



**SAN JOSÉ STATE  
UNIVERSITY**

**Guide  
for  
Recruitment and  
Appointment of  
Tenure-Track Faculty**

**Office of Faculty Affairs  
May 2012**



This document can be viewed online at

[http://www.sjsu.edu/facultyaffairs/docs/Recruitment\\_Guide.pdf](http://www.sjsu.edu/facultyaffairs/docs/Recruitment_Guide.pdf)

May 2012

To: Department/School Search Committee Members

From: Ellen Junn  
Provost/Academic Vice President

The work you are engaged in is perhaps the single most important factor in shaping the future of San José State University. The tenure-track faculty whom we are now hiring will form the core group of educational leaders who will serve the University for decades to come. They face unprecedented challenges that most of us had not even envisioned as we began our careers. Our hopes for the future of this institution rest on the ability to recruit, select, and retain a high quality faculty. We have been very successful in the past in attracting and retaining outstanding tenure-track faculty members, but I am convinced we can do even better, especially in terms of recruiting a faculty that better reflects the diversity of our region and of our student population. Even with our high cost of living, a demanding teaching load, and our expectations for research, scholarship and creative activities, there is much in this area and at our campus to attract high quality individuals to our faculty.

This Guide has been developed by the Office of Faculty Affairs in consultation with the College Deans. It is a digest of existing policies available to you on the Academic Senate website and the Office of Faculty Affairs website. It also offers suggestions from Departments across the campus that have developed creative and effective practices in their recent recruitments. We attempt, through this document, to delineate the shared responsibilities for recruitment and hiring. As elected members of departmental search committees, you have the primary responsibility for identifying and selecting your future colleagues. I am asking that your College Deans work closely with you to be sure that you are familiar with all relevant policies and that you codify and document those practices developed by your Department. Your Dean will also play a consultative role at several key points in the recruitment process. I am also offering the full support of the Office of Faculty Affairs to provide you with technical assistance and, whenever possible, with the supplementary resources needed to support you in your recruitment efforts.

Both President Qayoumi and I have affirmed that we see the University's affirmative action and non-discrimination policies as supportive of our more general goal of attracting and retaining excellent faculty and staff. Our commitment to building a diverse faculty is unequivocal. We make this commitment not only because it is legally mandated, but also because it is our ethical obligation to treat every applicant with fairness. We also want to diversify both the faculty and the curriculum in order to enhance educational quality. Diversity enriches the educational experience. It promotes personal growth and a healthy society; it strengthens communities and the workplace; and it enhances America's economic competitiveness.

Let me make clear the distinction our university continues to make between Affirmative Action and Equal Opportunity. We have never had hiring quotas for faculty on this campus. Successful recruitment for diversity requires much more than a passive, "business as usual" approach, or one driven by mere compliance with laws and regulations. We expect that search committees will make **proactive** efforts to expand the applicant pools from which we hire. In some cases, this means looking closely at our existing practices and assumptions about how position

descriptions are crafted and how potential applicants are identified. It also means expanding our contacts with diverse communities, reaching out to new academic and professional talent banks and advertising aggressively in diverse venues. The idea is to increase the diversity of applicants and candidates on the short-list, not just to meet legal requirements. It is perfectly acceptable to make special efforts to seek out women and applicants of color at this point in the process. These efforts constitute affirmative action. Once screening begins, the operant principle is that of equal opportunity. What is most important here is that we follow consistent and fair practices with each and applicant. We are also mandated to document our decision making process so that it will withstand outside scrutiny. If questions should ever be raised about the fairness of our campus practice, we want to be confident that each recruitment report provides a full and complete record of how our hiring process works.

As we go into this next cycle of faculty hiring, I enlist your assistance not only in the important decisions you will make, but in providing us feedback on how to fine-tune our campus policies and practices to better meet our goals. Through your Dean or the Office of Faculty Affairs, offer your suggestions for subsequent versions of this Guide. We welcome comments as to which areas need clarification, but we also want to hear about effective recruitment strategies and interviewing practices that might be shared across the campus. If there are ways by which we can support you in your work on faculty search committees, please let us know.

Note that the Office of the Provost has purchased two copies for each of the Dean's Offices of the monograph authored by Caroline Sotello Viernes Turner titled **Diversifying the Faculty: A Guidebook for Search Committees**, which is published by the Association of American Colleges & Universities AAC&U). Please refer to that monograph for additional suggestions on recruitment and outreach strategies that align with our efforts to diversify our faculty.

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# RECRUITMENT AND APPOINTMENT OF TENURE-TRACK FACULTY

## Shared Responsibilities

1. The **President** holds the ultimate responsibility for the success of tenure-track faculty recruitment.
2. The **Provost** is responsible for:
  - Supervision and implementation of campus policies and procedures for recruitment and appointment of tenure-track and tenured faculty for the University;
  - Approval or denial of position requests in consultation with the Provost's Advisory Committee on Probationary Faculty Recruitment which is made up of the following members: AVP/FA, Vice Provost for Academic Administration & Personnel, AVP/GS&R, AVP/Undergraduate Studies;
  - Allocation of resources for recruitment and faculty positions;
  - Taking final administrative action on compliance and non-compliance with regard to campus policies;
  - Imposing sanctions to enforce compliance; and
  - Granting exceptions to compliance under rare and unusual circumstances.
3. The **Associate Vice President for Faculty Affairs** (AVP/FA) oversees and coordinates the hiring process for tenure-track and tenured faculty. This entails working with the Provost's Advisory Committee on Probationary Faculty Recruitment, monitoring compliance with University hiring policies and reviewing recruitment materials and appointment documentation. The AVP/FA, following a review and recommendation by the Dean, makes the final decision to continue the recruitment and bring finalists to campus, after reviewing the outreach strategies undertaken and completed by the Department recruitment committee. After the Department recruitment committee provides a recommendation to the Dean, and the Dean has provided a recommendation to the AVP/FA, the AVP/FA works with the Provost to review and approve/disapprove tenure-track appointments in accordance with S01-13 and S98-8.
4. The College **Dean** shall be responsible for:
  - Supervision and implementation of campus policies and procedures for recruitment

and appointment of tenure-track and tenured faculty within the College;

- Reviewing Departmental annual requests for positions;
  - Preparing and submitting the College's total position requests to the AVP/FA including his/her ranking;
  - Working with the Department to develop appropriate recruitment strategies to develop a diverse community of faculty (**See Appendix B**);
  - Examining Department recruitment records prior to candidate interviews and making a recommendation to the AVP/FA regarding continuation of the recruitment process; and
  - After approval from AVP/FA, the Dean makes the final offer to the candidate(s).
5. The Department **Chair** or designee shall chair the Department Recruitment Committee in accordance with S98-8. The Department Recruitment Committee has the responsibility to:
- Advertise for an adequate pool of candidates;
  - Interview selected qualified candidates;
  - Conduct interviews that offer candidates opportunities to demonstrate their qualifications;
  - Present the positive aspects of SJSU as a diverse and inclusive community.
6. Staff members in the **Office of Equal Opportunity** are available to advise Departments concerning effective non-traditional recruitment strategies and provide assistance in recruitment efforts. Also, at the request of the Provost, OEO staff shall sit, in an advisory capacity, on search committees in Departments.

## **Rationale for Hiring New Tenure-Track Faculty**

### **1. Link hiring plans to Departmental goals and objectives.**

Through a series of collegial conversations, often best achieved through the format of a retreat or extended strategic planning process, the tenured and tenure-track members of the Department should lay out a long-term vision of its mission and curriculum. In order to identify the need for new tenure-track faculty, Department faculty members should consider also what roles can be filled by temporary faculty and what "re-tooling" may be planned by existing faculty members. In addition to considering curricular areas to be

covered, Department faculty members should think about emerging research areas and perspectives in the varied disciplinary areas represented by their Department that are not well represented by current faculty members. Faculty members in the Department should review the diversity profile of the Department and of doctoral programs that are preparing graduates from the discipline; goals that may have been outlined by the Affirmative Action Report of the University should be reviewed. Because each new tenure-track position represents the most important and most expensive investment the Department will make, it is essential that these decisions be part of a carefully deliberated plan. Anticipated retirements or the availability of salary dollars DO NOT justify new hires. **Prioritize the requested positions.**

2. **IMPORTANT, Review University policies:**

S01-13, *Commitment to a Campus Climate that Values Diversity and Equal Opportunity,*

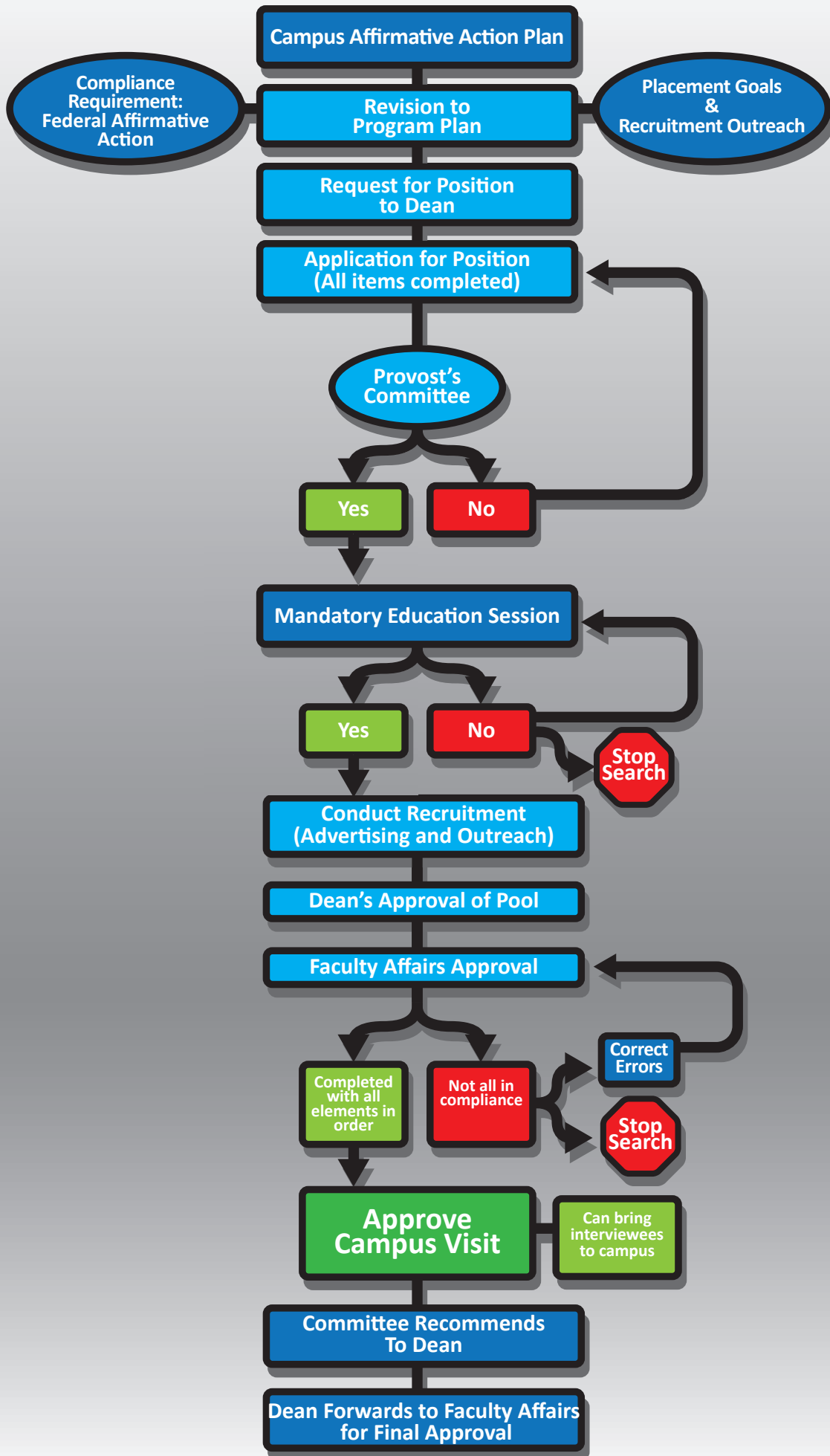
S98-8, *Appointment, Retention, Tenure and Promotion Criteria, Standards and Procedures for Regular Faculty Employees.*

3. **Review the University and your Departmental procedures for screening, interviewing, and ranking candidates**

All committees are obligated to follow the guidelines set by policy. Within these, each Department may set up its own working procedures for hiring. It is very important that faculty members in the Department come to formal agreement on these and codify them. The time to review your internal policies and practices is before a hiring cycle begins. It is awkward and divisive to begin a discussion about procedural issues once candidates are under review.

**REMEMBER: APPROVAL OF A TENURE-TRACK FACULTY SEARCH DOES NOT GRANT PERMISSION TO MAKE AN OFFER OF APPOINTMENT. NO OFFER MAY BE MADE WITHOUT THE PRIOR APPROVAL OF THE PROVOST VIA THE AVP/FA.**

# SJSU Faculty Hiring Procedures



## I. Department Creates Five-Year Plan

The Provost establishes a single annual recruitment cycle; for each academic year there is a specific deadline set for requests to be submitted to Office of Faculty Affairs. The Provost's Advisory Committee on Probationary Faculty Recruitment reviews all approved College recruitments. In consultation with the Provost, a final decision is made regarding each recruitment request. The Office of Faculty Affairs informs the Dean and the Department of the final decision.

The Department prepares the following required documents:

- Five-Year Plan for Faculty Recruitment document;
- Announcement of Position Availability; and
- Cover memo addressing the evaluation criteria outlined in "Procedures for Submitting Recruitment Requests to the Office of Faculty Affairs"

For faculty recruitments, we will continue our practice of using a limited part of e-Recruit, from the PeopleSoft/HR database, for the requests from the Departments and Colleges; the submission of all recruitment request materials will continue to be done electronically. All attachments required for the request to recruit will be made via e-Recruit. This method has improved the time for obtaining JOIDs for positions. For additional details on training please visit the CMS website @ <http://my.sjsu.edu/employees/news/index.htm>

All completed Department recruitment documents are submitted electronically to the College Dean. Department requested positions should be discussed by the College Planning Council and **prioritized** by the College Dean. Requests receiving a positive recommendation on both need and available funding will be forwarded to the Office of Faculty Affairs.

In completing the Five-Year Plan for Faculty Recruitment, Departments should address the following:

- Programmatic needs;
- New emerging disciplinary and interdisciplinary areas;
- General or specific area(s) of specialization;
- Ratio of tenured and tenure-track faculty to temporary faculty;
- Diversity of the faculty (obtain the table from the Office of Faculty Affairs);
- Placement goals, if any (obtain placement goals from the Office of the Dean and the current University Affirmative Action Plan); and
- List of outreach efforts to create a broad pool of applicants.

## Announcement of Position Availability (See Appendix A)

Write a detailed position description for each tenure-track position you hope to recruit for in the current cycle.

- a. Use this opportunity to have discussions about what you really want in your next colleague, and what your minimal and optimal criteria for selection will be. Do not worry about the length of the position description. You are authorized to use a shorter version for advertising, but the more complete description should be sent to applicants who express interest in the position to help them in preparing their application. It is the longer description that guides your selection process.
- b. Be sure each “Announcement of Position Availability” includes the required language (**again, refer to Appendix A for details**). **\*\*Please note: except in unusual circumstances, the University cannot require that an applicant be a U.S. citizen or a Permanent Resident, but rather proof of eligibility to work in the United States.** \*\* For details contact the Office of Faculty Affairs.
- c. Identify the other essential qualifications for the position. Look over the wording very carefully. If you list a qualification as necessary, and later hire someone who lacks that qualification, the University has not communicated fairly with other potential applicants who did not apply. Do not advertise that a record of publication is required and then decide to hire someone who has a promising *potential* for publication; do not advertise that a Ph.D. is required and then decide another terminal degree is acceptable. At the same time, be sure to list all essential qualifications. You can really only screen out candidates at the preliminary level if they lack an essential qualification. Therefore, do not assume for example that “it goes without saying” that an applicant must have relevant academic training, for example.
- d. Be sure that the qualifications do not unintentionally discriminate against a group of deserving candidates:

### Example:

Be sensitive to the impact the phrasing of the qualifications may have on potential applicants. Stating as a criterion, “Fluent in English,” may be seen as a coded message that non-native speakers are not welcome. In contrast, requiring an ability to communicate effectively allows you to eliminate any person, regardless of his or her native language, who cannot communicate in a manner that is comprehensible and coherent, without discouraging candidates who have an accent. **(See Appendix D)**

- e. Identify desirable but not essential qualifications. Working on these gives the recruitment committee a chance to really think through what they would like to see in

their ideal candidate. For instance, in a small Department, ability and willingness to teach a variety of courses beyond the specialty may be a required qualification. In a larger Department, it may be a desired qualification that can serve as a “tiebreaker” among qualified individuals.

- f. Generally, tenure-track appointments are made at the level of assistant professor. Requests to advertise at advanced rank or to identify more than one possible rank must be justified at the time the position request is made. Given the high salary ceiling now available in the salary schedule for assistant professors, market factors alone do not provide sufficient justification for hiring at a higher rank. Rather, approval to advertise for an associate or full professor needs to be justified on the basis of an immediate need for leadership of one kind or another, for example:
- Intellectual leadership in developing or revitalizing a high priority sub-area of the curriculum.
  - Professional leadership that requires considerable prior experience such as setting up certain field based programs, developing community or organizational liaisons, or obtaining external funding.
  - General professional maturity and academic experience in a Department that may have an unusual distribution of junior and senior faculty in a way that makes its governance problematic.

These are recommended justifications for giving permission to advertise at an advanced rank. The candidate recommended would still need to meet the qualifications for appointment to advanced rank in accordance with S98-8. This means that if the individual does not have a record at the time of appointment that meets the criteria for promotion to associate or full professor on this campus, that person should not be appointed at that rank. Note also that rank is not a matter of negotiation once a position is advertised. If a position is advertised as assistant professor it will draw a different pool of applicants than if it had been advertised at the associate or professor level.

- g. Finally, be sure to specify in the position announcement which application materials are required. Required materials usually include:
- Letter of application with resume/vitae;
  - Three original, current letters of recommendation (written within the last two years);
  - Official transcript with terminal degree.

Requiring at least these materials will make it easier to complete your final appointment packet later on.

## **II. Position Approval from the Office of Faculty Affairs**

Upon approval from the Provost and AVP/FA (including an approved “Announcement of Position Availability,”) the Office of Faculty Affairs will assign a Job Opening ID (JOID) for each position approved. The JOID is the vehicle by which the Office of Faculty Affairs and the Office of Equal Opportunity track applicants and monitor pre-employment practices. The Office of Faculty Affairs will notify the Department and the College of the JOID assignment.

## **III. Election of a Departmental Recruitment Committee**

- a. Department recruitment committees should be elected as early in the academic year as possible. Department practice varies as to whether one personnel committee handles appointment, retention, tenure and promotion or a separate search committee is elected. Some Departments may elect multiple recruitment committees when filling more than one position.
- b. Until the 2002-2007 CFA-CSU Agreement, all recruitment committee members were required to be full-time tenured faculty. Current Agreement language allows for inclusion of both FERP and tenure-track faculty on recruitment committees, by permission of the President (The AVP/FA is the President’s designee for matters related to faculty appointments).
- c. Article 15.2 of the Agreement permits FERP faculty, with the permission of the President, to serve on personnel committees. If the tenured and tenure-track faculty members in the Department wish to include FERP faculty as members of an elected recruitment committee, the names of such faculty must be submitted by the Chair via the Dean, to the Office of Faculty Affairs for official permission to serve, following the election to the Department Recruitment Committee. FERP faculty may not make up more than 50% of the Recruitment Committee.
- d. According to the Agreement, Article 12.22a “Each department or equivalent unit shall elect a peer review committee of tenured employees for the purpose of reviewing and recommending individuals for probationary appointments. At the discretion of the president and upon request of the department these peer review committees may also include probationary employees.” If the tenured and tenure-track faculty members in the Department wish to include tenure-track faculty members as members of an elected recruitment committee, the names of such tenure-track faculty must be submitted by the Chair, via the Dean, to the Office of Faculty Affairs for official permission to serve, following their election to the Department Recruitment Committee. Probationary faculty may not make up more than 50% of the

committee members. According to S98-8, the recruitment committee (which is a personnel committee) should consist of at least three tenured faculty members:

In departments of sufficient size, personnel committees shall be composed of at least five (5) tenured full-time faculty members. In no case shall a personnel committee be composed of fewer than three (3) tenured full-time faculty. In departments with fewer than three tenured full-time faculty members eligible to serve on the personnel committee, additional tenured full-time faculty members from related academic disciplines outside the department shall be selected to serve on departmental personnel committees as needed. A mutually acceptable list of nominees shall be selected by the college dean and the probationary and tenured faculty of the department; the probationary and tenured faculty shall elect the additional committee members from the list.

- e. Department Chairs or their designees shall chair the committee.
- f. Department recruitment committee members should participate in all committee meetings and in all interviews.

#### **IV. Diversity of the Department Recruitment Committee**

At the beginning of each hiring cycle, the Department recruitment committee must consult with the Dean about search committee membership. If the Department lacks diversity among its eligible committee members, it may be appropriate to supplement the committee's membership to ensure that a range of perspectives is present. This can be achieved by electing tenured or probationary faculty members from related fields to serve as full voting members of the committee, or by inviting people to serve as nonvoting and consulting members of the committee. However, non-voting committee members should not have access to applicants' confidential documents (i.e., transcripts and letters of reference) nor should they participate in voting or in meetings that involve any deliberations of a confidential nature.

#### **V. Confidentiality Charge to the Recruitment Committee by the Dean**

The Dean charges the committee to conduct the recruitment; this includes the charge to maintain confidentiality with regard to all Committee proceedings and materials for the duration of the search **and** for the duration of the candidate's appointment. Members must sign the "Confidentiality Statement" at this time.

A Department Chair who is not a member of a recruitment committee but who is responsible for tracking confidential materials related to a recruitment must also sign the

“Confidentiality Statement.”

## **VI. Mandatory Educational Session for Recruitment Committee**

When the Department receives official permission to conduct the recruitment, at least one member of the Department Recruitment Committee, preferably the Chair of the Committee, will attend a mandatory educational session which will be conducted by the Office of Faculty Affairs. The educational session will focus on the following topics: the Diversity Master Plan/Inclusive Excellence Initiative of the University, the importance of broadening candidate applicant pools, key elements in the recruitment process, research on implicit bias, legal constraints and boundaries in recruitment, recruitment outreach strategies, and tracking progress.

## **VI. Hiring Procedures Reviewed by Recruitment Committee**

Review all procedures in advance of the actual beginning of the recruitment process. Which publications will you use for notices? Journals, print advertisements, discipline specific journals/newsletters, websites (ensuring that all of these sources will assist with finding a diverse group of candidates) (See **Appendix B**). How will the contacts be made? When will the contacts be made?

The Department may begin to advertise and recruit for the authorized position with the assignment of the JOID and the approval of the “Announcement of Position Availability.” **No advertising should precede receipt of the JOID.** It is against campus practice to recruit for anticipated positions; in rare instances an exception can be made by the AVP/FA whereby an anticipated position may be advertised (but not recruited for) in advance. **Policy prohibits converting temporary positions to tenure-track positions.**

Advertising the position broadly is a major component of a good recruitment strategy. The principal goal is to ensure that qualified applicants from diverse sources throughout the country know about the position and are encouraged to apply. **No effort should be spared in developing a large pool of candidates.**

- Follow the advertising strategy that was approved as part of the 5-Year Plan. Consult with the Dean about additional strategies before proceeding.
- The Office of Faculty Affairs posts advertisements on the following websites:
  - Northern California Higher Education Recruitment Consortium (NorCalHERC)
  - HigherEdJobs.com,
  - CSU Career Opportunities,
  - Cal Jobs/EDD; and
  - Office of Faculty Affairs [www.fa.sjsu.edu/employment/employment.htm](http://www.fa.sjsu.edu/employment/employment.htm)

These postings are **FREE** to Departments; let the Office of Faculty Affairs know when the announcement should be removed from the above websites.

- Place ads/notices in professional journals, newsletters or periodicals, and disciplinary and interdisciplinary websites. It is allowable to run a short form of the position description but be sure to include the following language: **SJSU is an Equal Opportunity/Affirmative Action Employer committed to the core values of inclusion, civility, and respect for each individual.**
- Contact minority/women's professional organizations to inquire about including a position description in such national newsletters or web sites. Respond to leads they provide.  
(See **Appendix B**, for additional resources).
- Send letters to those universities having strong doctoral programs in specialized fields soliciting applications or nominations.
- Place electronic notices on web pages, if available, or on the internet.
- Send letters or place phone calls to Chairs of Departments where potential applicants may be found as well as to known mentors of graduate students.
- Make informal contacts with potential candidates. It is perfectly acceptable to encourage people to apply for our open positions. Appointments at professional meetings to exchange information are not considered to be formal interviews. Neither are phone calls where the individual asks for more information about an advertised position. In some cases, candidates come to campus at their own expense, perhaps while on personal trips to the area. It is a courtesy to meet with them and give them access to the Department or campus. However, do not engage in screening activities or treat them in a way that might be perceived as coaching for a formal interview. Of course, do not say anything that can be constructed as promising special consideration.

## **VII. Conduct the Recruitment**

Receive and process all applications in the following manner:

- a. The Department should acknowledge applications as they are received and establish a file for each qualified applicant (i.e., those who meet the minimum requirements as stated in the position announcement).
  - Along with the acknowledgements sent to qualified candidates, send:  
(1) a copy of the complete version of the “Announcement of Position

Availability” (in case the applicant has only seen a shortened description); (2) the Office of Equal Opportunity "Applicants for Academic Vacancies" form (Be sure to write the JOID on both the top and bottom portion of this form; this enables the University to collect data on the ethnicity, gender, disability and veteran status of the applicant pool); (3) SC-1 form; and (4) the Release Authorizing Background Reference Check.

- At this point in the recruitment only non-qualified applicants (i.e., those who obviously do not meet minimum requirements as stated in the position announcement, such as completed Ph.D.) should be sent a polite letter thanking them for their interest. We recommend that you use caution when determining how much information to give to non-qualified candidates. If these candidates inquire about the qualifications of other applicants, for example, politely tell them that the search is typically not completed until the start of the upcoming academic year, and while this process is ongoing, you cannot provide any additional information. Contact the Office of Faculty Affairs for further guidance, if needed.
- b. Keep the applications in a secure place and control access to them. As with RTP dossiers, these should not be removed from campus or even taken to faculty offices. Many individuals who apply for positions do not want their current employers to know of their job searches unless they are chosen as a finalist. **Out of respect for the privacy of applicants, it is not appropriate for anyone to look at these materials except for search committee members. Faculty invited to consult with the search committee may review CVs only.** This provides them sufficient background to ask questions and interact with the finalists.
- c. At the deadline for applications, determine which files are complete. Required application materials should have been specified in the position announcement.
- d. At this point, give the applicant pool to your Dean for review. The Dean will forward his/her recommendation to the AVP/FA. The AVP/FA, following a review and recommendation by the Dean, makes the final decision to continue the recruitment and bring finalists to campus, after reviewing a report from the Committee with the outreach strategies undertaken and completed committee. **Do not proceed until the pool and the diversity outreach strategies have been formally approved.** If all recruitment strategies were not followed, it may be necessary to reopen advertising or contact doctoral programs that were part of an active outreach effort. If the outreach strategies that were approved were not followed, the search may be suspended.

## **VIII. Screening of Applicants**

### **I. The Committee**

Screening must be done by the elected members of the recruitment committee. Some Departments that are involved in several searches form screening committees of experts in the specialty area designated for the search. The use of such committees is allowable but only tenured and tenure-track faculty may serve in this capacity. Treat all input from such screening groups as advisory only. Do not delegate the decision-making role of the elected search committee. The search committee must meet alone and, after reviewing the applications as well as recommendations from invited consulting colleagues, make the screening decision.

### **II. Screening Applicants**

The screening process begins with an analysis of application materials submitted by applicants in response to the announcement of an open position. The search committee is responsible for selecting the candidates for interview who meet all minimum requirements and are most qualified to fill the vacancy based on the stated requisite and desirable qualifications.

#### **A. Screening Resumes/Curricula Vitae**

Prior to reviewing resumes or curricula vitae, search committees should determine the criteria they will use to screen applicants based on the qualifications specified in the position announcement. The essential functions and knowledge, skills and abilities published in the Position Announcement provide the sole basis for the screening committee's evaluation of applications. All screening criteria must be directly related to an essential function or a required knowledge, skill or ability. It is important to carefully assess the experience and education of applicants to insure that they meet the minimum advertised requirements. Applicants who do not meet these minimums cannot be hired. A sample screening form is included as **Appendix C**.

The following tips help ensure a fair screening process:

- Assign several committee members to screen application materials;
- Create a well-documented screening process in which each applicant's qualifications are compared with the qualifications specified in the position announcement;
- A screening matrix which charts each applicant's qualifications vis-à-vis the requisite and desired qualifications allows the search committee to compare each applicant's qualifications at a glance (note: when reviewing an applicant's work experience, pro-rate part-time experience. In other words, if an applicant worked half-time (20 hours/week) for two years, that experience would count as one year of experience);
- Select a short list of applicants to recommend for interviews; and
- Telephone interviews may be used as a screening tool to determine or clarify whether applicants meet the requisite and desirable qualifications.

## **B. Best Practices to Enhance Equal Employment Opportunity, Diversity and Affirmative Action**

- Be knowledgeable about personal biases that might influence perceptions about applicants
- Assess ways the applicants will bring rich experiences and diverse backgrounds and ideology to the university community
- Screen applicants to be inclusive rather than for the sole purpose of narrowing the applicant pool
- Refrain from assessing applicant qualifications based on a single standard
- Document as you go. At the end of the campus visits when you have made a final selection, you will not want to lose time reconstructing the decision making process. Because an offer cannot be made until the recruitment package is complete, take the time to document your reasons for the elimination of candidates at each stage of screening.
- Data regarding the reasons that candidates withdrew from consideration are very helpful to the University. To improve future recruitment efforts it is useful to document any reasons mentioned by applicants to members of the recruitment committee and to summarize this information for your Dean and the Office of Faculty Affairs.

### **Additional Methods of Outreach and Screening**

**The applicant pool and the diversity outreach strategies report must be approved prior to phone interviews. This intermediate screening process may be utilized between the initial screening and the selection of finalists for campus visits.** There is no reason to conduct such interviews if it is determined that the pool is not adequate.

#### **a. Convention Informational Interviews**

Recruitment committees are often tempted to use interviews at conventions in order to save the expense of campus visits. While professional conventions provide excellent opportunities to recruit applicants for positions, there are several problems with using them for formal interviews. If interviews are to be held at a convention that will actually screen out some candidates, then all members of the search committee should be present and the same interview questions should be asked of all candidates.

A preliminary screening of candidates must have been done prior to arranging the convention interviews. If other applicants who are deemed equally qualified are not in attendance at the convention, then opportunities for an identical or very similar screening interview must be arranged for them. **Given all these**

**constraints, convention interviews are rarely feasible as a formal step in the screening process. In most cases, convention meetings are better used for informal exploration of mutual interest.**

b. Telephone Screening Interviews

The phone screening interview provides a low cost opportunity to get to know candidates in ways that richly supplement their paperwork. Nonetheless, for a decision as important as tenure-track hiring, an extended campus visit is an essential source of information for both parties. If you use phone screening interviews, follow these guidelines:

- Discuss how the telephone screening interview fits with other parts of the selection process. Do not use these just to save travel dollars. Do not risk eliminating a person with strong qualifications who may not be the best telephone communicator, but who might succeed very well in face-to-face encounters in a campus visit. These interviews probably serve best to screen out persons whose written materials are somewhat ambiguous as to whether or not they meet the basic criteria.
- Be sure all candidates have an equal chance to succeed in this format. Set up the call in advance at a mutually convenient time; let the candidate know what to expect, plan opening introductions and closing statements that will put the candidate at ease and show respect. Ask the same questions of each candidate. These should be as carefully planned and standardized as they are for on-campus interviews.
- Either have the entire search committee participate in the interview, or be sure that detailed notes are taken and reported to the group.

## **IX. Campus Visit**

### **Bringing Finalists to Campus Following Approval of Dean and AVP/FA**

- a. Check references of finalists after receiving a signed copy of the “Release Authorizing Reference Check” form. At this point, call the individuals listed as references and be sure that the same questions are asked of each. Do not reveal the committee's impressions of the candidates' applications or ask any questions that are not job-related. Whenever recruitment committee members become aware formally or informally of negative information (e.g., drinking/drug problem, emotional instability, involvement in sexual harassment, legal problems) on a particular candidate, such information should be handled with appropriate caution. Negative information should be used only if it confirmed by other reliable sources or references. Keep in mind that there are personal and

professional reputations at stake. It may even be necessary to seek advice from legal counsel, via the Office of Faculty Affairs, if any very sensitive issues arise during recruitment. When in doubt, consult.

- b. Request additional data from finalists if you wish. Informing candidates that they have made the initial cut, you can ask for teaching evaluations, sample syllabi, copies of their articles, conference papers or other writing samples such as a dissertation chapter. It may be that some applicants have submitted all these materials with their initial application, but waiting to formally request them at this point saves expense, paper, and time for all concerned. Making this request, perhaps during the time the pool is being reviewed, gives you valuable sources of information for deciding whom to invite to campus, and may even provide a measure of their seriousness about the position by how quickly and completely they comply.
- c. Determine who should be invited to campus. Department recruitment committees and College Deans are urged to be as judicious as possible at this step. While the University strongly supports bringing to campus as many candidates as necessary, there are very definite budgetary limitations that must be considered. Consult with your Dean for possible sources of additional funding if the pool provides several promising candidates that you really need to interview.
- d. Consult with your Dean before issuing invitations for campus visits. Provide a review of your selection process up to this point.

**Determine what it is you want to learn about each candidate during the visit.**

- a. Using the long form of the position description as a guide, develop, in advance, one or more ways of assessing each candidate on each qualification. For the sake of fairness, all candidates should have a chance to answer the same questions, demonstrate their competencies in similar circumstances, and provide similar supporting materials. Do not let a situation develop where some candidates have a chance to provide evidence directly to the decision-makers and others are reviewed based on second-hand reports.
- b. Use a variety of assessment approaches. Do not just rely on the interview with the search committee and the research presentation. Assess teaching effectiveness by having each interviewee teach a class as a guest lecturer; collect quantitative and qualitative feedback from students. Encourage each candidate to discuss his/her teaching philosophies, pedagogical problems that have been solved in the past, and include a discussion of courses he/she has taught & those he/she would like to teach.
- c. Plan how to get a reasonably valid assessment of the more holistic or intangible qualifications, if any, that you have identified. Factors like “interest in our

position” or “fit with our type of campus” are legitimate to consider, but might be hard to defend in close decisions if they were only assessed through general impressions. Asking if one is a team player is next to useless, so it might be better to ask interview questions about successful team experiences or to ask what sort of task the candidate prefers to do alone and what sort in teams. For a qualification like collegiality, it is perhaps wise to combine subjective impressions during the campus visit with questions to references who have worked with the candidate over some extended period of time.

d. Prepare the Interview Questions

The interview with the search committee is the most formal and standardized part of a campus visit. Fair employment practice requires that each applicant have the same opportunity to respond to the same questions (**See Appendix D**). Even at the risk of seeming somewhat mechanical or over-structured, be sure to ask each question in the same way and to follow the same interview procedures in terms of format and timelines. Topics typically addressed in interviews include:

- Educational background;
- Teaching experience;
- Ability to work with a diverse student population including age, gender, race, ethnicity, differing abilities, learning styles;
- Demonstrated or demonstrable teaching excellence;
- Evidence of research, scholarship, and creative activities in the field;
- Appropriateness of training and/or interest to curricular needs;
- Evidence of interest in being involved in their professional community;
- Demonstrated or demonstrable ability to advise students;
- Breadth and flexibility of teaching areas;
- Ability to establish cooperative working relationships with students, faculty, and staff;
- Evidence of ability and willingness to contribute to the University;
- Interest in being at a metropolitan University.

Design questions that will allow you to differentiate between candidates. Asking if a person can work well with a diverse student body will almost invariably yield an affirmative answer. You can learn much more by asking for examples of how a standard topic in one’s field has been, or even could be, adapted to fit the learning styles of diverse groups of students. In short, supplement the standard factual questions with requests for examples and responses to hypothetical scenarios.

It is imperative that **certain questions not be asked** in either formal or informal settings (e.g., questions regarding **age, nationality, marital status, medical conditions, childcare accommodations, religion, and sexual orientation**). Such personal

information may be volunteered as a result of social or informal exchanges, but it must not be used or referred to in the course of determining who is to be appointed **(See Appendix D)**. [All members of the recruitment committee must be present at the scheduled recruitment committee interviews with each of the candidates. If a committee member is unable to attend the scheduled meeting with each and every candidate, that committee member may confer with the committee on the finalists but may not vote on them.]

### **Why work at SJSU?**

Determine what the candidate will want to learn about SJSU during the campus visit. Keep in mind that we are selling the University to them just as much as they are trying to sell themselves to us.

- a. Be prepared to discuss what the Department/College/University have to offer in terms of:
  - Working environment
  - Nature of student body
  - Support for faculty professional development
  - Geographical location
  - Cost of housing
  - Social and cultural amenities
  - Moving/relocation expenses
  - Employment/educational opportunities for spouse
  - School for children in the surrounding communities
  - Specialized medical care in the area
  
- b. When setting up the visit, ask the candidates about any special needs they may have during the visit. Certainly ask if they need technological support for presentations. Also, if it can be done without probing, allow for information to come out as to whether they may need certain forms of accommodation, wish to meet members of certain campus groups, or would like to connect with the local community in some way.

Based on the needs of both the University and the candidate, **lay out a detailed plan for the campus visit.**

- a. A candidate's campus visit should normally be for one to two days. Given the significance of the decision being made, do not skimp on the time allowed for each visit.
  
- b. Schedule the same agenda components for each visit: presentations to the faculty, classroom presentations to students, interviews, campus tours, etc. You may

customize other aspects of the visit if a candidate expresses interest in certain aspects of the University or surrounding community. For example, one candidate might like to meet with representatives of the African American Faculty and Staff Association, the Asian Pacific Islander Caucus, the Chicano/Latino Faculty Staff Association, or the Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association, another might like to be driven around the area to see some housing options, another might want to talk to faculty members about outside consulting opportunities. Accommodating these different requests is always acceptable.

An important way to demonstrate the commitment of the University to our teaching mission is to include, as part of the schedule, the opportunity for each candidate to present to a scheduled class. Obtain feedback from the students at the conclusion of the class as part of the overall feedback on the candidate's visit.

- c. In addition to formal meetings, allow time for the candidate to meet with a variety of groups such as undergraduate and graduate student associations, recently hired faculty, and individual faculty members, especially those who share an academic specialty.

Be sure the candidate is introduced to the entire campus, not just the Department. Based on what is appropriate for the individual candidate, be sure he or she gets a sense of the diversity on this campus. This could range from a walk through the Student Union for some candidates to a scheduled meeting with a special interest group for others. Also, feel free to schedule appointments or tours if the candidates want to learn about faculty development opportunities, instructional technology, library facilities, and the like.

- d. Be considerate of candidates' needs. Ideally an interview is a chance to see people at their best, not an endurance contest. Allow time to recover from jet lag; provide brief rest opportunities during the day; schedule a little free time before major events such as formal interviews or presentations.
- e. Prepare an itinerary for the visit to be distributed to all faculty members in the Department as well as to all other interested parties. This itinerary should be accompanied by a CV or short professional sketch of the candidate so that everyone can be acquainted with his or her background.
- f. Before proceeding, show the assessment plan, interview questions, and master campus visit itinerary to your College Dean for suggestions and approval.

Experience has shown that the personal touches that have characterized our recruiting efforts have contributed to getting first choice candidates. Here are some suggestions to help make the campus visit successful:

- a. If candidates arrive the evening before the day of the interview, make sure

someone contacts them. Perhaps plans can be discussed for meeting them for breakfast or arrangements made to pick them up to take them to campus for the interview. Even better, you may want to pick the candidate up at the airport and take him/her to dinner if the hour is appropriate.

- b. While on campus, ensure that candidates are escorted at all times from place to place. Also, make sure they are properly introduced to their interviewers or audiences. When interviews are over, someone should be available to take them back to the hotel or to the airport, if that is next on the itinerary.
- c. Ensure maximum faculty participation in meetings with candidates. It can be embarrassing when only one or two people show up. Faculty members should be fully informed of the visit and urged to participate.
- d. Encourage your colleagues to be upbeat and positive about the Department and the University. Of course, we have our constraints and problems, but there is no need to overwhelm or intimidate potential faculty members. Also, be sure that faculty members/Chairs are not making unauthorized promises or interpretations of policy. Interviewees tend to believe that full professors are speaking for the Department when they make statements about workload, standards for receiving tenure, or the like.
- e. In all aspects of the campus visit, but particularly in the formal interview, good care should be taken to treat all candidates comparably. If there are on-campus candidates for the position, do all you can to treat them like the off-campus visitors. Devote the same amount of time to their interview. While they may not need a campus tour, they should have the same opportunities for lunch and dinner with the search committees or faculty groups.
- f. If you have not done so earlier, have the candidate sign the “Release Authorizing Background Reference Check” form to be able to contact additional references.

An exit meeting should be scheduled with the Department Chair. At this point it is appropriate to have an exploratory conversation with the candidates about their needs and requirements were they to be hired. Prior discussions with the Dean should set the parameters for this discussion. Even so, it should be made very clear to the candidate that this conversation is a mutual exchange of information and definitely not a negotiation.

**Under no circumstances can Department Chairs commit University resources to candidates.**

Discussion topics often include:

- a. **Salary** - Please refer to the salary schedule in effect for Class Code 2360. Do not

identify a particular salary, but you can indicate the likely salary range that is typically offered to someone with similar qualifications. Explain how our payroll system is designed with one paycheck monthly starting in October of the Academic Year of appointment (also 5-6-1 information and August adjustment; January start has pay/benefits gap in September of same year), as this might be quite different from compensation systems elsewhere.

- b. **Resources/equipment/space to conduct research** - These are subject to later negotiations, particularly in disciplines that are equipment intensive. If departments or colleges are not able to provide them, the College Dean will need to discuss possible central administration support with the Provost.
- c. **Moving/relocation reimbursement of expenses** - There are no firm rules on the allocation of moving expenses, but you can learn about the special needs of candidates.
- d. **Housing** - Be prepared to answer questions regarding the availability of housing in San Jose and surrounding communities. Draw the applicant's attention to the University's current efforts to develop affordable options for housing. Direct candidates to SJSU's University Housing Services Center website: <http://www.housing.sjsu.edu/>. For information about rental properties, please contact Beth Pugliese at [beth.pugliese@sjsu.edu](mailto:beth.pugliese@sjsu.edu), or at (408) 924-1900.
- e. **Schools for children** - Be prepared to answer questions regarding the school systems in the area, particularly special programs and curriculum. One great resource is the Santa Clara County Office of Education, [www.sccoe.org/](http://www.sccoe.org/)
- f. **Evaluation processes** - Be prepared to explain in general terms the expectations for retention, tenure, and promotion. Provide a copy of S98-8 to candidates. The Academic Senate website is also helpful: <http://www.sjsu.edu/senate/>.
- g. **Benefits (medical, dental, retirement, life insurance, etc.)** - Please refer candidates to the summary of benefits located on the CSU website at <http://www.calstate.edu/Benefits/Summaries/Faculty.pdf>. If a candidate desires greater details, refer him or her to the Benefits Service Representative in Human Resources at (408) 924-2250. Benefits commence on October 1 for new probationary faculty with an August start date, and March 1 with a January start date.
- h. **Employment Authorization for Foreign Faculty** - Except in rare circumstances, applicants may not be excluded from consideration solely on the basis of employment status. Candidates who are not U.S. citizens or permanent residents, however, must be informed that proof of eligibility to work in the U.S. must be presented before they can begin work. The Office of Faculty Affairs can assist a tenure-track faculty appointee in obtaining legal work authorization if he or she is

eligible, **but be aware that the application and approval process through the USCIS can be lengthy.** For further information, contact the Office of Faculty Affairs at (408) 924-2450. The University only sponsors tenure-track and tenured faculty for employment-based (H-1B) visas. For additional information on employment eligibility, please see the CSU Employment Policy. This policy may also be viewed online at: <http://www.calstate.edu/HRAdm/Policies/HR94-29.pdf> (See Appendix E).

- i. There is also a CSU Immigration Manual, which can be viewed at [http://www.calstate.edu/GC/Docs/Immigration\\_Manual.doc](http://www.calstate.edu/GC/Docs/Immigration_Manual.doc).

During the exit meeting, the Department Chair should inform candidates of when they can expect to hear the results of the recruitment process and provide them with an opportunity to ask any other questions which they may have. **At this time, give each visitor the letter from AVP/FA that explains the steps that must be taken in the decision making process and in making an offer of employment (see Appendix F).**

Prior to leaving campus, candidates should submit to the Department staff all necessary documents/receipts to complete the travel expense claim. At that time Department staff should give the candidates some idea as to when reimbursement will be sent. Please note that reimbursement for travel from the general fund is limited to travel in the U.S.

## **X. Selection of Lead Candidate and Recruitment Report**

After the on-campus interview, input can be gathered in a number of ways from all that have met with the candidates. This can include written feedback to the committee, completion of rating forms from faculty, staff and students, or non-binding straw votes from appropriate groups. All of this feedback is to be treated as advisory by the committee that will complete the recruitment report and all associated forms, and will forward its recommendation to the appropriate administrator.

If the candidate has given permission, make additional reference checks at this time. Again, ask the same professionally related, neutrally phrased questions of each person. Do not volunteer your opinions of the candidate based on the interview.

The Department Recruitment Committee should meet as soon as possible to consider all comments and recommendations before selecting a final candidate. All members of the recruitment committee must be present at the scheduled recruitment committee interviews with each of the candidates. If a committee member is unable to attend the scheduled meeting with each and every candidate, that committee member may confer with the committee on the finalists, but may not vote on them.

Do not let too much time go by before selecting the final candidate because you will run the risk of losing your first choice. You may forward one name to your Dean for

approval, but some departments forward a rank ordered list of all applicants whom they would be willing to hire. If the recruitment report indicates that all those recommended meet the criteria for the position, it can be quickly recycled if the first candidate declines. However, other Departments choose to recommend only their first choice candidate and to meet again for further deliberations should that individual decline the position.

Complete the Recruitment Report. Using the rating forms, the Chair of the search committee must present and justify the recommendations of the committee. The two required criteria are pre-printed on the form. The Department is to add its own additional criteria and make copies to be completed for each finalist.

- a. The ratings for each finalist should be completed and justified. Each person is to be rated as “meets criteria,” “exceeds criteria,” or “does not meet criteria” in each category. Sufficient rationale for these ratings must be provided, either in the space provided or on an attached sheet. These need not be lengthy but must be substantive and informative. For example, in response to the criterion “is able to teach a variety of courses in the Department” it is not acceptable to check “meets criteria” and then write “see CV.” Faculty Affairs, the Office of Equal Opportunity, or potential outside monitors are not subject matter experts who are qualified to interpret the CV in terms of qualifications to teach, nor do they know what existing and potential courses are in need of coverage. Nearly as uninformative are responses like “Dr. Jones is able to teach a variety of courses in the curriculum,” or, “Dr. Smith is not able to teach a variety of courses in the curriculum.” Rather, capture the deliberations by writing something like, “Besides her specialty, Dr. Jones has already taught the introductory courses in the general sequence, and with minimal preparation would be able to teach 118 and 207.” Or, in contrast, “Dr. Smith’s training is narrowly focused in the area of her specialty and she did not express interest in teaching outside that area or in General Education courses.” **Please consolidate comments and type a final version of the Finalist Evaluation for each finalist for submission to Faculty Affairs.**
- b. Taken as a group, the ratings of the finalists should make sense to an outside reviewer. For example, Departments should not rate candidate A “exceeds criteria” on half the items and candidate B as “meets criteria” on all the items, and then recommend candidate B as the first choice. Because the criteria are not always of equal importance, it is conceivable that one person might receive more “exceeds criteria” ratings and still be less favored than another candidate. In general, try to design your criteria to avoid this. If it occasionally happens, be sure the narrative statements explain how certain criteria carry more or less weight in the holistic recommendation of the committee; **be sure to include that information in the recruitment report. A brief summary of the reasons for the final rank order must be included in the cover memo to the Recruitment Report. Finally, the last page of the recruitment report must be signed by the preparer.**

Ratings on individual items should make sense. For instance, on the criteria of ability to direct graduate student research, do not rate a person as exceeding the criteria who has strong potential and another as meeting the criteria who has actually directed several graduate theses. Of course, there may be an occasional circumstance in which there are sound academic reasons based on qualitative judgments for these discrepancies in the ratings. If this happens, a short explanation would be in order so that an outside reader can understand the reasons for the recommendation; **be sure to include that information in the recruitment report and in the cover memo.**

It should be evident that time spent in phrasing the initial criteria is well invested. If you mean “potential for research” instead of “record of research,” be sure to phrase the announcement in a way to give you reasonable latitude to select from persons at different career points. In an area such as, “likelihood of developing a strong research program,” candidate A could receive a rating of “meets criteria” with the comment, “Though just finishing his dissertation, he is well trained in current methods and spoke of a number of well conceived projects that he is planning to undertake.” Candidate B might receive “exceeds criteria” with a comment like “he has already published three articles in respected journals and discussed additional work in progress,” and candidate C might receive a “does not meet criteria” with a comment such as “Although he finished his doctoral work over four years ago, he has no publications or scholarly presentations. His discussion of research plans was vague.”

- c. Taken as a set, the ratings should clearly differentiate between those the Department wants to hire, and those they do not. That is, not only should the candidate of choice stand out from the rest (in your paperwork), but if you hope to be able to hire the second or third ranked candidate should the first candidate decline, the documentation must show that these applicants meet all the minimal criteria and are differentiated in some way from those applicants not recommended for hiring. This will facilitate the resubmission of the report in support of another candidate. Of course, ratings must not be changed once they are initially forwarded. Summarize your recommendations with a rank-order of candidates. Include a brief explanation of the recommended order of hiring based on the criteria.
- d. Place a cover memo on the recruitment report with the final recommendations of the Recruitment Committee and the reasons for the recommendations.

At this time, enter your selected candidate’s information into PeopleSoft under the “Recruit Workforce” module.

## **XI. Offer Letter Approval and Recruitment Packet**

The Department Chair should forward to the Dean a description of requirements and expectations for the appointment that the Department would like to have included in an offer to the selected candidate.

- a. **Rank and Salary** - The rank must be the one authorized by the Provost at the time the position was approved. The teaching record and professional accomplishments must justify the rank. Normally, appointment will be at the Assistant Professor level. **A rank higher than Assistant Professor must be justified by compelling reasons having to do with qualifications and previous experience.** In recommending a salary or a salary range, consider factors of internal equity with recently hired faculty in your Department. Your Dean will consider the factors of equity across the College, and Faculty Affairs will look at equity across the University. Given market factors and differences in the disciplines, perfect salary equity is difficult to achieve, but we must make every effort to treat equivalent cases fairly. Certainly within the same fields, any discrepancies in appointment level should be clearly tied to qualifications and experience of the candidates.
- b. **Moving expense reimbursement** - If funds are available, the Department Chair should propose an amount for moving expense reimbursement, taking into account the candidate's needs. The Department Chair's recommendation should include a justification for the proposed amount.
- c. **Time towards tenure** - S98-8 permits an offer of up to two years toward tenure. However, please keep in mind that offering time towards tenure may not be in the best interest of the candidate if it places him or her at risk relative to the evaluation process.
- d. **Workload reduction/travel/equipment/labs/space for research activities** - It may be possible to offer:
  - Reduced workload assignments during the first academic year for purposes such as completing dissertation, completing research in progress, preparing new courses;
  - Travel funds to attend previously planned meetings or conferences;
  - Equipment such as a PC or lab instruments;
  - Labs or other areas in addition to regular faculty office space, to carry out research activities;
  - Start-up funds for research activities.

- e. **Summer Session** - It may be possible to offer a summer session teaching assignment (preferably the summer following the first academic year).

If a tenure-track finalist candidate has not completed his/her Ph.D., or terminal degree, the letter of appointment that is prepared by the Dean will state that the offer of employment with the University is contingent upon receipt of the candidate's original, certified transcript with the Ph.D. or terminal degree by 5:00 p.m. on the Friday before the candidate's first duty day. Should the transcript not be received as required above, any offer of employment to the candidate will be withdrawn. Any questions about this requirement should be directed to the Office of Faculty Affairs.

From the Department office, the appointment documents should be sent to the College Dean for review and recommendations. At this stage, a College office staff member should insure that all documentation is included, forms appropriately filled out and materials are presented in the correct order.

**Make sure the annual salary is divisible by 12**, the following is an example of an incorrect annual salary: \$61,000/yr. divided by 12 = \$5083.33/mo.; the monthly salary must be in whole dollars); a correct salary would be \$61,008 (monthly \$5084.00).

The following forms are required:

- a. Dean's letter of Appointment
- b. Cover Memo from Committee with recommendations of candidates in rank order
- c. Recruitment Report
- d. SC-1 Form (Statement of Professional Preparation and Experience), original and 1 copy
- e. Applicant's letter of application/interest
- f. Curriculum Vitae of recommended candidate
- g. Transcripts for terminal degree (original)
- h. 3 recent letters of recommendation (original letters with authors' signatures)
- i. Release Authorizing Background Reference Check
- j. Announcement of Position Availability
- k. Print and web copies of the Job Advertisement
- l. List of all applicants
- m. Finalist Evaluation(s)
- n. Curriculum Vitae for each Finalist(s) Interviewed
- o. Committee Confidentiality Form

From the College Dean's office, appointment packets are to be sent to the AVP/FA for review. If the appointment documents, specifically the Recruitment Report, are complete and in compliance with S01-13 and S98-8, the AVP/FA will review for final approval, including approval of rank, salary and the wording of the final offer letter.

If the appointment is proposed with tenure, the AVP/FA will consult with the President for final approval (per section 13.16 of the Agreement), but only after all the requirements of the recruitment process and the requirements stated in S98-8 have been met.

The AVP/FA will approve or reject recommendations for appointments after conferring with the Provost. **Under no circumstances should an offer be made prior to approval of an appointment by the AVP/FA on behalf of the Provost. The offer letter must be approved in final form before the Dean is authorized to make the candidate an offer.**

Promptly after receiving the AVP/FA's approval, the College Dean should contact the candidate to extend the formal offer of appointment, specifying the terms of employment. A definite deadline of no more than two weeks should be set for an acceptance of the written offer.

Frequently, the candidate may want to negotiate over certain terms of the offer. This is acceptable if the requests are reasonable, within the general parameters of available resources, and negotiations can be concluded quickly. Try to avoid being drawn into long and protracted negotiations, particularly when it becomes quite evident that a candidate may be using the offer to obtain a better arrangement elsewhere. **And under no condition should College Deans or Department Chairs make "unofficial" written offers. Official offers in writing from the College Dean may only be made after the AVP/FA has signed and approved the appointment documents, following consultation with the Provost.**

The recruitment process ends when the candidate returns a signed copy of the contract letter by the deadline (If our first choice candidate declines our offer, data will be collected about the primary reason for that decision).

The Dean's office must forward the original signed contract letter to the AVP/FA. This should be done promptly as it triggers a welcome letter from the Provost with an invitation to orientation activities from the Center for Faculty Development. Also, this will allow the Faculty Affairs staff to forward appropriate documents to Human Resources for PeopleSoft input.

NOTE: Immediately upon the return of a signed copy of the contract, the Department Chair should send letters to qualified candidates informing them that the position has been filled. If any of the candidates interviewed request further information regarding his/her non-selection, the response should be that while the candidate had many of the desired qualifications, other applicants more closely fit the needs of the Department.

**Specific reasons for why the candidate was eliminated must ultimately be stated in the Recruitment Report submitted. If challenged, the Committee may have to refer**

**to what is in the report, so be sure that written reasons are clear and consistent.**

**Check with Faculty Affairs if you have any questions about communications from candidates who were not offered the position.**

### **Recruitment Was Unsuccessful**

Unfortunately, not all recruitments are successful and the selected candidate(s) does/do not accept our offer. Should the recent effort result in no hire(s), the final page of the Recruitment Report (“Additional Information for Recruitment Report”) must be submitted to the Office of Faculty Affairs by the Department. The Office of Faculty Affairs provides information about successful and unsuccessful searches to the Chancellor’s Office. Be sure to document in the recruitment report “Additional Information” page the reason(s) for the failed search.

## **Appendix A**

**San José State University**  
**San José, California**  
**ANNOUNCEMENT OF POSITION AVAILABILITY**  
*Subject to Budgetary Approval*  
**Specialization**

**Job Opening ID (JOID):**

**Rank:**

**Qualifications:**

Required: Applicants should have awareness of and sensitivity to the educational goals of a multicultural population as might have been gained in cross-cultural study, training, teaching and other comparable experience.

**Responsibilities:**

Candidate must address the needs of a student population of great diversity – in age, cultural background, ethnicity, primary language and academic preparation – through course materials, teaching strategies and advisement.

**Salary Range:** Commensurate with qualifications and experience.

**Starting Date:**

**Eligibility:** Employment is contingent upon proof of eligibility to work in the United States.

**Application**

**Procedures:** For full consideration send a letter of application, curriculum vitae, statement of teaching interests/philosophy and research plans, and at least three original letters of reference with contact information by [DATE] to:

Chair XX, Search Committee  
Department of XX  
San José State University  
One Washington Square  
San José, CA 95192-XXXX

Please include Job Opening ID  
(JOID) on all correspondence.

San José State University is California's oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San José (Pop. 945,942), hub of the world-famous Silicon Valley high-technology research and development center. Many of California's most popular national, recreational, and cultural attractions are conveniently close. A member of the 23-campus CSU system, San José State University enrolls approximately 29,000 students, a significant percentage of whom are members of minority groups. The University is committed to increasing the diversity of its faculty so our disciplines, students and the community can benefit from multiple ethnic and gender perspectives.

**San José State University is an Equal Opportunity/Affirmative Action Employer committed to nondiscrimination on the bases of race, color, religion, national origin, sex, sexual orientation, gender status, marital status, pregnancy, age, disability, or covered veteran status consistent with applicable federal and state laws. This policy applies to all SJSU students, faculty, and staff as well as University programs and activities. Reasonable accommodations are made for applicants with disabilities who self-disclose.**

**The latest San José State University Safety 101 Uniform Campus Crime and Security Report is available. You may request a copy of San José State University's annual safety report by contacting the University Police Department at (408) 924-2222 or by visiting the University Police Department website at <http://www.sjsu.edu/police>.**

## **Appendix B**

## **Appendix B**

Northern California's  
**HERC**   
higher education recruitment consortium  
**Diversity Resources**

This compendium of diversity resources has been compiled for the campuses participating in the Northern California Higher Education Recruitment Consortium.

[www.msi-alliance.org](http://www.msi-alliance.org)

**ALLIANCE FOR EQUITY IN HIGHER EDUCATION**

The Alliance for Equity in Higher Education is a policy-based coalition comprised of the [American Indian Higher Education Consortium](#) (AIHEC), [the Hispanic Association of Colleges and Universities](#) (HACU), and [the National Association for Equal Opportunity in Higher Education](#) (NAFEO).

[www.aapd.org/](http://www.aapd.org/)

**AMERICAN ASSOCIATION OF PEOPLE WITH DISABILITIES**

AAPD is the largest nonprofit, nonpartisan, cross-disability organization in the United States. Among the organization's purposes are furthering the productivity, independence, full citizenship, and total integration of people with disabilities into all aspects of society. AAPD publishes a quarterly newsletter.

[www.aaup.org](http://www.aaup.org)

**AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS**

A website for the national association who assists in assuring the freedom and standards of teaching in higher education. Very interested in diversity and equal opportunity, the website has listings of committees devoted to underrepresented faculty issues, articles and news on diversifying campuses.

[www.aauw.org](http://www.aauw.org)

**AMERICAN ASSOCIATION OF UNIVERSITY WOMEN**

A membership based society promoting equal education for women and girls and professional educators. They do have links to other related sites including several that contain job postings, databases and other career related resources. There is advertising available in the AAUW publications, information given on their website. Posting on their website page, Jobmarket, in the Marketplace section is also an option.

[www.acenet.edu](http://www.acenet.edu)

**AMERICAN COUNCIL ON EDUCATION**

An organization uniting 1800 colleges and universities with an overall objective to promote equal opportunity within the higher education system. Site also maintains resume banks for top administrative positions.

[www.acenet.edu/AM/Template.cfm?Section=OWHE](http://www.acenet.edu/AM/Template.cfm?Section=OWHE)

**AMERICAN COUNCIL ON EDUCATION'S OFFICE OF WOMEN IN HIGHER EDUCATION**

The Office of Women in Higher Education (OWHE) provides information and counsel to many constituencies within the higher education community concerning policies, issues, and strategies that affect women's education and advancement.

[www.aimd.org/](http://www.aimd.org/)

**THE AMERICAN INSTITUTE FOR MANAGING DIVERSITY, INC.**

Founded in 1984, the American Institute for Managing Diversity (AIMD) is a nonprofit organization created for the study of diversity issues. The site provides an information resource center, a diversity store, links to AIMD research and educational services, as well as profiles of those leading the field of diversity management and awareness.

[www.diversityweb.org/](http://www.diversityweb.org/)

### **ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES**

This AACU site offers an "interactive hub" for those in post secondary education institutes looking for diversifying their faculties and students or who want diversity information. Provides a Resources/links list of organizations interested in promoting diversity, discussion boards, member profiles, and digest.

[www.blackcollegian.com](http://www.blackcollegian.com)

### **BLACK COLLEGIAN ONLINE, THE**

A career site/online journal targeting minority graduates seeking professional positions. An offshoot of the Black Collegian Magazine.

[www.newsreel.org](http://www.newsreel.org)

### **CALIFORNIA NEWSREEL**

Offers a variety of diversity training videos, including Ethnic Notions: Black People in White Minds, the 58-minute video which provides a historical examination of racial stereotypes, with scholarly commentary to explain how these images have been used to fuel anti-black prejudice and justify black oppression; "a disturbing voyage through American history."

[www.eop.com/mags-CD.php](http://www.eop.com/mags-CD.php)

### **CAREERS & the disABLED Magazine**

Circulation Department EOP, Inc 445 Broad Hollow Road, Suite 425 , Melville, NY 11747 Phone: (631) 421-9421 FAX: (631) 421-0359 E-mail: [info@eop.com](mailto:info@eop.com)

[www.careersnow-online.com/](http://www.careersnow-online.com/)

### **CAREERS NOW ONLINE**

CareersNow-Online.com currently publishes three diversity on-line job journals; Hispanic Hotline, Black Careers Now and Asian Pacific Careers.

[www.acenet.edu/AM/Template.cfm?Section=CAREE](http://www.acenet.edu/AM/Template.cfm?Section=CAREE)

**CENTER FOR ADVANCEMENT OF RACIAL AND ETHNIC EQUITY (CAREE)** supervises ACE's Minority Initiative, which was launched in 1981 in response to declining rates of minority participation in higher education. Through such publications as the [Minorities in Higher Education 2008, 23<sup>rd</sup> Annual Status Report \(2008\)](#) and others, CAREE has become one of the nation's major sources of information on the educational status of minorities, exemplary programs aimed at improving the campus climate for persons of color, and the challenges faced by academe in its efforts to continue to increase participation rates and degree attainment by U.S. ethnic minorities.

[www.civilrights.org/](http://www.civilrights.org/)

### **CIVILRIGHTS.ORG**

Civilrights.org is a collaboration of the [Leadership Conference on Civil Rights](#) and the [Leadership Conference on Civil Rights Education Fund](#). Its mission: to serve as the site of record for relevant and up-to-the minute civil rights news and information.

[www.cic.uiuc.edu](http://www.cic.uiuc.edu)

### **COMMITTEE FOR INSTITUTIONAL COOPERATION**

A Midwest consortium of universities that promotes programs and activities throughout the University system. Encourages collaboration between colleges. Site has a directory of Minority Ph.D., MFA, and MLS recipients who wish to increase their professional opportunities as well as offering a recruitment source for the universities. Committee also uses Senior Diversity Officers connecting through conferences/forums linking campuses in sharing tips on diversity.

[www.corpdiversitysearch.com/](http://www.corpdiversitysearch.com/)

### **CORPORATE DIVERSITY SEARCH, INC.**

A nationwide executive search firm specializing in the placement of women and minorities.

[www.corvision.com/](http://www.corvision.com/)

### **COVISION MEDIA, INC.**

Distributes many diversity related videos and resources, including VILLAGE OF 100 & THE DIVERSITY SERIES.

<http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

**DIRECTORY OF FORD FELLOWS**

An online directory of those minority postdoctoral fellowship recipients awarded since 1980.

[www.diverseeducation.com](http://www.diverseeducation.com)

**DIVERSE: ISSUES IN HIGHER EDUCATION (FORMERLY BLACK ISSUES IN HIGHER EDUCATION)**

An academic print and online journal that is directed towards minorities in academia, both faculty, student and administrative. It publishes positions in postsecondary institutions both on-line and in print.

[www.diversityinc.com/](http://www.diversityinc.com/)

**DIVERSITY, INC.**

Diversity Inc.'s editorial mission is to provide education and clarity on the business benefits of diversity.

[www.diversitycentral.com](http://www.diversitycentral.com)

**DIVERSITY CENTRAL**

The online site for the Cultural Diversity at Work newsletter and related resources.

<http://diversityjobs.com/>

**DIVERSITY JOBS**

LatPro created this job site in 2006 to provide employment opportunities for the broader diversity community.

[www.diversityjournal.com/](http://www.diversityjournal.com/)

**DIVERSITY JOURNAL**

Forum for business diversity. Publishes Profiles in Diversity Journal six times/year since 1999.

[www.diversityresources.com/](http://www.diversityresources.com/)

**DIVERSITY RESOURCES**

Information and training materials about diversity in the workforce.

[www.diversitysearch.com](http://www.diversitysearch.com)

**DIVERSITY SEARCH**

Career development and job search site, with searchable database with extensive links.

[www.eop.com/](http://www.eop.com/)

**EQUAL OPPORTUNITY PUBLICATION, INC.**

Publishers of *Equal Opportunity*, *Woman Engineer*, *Minority Engineer*, *CAREERS & the disABLED* and *WD-Workforce Diversity*, career magazines for affirmative action and workforce diversity.

<http://bgess.berkeley.edu/faculty/>

**FUTURE BLACK FACULTY DATABASE, THE**

Known as the "registry of tomorrow teacher's" this site contains records of doctoral candidates, recent graduates and professional seeking jobs in academia. All are of African American decent and want to obtain tenure-track faculty positions within five to seven years. It is a free search engine for potential applicants.

[www.hireability.org](http://www.hireability.org)

**HIREABILITY**

Recruiting qualified workers with disabilities is frequently described by employers as frustrating and perplexing. However, there are some steps that can be taken to help simplify the process. First, let it be known you are actively seeking job candidates with disabilities. Be sure to send your vacancy announcements to disability-related organizations and agencies. State on your job announcements your interest in receiving applications from people with disabilities. Traditional recruitment techniques frequently do not work effectively because so many individuals with disabilities acquire their job skills and placement assistance in programs outside traditional job training and placement programs. Employers need to consider internal as well as external sources when seeking applicants with disabilities. Internally there may be potential applicants, including those who have acquired disabilities on or off the job.

[www.hacu.net/](http://www.hacu.net/)

#### **HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES**

HACU represents 450 Colleges and Universities in the U.S., Puerto Rico, Latin America, Spain and Portugal. Although member institutions in the U.S. represent less than 10% of all higher education institutions nationwide, together they are home to more than two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs). Useful for creating outreach and contacts links with institutions that educate a higher percentage of minority students. Those institutions that do not qualify as members may join the organization as partners in the goal of advancement of education for Hispanic students.

[www.hispanicoutlook.com](http://www.hispanicoutlook.com)

#### **HISPANIC OUTLOOK IN HIGHER EDUCATION**

The sole Hispanic journal for today's college campuses. The website and journal reach a broad cultural audience of educators, students, administrators, student services, community-based organizations plus corporations. Includes tips, articles, advertisement, etc.

<http://www2.ptsem.edu/hti/>

#### **HISPANIC THEOLOGICAL INITIATIVE**

An organization that runs programs, networking and resource development for Hispanic scholars in order to increase their numbers in seminary and universities. Useful towards the goal of faculty recruitment is the HIT placement service that connects these students with access to employers and the employers with the students.

<http://jobs.hbcuconnect.com/>

#### **ABOUT HBCUCAREERCENTER.COM**

Dedicated to serving the Students and Alumni of [Historically Black Colleges & Universities](#), HBCUCareerCenter.com delivers the Internet's largest job collection specifically for HBCU Students and Graduates, all direct from the hiring companies and organizations that recruit HBCU talent. Using creative web development techniques, and input from leading [Human Resources](#) executives, the site brings to the web the most effective system for connecting HBCU talent with the employers that seek to recruit them.

[www.h-net.org/jobs](http://www.h-net.org/jobs)

#### **H-NET JOB GUIDE**

A free website service (posting) and resource for those seeking employment/employees in the History and the Humanities, the Social Sciences, and Rhetoric and Composition.

[www.imdiversity.com](http://www.imdiversity.com)

#### **IMDIVERSITY.COM**

This site is concerned with "connecting America's employers with multicultural job seekers." Provides access to open jobs via the Internet that are offered by the Employer members. To post a job, see "for employers."

<http://www.insightintodiversity.com/>

#### **INSIGHT INTO DIVERSITY (FORMERLY AFFIRMATIVE ACTION REGISTER)**

An online representation of the printed publication that advertises institutional, academic, professional, etc. jobs looking for qualified candidates especially in under represented population groups. No added charge for online ad when purchasing ads in the journal.

<http://justjobs.com/>

#### **JUSTJOBS**

In 2009, LatPro launched [JustJobs.com](#), a family of job search engines which includes diversity sites for [Asian Americans](#), [Hispanics](#), [veterans](#), the [disabled](#) and members of the [LGBT community](#).

[www.latpro.com](http://www.latpro.com)

#### **LATPRO.COM**

LatPro created the first Hispanic / Latino and bilingual professional employment web site in 1997 and has deepened its market leadership every year with consistent innovation and [recognition](#). Today, LatPro is by far the largest diversity employment web site in the United States and is the leading source for Spanish/English and

Portuguese/English bilinguals throughout the Americas. LatPro has recently created two additional jobs websites, titled <http://diversityjobs.com/> and <http://justjobs.com/>.

[www.gardenswartzrowe.com/booklist.html](http://www.gardenswartzrowe.com/booklist.html)

**MANAGING DIVERSITY: A COMPLETE DESK REFERENCE AND PLANNING GUIDE BY LEE GARDENSWARTZ AND ANITA ROWE**

The latest edition of the guide (which first appeared in 1992) reflects the rapidly changing demography of the American workforce. A blend of theory and practice, the guide offers approximately 100 charts, checklists, suggested activities, worksheets, systems audits, exercises, sample interview questions, and tip sheets to promote systemic diversity implementation. The authors show how to recruit, retain, mentor, and promote diverse employees to eliminate high turnover rates and build cohesive, productive, cross-cultural work teams.

[www.mwdd.com](http://www.mwdd.com)

**MINORITY AND WOMEN DOCTORAL DIRECTORY**

A minority registry of doctoral/master's degree (or soon-to-be) recipients entering the job market. MWDD maintains up-to-date information on employment candidates from approximately two hundred major research universities in the United States. The current edition of the Directory lists approximately 4,900 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities. Offers up-to-date contacts with these students as well as other pertinent information.

[www.minorityexecsearch.com/](http://www.minorityexecsearch.com/)

**MINORITY EXECUTIVE SEARCH**

Specializing in women and minority job placement nationwide.

<http://www.depauw.edu/admin/acadaffairs/cfd/index.asp>

**CONSORTIUM FOR FACULTY DIVERSITY IN LIBERAL ARTS COLLEGES**

This site is organized by over 40 different liberal arts colleges. It offers a one-year fellowship for minority post/pre doctoral students with an equivalent entry level instructors salary. Scholars receive mentoring and are required to teach and conduct research. The early goals of the Consortium with regard to faculty diversity included encouraging U.S. citizens who are members of under-represented minority groups to complete their graduate programs and to consider faculty employment in liberal arts colleges. The Consortium now invites applications for dissertation fellowships and post-doctoral fellowships from those who are U.S. citizens or permanent residents who will contribute to increasing the diversity of member colleges by increasing their ethnic and racial diversity, maximizing the educational benefits of diversity and/or increasing the number of professors who can and will use diversity as a resource for enriching the education of students.

[www.multiculturaladvantage.com](http://www.multiculturaladvantage.com)

**THE MULTICULTURAL ADVANTAGE**

An online community for people of color with extensive links to information resources for career and recruitment, healthy living, family unity, life long learning and more. It also maintains a job bank.

[www.nafeo.org](http://www.nafeo.org)

**NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION**

An organization associated with Black Colleges and Universities, this organization promotes the advancement of minority students and minority educators and their issues. Their website offers job posting online and a Career Fair page where the postings are viewed along with other information.

[www.nmbaa.org/](http://www.nmbaa.org/)

**NATIONAL BLACK MBA ASSOCIATION, INC. EMPLOYMENT NETWORK HOTLINE**

The NMBAA is a non-profit organization of minority MBA's, business professionals, business students and entrepreneurs in both the private and public sectors throughout the country. Members share a commitment to education and business-the two keys to the economic development of the African American community. Advertisements will be electronically posted, and listings are sent to all chapters for distribution to members. Job postings are viewable online for 30 days.

[www.grad.washington.edu/nne/index.html](http://www.grad.washington.edu/nne/index.html)

**NATIONAL NAME EXCHANGE, THE**

A program that serves member institutions and undergrad minority students, connecting those students interested in graduate study with schools looking for interested underrepresented students pursuing a graduate degree and who can potentially contribute to academia.

[www.naaap.org/](http://www.naaap.org/)

**NATIONAL ASSOCIATION OF ASIAN AMERICAN PROFESSIONALS**

The NAAAP Vision provides a broad range of Asian American professional and educational services that meets the needs of individuals, corporations and government through the efforts, experiences, talents and dedication of our volunteers.

[www.ncbi.org](http://www.ncbi.org)

**NATIONAL COALITION BUILDING INSTITUTE**

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. Founded in 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities throughout the world. Information on discussion groups, campus programs, training programs and more are available on the web site.

[www.nmci.org/](http://www.nmci.org/)

**NATIONAL MULTICULTURAL INSTITUTE**

The National MultiCultural Institute (NMCI) was founded in 1983 to increase communication, understanding and respect among people of different racial, ethnic and cultural backgrounds, and to provide a forum for discussion of the critical issues of multiculturalism facing our society. The web site includes program and services information (including diversity training and consulting services), job and internship opportunities, and a catalog of publications.

[www.nod.org/](http://www.nod.org/)

**NATIONAL ORGANIZATION ON DISABILITY**

The National Organization on Disability was founded in 1982 at the conclusion of the United Nations International Year of Disabled Persons. As well as providing information on the organization and their programs, this site includes Frequently Asked Questions, an ADA Fact Sheet, Employment Resources, and lists of publications, press releases, contact information and links to related sites.

[www.national.nsbe.org/](http://www.national.nsbe.org/)

**NATIONAL SOCIETY OF BLACK ENGINEERS**

The National Society of Black Engineers (NSBE) with more than 31,000 members is the largest student-managed organization in the country. NSBE's mission is to increase the number of culturally responsible Black engineers who excel academically, succeed professionally and positively impact the community. The organization stimulates and develops student interest in the various engineering disciplines and to encourage and advise minority youth in their pursuit of an engineering career.

[www.nul.org](http://www.nul.org)

**NATIONAL URBAN LEAGUE**

One of the oldest national organizations promoting the advancement of African Americans. The website offers a career center where jobs may be posted and viewed.

[www.nebhe.org/diversity\\_programs.html](http://www.nebhe.org/diversity_programs.html)

**THE NEW ENGLAND BOARD OF HIGHER EDUCATION EXCELLENCE THROUGH DIVERSITY INITIATIVE**

This organization encourages recruitment and retention of minority students and future faculty. Of particular interest is their Doctoral Scholars Program – supporting scholars getting there graduate degree and publishes an annual directory of doctoral students who are interested in postsecondary teaching.

[www.dol.gov/odep/index.htm](http://www.dol.gov/odep/index.htm)

**OFFICE OF DISABILITY EMPLOYMENT POLICY**

In the FY 2001 budget, Congress approved a new Office of Disability Employment Policy for the Department of Labor. Programs and staff of the former President's Committee on Employment of People with Disabilities have been integrated in this new office. The mission of ODEP will be to bring a heightened and permanent long-term focus to

the goal of increasing employment of persons with disabilities.

[www.ode.uconn.edu/](http://www.ode.uconn.edu/)

**OFFICE OF DIVERSITY AND EQUITY: University of Connecticut**

A website for this office offers an Examples of Recruitment Resources list that provides many useful examples of where to start recruitment including alumni of student organization directed towards minorities, professional and general organization etc.

[www.preparing-faculty.org](http://www.preparing-faculty.org)

**PREPARING FUTURE FACULTY**

A cooperative program involving 45 doctoral institutions and other partners interested in the promotion of doctoral students pursuing faculty positions. They offer a free listserv, where job positions can be posted, (see PFF Job Listserv) and sent to doctoral student in the PFF program.

[www.progayjobs.com](http://www.progayjobs.com)

**PROGAY JOBS**

This is an easy to navigate site designed to help the gay and lesbian job seeker or consultant find the perfect positive work environment with a company committed to diversity.

<http://www.sciencemag.org/>

**SCIENCE MAGAZINE: THE NEXT WAVE DIVERSITY ARTICLES**

You can [search this section](#) of Next Wave or you can scroll down the page to browse the features, links, and articles in Diversity and Work Life.

[www.sacnas.org/](http://www.sacnas.org/)

**SOCIETY FOR ADVANCEMENT OF CHICANOS AND NATIVE AMERICANS IN SCIENCE (SACNAS)**

The Society for Advancement of Chicanos and Native Americans in Science (SACNAS) has drawn its ranks primarily from science professors. The encouragement of Chicano, Latino, and Native American students to pursue graduate studies in the fields of research and science teaching has become the society's mission. The SACNAS Web site features employment listings and other recruitment resources.

[www.shrm.org/hrdisciplines/Diversity/](http://www.shrm.org/hrdisciplines/Diversity/)

**SOCIETY FOR HUMAN RESOURCE MANAGEMENT-WORKPLACE DIVERSITY INITIATIVE**

Designed for businesses creating a workplace diversity initiative, this site is updated regularly and includes information on diversity training, selecting consultants, affirmative action, recruitment retention, and more. Also included are links to a diversity reading room, bulletin board, toolkit, SHRM's diversity committee, *Mosaics*, SHRM's bi-monthly diversity publication, and other diversity resources.

[www.societyofwomenengineers.swe.org/](http://www.societyofwomenengineers.swe.org/)

**SOCIETY OF WOMEN ENGINEERS**

The Society of Women Engineers (SWE) encourages women to achieve full potential in careers as engineers and leaders, expands the image of the engineering profession as a positive force in improving the quality of life, and demonstrates the value of diversity. Its bimonthly magazine publishes openings for faculty positions in higher education as well in a variety of industries. The Society maintains a mailing list for electronic job postings. Individual members, as well as companies, are encouraged to post their available jobs. The service is free.

[http://www.sreb.org/page/1074/doctoral\\_scholars.html](http://www.sreb.org/page/1074/doctoral_scholars.html)

**SOUTHERN REGIONAL EDUCATION BOARD'S DOCTORAL SCHOLARS PROGRAM, THE**

The organization seeks to encourage more minority students to get advance degrees and then interest them in seeking faculty positions. Offers financial aid, teaching/mentor opportunity, networking and has a career/job links.

[www.nativejobs.com](http://www.nativejobs.com)

**TRIBAL EMPLOYMENT NEWSLETTER, THE**

This site provides a nationwide job bank directed at Native American Indians looking for employment. Also publishes the Tribal Employment Newsletter to help increase the effectiveness for advertising institutions diversity recruiting. For a fee, institutions can post ads, banners, etc. with job vacancies.

[www.facultyvoice.com](http://www.facultyvoice.com)

**UNIVERSITY FACULTY VOICE**

An online newspaper affiliated with the HBCU (Historically Black Colleges and Universities) provides information on fellowships, vacant positions, job listings. Also has advertising online.

[www.universityjobs.com](http://www.universityjobs.com)

**UNIVERSITY JOB BANK**

Website devoted to connecting career resources and opportunities with those looking for employment. Positions may be posted for a one-time fee, or a yearly fee. There are several categories to post under, faculty, staff/administrative, executive, postdoctoral and others.

[www.inform.umd.edu/EdRes/Topic/Diversity/](http://www.inform.umd.edu/EdRes/Topic/Diversity/)

**THE UNIVERSITY OF MARYLAND'S DIVERSITY DATABASE**

A comprehensive index of multicultural and diversity resources. Includes resources for faculty and sample syllabi

[www.wihe.com](http://www.wihe.com)

**WOMEN IN HIGHER EDUCATION**

A monthly news journal concerning women's issues on campuses. Reaches 12000 readers. Includes a career link for job posting (including online).

[www.workplacediversity.com](http://www.workplacediversity.com)

**WORKPLACEDIVERSITY.COM**

WorkplaceDiversity.com - The Source For Diversity Talent is a career web site for corporate and executive recruiters who want to reach experienced, high caliber diversity candidates. Advanced search technology, insider company research, and award winning career content combine to make this site a long-term professional resource.

## Appendix C

## Sample of a Paper Screening Form for Faculty Recruitment

**Applicant Name:** \_\_\_\_\_

**Application materials reviewed (check/identify all that reviewed):**

- \_\_\_\_\_ Letter of Application
- \_\_\_\_\_ Curriculum Vitae
- \_\_\_\_\_ Letter of Reference
- \_\_\_\_\_ Teaching Interests/Philosophy/Research Plans
- \_\_\_\_\_ Other (please list):

<b><u>QUALIFICATIONS</u></b> (Identify all listed on the position description as either required or preferred – see below)	<b><u>RATING FOR EACH QUALIFICATION</u></b> • <b>Yes</b> - evident that applicant meets criterion • <b>No</b> - evident that applicant does <u>not</u> meet criterion • <b>?</b> - unable to determine from materials submitted (Identify what is making this unable to be determined)	<b><u>COMMENTS</u></b>

### **REQUIRED OR MINIMUM QUALIFICATIONS**

- Education (Specify degree and fields)
- Teaching Experience (Specify amount and type)
- Research Experience (specify amount and area)
- Communication and Organizational Skills
- Licenses, Certifications
- Clinical Experience (if applicable)
- Technical Knowledge

### **PREFERRED OR DESIRABLE QUALIFICATIONS**

- Education (Specify degrees and field)
- Experience (Specify amount and type)
- Progressive Level of Decision Making and Responsibilities

Committee Member's (Printed) Name: \_\_\_\_\_

Committee Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix D**

## Pre-Employment Inquiry Guidelines

ACCEPTABLE	SUBJECT	UNACCEPTABLE
<p>“Have you ever used another name? /or/ “Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please explain.”</p>	NAME	Maiden name.
Place of residence.	RESIDENCE	“Do you own or rent your home?”
<p>Statement that hire is subject to verification that applicant meets legal age requirements.                      “If hired, can you show proof of age?”                      “Are you over eighteen years of age?”                      “If under eighteen, can you, after employment, submit a work permit?”</p>	AGE	<p style="text-align: center;">Age.                      Birth date.</p> <p>Dates of attendance or completion of elementary or high school.                      Questions which tend to identify applicants over age of 40.</p>
<p>“Can you, after employment, submit verification of your legal right to work in the United States?”/or/ Statement that such proof will be required if a decision is made to hire the candidate.</p>	BIRTHPLACE CITIZENSHIP	<p>Birthplace of applicant, applicant’s parents, spouse or other relatives.                      “Are you a U.S. citizen?” /or/ Citizenship of applicant, applicant’s parents, spouse, or other relatives.                      Requirements that applicant produce naturalization, first papers, or alien card prior to a decision to hire.</p>
<p>Languages applicant reads, speaks, or writes, if use of language other than English is relevant to the job for which applicant is applying.</p>	NATIONAL ORIGIN	<p>Questions as to nationality, lineage, ancestry, national origin, descent, or parentage of applicant, applicant’s parents, or spouse.                      “What is your mother tongue?” /or/ Language commonly used by applicant.                      How applicant acquired ability to read, write, or speak a foreign language.</p>
<p>Name and address of parent or guardian if applicant is a minor.                      Statement of company policy regarding work assignment of employees who are related.</p>	SEX, MARITAL STATUS, FAMILY	<p>Questions which indicate applicant’s sex.                      Questions which indicate applicant’s marital status.                      Number and/or ages of children or dependents.                      Provisions for childcare.                      Questions regarding pregnancy, child bearing, or birth control.                      Name or address of relative, spouse, or children of adult applicant.                      “With whom do you reside?” /or/ “Do you live with your parents?”</p>
	RACE	<p>Questions as to applicant’s race or color.                      Questions regarding applicant’s complexion or color of skin, eyes, hair.</p>
<p>Statement that a photograph may be required after employment.</p>	PHYSICAL DESCRIPTION, PHOTOGRAPH	<p>Questions as to applicant’s height and weight.                      Require applicant to affix a photograph to application.                      Request applicant, at his or her option, to submit a photograph.                      Require a photograph after interview but before employment.</p>

## Pre-Employment Inquiry Guidelines

ACCEPTABLE	SUBJECT	UNACCEPTABLE
<p>Statement by employer that an offer may be made contingent on applicant passing a job-related physical examination.</p> <p>“Do you have any physical condition or disability which may limit your ability to perform the job applied for? If yes, what can be done to accommodate you?”</p>	<p><b>PHYSICAL CONDITION, DISABILITY</b></p>	<p>Questions regarding applicant’s general medical condition, state of health, or illnesses.</p> <p>Questions regarding receipt of Workers’ Compensation.</p> <p>“Do you have any physical disabilities?”</p>
<p>Statement by employer of regular days, hours, or shifts to be worked.</p>	<p><b>RELIGION</b></p>	<p>Questions regarding applicant’s religion, religious days observed /or/ “Does your religion prevent you from working weekends or holiday?”</p>
<p>“Have you ever been convicted of a felony?” Such a question must be accompanied by a statement that a conviction will not necessarily disqualify an applicant from employment.</p>	<p><b>ARREST, CRIMINAL RECORD</b></p>	<p>Arrest record /or/ “Have you ever been arrested?”</p>
<p>Statement that bonding is a condition of hire.</p>	<p><b>BONDING</b></p>	<p>Questions regarding refusal or cancellation of bonding.</p>
<p>Questions regarding relevant skills acquired during applicant’s U.S. military services.</p>	<p><b>MILITARY SERVICE</b></p>	<p>General questions regarding military services such as dates and types of discharge.</p> <p>Questions regarding service in a foreign military.</p>
<p>“Please list job-related organizations, clubs, professional societies, or other associations to which you belong—you may omit those which indicate your race, religious creed, color, national origin, ancestry, sex or age.”</p>	<p><b>ORGANIZATIONS, ACTIVITIES</b></p>	<p>“List all organizations, clubs, societies, and lodges to which you belong.”</p>
<p>“By whom were you referred for a position here?”</p> <p>Names of persons willing to provide professional and/or character references for applicant.</p>	<p><b>REFERENCES</b></p>	<p>Questions of applicant’s former employers or acquaintances which elicit information specifying the applicant’s race, color, religious creed, national origin, ancestry, physical disability, medical condition, marital status, age, or sex.</p>
<p>Name and address of person to be notified in case of accident or emergency.</p>	<p><b>NOTICE IN CASE OF EMERGENCY</b></p>	<p>Name, address, and relationship of relative to be notified in case of accident or emergency.</p>

**SOURCE: California Department of Fair Employment and Housing**

## **Appendix E**

The California State University  
Office of the Chancellor  
400 Golden Shore  
Long Beach, CA 90802-4275  
(310) 985-2744

Code: HR 94-29

Date: October 14, 1994

Supercedes FSA 80-30 &  
HR 92-03, Section 1

To: Presidents

From: June Cooper  
Vice Chancellor  
Human Resources and Operations

Bruce Richardson  
Deputy General Counsel  
Office of General Counsel

Subject: **EMPLOYMENT POLICY**

The Immigration Reform and Control Act of 1986 (P.L. 99-603) (IRCA) prohibits employers including The California State University (CSU) from knowingly hiring any individual not authorized to work in the United States and from knowingly continuing to employ any individual who is not authorized to work in the United States<sup>1</sup>. This memorandum sets forth the employment policy of the CSU in light of the passage of IRCA. **This policy applies to both United States citizens and noncitizens.**

**Statement of Policy**

Generally, it is the policy of the CSU to **consider** for employment all individuals, both United States citizens and noncitizens, whether or not at the time of application they are authorized to work in the United States. IRCA dictates that the CSU **employ** only those individuals who are authorized to work in the United States.

(over)

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<sup>1</sup>Persons hired by the CSU before November 7, 1986, who have been continuously employed by the CSU since that date are exempt, even if it is known that they lack employment authorization.

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**Distribution:**

Vice Presidents, Academic Affairs  
Associate Vice Presidents/Deans, Faculty Affairs  
Vice Presidents, Administration  
Business Managers  
Personnel Officers  
University Advancement Directors

Budget Officers  
Payroll Supervisors  
Affirmative Action Officers  
Employee Relations Designees  
Chancellor's Office Staff  
General Counsel

This general policy to consider all individuals allows a campus to obtain work authorization for an individual who does not have authorization to work in the United States and then employ that individual once work authorization has been obtained. However, after the decision to hire and an offer of employment has been made, this policy does not obligate a campus to obtain work authorization for an individual who lacks work authorization.

There is one exception to the general policy. This exception allows a campus to elect to consider for employment for a particular position only those individuals who already have work authorization. To elect to use this exception, the campus must decide prior to initiating recruitment for the position that it wishes to consider for that position only those individuals who already have work authorization. Under this exception, a campus would be prohibited from selecting an individual for whom work authorization must be obtained.

### **Recruitment**

In addition to employer verification and sanctions provisions, IRCA provides anti-discrimination protection for workers and job applicants. With respect to recruitment, IRCA's two main anti-discrimination provisions are citizenship status discrimination and national origin discrimination. Accordingly, **prior to** making a hiring decision and an offer of employment, only the following two questions may be asked of a job applicant:

1. Are you currently authorized to work in the U.S.?
2. If you are not currently authorized to work in the U.S., please state your current immigration status.

With the exception of a job applicant for a public safety officer position,<sup>2</sup> a job applicant may not be questioned as to whether he or she is a United States citizen **prior to** making a hiring decision and an offer of employment. Additionally, if a job applicant answers "yes" to Question No. 1 above, the job applicant may **not** be questioned regarding his or her work authorization **prior to** making a hiring decision and an offer of employment. Under the general policy, if a job applicant answers "no" to Question No. 1, a campus may not refuse to consider that applicant for the position based solely on the applicant's response to that question. If the recruitment is being conducted pursuant to the exception to the general policy, for that recruitment only, a campus must refuse to consider all applicants who answer "no" to Question No. 1.

### **Time-Limited Employment Authorization**

A noncitizen may present an employment authorization document which is time-limited. Noncitizens with time-limited employment authorization may be rejected if the following criteria exist:

1. The noncitizen is **not** a permanent resident, a temporary resident, an applicant for temporary residence, a refugee or an asylee; **and**
2. The campus decides that the limited period of employment authorization creates insufficient security to justify hiring of the noncitizen.

Noncitizens who fall into any of the following categories may not be rejected for employment solely based on the noncitizen having time-limited employment authorization no matter how short a period of authorization: permanent resident; a temporary resident; an applicant for temporary residence; a refugee; or an asylee.

### **Public Safety Officers**

California Government Code Section 1031 provides that a public safety officer must either be a United States citizen or a permanent resident noncitizen who is eligible for and has applied for United States citizenship. Accordingly, questions regarding citizenship may be asked of applicants for a public safety officer position.

### **Employment Applications**

Application forms currently used by campuses must be revised in order to include Question Nos. 1 and 2 above **and** to delete questions which violate the various anti-discrimination laws. Examples of questions which must be deleted are:

Are you a United States citizen?

Do you have the right to remain and work permanently in the United States?

Do you have the legal right to work in the United States?

Do you have resident alien (immigrant) status?

Do you have a visa that permits you to work in the United States?

Are you prevented from lawfully becoming employed in this country because of visa or immigration status?

### **Noncitizens - Nature of Appointment**

With the exception of a noncitizen who holds a J-1 visa, all noncitizens who present a valid work authorization may be employed in other than a temporary appointment.<sup>3</sup> For example, an individual holding an H-1 visa may be employed in a faculty tenure-track position and may even be granted tenure. A waiver to employ such a noncitizen who does not have permanent residence status in other than a temporary appointment is no longer required. However, if the work authorization for an individual expires and subsequent work authorization has not been obtained, the individual's employment **must** be terminated regardless of whether the individual has been granted permanent status or tenure. A noncitizen employee may not be required to obtain permanent residence status from the Immigration and Naturalization Service as a condition of employment or as a condition of being granted tenure or permanent status. Such a requirement violates various anti-discrimination laws.

### **Oath of Allegiance/Declaration of Permission to Work**

Standard Form 689 of the State of California must be completed by all employees. Employees who are United States citizens must sign the Oath of Allegiance contained in Section 1 of that form. Instead of the Oath of Allegiance, employees who are noncitizens must sign the Declaration of Permission to Work contained in Section 2 of that form.

### **Questions and/or Assistance**

If you have any questions regarding the content of this memorandum or if you need assistance in obtaining work authorization for an individual, please contact Linda S. MacAllister, University Counsel, in the Office of General Counsel, at (310) 985-2913.

JMC:dd

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<sup>3</sup>Under federal law, a noncitizen holding a J-1 visa is prohibited from being a candidate for a tenure-track position.

## **Appendix F**



**SAN JOSÉ STATE  
UNIVERSITY**

**Office of Faculty Affairs**

**One Washington Square, San José, California 95192-0021 PH (408) 924-2450 Fax (408) 924-2425**

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TO: Interviewees for Tenure-Track Positions

FROM: Joan Merdinger  
Associate Vice President for Faculty Affairs

Thank you for visiting San José State University to explore the possibility of a position on our faculty. We realize campuses have very different recruitment and hiring procedures. For the sake of clarity, let me explain what will be happening in our selection process.

After the on-campus interviews have been completed, the Department recruitment committee will meet to review all the candidates and make its hiring recommendation to the dean. At that time, you may be contacted by a representative of the Department or by the Dean to discuss your interest in the position. However, neither the Department nor the Dean may make a formal offer until the recruitment report has been reviewed by the University.

Only after approval of that recruitment report may an authorized offer in the form of a letter of appointment be sent to the person being offered a position. Please understand that no matter what statements may have been made to you or to other candidates, only a letter of appointment constitutes an offer by the University. It is not advisable to withdraw from consideration elsewhere, resign your position or make other significant professional decisions until you have received a letter of appointment and signed a letter of acceptance.

As you can see, there are a number of steps involved in the process that may take some time. We appreciate your patience. If you are working within deadlines for other decisions, please feel free to get in touch with the Department Chair or School Director. We will make every effort to keep you informed about the status of the search within the constraints of confidentiality imposed on us.

Again, thank you for your interest in the faculty position here at San José State. If at the conclusion of the search you join our faculty, I look forward to welcoming you personally to the University. If not, I wish you well in your career and hope that you have enjoyed visiting our campus and meeting our faculty and students.

# Appendix G

Name: \_\_\_\_\_

Empl. ID. \_\_\_\_\_

**SAN JOSÉ STATE UNIVERSITY ♦ OFFICE OF FACULTY AFFAIRS**  
**CHECKLIST OF REQUIRED DOCUMENTATION FOR**  
**Probationary or Tenured Faculty Appointment**  
 (Include JOID Number or Recruitment Waiver)

Please attach a copy of this checklist to each appointment packet. Additional copies of this form, as well as other Faculty Affairs forms, may be downloaded from the Office of Faculty Affairs Website at <http://www.fa.sjsu.edu/forms/>. If you have questions or need further assistance please contact the Office of Faculty Affairs at (408) 924-2450.

<b>Items Required at time of request for approval of offer:</b>	
	Dean's Draft Letter of Appointment ( <i>Offer Letter</i> )
	Cover memo with recommendations of candidates in rank order
	Recruitment Report
	SC-1 (Statement of Professional Preparation & Experience) <original plus 1 copy>
	Letter of Interest/Application
	Curriculum Vitae (CV)
	Three (3) recent, <b>original</b> letters of recommendation <b>OR</b> Appointment Waiver Request
	Release Authorizing Background Reference Check
	Announcement of Position Availability
	Copy of National Publication where as was printed*
	List of all applicants
	Finalist Evaluations
	Curriculum Vitae (CV) of each finalist interviewed
	Recruitment Committee Confidentiality Form
<b>Items Required at time of final offer accepted:</b>	
	Dean's Final Accepted Letter of Appointment ( <i>Offer Letter</i> )
	Original Transcripts for Terminal Degree <b>OR</b> Appointment Waiver Request

ALL **original** documents will be placed in the *Personnel Action File* kept in the Office of Faculty Affairs.

Do not forward the packet until all the items on the checklist have been collected.  
 Submitting an incomplete packet will result in a HOLD on the process and delay payments.

**IMPORTANT REMINDER:**

**There are additional forms that must be completed by NEW and/or returning faculty to complete the appointment process. It is absolutely crucial to have each NEW or returning faculty with a break-in-service make an appointment with a Human Resources Representative. Their office is located on the 3<sup>rd</sup> Floor of the University Police Department Building and their phone number is (408) 924-2250.**

Comments:

Departmental Contact Person \_\_\_\_\_ Phone \_\_\_\_\_

\*It is crucial to post a print ad in a national publication for those recruited tenure-track faculty who will need assistance requesting an H-1B Visa petition. If/when such faculty apply for United States permanent residency, the United States Citizenship and Immigration Services will request a copy of the printed national publication advertisement(s) showing job title, educational requirements and responsibilities