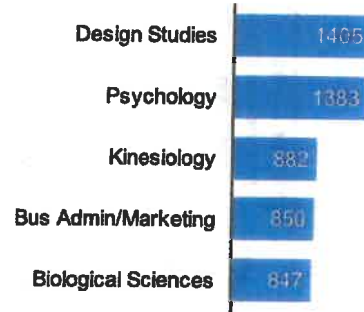
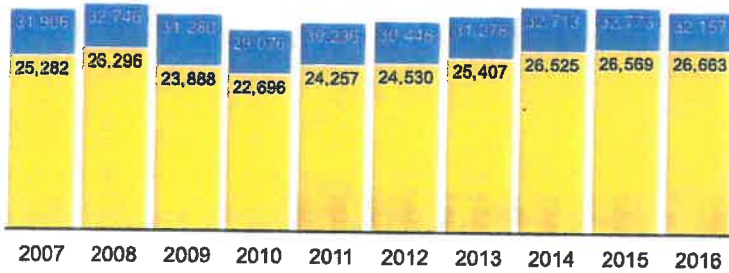


University Snapshot

New York State Enrollment Trends
(includes self-support degree/credential programs)

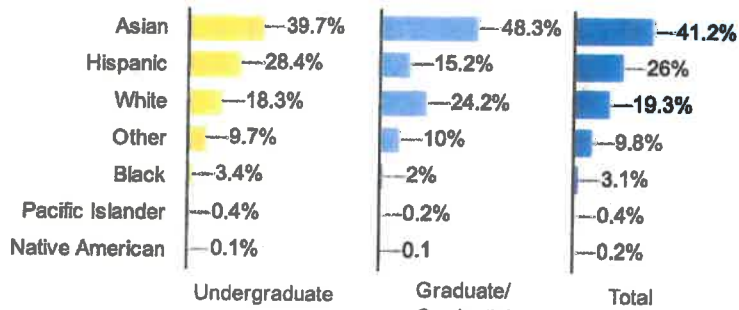
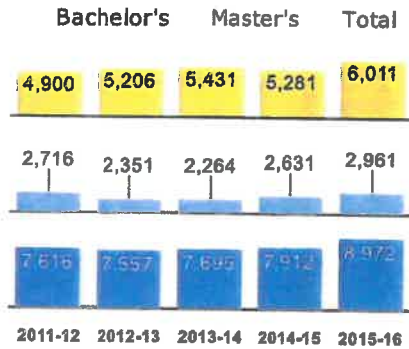
Top 5 Majors for Undergrads
(fall 2016)

Total Headcount Full-Time Equivalent Students



Degrees Awarded
(includes self-support programs)

Enrollment Headcount by Ethnicity
(fall 2016)

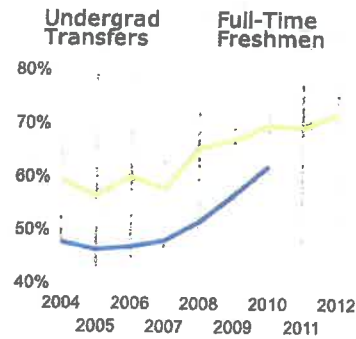
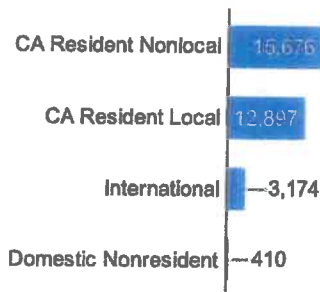


Applications and Admissions
(fall 2016)

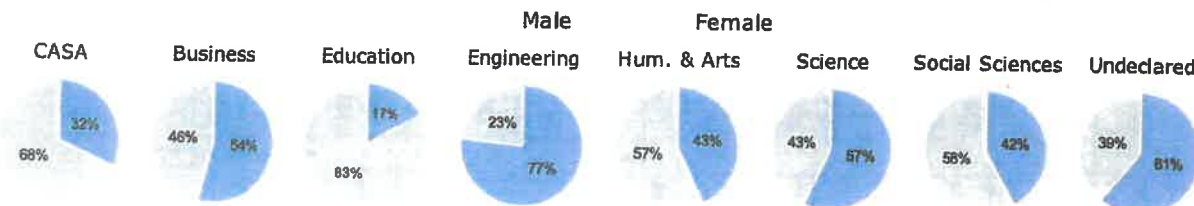
Enrollment by Local Origin
(fall 2016)

Graduation Rates
(entering cohorts)

Freshmen	Applied	31,555
	Admitted	16,862 (53%)
	Enrolled	3,208 (19%)
Undergrad Transfers	Applied	16,224
	Admitted	9,657 (60%)
	Enrolled	3,977 (41%)
Graduate Students	Applied	7,936
	Admitted	3,074 (39%)



Gender Distribution by College
(both undergraduate and graduate, fall 2016)



INSTITUTIONAL EFFECTIVENESS & ANALYTICS

SJSU Home : IEA Home : Students : Enrollment

University Student Enrollment by Gender and Ethnicity

Headcount	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
AmInd	38	21	59	26	19	45	25	19	44	24	22	46	19	17	36
Black	538	502	1,040	512	508	1,020	528	501	1,029	521	489	1,010	495	495	990
Asian	4,610	5,155	9,765	4,710	5,379	10,089	4,840	5,541	10,381	4,884	5,635	10,519	4,787	5,495	10,282
PacIsl	114	151	265	101	128	229	115	127	242	56	59	115	58	59	117
Hisp	3,730	2,761	6,491	3,880	2,978	6,858	4,110	3,297	7,407	4,172	3,429	7,601	4,306	3,492	7,798
White	4,074	3,715	7,789	3,810	3,656	7,466	3,527	3,585	7,112	3,131	3,380	6,511	2,918	3,123	6,041
Foreign	1,095	1,063	2,158	1,331	1,359	2,690	1,645	1,935	3,580	1,808	2,177	3,985	1,730	2,224	3,954
Other	1,559	1,322	2,881	1,495	1,386	2,881	1,448	1,470	2,918	1,430	1,556	2,986	1,399	1,540	2,939
Total	15,758	14,690	30,448	15,865	15,413	31,278	16,238	16,475	32,713	16,026	16,747	32,773	15,712	16,445	32,157

- Recent 5 Years
- First Previous 5 Years
- Second Previous 5 Years
- Include Credential
- Exclude Credential

Gender
Ethnicity

Finish

Headcount	Spring 2013			Spring 2014			Spring 2015			Spring 2016			Spring 2017		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
AmInd	29	15	44	27	18	45	24	17	41	20	21	41	17	13	30
Black	483	452	935	476	467	943	473	451	924	465	440	905	452	459	911
Asian	4,083	4,686	8,769	4,359	4,918	9,277	4,406	5,044	9,450	4,375	5,084	9,459	4,305	4,953	9,258
PacIsl	129	140	269	113	123	236	117	113	230	53	52	105	54	51	105
Hisp	3,378	2,499	5,877	3,606	2,761	6,367	3,738	3,007	6,745	3,756	3,100	6,856	3,860	3,187	7,047
White	3,558	3,300	6,858	3,412	3,364	6,776	3,113	3,212	6,325	2,770	2,999	5,769	2,565	2,784	5,349
Foreign	1,045	1,024	2,069	1,350	1,478	2,828	1,578	1,948	3,526	1,640	2,051	3,691	1,617	2,188	3,805
Other	1,461	1,221	2,682	1,419	1,273	2,692	1,364	1,349	2,713	1,345	1,423	2,768	1,304	1,394	2,698
Total	14,166	13,337	27,503	14,762	14,402	29,164	14,813	15,141	29,954	14,424	15,170	29,594	14,174	15,029	29,203

Headcount	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	
	F	M	Total	F	M	Total
AmInd	1		1			
Black	3	3	1	3	2	1

Task Force Review — Entering Cohort Characteristics

Entering Cohort Sizes, Fall 2014 to Fall 2016

Headcount of new matriculated undergraduates by term

	First-Time Frosh			Undergraduate Transfers		
	Fall 2014	Fall 2015	Fall 2016	Fall 2014	Fall 2015	Fall 2016
Black or African American	139	133	134	110	106	102
Hispanic or Latino	1,057	1,067	1,102	1,132	1,055	1,226

Developmental Status of African American Frosh, Fall 2014 to Fall 2016

Percentage of incoming frosh by remedial status as of the fall census

	Fall 2014	Fall 2015	Fall 2016
Developmental English	9%	8%	8%
Developmental Math	12%	21%	26%
Developmental Math and English	33%	19%	28%
Passed/Exempt/Unknown	46%	52%	37%
African American Total	100%	100%	100%

Developmental Status of Latin@ Frosh, Fall 2014 to Fall 2016

Percentage of incoming frosh by remedial status as of the fall census

	Fall 2014	Fall 2015	Fall 2016
Developmental English	16%	14%	11%
Developmental Math	12%	12%	19%
Developmental Math and English	18%	16%	15%
Passed/Exempt/Unknown	54%	59%	54%
Latin@ Total	100%	100%	100%

Top Local Origins of African Americans, Fall 2014 to Fall 2016

Headcount of new matriculated undergraduates (frosh and transfer)

Santa Clara	201
Los Angeles	112
Alameda	77
Sacramento	46
Contra Costa	45
Riverside	36
San Joaquin	28
San Diego	27
San Bernardino	20
US Out of State	20

Top Local Origins of Latin@s, Fall 2014 to Fall 2016

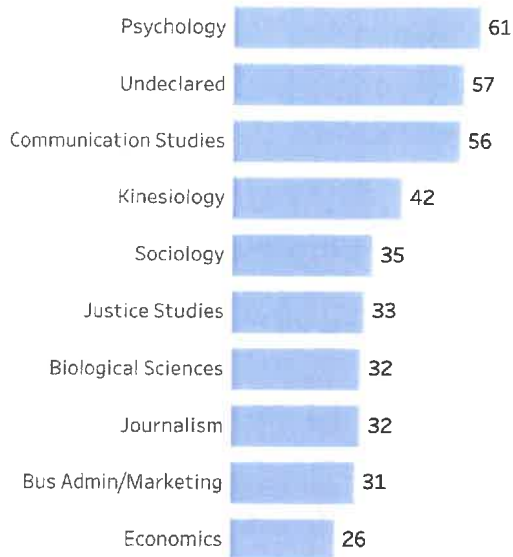
Headcount of new matriculated undergraduates (frosh and transfer)

Santa Clara	2,691
Los Angeles	520
Alameda	517
Monterey	325
San Mateo	276
Contra Costa	232
Santa Cruz	228
San Joaquin	220
San Diego	138
Riverside	129

Task Force Review — Undergraduate Majors

Top 10 Majors of African American Undergraduates, Fall 2016

Unduplicated headcount by program, including second majors



Top 10 Majors of Latin@ Undergraduates, Fall 2016

Unduplicated headcount by program, including second majors



Task Force Review — Prior Institution

Top 20 High Schools of African American Frosh, Fall 2014 to Fall 2016

Headcount of new matriculated undergraduates by prior institution

Franklin High School	9
Polytechnic High	7
Muir High	6
Santa Clara High	6
Santiago High	6
Milpitas High	5
Oak Grove High	5
Prospect High	5
Antelope High	4
Dorsey (Susan Miller) Senior H	4
Eleanor Roosevelt High	4
Junipero Serra High	4
Narbonne (Nathaniel) Senior Hi	4
San Leandro High	4
Texas	4
Bear Creek High	3
California Academy of Mathematics &..	3
Cesar Chavez High	3
Cosumnes Oaks High	3
Cupertino High	3

Top 20 High Schools of Latin@ Frosh, Fall 2014 to Fall 2016

Headcount of new matriculated undergraduates by prior institution

Lincoln (Abraham) High	73
KIPP San Jose Collegiate	69
Mt. Pleasant High	54
San Jose High Academy	42
Christopher High	39
Overfelt (William C.) High	39
Pioneer High	36
Willow Glen High	34
Santa Teresa High	33
Downtown College Prep	32
Independence High	31
Silver Creek High	31
Hill (Andrew P.) High	29
Latino College Preparatory Ac..	27
Yerba Buena High	25
Ann Sobrato High	24
Archbishop Mitty High	24
Live Oak High	24
San Benito High	24
Lick (James) High	23

Top 20 Colleges of African American Transfers, Fall 2014 to Fall 2016

Headcount of new matriculated undergraduates by prior institution

De Anza Community College	52
San Jose City College	40
Evergreen Valley College	14
Chabot College	13
Foothill College	10
West Valley College	10
Laney College	9
Contra Costa College	8
Mission College	8
City College of San Francisco	7
Diablo Valley College	7
Ohlone College	7
Los Medanos College	6
College of Alameda	5
Gavilan College	5
San Joaquin Delta College	5
American River College	4
Canada College	3
Las Positas College	3
Merritt College	3

Top 20 Colleges of Latin@ Transfers, Fall 2014 to Fall 2016

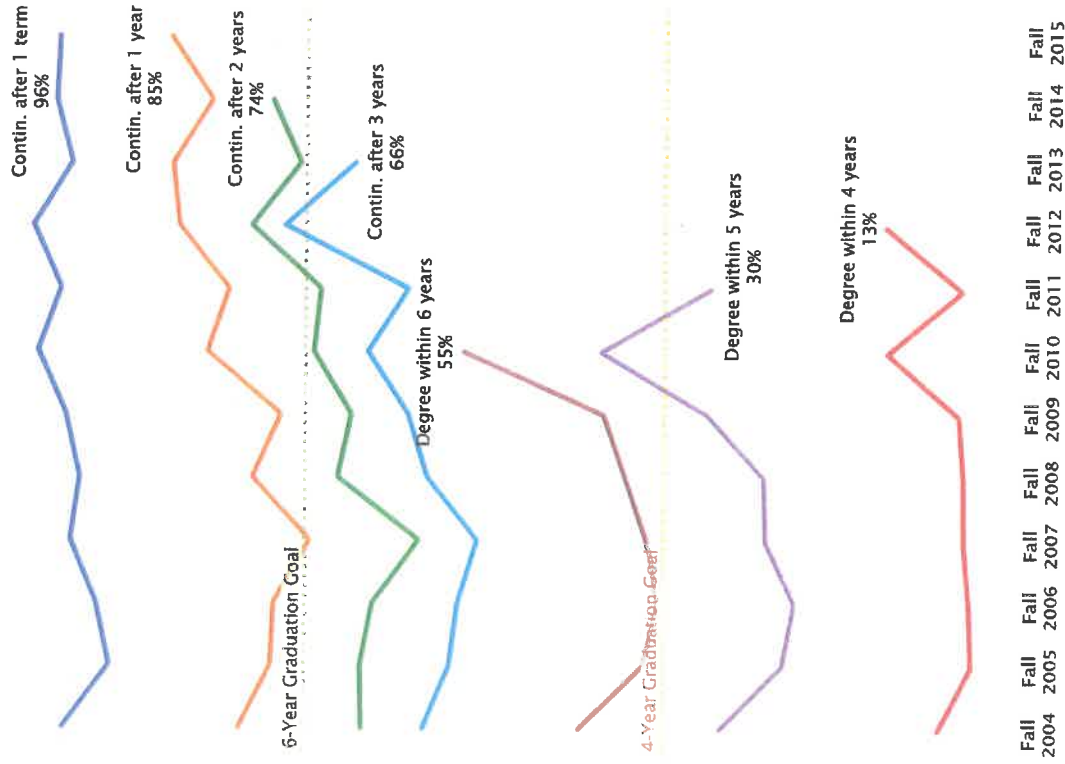
Headcount of new matriculated undergraduates by prior institution

De Anza Community College	431
Evergreen Valley College	358
San Jose City College	244
West Valley College	197
Cabrillo College	176
Hartnell Community College	160
Gavilan College	146
Foothill College	96
Ohlone College	93
Mission College	83
Canada College	73
National Hispanic University	69
San Joaquin Delta College	68
Las Positas College	52
Chabot College	51
Diablo Valley College	45
Monterey Peninsula College	45
College of San Mateo	39
Modesto Junior College	36
Allan Hancock College	35

SJSU CURRENT ACADEMIC OUTCOMES AND GOALS — AFRICAN AMERICAN FROSH

All	Department All	Full-Time Full-time	Sex All	Ethnicity Black	URM Status All	HS GPA All	SAT Composite All	SAT Math All	SAT Verbal All	PELL All	Remedial All	Residency All
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First-Time Frosh Trends



Detail for First-Time Frosh

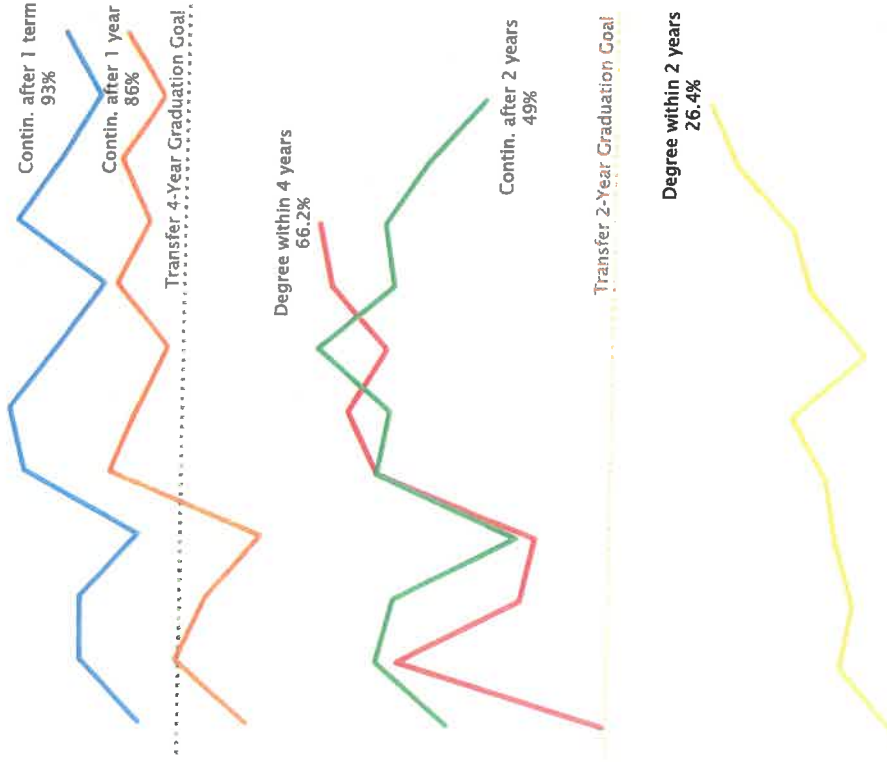
Semester of Entry	Cohort Size	Contin. after 1 year	Contin. after 2 years	Contin. after 4 years	Contin. after 5 years	Contin. after 6 years
Fall 2002	209	90.9%	54.1%	2.9%	23.4%	9.6%
Fall 2003	96	93.8%	64.6%	3.1%	31.3%	10.4%
Fall 2004	147	95.2%	65.3%	7.5%	20.4%	6.1%
Fall 2005	191	90.6%	65.4%	4.2%	26.7%	11.5%
Fall 2006	224	92.0%	64.3%	4.5%	28.1%	11.2%
Fall 2007	258	94.6%	59.7%	5.0%	20.2%	5.4%
Fall 2008	236	93.6%	67.8%	5.1%	21.2%	6.4%
Fall 2009	143	95.1%	66.4%	5.6%	23.1%	9.8%
Fall 2010	94	97.9%	70.2%	12.8%	20.2%	5.3%
Fall 2011	207	95.7%	69.6%	5.3%	18.8%	
Fall 2012	123	98.4%	76.4%	13.0%	57.7%	
Fall 2013	148	94.6%	71.6%	5.3%	30.4%	
Fall 2014	133	96.2%	74.4%	5.3%	30.4%	
Fall 2015	124	96.0%	84.7%	5.3%	30.4%	

All figures are for fall, full-time entering cohorts. Annual continuing (still enrolled) rate is the share of cohort members enrolling in classes in the subsequent fall term. Students have until the trailing summer of their 4th, 5th, etc. years to be included in the graduation rate for that year. College and department are based on the first major at entry.

SJSU CURRENT ACADEMIC OUTCOMES AND GOALS — AFRICAN AMERICAN UNDERGRADUATE TRANSFERS

Cohort College	Department	Full-Time Status	Sex	Race/Ethnicity	URM Status	GPA at Previous College	Fell Recipient	Residency
All	All	All	All	Black	All	All	All	All

Transfer Trends



Detail for Upper Division Transfers

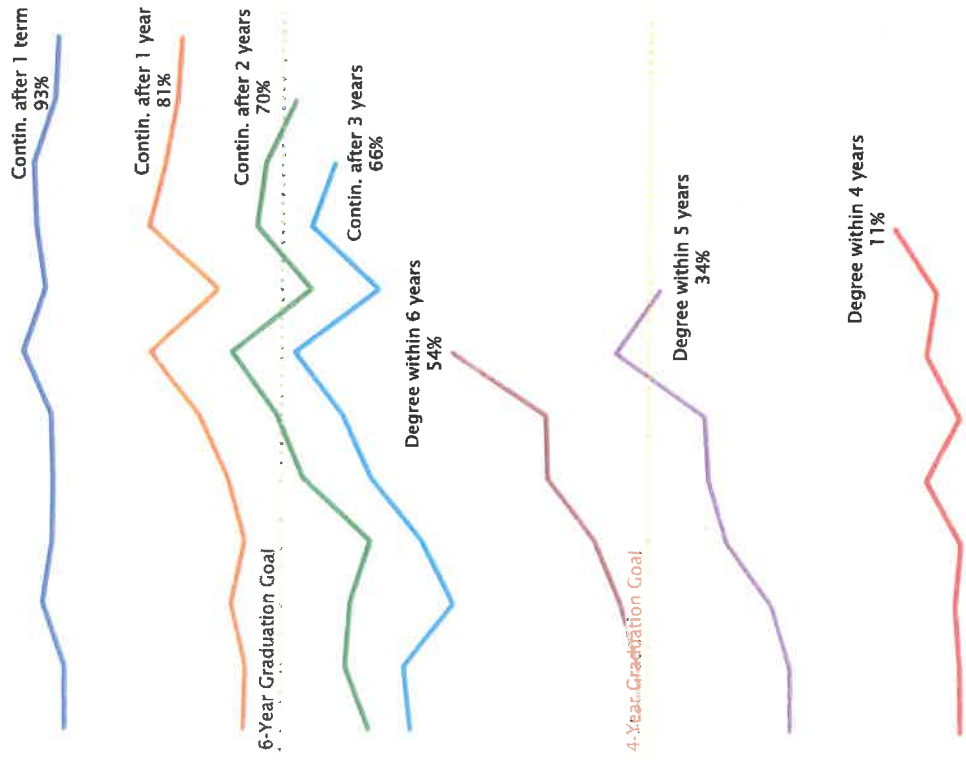
Semester of Entry	Cohort Size	Contin. after 1 term	Degree within 1 year	Contin. after 2 years	Degree within 3 years	Contin. after 3 years	Degree within 4 years	Contin. after 4 years	Degree within 5 years	Contin. after 5 years
Fall 2002	72	86.1%	76.4%	13.9%	55.6%	29.2%	47.2%	16.7%	59.7%	4.2%
Fall 2003	46	89.1%	80.4%	6.5%	47.8%	34.8%	50.0%	13.0%	56.5%	4.3%
Fall 2004	63	84.1%	73.0%	6.3%	52.4%	22.2%	36.5%	6.3%	44.4%	1.6%
Fall 2005	92	90.2%	80.4%	12.0%	59.8%	41.3%	57.6%	14.1%	62.0%	6.5%
Fall 2006	93	90.3%	77.4%	10.8%	58.1%	28.0%	45.2%	16.1%	52.7%	10.8%
Fall 2007	103	84.5%	71.8%	12.6%	45.6%	32.0%	43.7%	11.7%	49.5%	5.8%
Fall 2008	80	96.3%	87.5%	13.8%	60.0%	46.3%	60.0%	10.0%	70.0%	3.8%
Fall 2009	46	97.8%	84.8%	17.4%	58.7%	43.5%	63.0%	8.7%	73.9%	4.3%
Fall 2010	71	93.0%	81.7%	9.9%	66.2%	47.9%	59.2%	14.1%	66.2%	4.2%
Fall 2011	77	88.3%	87.0%	15.6%	58.4%	54.5%	64.9%	7.8%	68.8%	1.3%
Fall 2012	74	97.3%	83.8%	17.6%	59.5%	47.3%	66.2%	10.8%		
Fall 2013	98	92.9%	86.7%	23.5%	55.1%	53.1%	21.4%			
Fall 2014	91	89.0%	82.4%	26.4%	49.5%					
Fall 2015	95	92.6%	86.3%							
Fall 2016	95									

All figures are for fall entering cohorts, both full- and part-time, who transferred from a California community college and entered at the junior or senior level. Annual continuing (still enrolled) rate is the share of cohort members enrolling in classes in the subsequent fall term. Students have until the trailing summer of their 4th, 5th, etc. years to be included in the graduation rate for that year. College and department are based on the first major at entry. SAT scores are usually not available for transfers and are not shown here.

SJSU CURRENT ACADEMIC OUTCOMES AND GOALS — LATIN@ FROSH

Department	Full-Time	Sex	Ethnicity	URM Status	HS GPA	SAT Composite	SAT Math	SAT Verbal	Pell	Remedial	Residency
All	Full-time	All	Hispanic	All	All	All	All	All	All	All	All

First-Time Frosh Trends



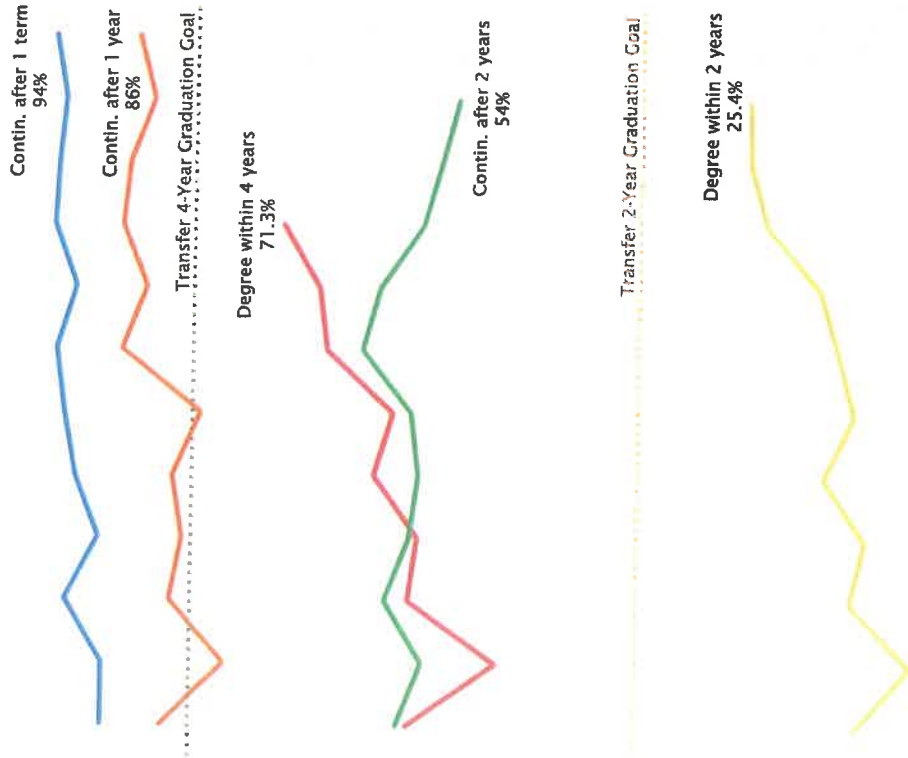
Semester of Entry	Cohort Size	Contin. after 1 term	Contin. after 1 year	Contin. after 2 years	Contin. after 3 years	Degree within 4 years	Degree within 5 years	Degree within 6 years
Fall 2004	1,047	93.0%	81.1%					
Fall 2005	1,047	93.0%	81.1%					
Fall 2006	1,047	93.0%	81.1%					
Fall 2007	1,047	93.0%	81.1%					
Fall 2008	1,047	93.0%	81.1%					
Fall 2009	1,047	93.0%	81.1%					
Fall 2010	1,047	93.0%	81.1%					
Fall 2011	1,047	93.0%	81.1%					
Fall 2012	1,047	93.0%	81.1%					
Fall 2013	1,047	93.0%	81.1%					
Fall 2014	1,047	93.0%	81.1%					
Fall 2015	1,047	93.0%	81.1%					

All figures are for fall, full-time entering cohorts. Annual continuing (still enrolled) rate is the share of cohort members enrolling in classes in the subsequent fall term. Students have until the trailing summer of their 4th, 5th, etc. years to be included in the graduation rate for that year. College and department are based on the first major at entry.

SJSU CURRENT ACADEMIC OUTCOMES AND GOALS — LATIN@ UNDERGRADUATE TRANSFERS

Cohort College	Department	Full-Time Status	Sex	Race/Ethnicity	URM Status	GPA at Previous College	Pell Recipient	Residency
All	All	All	All	Hispanic	All	All	All	All

Transfer Trends



Detail for Upper Division Transfers

Semester of Entry	Cohort Size	Contin. after 1 term	Contin. after 1 year	Contin. after 2 years	Contin. after 3 years	Contin. after 4 years	Contin. after 5 years
Fall 2002	322	91.6%	79.2%	16.1%	56.2%	41.3%	24.5%
Fall 2003	214	90.7%	76.2%	14.0%	56.5%	39.7%	23.8%
Fall 2004	310	88.7%	82.9%	14.2%	59.7%	43.5%	26.5%
Fall 2005	407	88.7%	76.7%	8.8%	57.2%	37.6%	25.8%
Fall 2006	436	92.4%	82.1%	14.9%	61.0%	43.1%	25.9%
Fall 2007	498	89.2%	80.9%	13.5%	58.6%	44.2%	25.3%
Fall 2008	476	91.6%	81.9%	17.6%	57.8%	48.7%	24.2%
Fall 2009	437	92.7%	79.2%	14.6%	58.6%	43.9%	28.6%
Fall 2010	617	93.5%	87.0%	16.4%	63.4%	50.1%	24.5%
Fall 2011	645	91.6%	84.7%	18.1%	61.7%	55.5%	21.9%
Fall 2012	728	93.8%	87.1%	23.5%	57.6%	59.2%	18.3%
Fall 2013	939	93.5%	86.5%	25.2%	55.8%	60.9%	17.6%
Fall 2014	1,001	92.9%	84.1%	25.4%	54.2%		
Fall 2015	1,011	94.0%	85.8%				

Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015

All figures are for fall entering cohorts, both full- and part-time, who transferred from a California community college and entered at the junior or senior level. Annual continuing (still enrolled) rate is the share of cohort members enrolling in classes in the subsequent fall term. Students have until the trailing summer of their 4th, 5th, etc. years to be included in the graduation rate for that year. College and department are based on the first major at entry. SAT scores are usually not available for transfers and are not shown here.

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From the San Francisco Business Times:

<https://www.bizjournals.com/sanfrancisco/news/2017/01/24/bay-area-colleges-social-mobility.html>

These Bay Area colleges drive the most social mobility

Jan 24, 2017, 1:23pm PST Updated: Jan 24, 2017, 1:29pm PST

Higher education has often been touted as the method through which people can climb the social and economic ladder.

The idea being that access to a good college – along with some hard work – can lead to a good career and ultimately more wealth and opportunity. But how well do the numbers prove that story out?

Check out our slideshow to see what Bay Area colleges ranked the best for economic mobility. >>>



SAN JOSE CITY COLLEGE

Researchers at **Stanford, Harvard** and Brown Universities examined more than 30 million anonymous tax records that sketch out the income earnings of American college students and graduates from the early 2000s across time. They then tabulated the data in a variety of different methods to determine a social mobility report card for universities, namely by highlighting statistics for student access and economic mobility.

To determine access for low income students, the researchers looked at the percentage of students with parents in the lowest quartile of income distribution. Student "mobility rates," were calculated by what percentage of students from the lowest income bracket were able to make it to the top income bracket, essentially which poor students became rich adults.

On the whole, Bay Area colleges did quite well when compared to the national average mobility rate of 2 percent. According to the data, 21 regional colleges and universities beat that number, with the top school, **San Jose State** University, more than doubling it with a mobility rate with 5.4 percent. Coming in at second place was the California Maritime Academy, which had a 5 percent mobility rate, driven by the school's strong focus on nautical business and engineering.

Trending: These are the 25 highest Yelp-ranked restaurants in the Bay Area

Here are the best and worst Bay Area cities for families, new study says

Nationally speaking, the top college in the country by mobility rate was California State University, Los Angeles, which saw nearly 10 percent of its low-income students move upward to become rich adults. Generally the researchers found that universities with the highest upward mobility rates are "typically mid-tier public schools that have both large numbers of low-income students and very good outcomes."

Ironically enough, the researchers' home universities didn't rank that highly in the study when considering economic mobility. Stanford, Harvard and Brown scored 2.2 percent, 1.8 percent and 1.5 percent, respectively on the report's mobility rate.

See the full data set from the researchers **here**.

Join the conversation: Follow @SFBusinessTimes on Twitter, "Like" us on Facebook and sign up for our free email newsletters.

Kevin Truong
Multimedia producer
San Francisco Business Times



Faculty Affairs Recruitment Procedures With an Eye to Diversity Hiring

A Workshop for SJSU Faculty Recruitment Committees

Presented by the
Office of Faculty Affairs and
Office of Diversity, Equity, & Inclusion

Fall 2017



Workshop Agenda

- Welcome and introductions
- Guidelines and best practices for all the stages of the search process
 - SJSU: A dynamic institution
- Wrap-up and additional resources

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Materials prepared by Dr. Michael Kitzhaber, Dr. Kathleen Wragg-Gand, Dr. Magdalene Barrios, Patricia Fournier-Arreaga and may not be displayed.

Introductions

- Name, title, department
- What is the area of specialization and level (assistant, associate, etc) of your search?
- Any topics/questions you would like to see addressed today?

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Materials prepared by Dr. Michael Kitzhaber, Dr. Kathleen Wragg-Gand, Dr. Magdalene Barrios, Patricia Fournier-Arreaga and may not be displayed.

Approval to Recruit First Steps

- Submit your recruitment request into eRecruit
- Send the position number by email to avp-facultyaffairs.edu
- Submit your diversity and outreach plan to CDO & AVP FA
- Submit a final draft for Announcement of Position Availability to:
 - Faculty Affairs (AVP-facultyaffairs@sjsu.edu) Federal, state, CSU system, degree requirements campus requirements and general content
 - Kathy Wong(Lau) (Kathy.wonglau@sjsu.edu) diversity content, inclusive language

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Crafting the Position Announcement

- Include a statement of degree requirements, qualifications, required areas of knowledge, preferred areas of interest, application deadline and submission instructions
- Strong statement on **demonstrated** experience working with URM students and inclusive teaching
 - Difference between demonstrated and aspirational experience
- We strongly urge you to request a diversity statement and teaching philosophy
- Crafting the short "ad"

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Crafting the Position Announcement

- Assess department and student needs and disciplinary trends
 - Move past the mindset of "replacing" departing faculty member
- Use inclusive language
 - Listing sub-disciplinary areas of interest on diverse populations
- Include language about SJSU's status as a diverse, first-generation-serving campus
- Identify essential and desired qualifications but don't be too restrictive.

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Diversity Plan: Formal Outreach

- Faculty Affairs places ads in *Chronicle of Higher Ed*
- Additional funds for each search from Office of the Provost and ODEI will be available to place ads in approved targeted venues
 - National venues: *Inside Higher Ed* and *Diverse Issues in Higher Ed*
 - Targeted venue: National Society of Black Engineers, 30-day job posting is \$250

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Diversity Plan: Informal Outreach

- Find diverse applicant pools in your field via women and underrepresented scholar registries, databanks and directories
- Encourage faculty, particularly those who are members of underrepresented groups, to help identify peer networks, applicants, listservs, etc.
- Network at conferences: attend panels featuring underrepresented scholars and connect with target caucuses
- Reaching out to “diverse candidates who are prepared to work with a diverse student population”

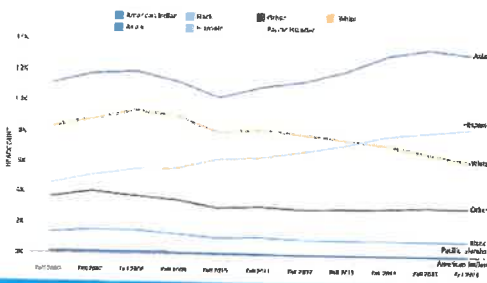
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Next Steps

- OFA will issue a JOID (Job ID)
- OFA will create an Interfolio url for the position
- OFA will send you an authorized position announcement for your use. (Do not begin recruitment before receiving this approved announcement)

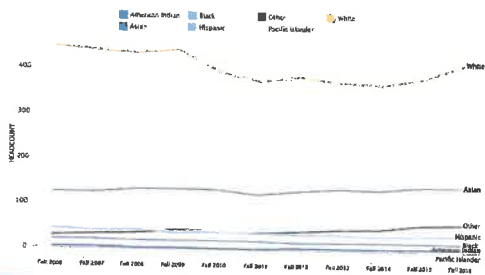
Why Diversify the Faculty?

Headcount of Students from Fall 2006 through Fall 2016



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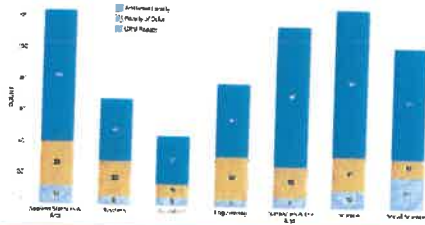
Headcount of Faculty from Fall 2006 through Fall 2016



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"Faculty of Color" v Historically Underrepresented

Fall 2016 Headcount of Under-Represented Minority (URM) Faculty



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Assembling the Recruitment Committee

- Election of committee/technical policies: Must be by secret ballot
 - Elected by tenure/tenure track faculty
 - Notify OFA of the composition of the committee
 - Probationary faculty and FERP Faculty may serve with official approval (submitted by chair via the Dean) from the OFA
 - Cannot make up more than 50% of the committee
 - Assistant Prof cannot serve if hiring for Associate/Full with Tenure
 - Dept. Chairs normally chair the committee but it's not required

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Recruitment Committee

- Broaden your expertise with a diversity consultant (S15-6 3.7)
 - If the department lacks diversity among its eligible committee members, it may be appropriate to supplement the committee's membership...by electing tenured or probationary faculty member from related fields to serve as full voting members of the committee, or by inviting people to serve as nonvoting and consulting member of the committee.
 - (Non-voting consultants may review CVs only) *

Recruitment Committees

- At least one member from each committee must attend recruitment training sessions (all are invited)
- The Dean charges the recruitment committee and ensures that everyone involved in the search maintains confidentiality
- Everyone must sign the Confidentiality Statement at this time.
- Conflicts of interest must be reported to the Dean

Hiring Myths: Faculty Affairs

Myth: "We can't hire ABDs."

Reality: As long as we have official confirmation that all degree requirements have been completed by the appointment start date, we can hire them.

Myth: "We can't communicate with candidates at conferences or conventions."

Reality: You can network and recruit but not conduct formal interview

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Hiring Myths: Diversity

Myth: "There aren't enough qualified candidates of color or women for our open positions."

Reality: Although availabilities differ, in most cases universities are not hiring faculty anywhere close to the proportion that are available.

Myth: "We can't compete in the bidding war for faculty of color."

Reality: Studies show that many highly qualified minority postdoctoral scholars were not actively recruited by academic institutions--in one study, only 11% of scholars of color were sought after.

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Hiring Myths: Diversity

Myth: "A highly qualified underrepresented candidate would never consider SJSU."

Reality: Candidates base their choices on the environment in which they wish to live, a desire to teach a diverse student body, and interest in institutions with missions related to their professional goals.

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Hiring Myths: Diversity

Myth: "A candidate who is not from a top-tier university is not a highly-qualified candidate."

Reality: We should aim to hire for skills sets rather than prestige. Candidates from mid- and low-tier universities tends to be more diverse and pedagogically sensitive to the needs of diverse students.

Myth: "Focusing on diversity will require lowering our standards."

Reality: Quality *increases* by recruiting a pool that reflects the availability of candidates from all groups and ensuring that we do not use criteria that may adversely impact women or minority candidates.

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Advertising and Outreach

- Advertise broadly
- Advertise in venues that target URM and faculty of color
- Contact individuals/department chair/and other professional contacts
- Informal discussions with potential candidates at conferences

Reviewing Initial Pool of Applicants After the First Consideration Date

- Only authorized personnel can access Interfolio applications
- Do not proceed until the applicant pool report is reviewed and approved by the Dean, the AVP for Faculty Affairs and the Chief Diversity Officer
 - Spreadsheet listing the names, terminal degree held, degree institution, current employment setting, summary of advertising venues and diversity outreach strategies.

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Screening Approaches: Faculty Affairs

- Create a screening matrix charting each applicant's qualifications re: required and desired qualifications.
- Assess ways the applicants will bring rich experiences and diverse backgrounds and ideology to the campus
- Identify an initial semi-finalist pool
- Consider phone/Skype interviews to create a finalist pool to bring to campus (all questions to all candidates)

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Crafting Strong Questions

- Avoid affective and aspirational questions
- Avoid vague questions that do not tie into SJSU's mission
- Instead pose questions that assess a candidate's existing experience and questions that are specific and link to SJSU's values

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The Campus Visit

- Have your admin work with the candidate on travel arrangements
- Meet for breakfast/pick them up at their hotel
- Escort the candidate from place to place—ideally by someone who understands federal and state prohibitions on asking protected status identity
 - “Do you have children?” and “What church do you attend?”
- Properly introduce the candidate
- Announce the visit with enough lead time to ensure maximum participation of interested groups.
- If the candidate is teaching a class arrange ahead of time

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Organizing the Campus Visit: Faculty Affairs

- Core elements of a typical visit must be identical for all candidates
 - Entrance interview (all questions to all candidates)
 - Open forum research presentation and/or teaching demonstration
 - Meetings with faculty and Dean (and students?)
 - Campus tour
 - Exit interview
- Provide all candidates with option to customize their visit to meet with different faculty/student groups, offices, and organizations on campus to support diversity goals

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Conducting the Campus Visit/Interview

- Reminders of what you can and cannot ask candidates
 - **DO NOT** ask about: Age, nationality, marital status, medical conditions, childcare accommodations, religion, sexual orientation, politics
 - Craft effective questions to assess cultural competence
 - Signaling a commitment to diversity in the department
 - Knowing your numbers
- Make sure you get the signed Release Authorizing Reference Check Form
 - Do not negotiate with the candidate--Deans only.

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Unintended Signals

- Remember that you are always “on,” there is no “informal” part of the interview
 - Small talk at airport, meals, walking to next meeting
- “We’re colorblind”
- “We’re really friendly to young children here”
- “You have an interesting accent! Where are you from?”
- “I love *Life of Pi*” and “*Narcos* is such a great show!”

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Recruitment Committee Rule

All members of the committee must be present at the scheduled recruitment committee interviews with each of the candidates. If a committee member misses a meeting s/he may confer with the committee when deciding on the finalists but may not vote on them.

(Record that committee member as absent)

Evaluation of Final Candidates: Faculty Affairs

- Faculty Affairs guidelines/steps
- Check references—Generally done by the Committee Chair (Consult with your Dean or AVPFA if something sensitive emerges)
- Committee should meet as soon as possible after the final candidate visits the campus
- Collect and review all evaluations
- Committee members can vote only if they've attend all formal interviews

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Recruitment Report: Faculty Affairs

- Required by S 15-6
- Rank the finalists and explain and justify the rankings
- Candidates either “exceeds,” “meets,” or “does not meet” criteria
- Clearly differentiate between those candidates the department would like to hire (could be all, some, or none)
- Detailed interview notes
- You must be able to clearly justify the selection of finalists

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Considerations

- Position rank must be the one authorized by the Provost
- Advanced rank or tenure: The Dept. RTP committee must review candidate materials and recommend tenure and rank.
- Items negotiated with the Dean
 - Rank and salary
 - Moving expense reimbursement
 - Start-up funds/space
 - Probationary credit

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Making an Official Offer

- The Dean must get approval from the AVPPFA before a formal offer is made to a candidate
- The offer letter must be approved in final form before the offer can be made.
- Dean's office forward the official signed offer letter to the AVPPFA
- Prepare the appointment packet

SJSU: A Dynamic Institution

- Ranked #6 of Western master's-level public universities by *U.S. News & World Report*
 - Ranked #3 by *USN&WR* for best public universities for veterans
- Ranked 8 nationally in increasing student upward mobility
 - 40% first-generation students
 - 38% Pell-qualified
- National leader of graduating URM students
 - HSI and AANAPISI status

As Upward Mobility Top 20

Colleges ranked by percentage of students who are the first in their family to attend college who went to the top 20 in 2015

1. New Jersey Institute of Technology	43%
2. Penn State	41%
3. Old Dominion University	40%
4. University of Florida	39%
5. Old State University	38%
6. State of Tennessee	37%
7. Santa Clara	36%
8. San Jose State	35%
9. Ball State	34%
10. San Diego State University	33%

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Wrap-up and Additional Resources

- Questions and comments
- Additional resources:
 - Refresher Workshop on Best Practices
 - Offered monthly from October to March

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