SDSU relies on temporary faculty to help provide instruction in a way that aligns with shifting scheduling and staffing needs.

In the past, chairs and directors have hired temporary faculty from candidate “pools” assembled by collecting a file--paper or electronic--of curriculum vitae.

In reality, these “pools” are often known only to close connections and friends of our academic units, and this word-of-mouth recruitment may not provide equal access to the most diverse and qualified pool of potential candidates. Your academic unit may be able to access a richer array of expertise by posting openings publicly and doing some active recruitment.

*Effective academic year 2021 - 2022, all academic units who recruit and retain temporary faculty are encouraged to establish via Interfolio a perennial pool of candidates. This guide is designed to support chairs and directors in this process.*

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1. BUILDING A POOL
Active recruitment is important to building a robust and diverse pool of qualified prospective temporary faculty. Craft an “evergreen” position listing for Interfolio based on the sample in this guide, and contact facultyadvancement@sdsu.edu to post the listing. Once your position is listed, consider sharing the Interfolio posting with your professional organization or colleagues in your field, especially those who may have networks in the San Diego area.

To build a pool of applicants: Address directly (and by name) to prospective applicants identified through networking--“Our department is currently seeking to build our pool of qualified temporary faculty, and I am writing to invite your application to teach in the following subject areas: [LIST HERE]. Our position is listed on Interfolio at [Interfolio listing address here].”

To identify potential candidates based on colleague referral:
“Dear colleague: Our department is currently seeking to build our pool of temporary faculty, and I am writing to ask for your help in identifying outstanding candidates who are qualified to teach in the following subject areas: [LIST HERE]. If you are aware of any potential candidates, please share with them our job listing posted at Interfolio: [Interfolio listing address here].”

2. BUILDING THE SCHEDULE AND OFFERING WORK
Under CBA 12.7, chairs / directors must maintain a list of all lecturers who have been evaluated by the department, including the courses they have taught. When the chair / director prepares to build their schedule of course offerings, they should have at the ready this list and all PAFs for lecturers. It is critical that you sign the PAF log and write “careful consideration” as the reason for accessing the PAF. Then, establish an order of hire—a list of lecturers, ordered by contract status (e.g., three-year, one-year) and time base. Each individual on the list should receive “careful consideration” for work they are qualified to perform and available work should be offered to them up to their time base under 12.29. Please see the Chairs Handbook for more details.

After you have made assignments to all current tenured, probationary, and temporary faculty members in accordance with 12.29, you may offer work to new temporary faculty to be selected from your pool. To offer work, please contact the new temporary faculty member in writing (email) with a specific course assignment, including days of the week and time and (if applicable) modality.

3. COMPLETING THE HIRE
Once the new temporary faculty member accepts the assignment, your administrative coordinator will process a contract and an Academic Transaction Form (ATF). These should be attached to a copy of the applicant’s curriculum vita and submitted to your dean’s office. About a week before classes begin your new lecturer will have to report to the Center of Human Resources to sign in and get the necessary keys and an identification card.

4. WELCOMING TEMPORARY FACULTY
Once your new temporary faculty member has onboarded with CHR, chairs / directors should meet with them to welcome them to the academic unit. Each temporary faculty member should
be provided a description of duties / course assignment, an office or other working space, access
to essential supplies (including reprographics / Xerox), a copy of the criteria used by the
academic unit to evaluate temporary faculty, and a copy of the informational letter provided to
all faculty from Faculty Advancement at the beginning of each semester. (Please note: if your
new colleague onboards after mid-month, they may not have an email address in time to be
included in these essential campus-wide communications; you may need to provide them
individually.) Temporary faculty should also receive information about the Center for Teaching
and Learning, Center for Inclusive Excellence, and Employee Resource Groups.

APPENDIX A: SAMPLE INTERFOLIO POSTING

The San Diego State University Department of [ _____] maintains an open "pool" of applications for
temporary faculty positions and reviews this pool on an as-needed basis to identify qualified
applicants for available instructional work.
We welcome applications from prospective temporary faculty with expertise or experience in the
following areas:

- [LIST FIELDS, SUBFIELDS, OR SUBJECT MATTERS REGULARLY COVERED IN DEPARTMENT
  COURSE OFFERINGS]

Temporary appointments may be either full or part-time. Initial appointments are typically one
semester or one academic year, to be renewed contingent on satisfactory evaluations and
continuing availability of work. Applications will remain in our applicant pool during the academic
year you apply, meaning we begin accepting documents to the pool starting July 1st and will purge
the files the following June 1st.

Criteria
- Graduate degree in [list acceptable fields]
- University teaching experience
- Demonstrated currency in subject matter

[OPTIONAL BUT ENCOURAGED:]

We are seeking applicants with demonstrated experience in and/or commitment to teaching and
working effectively with individuals from diverse backgrounds and members of underrepresented
groups. Candidates must satisfy two or more of the eight SDSU Building on Inclusive Excellence
(BIE) criteria. Candidates that meet BIE criteria: (a) are committed to engaging in service with
underrepresented populations within the discipline, (b) have demonstrated knowledge of barriers
for underrepresented students and faculty within the discipline, (c) have experience or have
demonstrated commitment to teaching and mentoring underrepresented students, (d) have
experience or have demonstrated commitment to integrating understanding of underrepresented
populations and communities into research, (e) have experience in or have demonstrated
commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly
success to members of an underrepresented group, (f) have experience in or have demonstrated
commitment to research that engages underrepresented communities, (g) have expertise or
demonstrated commitment to developing expertise in cross-cultural communication and
collaboration, and/or (h) have research interests that contribute to diversity and equal opportunity in higher education. Please indicate in your cover letter how you meet at least two or more of these criteria.

**Application Procedures**

Prospective temporary faculty who would like their applications on file are invited to send the following items:

- A letter of application *OPTIONAL BUT ENCOURAGED: including an articulation of how you meet at least two Building on Inclusive Excellence criteria*
- Curriculum Vitae
- Sample syllabus
- Names, phone numbers, and e-mail addresses of three professional references

The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

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

San Diego State University is a Title IX, equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

**APPENDIX B: BUILDING ON INCLUSIVE EXCELLENCE**

Please review the following language from the SDSU Senate Policy File:

2.2. Building on the Inclusive Excellence of the SDSU Faculty: The following Building on Inclusive Excellent (BIE) criteria shall govern all tenured and tenure-track faculty searches. **Successful candidates for all such searches must satisfy at least two (2) of the following BIE criteria:**

1. The candidate has experience and is committed to engaging in service with underrepresented populations in higher education.
2. The candidate has acquired knowledge of barriers for underrepresented students and faculty in higher education.
3. The candidate has experience in teaching and mentoring underrepresented students.
4. The candidate has experience in integrating understanding of underrepresented populations and communities into research.
5. The candidate has experience in extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group.
6. The candidate has experience in research that engages underrepresented communities.
7. The candidate has experience and interest developing expertise in cross-cultural communication and collaboration.
8. The candidate has research interests that contribute to diversity and equal opportunity in higher education.

In collaboration with the Senate Tenure-Track Planning Committee, and the Senate Diversity, Equity and Inclusion Committee and the Office of the Provost, the Chief Diversity Officer shall supervise this process and devise appropriate methods for implementing this policy.

The Administration shall provide an annual report to the Senate and to the Senate standing committees on Faculty Affairs, Tenure-Track Planning, and Diversity, Equity and Inclusion, addressing the outcomes of applying BIE criteria with regard to student success and faculty diversity. This report should include any proposed modifications to the program.

The Senate standing committees on Faculty Affairs, Tenure-Track Planning, and Diversity, Equity and Inclusion shall recommend amendments (if any) to the Senate Policy file to codify the BIE program within Senate policies and functions.

BIE criteria can serve as a powerful tool for recruiting candidates whose expertise and experience aligns with our campus commitment to diversity. They are required for tenure-track searches but may also be used at the discretion of the academic unit in temporary faculty searches.

PLEASE NOTE: BIE criteria do not require the candidate to identify as part of an underrepresented population. Instead, the criteria are designed to assess the candidate's demonstrated commitment to serving and/or addressing issues related to underrepresented populations. (For the purposes of the BIE, underrepresented populations refer to the following groups: African-American, Latinx, Native American, Southeast Asian, and Pacific Islander, groups of varying abilities, women in the sciences, technology, engineering, and mathematics, or any other group that has been documented as underrepresented in the candidate's academic discipline.)

Evidence should indicate meaningful experience or connection to criteria, rather than isolated or ad hoc involvement (e.g., a record of mentoring several underrepresented students over a period of time vs. advising one underrepresented student on one project; leadership or discussion of specific activities in a professional organization vs. just being a member; research that specifically explores and illuminates the experiences of underrepresented populations vs. analysis that includes race and gender as control variables or simply reports results by demographic group without an accompanying emphasis).

The chart below provides examples of the most common forms of evidence and artifacts that can be used to show that a candidate meets a given criterion.

Candidates must meet two (2) or more of the eight (8) criteria and the department should provide unique evidence for each criterion met.
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<th><strong>Criteria</strong></th>
<th><strong>Common examples of appropriate evidence:</strong></th>
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| Has experience in and is committed to engaging in service with underrepresented populations within the discipline | - Mentoring or advising of individual students from underrepresented populations  
- Advising relevant student clubs or organizations  
- Meaningful involvement with professional organizations or campus committees that advance underrepresented populations  
- Serving on the board of a non-profit organization focused on serving underrepresented populations |
| Has acquired knowledge of barriers for underrepresented students and faculty within the discipline | - Narrative discussion or other evidence of effective mentoring or advising of students or faculty from underrepresented populations  
- Narrative discussion or other evidence of own experience as member of underrepresented group  
- Narrative discussion or other evidence of inclusive pedagogical methods |
| Has experience in teaching and mentoring underrepresented students          | - Teaching or mentoring experience at prior institution with diverse student population  
- Narrative discussion or other evidence of inclusive pedagogical methods |
| The candidate has experience in integrating understanding of underrepresented populations and communities into research. | - Research addresses or incorporates underrepresented populations and communities |
| The candidate has experience in extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group. | - Mentoring or advising of students or faculty from underrepresented groups  
- Narrative discussion or other evidence of inclusive pedagogical methods that support artistic or scholarly success |
| The candidate has experience in research that engages underrepresented communities. | - Research requires engagement with subjects from underrepresented communities |
| The candidate has experience and interest developing expertise in cross-cultural communication and collaboration. | - Meaningful engagement in collaborative projects with partners from other cultures  
- Research requires engagement with subjects from other cultures  
- Narrative discussion or other evidence of own experience as member of different cultural group |
| Has research interests that contribute to diversity and equal opportunity in higher education | - Has a body of research that specifically addresses diversity and equity within the candidate’s area of focus |