



## **Faculty Recruitment Guide**

*Current for 2022-2023*

*Questions regarding the faculty  
recruitment process should be directed to:*

Office of Faculty Advancement

faculty.advancement@csus.edu

[www.csus.edu/afaf/faculty](http://www.csus.edu/afaf/faculty)

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## Introduction

The mission of Sacramento State is to prepare students for leadership, service, and success and Sacramento State's faculty is key to achieving our goals. We are committed to recruiting and retaining excellent faculty for the future of Sacramento State.

The Sacramento State Faculty Recruitment Guide is to serve as a resource to all of those who actively participate in faculty recruitment on our campus. It provides guidance on every stage of the recruitment process and sets forth recommendations to ensure a robust and effective search process. If used well, this recruitment guide beckons a new era for Sacramento State. An era to strengthen and give credence to the values we hold dear; an era that gives us an opportunity to celebrate and center diversity as it is expressed by different experiences and backgrounds; an era that helps define Sacramento State as a welcoming campus, proud of the diversity that shapes our common humanity and our continued quest for excellence. I commend this guide as a practical resource for your use.

The guide itself is the result of extensive research that has advanced our knowledge of best practices and innovative ideas that can serve as a model within the CSU and beyond. I wish to express my thanks and appreciation to all those who have individually and collectively contributed to the development of the guide, which under all circumstances, is a solid accomplishment in our collective efforts to achieve inclusive excellence at Sacramento State.

Each of us at Sacramento State must commit to building an inclusive and welcoming environment for our students and colleagues. Only in a culture that appreciates and welcomes everyone will our students feel free to open their minds to new ideas and truly learn, and our colleagues feel free to work together and support each other. It is crucial that we actively consider how our search processes and outcomes will enhance student success and allow for inclusivity for students and colleagues. The strong collaboration between the Office of Faculty Advancement and the Division of Inclusive Excellence is testament to our commitment to this space.

This document has come together with contributions from faculty and staff from all around campus; there sadly is not space here to thank them all individually without fear of accidentally forgetting someone. That said, I do want to acknowledge the hard work and contributions of the staff of the Office of Faculty Advancement, who assembled much of the guide with the input and expertise of others along the way.

I sincerely hope that this guide will be an indispensable resource to our campus community.

Carlos Nevarez  
Provost and Vice President for Academic  
Affairs  
California State University, Sacramento

**Section I: Quick References**

Recruitment Timeline

This recruitment timeline sets forth an ideal calendar for completion of certain tasks that allows for an efficient, yet thoughtful, recruitment process. Academic Affairs understands that variation will be the norm yet encourages the colleges and OFA to implement the earliest timeline possible for each search consistent with the particular administrator, faculty, and staff workloads of OFA and each college, and the particular needs of each department/program.

**STAGE I – Getting Search Approval and Forming your Search Committee**

- Colleges and departments identify positions in response to Academic Affairs call for positions.
- Provost shares with OFA and deans the number of approved faculty positions, approved rank, discipline, and salary ranges for new hires, and expectations for inclusive/diverse recruitment.
- Dean notifies department chairs of number, rank, salary range, and disciplinary focus of approved faculty hires.

**Recommendation:** *Before the end of the academic year, the search committee chair and AA/EOR representatives should be identified and departments should elect search committees.*

Ideally, departments elect search committees per department and [UARTP](#) policies (if not already elected the previous Spring). Search committees must have diverse representation while considering issues of cultural taxation among underrepresented faculty. Including external search committee members can be a consideration to diversify committees.

**STAGE II – Before Posting**

Step	Action Item	Responsible
1	Read <a href="#">Faculty Recruitment Guide</a> to familiarize yourself with recruitment process and best practices for inclusive recruitments.	All committee members and department chair
2	Complete REQUIRED training for serving on a search committee: <a href="#">Searches and Recruitment in the CSU (CSU Learn)</a>	All committee members and department chair
3	Complete “ <a href="#">Inclusive Practices in the Search Process</a> ” (AA/EOR	Committee’s AA/EOR and Department

Section I: Quick References

Step	Action Item	Responsible
	Training). On Canvas, click on the button on the top right to enroll in the course.	Chair. All search committee members are encouraged to complete the training.
4	Prior to creating a vacancy announcement, search committee meets with assigned diversity fellow to discuss what it means to diversify faculty in specific department (Check-In #1).	Search Committee, in consultation with Inclusive Excellence
	Review <i>“What it means to diversify your faculty”</i> to prepare for this meeting (link pending)	
5	Draft recruitment language and advertising plan.	Search committee, in consult with department chair
	<u><a href="#">Vacancy Announcement Template</a></u>	
	<b>Vacancy Announcement Samples (coming soon)</b>	
6	<p>Meet with the assigned Diversity Hiring Fellow to discuss diverse faculty recruitment goals and guidelines to develop pre-posting materials including your vacancy announcement, interview questions, reference questions and screening rubric. You can also begin development of <a href="#">advertising and recruitment plan</a>.</p> <p>The search committee should consider whether phone or video</p>	Search committee, in consultation with Inclusive Excellence

Section I: Quick References

Step	Action Item	Responsible
	<p>preliminary interviews will be conducted as part of the recruitment process.</p> <p>Meet with Diversity Fellow for vacancy development check-in for inclusive language (Check-In #2).</p> <p>Review <a href="#">Inclusive Language in Position and Job Description</a> to prepare for this meeting.</p>	
7	<p>Update job vacancy announcement and other materials based on Check-In #2. Submit to department or college support staff in preparation for posting.</p>	<p>Search committee, in consult with department chair</p>

**STAGE IV – Posting the Job**

Step	Action Item	Responsible
1	<p>Enter and complete the job card within CHRS Recruiting system.</p> <p><a href="#">CHRS Recruiting User Guide: Initiating a Job Card</a></p> <p><a href="#">Screening criteria template</a></p> <p><a href="#">CHRS Recruiting User Guide: Approvals – job card and offer card</a></p>	<p>Department or college support staff, or department chair (committee chair/members do not have access to create the job card)</p>
2	<p>OFA Approves and posts job on Sac State, CSU Careers page and others per <a href="#">Advertising Information section</a> below.</p>	<p>OFA Analyst</p>

## STAGE V – Prepare to Review Applications

Step Action		Responsible Party
1	Meet with Diversity Fellow for “Interview Consultation” prior to reviewing applications. (Check In #3). Review <a href="#">Inclusive Language and Inclusive Interviewing Guide</a> & <a href="#">Candidate Screening with a DEI Lens Tips</a> prior to meeting	Search Committee, in consultation with Inclusive Excellence
2	Review user guides on how to review application materials in CHRS Recruiting	Search Committee

## STAGE VI – Reviewing and Interviewing Applicants

Step Action		Responsible Party
1	Review initial applicant pool. Follow your recruitment plan to identify finalists (long list, Zoom interviews, etc). <a href="#">CHRS Recruiting User Guide: Search Committee Chair and Members</a>	Search committee
2	First long list of candidates established and submitted to Dean for review for adequacy, with particular attention to goals to diversify faculty documented in IE check-in #1 .	Search committee
3	Dean reviews and confirms the adequacy of the pool on the long-list and affirms the search may continue.	Dean
4	Hold finalist interviews.	Search committee
5	Short list of finalists for on-campus interviews submitted to Dean to review for adequacy.	Search committee
6	Dean reviews and confirms adequacy of the finalist pool and affirms the search may continue.	Dean
7	Finalists scheduled for on-campus visits.	Search committee

*Recommendation: Departments are encouraged to bring to campus sufficient numbers of qualified applicants to have an exceptional finalist list, usually between 3-5.*

*Recommendation: Departments should strive to have on-campus visits completed within a span no longer than three weeks, from first visit to last visit.*

## STAGE VII – Post Interviews

Step Action Item		Responsible
1	Deliberate and make recommendation to dean in line with department and college ARTP policy.	Search committee
2	Communicate names of interviewed finalists to college support staff to facilitate next steps in the CHRS Recruiting system.	Search committee chair
3	Complete <a href="#">recruitment process summary</a> and <a href="#">AA/EOR Certification</a> forms (PDFs here are for reference only, link to live forms will be sent to all committee members via automated email from the CHRS Recruiting system).	Search committee chair and AA/EOR
4	Dean makes informal offer to candidate.	Dean
5	College support staff completes offer card in CHRS Recruiting system.	College support staff
	<a href="#">CHRS Recruiting User Guide: Initiating an Offer Card</a> <a href="#">CHRS Recruiting User Guide: Approvals – job card and offer card</a>	
6	OFA extends Provost’s official offer through CHRS Recruiting system and works with candidate on background check and hiring process.	OFA
7	At conclusion of finalist interviews, check-in with Diversity Fellow for “Post-Process Debrief” (Check-In #4).	Search Committee, in consultation with Inclusive Excellence
	Review <a href="#">Onboarding Considerations</a> to prepare for this meeting	
8	Email regrets notifications to interviewed finalists directly.	Search committee chair or department chair
9	Set the final status for remaining applicants so they will receive appropriate regrets notifications. <a href="#">CHRS Recruiting User Guide: Search committee chair and member (page 7)</a>	Search committee chair



### Inclusive Recruitment Initiative Checklist

Sacramento State serves a highly diverse population of students whose success and ability to thrive may be improved by the presence of a similarly diverse faculty. To support our ongoing commitment to diversity and inclusion efforts in faculty recruitment, a high-level checklist is presented below, and more detailed best practices are presented in callouts throughout this guide. While reading the guide, keep in mind that faculty diversity and inclusion is of critical importance at both Sacramento State and the CSU system, and can help to:

- Personalize the student perspective (if you can see it, you can be it)
- Relate to diverse communities on and off campus
- Introduce new approaches to teaching and scholarship
- Provide role models for all
- Reduce cultural taxation and the associated burden on tokens
- Interrupt implicit bias and stereotype threat
- Enhance institutional appeal
- Understand our students

#### Search Committee

- Committee membership includes individuals from underrepresented groups with a balance of gender and tenured/probationary faculty. To ensure diversity of perspectives and avoid cultural taxation among historically underrepresented faculty, reaching out to external committee members is encouraged.
- Committee members are familiar with university policies and procedures on hiring, and state and federal laws on non-discrimination, Affirmative Action and Equal Opportunity and inclusive practices in the search process. Such familiarity can be obtained by participating in the “Inclusive Practices in the Search Process” or AA/EOR Training. Information on this training can be found here: <https://csus.instructure.com/courses/91004> (Please make sure to enroll in the course by clicking the button on the right hand side).
- Committee members may attend or complete optional training on unconscious/implicit bias. These are useful available resources: <https://movingbeyondbias.org/> and <https://www.linkedin.com/learning/unconscious-bias/>
- With the support of the Diversity Hiring Fellows program, committee members discuss equity, diversity, and inclusion and what it means for Sacramento State, their college, and their unit.

#### Search Committee Chair

- Committed to leading the recruitment process including guiding the search committee to communicate respectfully and to agree on how screening and deliberation processes will take place.
- Possesses a critical understanding of diversity and inclusion based on the available CSU training and/or “Inclusive Practices in the Search Process” or AA/EOR training. .
- Based on the guidelines provided in the “Inclusive Practices in the Search Process”/AAEOR training, demonstrates strong facilitation skills and a willingness to lead the committee in evaluating diversity-related arguments during committee discussions.
- Ensures that both majority and minority voices are communicated to the final hiring decision maker.

#### Job Description

## Section I: Quick References

- Requirements and qualifications are broad and do not contain criteria or language that could be seen as discriminatory or excluding of women and underrepresented groups.
- In crafting the job description, the search committee should discuss and review relevant past searches to inform the current search.
- Language used in the job description evidences the University's and College's commitment to diversity and inclusion.
- Language in job description is broad and inclusive and the tone is welcoming, instead of unnecessarily limiting or exclusionary; encourages applications from unconventional applicants, such as community colleges and people from non-academic careers; and includes a diversity criterion in required qualifications, job description, and as part of the evaluation criteria.
- Emphasizes that preferred qualifications are not required qualifications.

### Evaluation Criteria

- Aligns with the job description and stated required and preferred qualifications.
- Assesses qualified candidates on a wide range of relevant qualifications, skills, and experiences, and beyond the number of publications, citations, ability to obtain grants, and/or the prestige of a journal in which the candidate has published.
- Defines tools or strategies to evaluate achievement and future potential.
- Provides clarity on the meaning of words, such as excellence, commitment, potential, etc. and is broad.

### Selecting Applicants

- Committee deliberation process should ensure that equal time is spent evaluating each applicant and all aspects of each candidate's application are reviewed.
- Utilize provided Screening Criteria Template ([Appendix A](#)) to ensure all the required and preferred qualifications are considered and appropriately evaluated.
- Committee members should consistently ask questions during the deliberation process to check possible biases during the process of selecting candidates.
- Competency is not compromised by expediency.
- Evaluation of diversity statements and demonstrated commitment to equity, diversity, and inclusion are one of several criteria used in evaluating comparable applicants.

### Interviews

- Questions must comply with federal and state hiring laws and university policies.
- Interview language should be inclusive and broad. Search committees will receive guidance to make interview questions inclusive and welcoming to applicants.
- Be mindful of candidates with disabilities and make accommodations. You can share this information with candidates: "It is the policy of CSU, Sacramento to provide reasonable accommodations for persons with disabilities who are employees or applicants for employment. If you need accommodations for your interview, please contact the Benefits Office by e-mail at [benefits@csus.edu](mailto:benefits@csus.edu), by telephone at (916) 278-6213 or by fax at (916) 278-7331."
- Same opportunity is given to all candidates (meals, one-on-one meetings, campus tours, access to questions, etc.).
- Follow-up questions do not compromise the time allotted for the candidate.
- Follow-up questions are not hostile and biased towards women and underrepresented groups.

## Section I: Quick References

- Interview questions do not inquire about the candidate's disability or other identities.
- Every candidate is asked questions about equity, diversity, and inclusion.
- Attention is paid to issues raised in this guide about bias when making decisions about hiring.

## Section II: Before the position is posted

### A. Request and approval for search

In April or May, the Provost notifies the Dean and OFA of authorized searches including rank, discipline, and salary range. Deans notify their department chairs of their respective searches in May, before the end of the academic year.

### B. Establishing the Search Committee

The timeliness of the recruitment process is a significant factor in attracting a strong pool of applicants. For this reason, it is recommended that search committees be elected in the Spring semester, prior to the end of the academic year. If this is not possible, search committees must be established by early September. All search committees must have an elected search committee chair, an Affirmative Action/Equal Opportunity Representative (AA/EOR), and be one of three models provided for in UARTP (University Appointment, Retention, Tenure and Promotion) 6.06.B.1-3. Refer to college practices and [UARTP 6.06.B-D](#) for other requirements and procedures for establishing the search committee. The AA/EOR has certain roles and responsibilities beyond that of a regular committee member. These roles and responsibilities are outlined in UARTP 6.06.C (relevant excerpts of which have been provided in [Appendix B](#)).

#### *Diversity and Inclusion – Best Practices for Establishing the Search Committee*

- Include members of underrepresented groups as part of the committee. This has the potential of not only bringing a variety of perspectives and new ideas but can also help redress racial/disability/gender/other imbalances. If a department lacks numbers of appropriate faculty, the chair should reach out to affiliated departments to help achieve the goal of including women and underrepresented groups.
- Include input of staff and students, when appropriate, to increase diverse and inclusive ideas, and to represent the voices of their constituencies to the committee. This broad approach also helps alleviate overburdening women and members of underrepresented groups. Make sure that the search committee has discussed how student and staff input will be considered in deliberations.
- .
- Balance senior and junior faculty but be aware that power dynamics are a reality in hiring committees. Senior faculty usually evaluate junior faculty for tenure and promotion. While a balance of senior and junior faculty has the potential to promote a sense of ownership for the search from all levels, junior faculty may also hesitate to disagree with senior faculty.
- Choose a search committee chair who has a critical understanding of diversity and facilitation skills to lead the committee in evaluating diversity-related arguments.

## **C. Training and Educating the Search Committee**

### **1. Required Training**

- AA/EOR: Per [UARTP policy 6.06.C.3.b](#), a search committee's AA/EOR and department chair must attend training every three years. Details on these training sessions can be found here: <https://csus.instructure.com/courses/91004>. OFA maintains an up-to-date list of attendees with year of attendance. Search committee members are also encouraged to attend.
- CSU Learn: All search committee members and department chair are required to complete the two system-wide online training modules regarding Searches and Recruitment in the CSU provided by the Chancellor's Office. This training is valid for two years.
  - Navigate to CSU Learn in your MySacState Employee Center
  - Enter "Searches and Recruitment in the CSU" in the search bar to bring up both modules.

### ***Diversity and Inclusion – Executive Order 11246 and Proposition 209***

Sacramento State is committed to inclusive excellence and recruiting highly qualified faculty and staff that reflect the diversity of our community. To achieve our goals, we seek to employ comprehensive and effective recruitment practices to ensure broad and diverse applicant pools so we may recruit and retain the best candidates for our institution. Our efforts comply with Federal Executive Order 11246, issued by President Johnson in the mid-1960s that prohibits discrimination "because of race, color, religion, sex or national origin." Generally speaking, Executive Order 11246 requires federal contractors, including the CSU, to employ certain procedures to analyze its workforce and evaluate its employment practices for the purpose of identifying and correcting any unlawful race-based and sex-based obstacles to equal employment opportunity. Executive Order 11246 does not require quotas or preferences, and Proposition 209 prohibits us from establishing quotas or granting preferences. However, Proposition 209 does not prohibit or limit Sacramento State from engaging in both broad-based and targeted recruiting strategies in order to diversify our applicant pools and increase opportunities to hire diverse individuals.

## **D. Preparing the Posting**

### **1. Writing the Vacancy Announcement**

Search committees are responsible for writing the vacancy announcement using a common template provided within CHRS Recruiting (a copy of the template is provided in [Appendix B](#)). Before posting the vacancy announcement, search Committees should schedule and complete a "Vacancy Development" consultation with their Diversity Hiring Fellow. The vacancy

## Section II: Before the position is posted

announcement should be informed by the department goals to diversify their faculty. The committee's assigned Diversity Hiring Fellow will help facilitate a conversation to support the committee to identify the meaning of this goal. Please refer to the [Inclusive Recruitment Initiative Checklist](#) for a full list of requirements. Additionally, the AA/EOR is responsible for reviewing the completed vacancy announcement and ensuring that it reflects the University's commitment to diversity (see [Appendix C](#) and [Appendix D](#)).

The vacancy announcement is the first opportunity for a department to publicly proclaim its commitment to increasing diversity. Building a diverse pool of applicants requires a deliberate and conscious effort to ensure that outstanding applicants of women and underrepresented minorities (URMs) are included. The search committee should discuss their views on diversity and excellence and why it is important to have a diverse pool. Sacramento State's value of both diversity and excellence should guide the discussions. The two are not oppositional. Excellence is achieved by incorporating diversity.

### ***Diversity and Inclusion – Best Practices for Writing the Vacancy Announcement***

- Review past searches and their success or failure in hiring women and URMs to redress any shortcomings that may have existed in the job description.
- Pay particular attention to the tone and language of job description.
- Use broad and flexible language to be inclusive and to avoid unnecessarily limiting or exclusionary language.
- Emphasize that preferred qualifications are not required – studies show that women tend to apply only if they meet all listed qualifications.
- Avoid stereotypical masculine language.
- Attract unconventional applicants.

See [Appendix D](#) for examples of the suggestions above.

- Job Duties should cover some or all the following topics:
  - a. Teaching: undergraduate, graduate; list specific courses if known; online/evening courses
  - b. Develop courses/curriculum
  - c. Advise/supervise student research, masters' theses, doctoral dissertations
  - d. Scholarly or creative activities; develop research program/agenda; publish peer-reviewed articles
  - e. Service: committee work, assist with departmental accreditation development/maintenance/compliance, service to the university, community service,
  - f. Seek sponsored funding, contribute to grant submission and administration

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- Qualifications: The qualifications will be used as the screening criteria and should be given careful consideration. If a qualification is listed as required in the posting, it is not permissible to hire someone who lacks that qualification; it would mean that the university failed to communicate the qualifications properly to potential applicants who did not apply. For example, if a *record* of publication is required, it is not permissible to hire someone who has only a *promising potential* for publication, but no actual publication. Qualifications should cover some or all the following:

- a. Degree requirement. Specify type of degree, fields accepted, university accreditation requirement (if appropriate), and ABD (All But Dissertation) language (if appropriate).

ABD language must be: *“ABD applicants will be considered. If ABD, all requirements for the doctoral degree must be completed by DATE (month and year only).”* The date for degree requirements should be either August of their first fall semester or January of their first spring semester.

- b. Licenses, certifications, credentials, etc.
- c. Teaching experience or ability: undergraduate, graduate, large courses, labs, fieldwork supervision, online, diverse populations, etc.
- d. Research experience or potential
- e. Professional experience: participate in professional organizations, experience or potential to develop relationships with businesses depending on the specific focus and needs of the discipline
- f. Pay close attention to whether you are looking for knowledge, experience, ability, or potential. These words can significantly impact who will apply and how you must evaluate the candidates.
- g. Diversity criterion. In addition to the campus-wide diversity statement which is included in all postings automatically, faculty positions must also include a diversity-related criterion as a required qualification for applicants. Examples include:

- *“The college is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.”*
- *“Applicants with demonstrated evidence of experience communicating and working effectively with a diverse student population as reflected by the applicant’s letter of interest, CV, scholarly research, syllabi, specialized training (for instance, teaching workshops), and prior teaching experience are encouraged to apply.”*
- *“The department seeks candidates with the ability to work with diverse students and colleagues, success in creating inclusive classrooms, and experience with a variety of teaching methods and curricular perspectives.”*
- *“We require candidates with the ability to integrate diversity issues in their curriculum.”*

## Section II: Before the position is posted

- *“The Department prefers candidates who can teach from multiple theoretical and disciplinary approaches.”*
  - *“Candidates who have experience in curriculum development and design that center diverse and/or global perspectives are preferred.”*
- Branding: Always refer to our campus with one of these marketing-approved names:
- **Sacramento State** (standard voice)
  - **Sac State** (casual voice)
  - **California State University, Sacramento** (formal voice)

### *Diversity and Inclusion – Best Practices for Establishing the Qualifications*

- Use well-defined criteria that are broad, yet clear. In academia it is common to list “excellence” in teaching and research as a required qualification. Have a common understanding and definition of what excellence entails. The criteria should not only be limited to number of publication, citations, ability to obtain grants, and/or the prestige of a journal in which the candidate has published. Research has shown that such markers of success and competency have not favored women and underrepresented groups, not because of incompetency but because of the function of implicit and unconscious biases in selection processes.
- Prioritize criteria to ensure qualities of all applicants will be valued the same.
- Numerical evaluation can be useful and promote fairness but it should not be assumed that it is without bias. Best qualified candidates might not necessarily be those with the greatest numbers of publications or grants. Applicants who take time off for family or some other reasons might be as qualified or even more so than those with a countable amount of publications.
- Discuss how you are going to evaluate achievement and future potential. One way is to consider quality work outside academia as potential for success and a reason to include rather than exclude a candidate. Another way is to positively assess absence from teaching in pursuit of improving qualification as a potential to succeed and not as a deficit.

## 1. Required Attachments

### Screening criteria

It is recommended that search committees use the Screening Criteria template provided in [Appendix A](#). Ensure that all items in the screening criteria match the required and preferred qualifications.

### Reference check questions

See [Section III](#) for more information on conducting reference checks and what types of questions are appropriate.



## Section II: Before the position is posted

### Interview questions

Submit phone/video conferencing questions as well as on-campus interview questions. Please review discussion of acceptable and unacceptable questions at [Section III.E](#) of this guide. A diversity question must be included. Sample diversity questions include:

- *California State University, Sacramento has a strong institutional commitment to diversity and strives to be an inclusive campus. What kinds of experiences have you had working with colleagues and students with different backgrounds than your own?*
- *California State University, Sacramento has a strong institutional commitment to diversity and strives to be an inclusive campus. What does it mean to have a commitment to diversity and how would you develop and apply your commitment at this University?*

### Advertising Plan

Committees must submit both an **Advertising Plan** and the **External Advertising Copy**. The advertising copy should be an exact copy of the text which will be placed in online ads, outside of the CSU or Sacramento State websites. It is recommended that external ads be placed for a minimum of 30 days to ensure compliance with visa requirements in case of international hire and to provide sufficient time to reach a broad audience. The Advertising Plan must provide a detailed, specific, and comprehensive outline of the steps the search committee will take to advertise the position and attract an adequate pool. These steps should include a list of the online posting locations and a detailed explanation of other outreach methods which would include recruitment efforts via phone, email, or in person. The dean and OFA are responsible for reviewing the advertising plan to ensure it is a comprehensive outreach plan that will reach a diverse audience. The dean and OFA may suggest or require increased advertising strategies if the advertising does not appear sufficient.

The advertising plan is one of the most important tools for achieving campus goals in regard to diversity and inclusion. It is important to acknowledge that circulating ads in traditional scholarly publications is conventional and useful but has proven limited in attracting a diverse pool. In addition, search committees must adopt bold strategies that include going beyond the traditional approaches. One such strategy is the courage to discuss biases that might prevent a broader outreach of a diverse pool of women and underrepresented minorities. Examples of such assumptions are concluding that the candidates will not be available, the field does not have qualified women and underrepresented minorities, or candidates from specific cultures and family commitments would not apply. It is necessary that discussions on how to reach a diverse pool begin before the search takes place. Equally needed is an examination and comparison of the diversity of various departments, with the objective of critical analysis and sharing ideas.

The efforts of recruiting a larger pool of diverse faculty could be greatly enhanced if developing a diverse pool is made the responsibility of every member of the committee.

See [Appendix E](#) for more detailed suggestions for creating a robust and effective advertising

## Section II: Before the position is posted

plan and a list of potential sources of diverse graduates.

Positions will be posted automatically to the websites listed below at no cost to the department or college:

- Sacramento State Jobs
- CSU Careers
- Chronicle of Higher Education
- Higher Ed jobs
- DiversityJobs.com (automatically posts positions to AfricanAmericanHires.com, AsianHires.com, WeHireWomen.com, VeteranJobs.net, AllHispanicJobs.com, LatinoJobs.org, DisabilityJobs.net, and ALLGBTJobs.com)

Any external advertisements aside from those listed above are the responsibility of the department. However, Sac State has contracted with JobElephant (JE), a higher education industry advertising agency, to facilitate a comprehensive advertising plan for each search. JobElephant will manage university advertising contracts with the Chronicle of Higher Ed, HigherEdJobs.com, DiversityJobs.com, LinkedIn and recommendations made by the department. JE will also suggest potential advertising opportunities and advertise directly on the behalf of departments. For all advertising needs, departments should contact Andy Boom directly, at JobElephant [andy@jolephant.com](mailto:andy@jolephant.com).

Visit [JobElephant's Sac State Customer page](#) for more information and instructions.

### ***Diversity and Inclusion – Best Practices for the Advertising Plan***

The use of multiple advertising strategies will enhance the diversity of the pool. Consider recruiting via:

- Journal publications and websites, especially those targeting women and underrepresented groups.
- Discipline-specific networks and associations, including those focused on women and underrepresented groups.
- Colleges and universities that are designated as HSI, HBCU, and TCU.
- Pipeline programs, such as the CSU Chancellors Office Doctoral Incentive Program
- Professional conferences – identify what, when, and who will attend and how recruitment efforts will be conducted there.
- Personal and direct outreach.
- Building and utilizing personal networks to identify qualified candidates, including those from underrepresented groups.
- Contact your alumni/ae.

See [Appendix E](#) for more information.

## Section II: Before the position is posted

### 2. Advertising Requirements for H1-B Visa

All faculty postings should meet the advertising requirements for an H1-B visa in the event that the finalist will need sponsorship.

- Ad text must include at a minimum:
  - Job Title
  - Job Description/duties
  - Job Requirements
  - Instructions how to apply for the position, including the URL any “Apply Here” button may redirect applicants to
- One print ad in a national professional journal (no specific period of time required) OR One ad placed in an electronic or web-based national professional journal for a minimum of 30 days (The Chronicle of Higher Education satisfies this requirement, as long as it states how to apply for the job and the URL of the page it is redirecting to. Jobs will be posted to the Chronicle automatically, without any action taken by the department.

However, the department should visit the Chronicle webpage to verify their posting has been posted successfully and looks the way it was intended.)

- Department is required to retain a dated printout or screenshot of each advertisement.
  - Print ads must include name and date of publication.
  - Printouts of online ads must be dated. Screenshots are to show the first and last day of posting.
  - Listserve or email ads must include the date the ad was posted or sent out.
- Evidence may include a tear sheet that shows the ad text, publication name, date of issue, and page number.

### 3. Required Applicant Submission Materials

All postings require submission of a CV (curriculum vitae)/resume, cover letter, unofficial transcripts, and a diversity statement. Additional materials, such as teaching evaluations, are at the discretion of the search committee and can be made required or optional (note: under most circumstances it is best practice to make additional materials required). Make sure to require materials that will allow you to measure for required/preferred qualifications. For example, a diversity statement may be the most useful tool in evaluating whether a candidate has a commitment to diversity. Consider making some submissions optional (i.e. past teaching

***Diversity and Inclusion – Best Practices for Applicant Diversity Statement***

- Diversity statement: In order to measure whether the candidate has met the diversity criterion, applicants should be asked to submit a diversity statement. Examples:
  - Example 1: *Sacramento State values diversity and inclusion and has made a university-wide commitment to being an inclusive institution. Because of our commitment to building a diverse educational environment and an inclusive campus where all students, faculty, staff, and administrators feel welcome and do belong, applicants are invited to submit a diversity statement describing:*
    - *Their individual commitment to diversity and inclusion;*
    - *How the concepts of diversity and inclusion have been or will be brought into coursework;*
    - *Diverse and inclusive pedagogy to ensure all students have access to equal educational opportunity; or*
    - *How their individual scholarship contributes to building and supporting diverse communities.*
  - Example 2: *Sacramento State values diversity and inclusion and has made a university-wide commitment to being an inclusive institution. What contributions are you most proud of that demonstrate your commitment to promoting an inclusive environment? Please limit your response to 500 words.*

See [Appendix F](#) for tips on how to evaluate a diversity statement and whether a candidate meets the diversity criterion.

## Section II: Before the position is posted

evaluations) in order to reduce the likelihood of excluding those for whom such materials may not be readily produced, especially if such submissions do not weigh significantly in the evaluation process.

### Letters of Recommendation

Consider requesting letters of recommendation from finalists only or using phone reference checks in lieu of letters of recommendation. There are significant differences between letters of recommendation and phone reference checks. Letters of recommendation tell us what the writer wants us to hear, whereas phone reference checks allow us to ask for the information we want to hear. Furthermore, there's no opportunity for follow-up with letters of recommendation. Before requiring letters of recommendation think critically about whether they provide a valid and/or valuable contribution to the evaluation of an applicant. Finally, it is also important to remember that the requirement to provide letters of recommendation can be a barrier for some applicants.

#### 4. Approvals of Recruitment Materials

The Diversity Hiring Fellow will provide feedback to the search committee on the appropriateness of recruitment materials in regard to the use of consistent inclusive language and alignment with the department's goals to diversify their faculty. The department chair, dean, IE and OFA are collectively responsible for reviewing and critically analyzing all recruitment materials, including the vacancy announcement, required attachments, and applicant submission materials based on the Diversity Hiring fellow's recommendations. All materials, notably the vacancy announcement and recruitment plan, should be reviewed for their ability to attract a diverse and robust pool of qualified applicants. Each level has both the authority and responsibility to send the draft recruitment back down to previous levels if edits or improvements are needed.

### **Section III: While the search is in progress**

#### **A. Initial Review of Pool**

Review [Search Committee and Chair user guide](#) for step-by-step instructions on accessing and reviewing applications. All searches are “open until filled” but should be posted for a minimum of 30 days between posting date and initial review date.

The search committee chair should meet with their Diversity Hiring Fellow before reviewing applications to discuss the committee’s plan to review applications from DEI lens. The search committee should work with OFA to obtain a demographics report of the applicant pool. The dean reviews this report on the initial review date and compares it with both department and national data (provided by Office of Equal Opportunity). It is the dean’s responsibility to determine whether the pool is adequately diverse and robust in comparison with the national data. If so, the dean may authorize the committee to move forward with screening applicants to determine those who meet the required qualifications as identified in the position description. If the pool is not adequate, the dean has the authority to decide, in conjunction with the Provost, whether to cancel the search or extend the posting with increased advertising efforts.

#### Confidentiality

All faculty searches are confidential. Committee members are informed of and agree to the confidentiality requirements via completion of the CSU Learn recruitment training. Search committees who are unable to comply with confidentiality or the nepotism policy shall recuse themselves from serving on the committee. Applicant files and discussion of applicants must be kept confidential. Only those faculty on the search committee may review applications. CVs for on-campus finalists may be dispersed to other department faculty at that time. The department chair and Dean may review applications at any stage in the process. Committees may solicit feedback or comments from students during on-campus interviews for example but may not share internal decisions with anyone outside of the committee. This is especially important when dealing with current employees within the department or campus. Be thoughtful of discussing candidates outside of committee meetings and in electronic format.

Search committee members may have had the opportunity to work professionally with some of the applicants. While this is not a reason to recuse oneself from the committee, it is required to disclose this information to everyone in the search committee, as well as the chair and dean.

***Diversity and Inclusion – Best Practices for Screening Candidates***

- Spend an equal amount of time on all applicants and review all aspects of their applications. Do not rely on just one part, such as the institution from which the candidate obtained his/her terminal degree.
- Utilize the screening criteria template to ensure all the required and preferred qualifications are considered and appropriately evaluated.
- Work to be inclusive with applicants. Periodically evaluate how you are applying your criteria. Ask yourself whether you are inadvertently subjecting women and URM to different expectations, placing less value on applicants from non-traditional institutions, being influenced by names that do not sound and appear English, etc.
- Screen applicants in a place where there are no distractions and take a break when you are tired. Neglecting to pay attention to these two important factors has the potential of affecting your sense of fairness and increasing the influence of bias and assumptions in the application of evaluation criteria.
- Rely on the material in the application packet only. Avoid bringing in information from colleagues, rumors about how the applicant relates with others, how well the applicant is liked by students, etc. Do not conduct internet searches or use information about applicants' public life that is not part of the packet in your evaluation.

**B. Screening**

The search committee screening process can be a multi-step process, or a simple initial review followed by interview, depending on college practices, search committee composition, applicant pool, timeline, etc. Steps in the screening process may include an initial screening of the pool for minimum qualifications, phone/video interviews, on-campus interviews, and reference checks.

The search committee must maintain a list of applicants and their initial screening results (maintaining accurate workflow states in CHRS Recruiting is especially useful for these purposes).

Remember that lecturers and other internal candidates are reviewed based on the same qualifications and criteria as all other applicants for the position. The names of internal applicants, their status in the search, or their strengths and weaknesses should never be discussed with anyone outside the committee.

The goal is to get the most qualified candidate from the most diverse pool possible, one that reflects the diversity of all potential applicants. Using varied recruitment methods, avoiding the use of criteria that disadvantages women and underrepresented minorities, and acknowledging our biases are all ways in which both the quality *and* diversity of the applicant pool can be

enhanced. For example, a department that has only male faculty may not choose to interview female applicants only in an effort to get a 'diverse' hire. Rather, efforts should have been made to ensure the search attracted enough diverse qualified applicants so they have the chance to apply and be considered for the position based on their qualifications. The search committee, with the support of the AA/EOR is responsible for ensuring that the screening process does not discriminate against any applicants based on race, gender, religion, disability, or other protected classifications.

#### What to do if there are no qualified applicants or the pool is insufficient

The dean, in conjunction with the Provost, may determine whether the search should be cancelled. Alternatively, the posting may be extended with increased advertising efforts. If the dean and Provost authorize an extension of the search, but qualifications must be revised, it will be necessary to cancel the current search and post it again with the updated qualifications. All applicants should be invited to apply to the new posting if they are still interested in the position.

#### **A. Conducting Phone/Video Interviews**

The purpose of the phone or video interview is to narrow down the long list of candidates resulting in a short list for on-campus interviews. Additionally, phone/video interviews provide a low-cost opportunity to become acquainted with candidates and add a personal contact that supplements the paper file. The phone or video interview should clearly fit with the recruitment plan. All candidates must have an equal opportunity to succeed in the phone/video interview. Make sure that candidates are asked if they need accommodations during the interview: this includes sharing information about requesting reasonable accommodations, as well as asking if candidates have specific needs to be successful during the phone/video interview.

The call should be arranged in advance at a mutually convenient time and the candidate should be told what to expect. The questions should be carefully planned, and the committee should cover the same ground with each candidate. Follow-up questions may be used in order to obtain clarification or more detail if necessary. It is permissible to give candidates some or all of the interview questions in advance. If questions are given in advance to one candidate, they must be given to all candidates. Each candidate should have an opportunity to ask questions of the search committee. Phone/video interviews may not be recorded. Please review discussion of acceptable and unacceptable interview questions at [Section III.E](#) of this guide.

#### **B. Phone Reference Checks**

Reference checks can be conducted at any point during the search. A good practice is to conduct reference checks on all candidates invited for the on-campus interviews. Refer to your college practices to determine at what point reference checks should be conducted.

Remember that at this stage of the process, the names of the candidates are not public. If it is necessary to leave messages for references at their places of employment, it is OK to say: "This is John Jones and I am trying to reach Ginny Green because her name was given as a



Section III: While the search is in progress

reference” (do not divulge the candidate’s name).

#### Call candidates before beginning reference calls

This will allow you to notify the candidate of where you are in the process, confirm the candidate’s continued interest, and discuss the types of references with whom you want to talk (i.e. references who have a professional relationship with the candidate that will yield information helpful to the screening process). Tailoring the references to the position will help to produce meaningful input to the committee’s deliberations. “Passive” reference checking (i.e. simply calling a few references named by the candidate without regard to their professional relationship to the candidate) will probably result in less helpful information.

#### Divide up the list of references

Have more than one committee member involved in contacting references for each candidate. This approach allows for multiple committee members to receive information beyond the written application materials, reduces the chances of committee members inadvertently becoming advocates or adversaries for a particular candidate, and protects the integrity of the process from concerns that only one committee member conducted all references for a candidate and reported the information to the committee in a biased manner.

#### Call the references

Confirm that the reference has enough time to answer a set of questions. Ideally, the reference should be completed in one call to provide for continuity of the discussion. Provide some information about the university, the position, your department, etc. so that the reference has a context in which to respond.

#### Restrictions of references

Be advised that many employers are themselves being advised not to respond to requests for references except for information regarding the person’s employment dates, salary history, and promotion record. Do not assume that if you receive this response, it is because the applicant had problems with this employer. Also, if the reference asks to call you back, it may be to validate that you are who you say you are.

#### Reference check questions

Reference check questions must be job-related. If you cannot ask a question of a candidate in an interview, do not ask a reference for that question. Information from references should relate to their first-hand knowledge of candidates. If a reference indicates that they have no knowledge of the candidate’s abilities or provides second/third-hand information, you may want to ask the reference if he/she would like to recommend someone more appropriate for you to contact. Use a standard set of questions as the basis of conversation with references. Ask all of the questions that are part of the standard set. In addition to the standard set of questions, you can and should ask follow up questions to ensure that you understood what the reference meant and that you have received a complete response. Sometimes references provide information that relates to a subsequent question on your list. Don’t assume that you

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have received a full response until you ask the question. Once the reference has heard the question, he/she may think of additional information.

#### Number of calls per candidate

While it may be ideal to reach the same number of references for each candidate, you are not required to do so. However, please attempt to make a similar number of calls are made for each candidate.

#### Weighing Information

Be cautious in making value judgments concerning the tone or effect that the response to your question elicits. Terse answers may or may not mean that the reference is hesitant to be enthusiastic about the candidate. The same is true for overly enthusiastic responses.

### **A. On-Campus Interviews**

The duration, components, and approximate schedule of the campus visit should be the same for each candidate. The same amount of meeting times and social activity must be devoted to all the candidate(s), including candidates who are current or former Sacramento State faculty employees. Make sure that candidates are asked if they need accommodations during the interview: this includes sharing information about requesting reasonable accommodations, as well as asking if candidates have specific needs to be successful during the phone/video interview.

Refer to college practices to help determine what the interview schedule should include (a presentation/seminar, lecture, meeting with the Dean, etc.). Feedback from those attending should be given in writing to the committee. Only the following material of interviewees may be shared with probationary or tenured faculty who are not on the committee: letters of application, CVs, and examples of scholarship.

It is permissible to give all candidates some or all of the interview questions prior to the formal interview. During the interview, follow-up questions may be used in order to obtain clarification or more detail if necessary. Remember, all candidates must be given the same opportunities as others.

Interview questions must be job-related based on the posted vacancy announcement. The same questions will be asked of each applicant. In general, questions about personal information, especially those related to “protected” group status, are inappropriate or illegal, unless information is related directly to the position in question.

Section III: While the search is in progress

Even if there is no intent to secure inappropriate information or to discriminate, applicants may view such questions as such. The following are **protected classifications**:

<ul style="list-style-type: none"><li>• Race; color</li><li>• Ancestry, national origin</li><li>• Religion, creed</li><li>• Age (over 40)</li><li>• Disability, mental and physical, visible and not visible</li><li>• Sex, gender (including pregnancy, childbirth, breastfeeding or related medical conditions)</li></ul>	<ul style="list-style-type: none"><li>• Sexual orientation</li><li>• Gender identity, gender expression</li><li>• Medical condition</li><li>• Genetic information</li><li>• Marital status</li><li>• Military and veteran status</li></ul>
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- Some examples of *inappropriate questions or comments* initiated by the committee or department faculty are:
  - Discussion about family issues such as current number of children, childcare needs, expected future children, school districts, marital plans, etc.
  - Discussion about religions and churches, such as recommendations about local churches, synagogues or temples candidates may be interested in joining.
  - Discussion about domestic partner benefits.
  - Discussion about armed forces service experiences, except if these experiences directly relate to the position in question. For example, if a candidate gained teaching experience from the armed services, then questions about service experience are appropriate.
  - Photographs or video – a requirement (or even an option) that candidates attach a photo to an application or provide a video is not appropriate.

The interview or campus visit may not be recorded in order to accommodate committee members who may not be able to attend.

### Disabled Candidates

Search committees must evaluate applicants for positions without regard to disability status or the need for accommodations.

#### Invitation to interview

Disabled candidates may require accommodations in the interview process (e.g., providing written materials in accessible formats, such as large print, braille, or audiotape, providing readers or ASL-English interpreters, ensuring that recruitment, interviews, tests, and other components of the application process are held in accessible locations, providing or modifying equipment or devices, adjusting or modifying application policies and procedures,

Section III: While the search is in progress

etc.).

Candidates who require accommodations must initiate requests for accommodation. The Office for Equal Opportunity (916) 278-5770 or [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) can provide assistance in arranging accommodations.

#### During the interview

Applicants may not be asked questions that are likely to elicit information about or that are closely related to a disability, including whether an applicant has a particular disability. However, applicants may be asked whether they can perform any or all job functions, including whether applicants can perform job functions with or without reasonable accommodation.

Applicants may not be asked whether they will need reasonable accommodation to perform the functions of the job but may be asked to describe or demonstrate how they would perform the job normally, as long as all applicants are asked to do this. These are examples of questions that can be asked:

- *"This position requires the teaching of discussion sections. How would you handle those classes?"*
- *"You will be required to teach a field class. How would you handle that type of assignment?"*

#### Employment Accommodations

Applicants who have received job offers should make accommodation requests directly to the Office for Equal Opportunity, (916) 278-5770 or [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu).

Section IV: Once a finalist has been selected

Section IV: Once a finalist has been selected

### **A. Search Committee's Recommendation to Dean**

Search committees provide the dean with a ranked list of interviewed candidates. Applicants recommended for hire should be designated as such in CHRS Recruiting (see [Faculty Search Chair and Committee Member User Guide](#)).

### **B. Dean's Negotiated Terms**

The dean considers the search committee's recommendation and makes the final hiring decision. Approval is obtained from the Provost prior to the dean making the offer.

The dean makes the tentative offer to the candidate by phone or email. If the offer is made by phone, the negotiated terms should be confirmed in a follow-up email or letter, which serves as the dean's official negotiated terms. The dean's negotiated terms should include salary, rank, service credit, start-up funds, moving and relocation expenses, professional development or travel funds, and logistics such as office, computer, software, etc. The Provost's offer letter, which is the only official offer of employment, will include rank, salary, orientation details, service credit, moving expenses, and contingency requirements on a successful background check and completion of degree (if ABD at time of offer).

### **C. Offer Card Created and Official Letter Generated**

Once the dean's negotiated terms have been offered and accepted by the candidate, the college staff submits an offer card in CHRS Recruiting and the official Provost's offer letter is generated from the Office of Faculty Advancement.

### **D. Visas and Immigration**

Sacramento State is a sponsoring agency for non-US citizens who are eligible to work in the US. Obtaining a visa can be a lengthy and complex process, therefore the office of International Programs and Global Engagement should be contacted at (916) 278-6686 regarding an international hire as soon as the offer has been accepted.

### **E. Regrets Notifications**

Automatic regrets notifications are sent by the system when the applicant(s) is/are moved into the status *Search Committee Review Unsuccessful* and *Phone/Video Interview Unsuccessful*. Automatic regrets are *not* sent to candidates who interviewed on campus but were not selected. It is best practice to send personalized regrets to these candidates.

### **F. Failed Searches**

If the finalist declines, the dean informs the Provost and moves on to offer the position to the next ranked candidate. If all interviewed candidates decline or withdraw, the search committee may choose to do a second review of applicants to create a new short list. If all qualified applicants in the pool have been interviewed without success, the result is a failed search. A failed search in one year does not guarantee that the search will be authorized again in the

Section IV: Once a finalist has been selected

subsequent year.

### **G. Background Checks**

Offers are contingent upon successful completion of a background check for all new employees or those with a break in service of one year or more. Background checks will be conducted by OFA once the prospective faculty has signed the official offer letter indicating their acceptance of the position. Candidates who do not clear the background check process will have their offer of employment rescinded, and the next ranked candidate may be offered the position.



Appendix B: Vacancy Announcement Template

The search committee is responsible for writing the vacancy announcement fields from College through Application Instructions, per the template below. All remaining information is standard for Sac State postings and may not be edited.

**COLLEGE:**

**DEPARTMENT NAME:**

**POSITION TITLE:**

**DEPARTMENT SUMMARY:**

**POSITION DETAILS:**

**JOB DUTIES:**

**REQUIRED QUALIFICATIONS:**

**PREFERRED QUALIFICATIONS:**

**APPLICATION INSTRUCTIONS:**

**OTHER SPECIFICS ABOUT THE POSITION (Optional):**

**About Sacramento State:**

Sacramento State is located in the heart of California’s capital city, five miles from State Capitol. The lush, 300-acre campus is situated along the American River, close to numerous bike trails and other recreational areas. Sacramento, also known as the “Farm-to-Fork Capital,” is one of the most ethnically diverse and livable cities in the country, with a population of half of a million. Sacramento State’s 31,000 students come not only from the Greater Sacramento Region, but also from across the state, country, and world. Our 1800 faculty and 1,500 staff are committed to meeting our mission: *“As California’s capital university, we transform lives by preparing students for leadership, service, and success. Sacramento State will be a recognized leader in education, innovation, and engagement.”* As the regional hub of higher education, SacState is dedicated to [student success, diversity, equity and inclusion, community engagement, philanthropy, and campus safety](#).

As evidenced by the values embedded in our Hornet Honor Code, Sacramento State is committed to creating an inclusive environment where all faculty, staff, students, and guests are welcome and valued. Our commitment is more than simply ensuring that our campus is free from bias and discrimination, but is one devoted to celebrating many diverse identities, life experiences, and perspectives that enrich our community,



teaching and learning.

To learn more about why you should join the Hornet Family, please visit the [Why Sac State?](#) page.

### **Background Check Disclaimer**

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with California State University, Sacramento. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current California State University, Sacramento employees who apply for the position.

### **Equal Employment Opportunity**

California State University, Sacramento is an Affirmative Action/Equal Opportunity Employer and has a strong institutional commitment to the principle of diversity in all areas. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, sex, gender identity/expression, sexual orientation, pregnancy, genetic information, medical condition, marital status, veteran status, or disability. Sacramento State hires only those individuals who are lawfully authorized to accept employment in the United States.

It is the policy of California State University, Sacramento to provide reasonable accommodations for qualified persons with disabilities who are employees or applicants for employment. If you need a disability related reasonable accommodation as part of the application and/or interviewing process, visit <https://www.csus.edu/administration-business-affairs/internal/your-hr/benefits/disability-parental-leave.html#reasonable-accommodations-interactive-process> .

The University is committed to creating an education and working environment free from discrimination, sexual harassment, sexual violence, domestic violence, dating violence, and stalking. For more information on mandatory training for new employees, visit <https://www.csus.edu/compliance/hr-compliance/mandatory-dhr-training.html> .

### **Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act and Campus Fire Safety Right-To-know Act Notification:**

Pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the current Annual Security Report (ASR) is available for viewing at <https://www.csus.edu/clery> .

The ASR contains the current security and safety-related policy statements, emergency preparedness and evacuation information, crime prevention and sexual assault prevention information, and drug and alcohol prevention programming. The ASR also contains statistics of Clery Act crimes for Sacramento State for the last three (3) calendar years. Paper copies are available upon request at the Police Service Center located in the University Union.

**Eligibility Verification**

Candidate will be required to provide official transcripts of their highest degree earned and must furnish proof of eligibility to work in the U.S. California State University, Sacramento is a sponsoring agency ( ie. H-1-B Visa).

Appendix C: AA/EOR Excerpts from [UARTP 6.06.C](#)

Affirmative Action/Equal Opportunity Representatives

**1. Election, Status, Service: Search Committee Chair, Department or Equivalent Unit Chair and Affirmative Action/ Equal Opportunity Representative**

a. Each department or equivalent unit shall elect an AA/EOR from among its tenured faculty and its probationary faculty, if permitted by the department or equivalent unit, to serve as a voting member of the search committee. If the department or equivalent unit engages in multiple searches, each search committee may have the same elected AA/EOR or another elected AA/EOR.

b. Each AA/EOR shall normally be elected in the early spring or as circumstances require and shall serve a term of no less than one year.

c. The AA/EOR may serve as chair of a search committee provided the search committee elects him or her to serve in that capacity.

d. A department or equivalent unit chair cannot serve as the committee's AA/EOR.

e. Nothing in this section shall be construed to absolve a department or equivalent unit chair and members of the search committee, whether serving on a search committee or not, of his or her responsibilities in relation to issues of affirmative action, nondiscrimination, and equal employment opportunity.

**2. AA/EOR Roles and Responsibilities**

a. The AA/EOR serves in an advisory and educational capacity to the search committee, not as a compliance officer. The role of the AA/EOR is to help develop an effective and comprehensive recruitment process, to assist with the development of an inclusive applicant pool, and to ensure the implementation of University's affirmative action and equal employment opportunity policies. The duties and responsibilities carried out by the AA/EOR shall be based on the training and advice from the Office of Human Resources and the University Counsel.

b. In addition to his or her duties as a voting member of a search committee, the AA/EOR shall advise the department or equivalent unit about recruiting practices that conform to applicable laws and 38 regulations governing affirmative action, nondiscrimination, and equal employment opportunity, based on training and advice from the Office of Human Resources and the University Counsel.

c. The AA/EOR shall be well informed and knowledgeable on the issues of affirmative action and equal opportunity from both a state and federal perspective.

d. The AA/EOR shall review the University's and the department or equivalent unit's

existing policies and shall advise the search committee on issues of affirmative action and equal employment opportunity, based on training and advice from the Office of Human Resources and the University Counsel.

e. At the time a search is authorized, the department or equivalent unit chair and the chair of the search committee in consultation with the AA/EOR have the following responsibilities:

1) To critically analyze the vacancy announcement to ensure that it reflects the University's commitment to diversity, and that applicants are likewise committed and value the importance of understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.

2) To develop a comprehensive and broad-based recruitment plan, which includes, but is not limited to the vacancy announcement, an advertising plan, and hiring procedures.

3) To request departmental or equivalent unit hiring trend data, the University's Affirmative Action Plan, and National Availability Data to inform the development of the recruitment plan and for consideration of additional actions the department or equivalent unit may take to solicit a broad and diverse applicant pool. The data collection and analysis must not discriminate or grant preference to an individual or a group.

4) To use the National Availability Data to help in the assessment of the recruitment plan and to provide feedback for improvement of the process.

f. Prior to the commencement of a search and prior to sending recruitment plan to the Dean, the AA/EOR in consultation with the search committee chair and the department or equivalent unit chair shall review the recruitment plan to ensure that the plan is not discriminatory and provides for equal employment opportunities for all applicants. If bias in the process is identified, the AA/EOR shall inform the search committee, the department or equivalent unit chair, the College Dean and the Office of Human Resources.

g. If the AA/EOR, at any time, has reason to believe that inappropriate actions have been taken which may have the effect of discriminating against an applicant, the AA/EOR shall contact the committee chair and then the Office of Human Resources, as soon as possible.

h. After committee deliberations have been completed and prior to recommendations being forwarded to the Dean, the AA/EOR shall affirm by signature on the Applicant Process Summary that no inappropriate actions have been taken which may have the effect of discriminating against an applicant. If the AA/EOR fails to sign the Applicant Process Summary, a written statement by the AA/EOR shall be included.

i. Following the conclusion of a search, the AA/EOR shall request data from the Applicant Flow Information Questionnaire from the Office of Human Resources. The AA/EOR shall compare this data to the National Availability Data and determine whether the search process developed a pool of candidates that was representative of the available candidates and shall make recommendations to the department or equivalent unit chair regarding future searches, as appropriate.

### **3. Training**

a. The appropriate administrator is responsible for developing training for faculty who participate in searches. The training is designed to prepare faculty for their roles in connection with the search. Training shall be provided on an annual basis.

b. Training is required at least every three (3) years for each AA/EOR and each department or equivalent unit chair to prepare them for their hiring responsibilities. The AA/EOR and the department or equivalent unit chair must complete the prescribed training in order to participate in the search process. Training is not restricted to these individuals and shall be made available to any faculty member who wishes to learn more about recruitment and screening in hiring new faculty.

c. All members of the search committee are obligated to be familiar with department and University hiring policies and procedures. Time shall be set aside for the department chair and/or AA/EOR to provide information to search committee members regarding important recruitment or screening issues or changes in employment law.

d. Department members, who have reason to believe that the Search Committee, or any of its members have engaged in inappropriate activities bearing on the search which in the judgement of the department member cannot be resolved in consultation with the AA/EOR, Committee Chair or Department Chair shall report his/her concerns to the Office of Human Resources.

### Appendix D: Writing the Job Description

**Broad Definition:** Positions require areas of scholarship, experience and disciplinary background. If possible, these should be defined as broadly as possible in the job description because narrowly defined positions tend to exclude women and underrepresented minorities. A job description that shows that the position is open to a broad range of specialization, interest, background, and experience is more likely to attract women and underrepresented minorities.

#### Examples:

- Using language that looks beyond past performance to future possibilities, for example *“the department is interested in candidates who demonstrate potential to succeed.”*
  - Encourage candidates from non-traditional career paths. For example, instead of degree in X is required, this statement has the potential to invite more applicants *“Candidates with degrees in X and related fields are encouraged to apply.”* It is also helpful to state what some of those related fields might be.
  - If possible, be flexible with numerical measures such as years of experience, for example *“The department will consider years of experience and/or candidates who demonstrate potential to succeed.”*

**Required and Preferred Qualifications:** Research has demonstrated that many women job seekers will only apply if they meet ALL of the qualifications in the job description. Use language that encourages applicants to apply if they meet the required qualifications, regardless of whether they meet the preferred qualifications.

Example: *“The department reminds applicants that it is only necessary to meet the required qualifications in order to apply.”*

**Avoiding Stereotypical Masculine Language:** Research has demonstrated that a job/position description that uses language associated with stereotypical male attributes discourages women from applying. Words like competitive, dominant, aggressive, and forceful tend to be regarded as masculine. If possible, use terminology that is gender neutral in crafting your job/position description: accomplished, successful, deliberate, intentional, innovative, etc. are gender neutral words.

Example: *“Successful applicants will have a demonstrated ability to collaborate with faculty and students on diverse community projects”* rather than *“Competitive candidates will have a strong track record of aggressively pursuing research grants with students and faculty.”*

This website <http://gender-decoder.katmatfield.com/> is a good resource to test gender neutral language.

**Attracting Unconventional Applicants:** If possible, in your job description use language that will attract unconventional applicants, for example, those that came from community colleges or transitioning from non-academic careers. Success in attracting a diverse pool requires an

intentional and focused effort, therefore unambiguous language in a job/position description that communicates seriousness in inclusion will increase chances of success.

Examples: *“We encourage applicants who graduated from Community Colleges and/or those who are transitioning from non-academic careers.”*

**Avoiding Use of Language that Limits:** Consider how the use of words like “must” and “required” in your position/job description has the great potential of limiting the pool. If possible, use “should” in the place of “must” and “preferred” in the place of “required.”

**In your search, consider including some of the following statements or questions of candidates:**

*The college/department is interested in candidates who have demonstrated commitment to excellence by providing leadership in teaching, research, or service toward building an equitable and diverse scholarly environment.*

*We will consider applicants knowledgeable in the general area of xxx. There are several broad areas of interest, including [several named]. In general, we give higher priority to the overall originality and promise of the candidate’s work rather than to the sub-area of specialization.*

*Candidates who have demonstrated a commitment to working with women and underrepresented minority students through teaching, mentoring, or administration are especially encouraged to apply.*

*Candidates with experience teaching/conducting research on issues applicable to diverse populations are preferred.*

*The department seeks candidates with the ability to work with diverse students and colleagues; success in creating inclusive classrooms; and experience with a variety of teaching methods and curricular perspectives.*

*Candidates should describe how multicultural issues have been or will be brought into courses.*

*Candidates should describe previous activities mentoring minorities, women, or members of other underrepresented groups.*

*Applicant has demonstrated evidence of experience communicating and working effectively with a diverse student population as reflected by the applicant’s letter of interest, CV, scholarly research, syllabi, specialized training (for instance, teaching workshops), and prior teaching experience .*

*What are some of the techniques you use to teach in a culturally responsive way?*

*Can you trace the history and key politics of your field? How has it responded to calls to move*

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*away from “great white men” and towards more inclusive and diverse scholarship?*

*What role models are there in your field for non- traditional students, women students, LGBTQ+ students, Indigenous students, students of color and students with disability?*



## Appendix E: Creating an Effective Advertising Plan

The advertising plan provides a comprehensive description of search committee's planned action items in regard to advertising and outreach to ensure a large pool of diverse and excellent faculty applicants is attracted. To reach a diverse pool of women and underrepresented minorities consider the following steps and/or places to post job advertisement:

### **PLACES TO POST**

**Discipline Specific Network and Associations:** Reach out to committees that serve and focus on women and underrepresented minorities within academic associations.

- American Psychological Association has committees such as Ethnic Minority Affairs (CMF) <http://www.apa.org/pi/oema/committee/index.aspx> and Committee on Gender Diversity and Sexual Orientation <http://www.apa.org/pi/lgbt/committee/index.aspx>.
- American Association of Sociology has Minority program <http://www.asanet.org/asa-communities/minority-fellowship-program>
- American Historical Association has Disability History Association within the broader Association <https://www.historians.org/about-aha-and-membership/affiliated-societies/disability-history-association>
- National Association of Ethnic Studies, <http://ethnicstudies.org/>
- Diversity Nursing Association <https://minoritynurse.com/nursing-associations-in-the-us/>
- Association of Women in Computing <http://www.awc-hq.org/home.html>
- National Society of Black Engineers: <http://www.nsbe.org/home.aspx>
- Society for the Advancement of Chicanos & Native Americans in Science <http://sacnas.org/>

### **Journal Publications and Websites**

In addition to advertising in traditional journals, we strongly suggest you advertise in publications, journals, and websites that serve women and underrepresented groups. The following are examples of cross-disciplinary publications and websites in higher education:

- Diverse Issues in Higher Education <http://diverseeducation.com>
- Hispanic Outlook <https://www.hispanicoutlook.com>
- Insight into Diversity <http://www.insightintodiversity.com/>
- LatinosinHigherEd.com <https://www.latinosinhighered.com/>
- LGBTinHigherEd.com <https://www.lgbtinhighered.com/>
- Women in Higher Education <https://www.wihe.com/jobs/>
- HigherEdJobs Diversity and Inclusion Email <https://www.higheredjobs.com/products/AAPacks.cfm>

### ***Disability specific job posting resources***

- Advice for hiring faculty members with disabilities (essay) Inside Higher Ed Essay <https://www.washington.edu/diversity/files/2016/11/Advice-for-hiring-faculty->

[members- with-disabilities.pdf](#)

- Association of University Centers on Disabilities' mission is to advance policies and practices that improve the health, education, social, and economic well-being of all people with developmental and other disabilities, their families, and their communities. [www.aucd.org](http://www.aucd.org)

***Ethnic Minority/Underrepresented groups specific job posting resources***

- The Hispanic Outlook in Higher Education Magazine [www.hispanicoutlook.com](http://www.hispanicoutlook.com)
- Women in Higher Education [www.wihe.com](http://www.wihe.com)
- Hispanics in Higher Education [www.HispanicsinHigherEd.com](http://www.HispanicsinHigherEd.com)
- Blacks in Higher Education [www.BlacksinHigherEd.com](http://www.BlacksinHigherEd.com)
- Asian American in Higher Ed lists job openings [www.AsiansinHigherEd.com](http://www.AsiansinHigherEd.com)
- Lesbian, gay, bisexual and transgender in higher education [www.LGBTinHigherEd.com](http://www.LGBTinHigherEd.com)
- [www.AcademicDiversitySearch.com](http://www.AcademicDiversitySearch.com) specializes in connecting women and minorities with academic institutions that truly value diversity
- National Association of Asian MBAs [www.asianmba.org](http://www.asianmba.org)
- National Association of Asian American Professionals [www.naaap.org](http://www.naaap.org)
- National Association of Hispanic Professionals <https://www.prospanica.org>
- National Black MBA Association [www.nbmbaa.org](http://www.nbmbaa.org)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers [www.nobcche.org](http://www.nobcche.org)
- North American Indian Center of Boston, Inc. [www.naicob.org](http://www.naicob.org)
- Association of Latino Professionals in Finance and Accounting (ALPFA) [www.alpfa.org](http://www.alpfa.org)
- The Network of Indian Professionals, North America (NetIP NA) mission is to serve as the unequivocal voice for the South Asian Diaspora by developing and engaging a cohesive network of professionals to benefit the community  
<http://www.nrimatters.com/associations/NetIP>
- This resource maintains one of the largest online diversity resume databases, for students, alumni, and supporters of Historically Black Colleges and Universities (HBCU) with thousands of active resumes and profiles that are less than 90 days old  
[www.HBCUConnect.com](http://www.HBCUConnect.com)
- American Indian Graduate Center provides fellowships to American Indian and Alaska Native graduate students throughout the United State [www.aigcs.org](http://www.aigcs.org)

***Women specific job posting resources***

- Women in Higher Education [www.wihe.com](http://www.wihe.com)
- This resource targets women and minorities candidate pool [www.AcademicDiversitySearch.com](http://www.AcademicDiversitySearch.com)
- The website of the Association of Black Women in Higher Education (ABWHE) lists career opportunities [www.abwhe.org](http://www.abwhe.org)
- Association for Women in Science [www.awis.org](http://www.awis.org)
- National Association for Female Executives [www.nafe.com](http://www.nafe.com)

***General job posting resources***

- Inside Higher Ed Magazine has a diverse 600,000 academic interdisciplinary visitors to

the site. 20% of the visitors are minorities and 50% are women

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

- The Chronicle of Higher Education, although not specifically geared to diversity, reaches a broad audience <https://www.chronicle.com/>
- Diversity higher education-specific job posting resources [www.diversejobs.net](http://www.diversejobs.net) (This is the jobs site of Diverse: Issues in Higher Education, a leading resource for the higher education community for over 30 years.)

## **PERSONAL OUTREACH**

### **Professional Conferences**

Recruit at professional conferences where women and underrepresented faculty might be in attendance. Consider attending conferences that focus on issues that affect women and underrepresented minorities. Examples are Ethnic Studies Association Conferences, National Conference on Black Political Scientists, National Conference on Race & Ethnicity in American Higher Education, Latino Leadership Conference, Conferences that focus on disability and LBGQT issues.

### **Colleges and Universities**

Identify and consult with colleges and universities that have large numbers of women and underrepresented minorities. Similarly, reach out to institutions that are successful in producing women and minority graduates. Sharing information on job announcement with Historically Black Colleges and Universities, Hispanic-Serving Institutions and similar institutions that grant terminal degrees in your discipline will increase the chances of attracting women and underrepresented minorities. US Department of Education <http://diverseeducation.com/top100/pages/index.php> is another valuable resource.

### **Pipelines**

Develop part-timer, visiting professor, and scholar pipelines that you can source to increase a diverse pool.

### **Personal and Direct Outreach**

Engage in personal outreach, emails, conversations, personalized letters or e-mails to potential applicants or to colleagues who might share your ad and refer you to potential diverse applicants. Reach out to other faculty both inside and outside of your department and the community about names and contact information of women and underrepresented minorities who they know may be qualified for and interested in the position. Explain that this is an outreach and not an attempt to extend preferential treatment.

### **Building and Using Personal Networks**

Utilize your network of contacts, including past and current guest lecturers, presenters at professional events, community members, students, staff and faculty in other departments. Expand your network by establishing or strengthening your relationships with faculty, staff, graduates and colleagues from different backgrounds. Consult with alumni, visiting

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communitymembers and consortia.

**Contact your Alumni/ae:** Specifically ask your alumni/ae to help you to identify women and underrepresented minorities. Also ask them to help in the distribution of the job/position announcements.

Appendix F: Evaluating a Diversity Statement

The purpose of using a diversity statement in the faculty search process is to allow candidates to identify professional skills, experience, and/or willingness to engage in activities that advance our campus’s equity, diversity, and inclusion goals. Such statements or criterion should include past efforts, if applicable, and future plans.

In evaluating diversity statements and/or diversity criterion, search committees should be looking for statements that indicate:

- Demonstrated experience with or stated willingness to:
  - develop and incorporate effective teaching strategies for a diverse group of learners;
  - create an equitable and inclusive learning environment to support all students success; and/or
  - apply teaching techniques that meet the needs of students from groups that are underrepresented in the field of instruction;
- Evidence of assisting the professional advancement of individuals in underrepresented groups in the candidate’s field; and/or
- Prior experience in or stated interest in recruitment, retention, and mentoring of scholars and students for the purpose of increasing diversity and equal opportunity.

Diversity statements should be considered as part of the overall or comprehensive review process.

**SAMPLE RUBRIC FOR EVALUATING DIVERSITY STATEMENTS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Effective teaching strategies for a diverse group of learners	Teaching strategies are vague AND generalized	Teaching strategies are vague OR generalized	Teaching strategies are specific OR inclusive	Teaching strategies are specific AND inclusive
Create an equitable and inclusive learning environment to support all student success	Pedagogy fails to incorporate contemporary approaches AND serves only a small group of learners	Pedagogy fails to incorporate contemporary approaches OR serves only a small group of learners	Pedagogy incorporates contemporary approaches OR serves a diverse group of learners	Pedagogy incorporates contemporary approaches AND serves a diverse group of learners
Apply teaching techniques that meet the needs of students from groups that are underrepresented in the field of instruction	Teaching techniques are vague AND not inclusive	Teaching techniques are vague OR not inclusive	Teaching techniques are specific OR inclusive	Teaching techniques are specific AND inclusive

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Evidence of assisting the professional advancement of individuals in underrepresented groups in the candidate's field	Evidence is vague AND generalized	Evidence is vague OR generalized	Evidence is specific OR inclusive	Evidence is specific AND inclusive
Recruitment, retention, and mentoring of scholars and students for the purpose of increasing diversity and equal opportunity	Efforts are vague AND do not demonstrate an increase	Efforts are vague OR do not demonstrate an increase	Efforts are specific OR demonstrate an increase	Efforts are specific AND demonstrate an increase