield-you are constantly struggling."

Myth

Campuses focus so heavily on diversifying the faculty that heterosexual white men have no chance.

Reality

Our sample included white men and women, which allowed us to address this argument. Most of the European American men in our study, like the others in the sample, were highly successful. Those who had expertise related to diversity issues enjoyed a special advantage on the job market. The few who had difficulty finding a regular faculty appointment specialized in fields that had virtually no openings. The pattern for white women was similar.

The white faculty members in the study had an important perspective on the hiring process. Instead of reporting that they had been hurt by affirmative action, they suggested that efforts to diversify the faculty at their institutions could have gone further. One white woman in a faculty position at an elite liberal arts college reflected, "When I look at whom we hired, of the twelve jobs available, we hired only one minority and we got special funding for her."

A white male professor of classics said, "A lot of people in my demographic group talk about the lost-white-male syndrome and say that all the jobs are going to women. I really don't think that's true. The field is still largely dominated by white men. . . . The inherent bias in the field is so strong that others are not taken as seriously from the interview stage onward."

Similarly, a white male faculty member in art history reported, "There is a lot of talk about diversifying, but when push comes to shove, there is still a lot of hiring of white males, and I am a white male."

If institutions really want to hire and retain faculty of color, they must move beyond merely debunking the myths. They must commit themselves to diversity and transform their search procedures. Approaching the search process in the usual ways simply will not work. In fact, our research and that of others suggest that how institutions handle hiring decisions is more important than the pipeline issue.

To successfully recruit and retain faculty of color, institutions and departments need to consider how diversity will affect their institutions. Why is it important to the department or to the institution? Institutions that have recruiting plans incorporating diversity are much more likely to succeed. But all too often, search committees proceed according to tradition, looking for qualities associated with focused, if not narrow, disciplinary concerns that exclude new scholarship or persons with different academic backgrounds.

Colleges and universities should treat diversity in the same way they do technology. Many campuses have started to seek radically new kinds of qualifications and experience in prospective faculty because of the increasing importance of technology in many disciplines. Technology's growing prominence has also prompted a rise in interest in candidates with work experience in industry.

The parallel to diversity is apt in that a diverse faculty can bring new kinds of scholarship to an institution, educate students on issues of growing importance to society, and offer links to communities not often connected to our campuses.

STRATEGIES AND ISSUES

As they begin to explore what diversity can contribute to higher education, institutions might consider the following strategies and issues.

Mission

How is the mission of the institution related to and served by diversity? Many institutions have committed themselves to educating their students to function and thrive in a pluralistic and global society, in much the same way that they have dedicated themselves to educating students for technology. This commitment positions diversity at the center of what is taught, how it is taught, and to whom students are exposed.

Many campuses point to the changing demographics of the student body as the rationale for diversifying the faculty. An even more compelling reason to rethink faculty searches, however, rests in the need to educate all students for diversity. Qualities to look for in candidates include teaching experience with diverse populations and scholarly expertise related to diversity in a discipline or area.

Scholarship

The emerging evidence shows that faculty of color often introduce new scholarship that engages issues of diversity. As more campuses add diversity requirements to the curriculum, the demand for faculty who have expertise in nontraditional areas will increase. Diversifying the curriculum is not a superficial exercise; it means more than simply introducing a book. Sound curricular development requires scholarly expertise.

Teaching

The rise in diversity among students on U.S. campuses demands that job descriptions stress experience in teaching different kinds of students as well as skill in developing classroom environments that facilitate learning for all students. Looking for these qualities is especially important in the sciences, where the content of the curriculum may or may not change because of issues of race and gender, but where helping students of diverse backgrounds to succeed is a widespread goal. Many faculty of color bring the expertise needed to accomplish that goal.

Institutional viability

Increasingly, the viability of our campuses will rest on whether they reflect the diversity of society. Institutions that desire credibility among communities on and off the campus will need to look diverse at all levels. Student diversity and success are important but not sufficient if the rest of the campus remains homogeneous.

Active searches

Institutions need to abandon passivity in their searches if they want to diversify their faculties. The standard practice of issuing highly specialized job descriptions, advertising, seeking written recommendations, and sending form letters does not work well for this purpose.

A more successful strategy calls for developing personal connections, or networks of people who have expertise in the areas of scholarship the institution needs. The ability to start the search process early and to act quickly also helps, as does flexibility regarding candidates' specialties and a willingness to hire faculty for the perspectives and experience they bring instead of for the groups they supposedly "represent." The most successful approaches involve personal contact with the candidate after the search committee or administrator has become familiar with the candidate's areas of interest and fit for the position.

Leadership

Leadership at all levels can ensure that searches begin early and that action is taken quickly. A close working relationship between the search committee and the administration can make a big difference in both the success of the search and that of the candidate hired. In addition, faculty and administrators from underrepresented groups can serve as important resources for searches.

Diverse search committees

The search process, in which faculty committees look for multiple talents and potential fit with an institution, is by necessity complex and subjective. Having a diverse search committee helps in gaining access to and evaluating candidates of different backgrounds; it also makes it less likely that the committee will overlook talented individuals with nontraditional kinds of experience.

Personal support

Our study found that the presence of a "champion" was one of the most important factors in determining whether a candidate of color was hired. The champion was someone at the hiring institution, on the search committee, or from the candidate's graduate institution who knew or got to know the candidate and served as a supporter. The champion facilitated communication, advised the candidate about the process, and made sure the committee had the opportunity to fully assess the candidate's talent.

Elitism

Relying on institutional prestige as a surrogate for quality undervalues many talented individuals. Search committees serious about diversity need to consider real indicators of excellence rather than surrogate ones, such as the institution from which the candidate earned a degree.

The tight academic labor market allows search committees in teaching institutions to ratchet up requirements to match those of elite research institutions. A search committee in the sciences, for example, may be impressed by a candidate who has had three or four postdoctoral research assignments to the point of ignoring whether the candidate's interests and background fit the needs of the campus. A committee at a teaching college would do better to consider the mission of the institution and the candidate's success in teaching the kinds of students it attracts.

Affirmative action

Our study indicated that scholars of color support affirmative action, but with some ambivalence. People want to be hired for their scholarship and abilities, not solely for their ethnicity. The faculty of color in our sample had little respect for colleges or universities that sent out form letters urging minorities or white women to apply instead of making personal efforts to contact them. They believe this practice shows a lack of genuine interest in the candidates themselves. Many also spoke eloquently about their fear that the current backlash against affirmative action would reduce incentives to diversify the academy and work against the hiring and retention of faculty of color.

Dual-career issues

The challenge of dual-career relationships is an important theme in academic hiring today. Our study found that helping candidates with dual-career concerns influenced the successful outcome of searches. Because the pool of faculty of color is limited, this issue becomes even more important when an institution seeks to diversify its faculty. Campuses prepared to help partners find positions on campus or to connect them with employment possibilities nearby are taken more seriously than those that provide no assistance.

Post-hiring support

Getting a job in the academy is only the first step. Achieving tenure is a much more challenging proposition. Many faculty of color in our study stressed the importance of earning tenure, despite the difficulties involved, especially if a faculty member wants to assume institutional leadership. But the climate on campuses makes it hard for many faculty of color. Issues of isolation, lack of appreciation, institutional disinterest in diversity, racism, and sexism were all mentioned as barriers to earning tenure.

OPEN DOORS

To engage issues of diversity successfully, colleges and universities need to develop a truly diverse faculty. They cannot rely on myths. Faculty search committees that hold unverified assumptions cause campuses to engage in self-fulfilling prophecies regarding the recruitment of minority faculty.

Concerns about the scarcity of faculty of color are indeed valid, but campuses also need to take a new look at their recruitment and hiring processes. They must understand how faculty diversity affects their institutions, revamp their search strategies, and institute a program for championing candidates of color. And these efforts must be forceful and intentional, not passive or bureaucratic. In a word, search processes will need to change in ways that open rather than close doors.

Daryl Smith is professor of education and psychology at the Claremont Graduate University.

Appendix D: Forms

ACCESS LOG

NAME _____ OF _____
APPLICANT _____

DATE	FROM: TIME	TO: TIME	INDIVIDUAL GRANTED ACCESS	PURPOSE
				To review application materials

Candidate Evaluation Rubric

Initial Screening - Attach all forms to On-campus visit Form

<i>Vacancy#</i>		<input type="checkbox"/> <i>All Required Materials submitted</i>
<i>Department</i>		<input type="checkbox"/> <i>Candidate Meets ALL Minimum Requirements stated in the vacancy.</i>
<i>Position</i>		
<i>Candidate Name</i>		

Stated Requirement	Meets Minimum Requirement (Notes)	Does Not Meet Minimum Requirement (Notes)

Stated Preferences or Conditions

Ability to teach in distance education mode utilizing web-based instruction.		
Ability to work effectively with faculty, staff, and students from diverse backgrounds.		

Signatures (All Committee Members)

<i>Search Chair</i>	<i>Committee Member</i>	
<i>EEOD</i>	<i>Committee Member</i>	
<i>Committee Member</i>	<i>Committee Member</i>	
<i>Committee Member</i>	<i>Committee Member</i>	
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<i>Committee Member</i>	<i>Committee Member</i>	



California State University, Fresno

College/School: _____

Department: _____

Position and Search #: _____

Reference Check Confirmation Form

Name of CSU Faculty Member/Dean

Completing this Reference

Check: _____

Applicant Name: _____ Date/Time of Reference Check:

Contact's Name: _____ Title:

Contact's Affiliation: _____ Telephone:

Comments from Reference Check (attach additional sheets as necessary):

Signature of CSU Faculty/Dean: _____ Date: _____



**On-Campus Visit
Tenure-Track Faculty Recruitment**

College or School _____ Vacancy
And Department: _____ Announcement#: _____

I. APPLICANTS PROPOSED FOR ON-CAMPUS VISITS (listed in alphabetical order):

Names to Invite	Check if ABD include notes:	Estimated Travel Expenses
	<input type="checkbox"/>	
Additional name(s) to be considered as alternate(s)¹		Estimated Travel Expenses
	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

II. APPLICANTS.

Provide a list of all applicants and the following:

1. Candidate evaluation Rubric for each candidate (form)
2. Date(s) of telephone interview(s), if applicable (list).
3. If ABD, include degree verification statement(s).

III. RECRUITMENT PLAN

Attach the following:

1. The Recruitment Plan (Must demonstrate efforts to engage in broad and diverse recruitment & outreach.)
2. Copy of the required print advertisement, and any other print advertisement placed.
3. Copies of all online postings: Web, Magazines, Newspapers, Journals.
4. Description or list of all other recruitment activities performed by or on behalf of the search committee.
5. Summary of recruitment efforts – include reflection about the plan, what worked, what didn't, suggestions for next search committee, etc.

IV. SELECTION COMMITTEE MEMBERS (please Print):

Search Committee Members (please print names clearly)
Chair:
EEO Designee (non-voting):

The Office of Faculty Affairs will review and facilitate approval of the search procedures and progress. Do not invite candidates until your on-campus visits have been approved.

¹ The addition of alternate names is option. The names and qualifications will be reviewed and may be approved for an on-campus visit by the Dean or Provost.

Appendix E: Guide to Pre-Employment Questions for Faculty Positions

Guide to Pre-Employment Questions for Faculty Positions

BASIC RULE: All questions should relate directly to the requirements of the position.

SUBJECT	ACCEPTABLE INQUIRIES	UNACCEPTABLE INQUIRIES/COMMENTS
Name	Current legal name. Whether the applicant has worked under another name.	Inquiries about name that would seek to elicit information about the candidate's ancestry. Inquiries about name change due to a court order, marriage, or otherwise.
Residence Nationality	Place of residence. Length of residence in current city.	Specific inquiries into foreign addresses that would indicate national origin, nationality of applicant. Whether applicant owns or rents home.
Marital and Family Status	Whether applicant can meet specified work schedules.	Inquiries indicating whether an applicant is married, single, divorced, engaged, has a domestic partner or significant other, living with someone, etc. Number of dependents. Number and age of children. Questions concerning pregnancy. Spouse's or parent's occupation and future plans.
Age	None	Any question/comment designed to discover an applicant's age. Cannot require that applicant state age or date of birth.
Education	Applicant's academic or professional training as it relates to job requirements. Inquiries into language skills only if required for the position.	Date last attended high school (reflects age).
Sex/Gender/ Sexual Preference	None	Any question directly or indirectly seeking sex, gender, sexual preference, orientation, or identity, living arrangements, marital or dating status/history, domestic partner or significant other of the applicant.
Disability	Can ask an applicant questions about his or her ability to perform job-related functions.	General inquiries ("Are you disabled?") that would tend to reveal disability or health conditions that do not relate to fitness to perform the job.
Race and Color	None	Inquiry as to applicant's race, color of skin, eyes, or hair or other questions directly or indirectly indicating race or color.
Weight and Height	Inquiries about an applicant's ability to perform a specific essential function.	Any inquiry/comment not based on actual job requirement.
Religion	No acceptable inquiry.	Any question requesting the applicant's religious affiliation, church, pastor, or religious holidays

		observed.
SUBJECT	ACCEPTABLE INQUIRIES	UNACCEPTABLE INQUIRIES/COMMENTS
Pregnancy	No acceptable inquiry.	Any questions concerning pregnancy or birth control.
Citizenship or Birthplace	No acceptable inquiry.	Citizenship, immigration status, or birthplace of applicant, applicant's parents, spouse, or other relatives. Requirement that applicant submit a birth certificate, naturalization or baptismal record before employment. Any other inquiry to indicate or identify national origin, ethnicity, or religious creed.
Work Status/Visa	No acceptable inquiry.	Any questions regarding eligibility to work in the United States.
Organizations	Any question into applicant's membership in organizations which the applicant considers relevant to his/her ability to perform the job.	Asking what organizations, clubs, and societies the applicant belongs to that are not relevant to his/her ability to perform the job (political, social, religious, etc.)
Ancestry	Languages applicant reads, speaks or writes fluently, ONLY IF related to position description.	Names or relationship of persons with whom applicant resides. Whether applicant owns or rents home. Any inquiry into foreign addresses that would indicate national origin.
Medical	None.	Any inquiry about medical conditions, medical history. Also, questions for probing about family medical history.
Military Experience	Inquiries about education, training or work experience gained in U.S. Armed Forces if needed for employment history.	Type or condition of military discharge. Experience in other than U.S. Armed Forces. Request for discharge papers.
Photograph	None	No request for a photograph may be made prior to acceptance of employment offer.
Arrests and Convictions	Inquiry into actual convictions that reasonably relate to fitness for a particular position. This question is on the application form. Issues, if any, should be worked out before interviewing the applicant.	Any inquiry relating to arrests.

INTERVIEW QUESTIONS

- **Behavioral interview questions:** Behavioral interviewing techniques probe beyond superficial answers, requiring candidates to assess themselves and recall examples of behavior. Most behavioral questions are formed as either self-appraisal queries or situational queries:
- **Open-ended questions:** These questions require an explanation from the candidate. Open-ended questions begin with words such as "what," "why," "how," "describe," and "explain."
- **Neutral questions:** Neutral questions do not reveal a bias toward an acceptable or correct answer.
- **Yes or no questions:** Use questions that can be answered with a "yes" or "no" to confirm information you already have. In general, use these types of questions sparingly because they don't add new information.
- **Follow-up questions:** After a candidate answers a question, follow up with another question that probes the candidate's attitudes or delves further into the issue. For example, you may start with a broad question: "What are your responsibilities as the administrative assistant?" A candidate may respond with a list of duties such as: answer phones, type, keep the calendar, arrange travel, and file documents. Although this information confirms the resume, it does not give information about the relationship with the supervisor, consequences of actions, or pride in work output.

<http://blink.ucsd.edu/HR/supervising/hiring/staff/questions.html>

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