SEARCH PROCESS: START TO FINISH

The tenure-track faculty hiring handbook provides support for searches for the 2021/2022 search cycle. All searches are required to include BIE criteria.

*If you require any support or have questions regarding the hiring process, please contact facultyadvancement@sdsu.edu.*

<table>
<thead>
<tr>
<th>Task</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td><strong>HIRING PROPOSAL AND ALLOCATION</strong> (Spring – early Summer)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Departments and schools complete <a href="#">Request for New Tenure-Track Position Form</a>, to be reviewed and ranked by Dean, then forwarded via the Vice Provost to the Academic Senate Tenure-Track Planning Committee. Committee recommends hire allocations to the Provost. Provost allocates hires and notifies Deans, who receive VPAA# from Vice Provost via email and initiate search.</td>
</tr>
<tr>
<td><strong>SEARCH</strong> (Late Spring – Fall)</td>
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<tr>
<td>2</td>
<td>Depts/Schools Elect search committees of minimum three (3) tenured/tenure-track faculty members. Committee members should have a record of achievement or currency in the search field, reflect SDSU’s commitment to diversity, and have no conflicts of interest. Temporary faculty, students, and staff may only serve in advisory or support roles and cannot be granted Interfolio access. Any changes to the search committee must be voted on by the department/school and referred to The Center for the Prevention of Harassment and Discrimination (CPHD) and Office of Faculty Advancement and Student Success (FASS).</td>
</tr>
<tr>
<td>3</td>
<td>Dept/School Search Committee Complete the <a href="#">Equity, Implicit Bias, and Microaggressions</a> Campus Diversity training. <strong>Faculty Inclusion Representative</strong> (IR) to be elected or appointed, and trained by Center for Inclusive Excellence. See this page for updated information on training.</td>
</tr>
</tbody>
</table>
| 4 | Dept/School Search Committee | 1. Develop long and short job advertisements  
2. Develop recruitment plan  
3. Develop search criteria. **All advertisement and criteria documents must explicitly list BIE criteria and the stipulation that candidates meet two (2) of the eight (8), unless the College Diversity Plan requires three (3) or more criteria.**  
4. Develop required application materials  
5. Ensure that all committee members are tenured/tenure-track faculty members  
6. Provide **all of the above** information to Dean |
| 5 | Dean | Review, approve, and submit to CPHD:  
1. search committee roster  
2. job advertisements (long and short)  
3. recruitment plan  
4. search criteria, including BIE criteria  
5. required application materials. |
| 6 | CPHD | Review and approve plans and documents and forward to FASS for posting. |
| 7 | FASS | Generate Interfolio URL and enter search committee members. Post position on Inside Higher Ed, and CSU and SDSU HR websites. |
| 8 | Dept/School Search Committee | Learn Interfolio, if necessary. |
| 9 | Dept/School Search Committee | Implement recruitment plan by posting advertisements to professional publications and networks, circulating “dear colleague” letters, and reaching out to potential candidates in the UC Chancellor’s Postdoctoral Fellowship directory or CSU Doctoral Incentive Program. |
| 10 | Dept/School Search Committee | Create automated application acknowledgement in Interfolio. |
| 11 | Dept/School Search Committee | Screen applications via Interfolio. *If applicants have not completed or indicated acceptance of the background check authorization, the application cannot be considered.*

*If applicants are not rated using Interfolio’s ranking system, certification of your search will be delayed.*

Send rejection messages to candidates who do not meet the minimum criteria for the position, including 2/8 BIE criteria. (Finalists will be rescreened for BIE criteria later in the process to confirm.) | Chair updates Interfolio position status to “Reviewing Applications,” instructions [here.](#) See suggested rejection language. Search committee can verify background check authorization has been submitted by selecting the applicant and either scrolling down to the “Form” section or “Read” the application as a whole. |
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<tbody>
<tr>
<td>12</td>
<td>Dept/School Search Committee</td>
<td>Submit “shortlist” of candidates to be interviewed to Dean and CPHD. (<a href="mailto:oercfacultysearches@sdsu.edu">oercfacultysearches@sdsu.edu</a>).</td>
<td>Chair updates Interfolio applicant status for candidates selected to “Shortlist,” instructions <a href="#">here.</a> The candidates identified as “shortlist” are the group, after initial review, under consideration to be a finalist for the position.</td>
</tr>
<tr>
<td>13</td>
<td>CPHD</td>
<td>Certify pool/approve “shortlist” after reviewing search records. Verifies all committee members have met bias training requirements (step 2).</td>
<td>More information on the pool proportionality scan can be found <a href="#">here.</a> Please contact Jennifer Imazeki if you have any questions regarding the worksheet.</td>
</tr>
<tr>
<td>14</td>
<td>Dept/School Search Committee</td>
<td>Complete Pool Proportionality Scan and send to Jennifer Imazeki, AVP / ACDO (<a href="mailto:jimazeki@sdsu.edu">jimazeki@sdsu.edu</a>).</td>
<td>See <a href="#">Guidelines for Asking Questions During the Search Process.</a></td>
</tr>
<tr>
<td>15</td>
<td>Dept/School Search Committee</td>
<td>Develop interview format including criteria-based questions to be asked consistently of each candidate. Conduct preliminary interviews, and email list of finalists (minimum of 3) to Dean. Approval needed from AVPFA to proceed with fewer than 3 finalists.</td>
<td>Chair updates Interfolio position status to “Interviewing Finalists” and <a href="#">applicant status</a> to “Preliminary Interview.”</td>
</tr>
</tbody>
</table>
|   | Dept/School Search Committee          | Complete and submit the [BIE Finalist Candidate Form](#) for each finalist submitted to Dean.  
**Do NOT proceed to final interviews before the BIE screeners have provided confirmation that your finalists have met the BIE criteria (step 17).** | [Chair uploads to Interfolio's “Internal Notes” section and notifies FASS the finalists are ready to review by emailing facultyadvancement@sdsu.edu](#)  
Select the search from the Interfolio landing page. Open the “Position Actions” dropdown menu in the top right. Select “Edit Position”. Select “6. Internal Notes” from numbered menu on right. Scroll to the bottom of the page and “Add File”. Select “Update” to save document. |
|---|-------------------------------------|---|---|
| 16 | Dept/School Search Committee        | Ensures that BIE screeners (designated representatives from Tenure-Track Planning Committee, DEI Committee, and CDO, plus AVPFASS) are given EEO officer status in Interfolio. Notifies screeners that finalists are available for review in Interfolio.  
Screeners approve finalists after verifying that candidates meet 2/8 BIE criteria, and each screener tags candidates in Interfolio.  
SACD / CDO runs daily report of tagged finalists and notifies chair, Dean, and Provost once candidates receive three tags. | [Click here](#) for screening process guidelines.  
Screeners log-in, go to "position details," scroll down to internal documents, locate the "BIE SHORTLIST CANDIDATE FORMS" uploaded by the search committee, review, and use the "tag feature" and label each shortlist approved candidate as a "BIE approved finalist."  
For information on EEO officer access, [click here](#). |
<p>| 17 | FASS                               | Check finalist references and verify degrees or licenses. | If the candidate is currently employed as a faculty member, you may ask referees if there are any outstanding concerns about the candidate's professional conduct, including conduct with students. Obtain copies of diplomas, licenses or certificates. |
| 18 | Dept/School Search Committee        |                           |                                                      |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Department/Role</th>
<th>Task</th>
<th>Notes</th>
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<tbody>
<tr>
<td>19</td>
<td>Dept/School Search Committee</td>
<td>Host campus interviews (including job talk, sample class teaching--if desired, opportunities to interact socially with colleagues and with a college diversity liaison, one of the Professors of Equity or another representative from Campus Diversity). Provide complete itineraries in advance and ask candidates to inform you of mobility, dietary, or other accommodations. Vote on recommended finalists, send written recommendation to the Dean, and upload recommendation to Interfolio.</td>
<td>Search committee chair updates Interfolio applicant status to “On-Campus Interview.” Campus practice for voting follows the CBA 12.22b: a simple majority of the committee membership present is needed for approval. Furlough/layoff information can be found here for applicant inquiries.</td>
</tr>
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<tr>
<td>20</td>
<td>Dean</td>
<td>Submit Approval to Negotiate documents to Academic Affairs.</td>
<td>Approval to Negotiate Faculty Appointment Offer may be obtained from College HR rep.</td>
</tr>
<tr>
<td>21</td>
<td>Provost</td>
<td>Approve/deny request to negotiate.</td>
<td>If denied, a new Approval to Negotiate Faculty Appointment Offer form must be prepared for another candidate.</td>
</tr>
<tr>
<td>22</td>
<td>Dean</td>
<td>Negotiate. Include Employment Eligibility Form with offer package. Candidates should return signed form with offer letter. Form should be forwarded to FASS if immigration assistance is required.</td>
<td>If negotiations are unsuccessful – notify Academic Affairs-Resource Management. A new Approval to Negotiate Faculty Appointment Offer form must be prepared to begin negotiation with another finalist.</td>
</tr>
<tr>
<td>23</td>
<td>FASS</td>
<td>Upload Approval to Negotiate Faculty Appointment offer to Interfolio’s Internal Notes section.</td>
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<tr>
<td>24</td>
<td>Dept/School Search Committee</td>
<td>Once offer of employment is accepted, update Interfolio position status to “Position Closed” (do not select “Close Position”) and applicant status for hire to “Hired”. Send rejection letters to remaining candidates.</td>
<td>Sample rejection language.</td>
</tr>
<tr>
<td>25</td>
<td>Dean’s Office</td>
<td>Contact candidate to generate Red ID.</td>
<td>See suggested email language for Red ID.</td>
</tr>
<tr>
<td>26</td>
<td>Human Resources</td>
<td>Initiate the background check and I-9 verification of employment eligibility.</td>
<td>See Background Checks and Offers guide on FA website for detailed information.</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Task Description</td>
<td>Instructions and Notes</td>
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<tr>
<td>27</td>
<td>Dean's Office</td>
<td>Prepare appointment letter in consultation with the Vice Provost</td>
<td>Use Sample Tenure-Track Appointment Letters. Include salary, course load, and other negotiated arrangements (moving expenses, start-up funding, etc.)</td>
</tr>
<tr>
<td>28</td>
<td>Dean's Office</td>
<td>Send Tenure-Track Hiring Packet to Academic Affairs-Resource Management</td>
<td>Contents: Two (2) ATFs--1 ATF at 12-mo PtMs for New Faculty Orientation; 1 ATF at AY PtMs effective the first day of Fall Semester; Official Offer Letter signed by Dean; second part of immigration form; C.V.; Copy of Approval to Negotiate Form</td>
</tr>
<tr>
<td>29</td>
<td>Dean's Office</td>
<td>After Academic Affairs-Resource Management approves the Tenure-Track Hiring Packet, send hire packet to new faculty</td>
<td>Contents: Official Offer Letter; Employee Copy of Official Offer; FASS Welcome Letter; SDSU Faculty Handbook; SDSU Benefits Matrix; CalPERS Health Benefits</td>
</tr>
<tr>
<td>30</td>
<td>FASS</td>
<td>Close and archive position in Interfolio. Send notification to HR to remove SDSU/CSU postings.</td>
<td></td>
</tr>
</tbody>
</table>
## SAMPLE RECRUITMENT PLAN

VPAA#:  
Position description:  
Department / School:  
Chair / Director:  
Search Committee Members:

<table>
<thead>
<tr>
<th>DATE</th>
<th>STEP</th>
<th>ADDITIONAL INFORMATION</th>
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<tbody>
<tr>
<td></td>
<td>Committee submits recruitment plan, criteria and advertisements to Dean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post approved advertisements</td>
<td><em>FASS will post to SDSU and CSU Websites, Interfolio, Inside Higher Education.</em></td>
</tr>
<tr>
<td></td>
<td>Post to professional websites, bulletin boards, digital, and print publications for job posting including (check all that apply):</td>
<td></td>
</tr>
</tbody>
</table>
  - Chronicle of Higher Education (http://chronicle.com/section/Jobs/)  
  - Academic360.com  
  - HigherEdJobs.com  
  - Insight into Diversity (http://www.insightintodiversity.com)  
  - Universityjobs.com  
  - Women in Higher Education (www.wihe.com)  
  - Association for Women in Science (www.awis.com)  
  - American Association of University Women (http://www.aauw.org)  
  - Diverse: Issues in Higher Education (http://diverseeducation.com)  
  - Hispanic Outlook in Higher Education (http://www.HispanicOutlook.com)  
  - H-Net: Humanities and Social Sciences Online (https://www.h-net.org)  
  - Indian Country Today (http://indiancountrytodaymedianetwork.com)  
  - Natl. Org. for the Advancement of Black Chem and Chemical Eng (http://www.nobcche.org)  
  - Society for Advancement of Chicanos and Native Americans in Science (http://www.sacnas.org)  
  - BOTA / SOTA  
  - Others specific to your field: |
|      | Send "Dear Colleague" letters | |
|      | Outreach to individuals in UC Postdoc and CDIP directories | |
|      | Other active outreach measures, including conference networking | |
|      | Review application to select interviewees | |
|      | Conduct phone interviews and select on-campus interview candidates | *Provide names and rationale for selection or rejection to Dean.* |
|      | Conduct on-campus interviews | |
|      | Meet to develop hiring recommendation. | *Provide names and rationale to Dean for approval or further discussion.* |
SAMPLE SEARCH CRITERIA

Required Qualifications:
1. Terminal degree in [field]
2. Demonstration of past accomplishments and/or future plans in at least two (2) or more of the following areas—or more as indicated in your College Diversity Plan:
   - Is committed to engaging in service with underrepresented populations within the discipline
   - Has demonstrated knowledge of barriers for underrepresented students and faculty within the discipline
   - Has experience or has demonstrated commitment to teaching and mentoring underrepresented students
   - Has experience or has demonstrated commitment to integrating understanding of underrepresented populations and communities into research
   - Has experience in or has demonstrated commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group
   - Has experience in or has demonstrated commitment to research that engages underrepresented communities
   - Has experience or demonstrated commitment to developing expertise in cross-cultural communication and collaboration
   - Has research interests that contribute to diversity and equal opportunity in higher education

If the candidate does not meet the 2 (or more, if indicated in your College Diversity Plan) required qualifications above, do not proceed further. Applicants meeting the criteria above will then be reviewed based on the following criteria.

Professional Growth
[Identify specific attributes or qualifications here (for example)]:
   - Demonstrated expertise in [fields/methodologies/disciplines]
   - Record of publications, presentations, and/or funding in [fields/methodologies/disciplines]
   - Demonstrated commitment to research that engages underrepresented communities
   - Demonstrated proficiency in interdisciplinary and collaborative approaches to [field]
   - Potential for innovative and substantive contributions to the profession
   - Potential for securing extramural funding
   - Research interests that contribute to diversity and equal opportunity in higher education

Teaching
[Identify specific attributes or qualifications here (for example)]:
   - College-level teaching experience in [field]
   - Preparation for teaching students from diverse cultural backgrounds
   - Demonstrated knowledge of barriers for underrepresented students in higher education and commitment to mentoring
   - Demonstrated capacity with relevant teaching technologies
   - Qualified to teach undergraduate- and graduate-level courses in [fields/subject matters]
   - Qualified to provide technological expertise in [field or methodology]
   - Demonstrated interest in working with interdisciplinary programs
   - Ability to direct advanced undergraduate and graduate student research

University and Community Service
[Identify specific attributes or qualifications here (for example)]:
   - Demonstrated interest in relevant service to the university, community, and profession
   - Engaged in service with underrepresented populations in higher education
   - Understanding of the mission and goals of the academic unit and SDSU
   - Expertise in cross-cultural communication and collaboration
WRITING JOB POSTINGS

The Department of Labor requires that visa applicants submit job advertisements with their visa applications. To satisfy federal regulations, please remember the following:

- **Candidate must meet mandatory requirements at the time of hire.** If you specify degree required for hire, please indicate the date degree is expected to abide to this mandatory requirement.
- **Avoid subjective descriptors in requirements that would be contested by the Department of Labor.** For example, seek evidence of “teaching experience” rather than “teaching excellence.”
- **Advertisements must run in one national professional journal – electronic or print – for at least 30 days.** Please retain evidence of posting.

SAMPLE LONG ADVERTISEMENT/INTERFOLIO POSTING

San Diego State University School of Nursing (SON) seeks to hire a tenure-track faculty member (Associate Professor or Professor rank) with expertise as an Adult Gerontological Nurse Practitioner, to begin Fall 2018. Applicants must hold an earned doctorate [PhD] in nursing or in a related field with a Master’s in adult gerontologic nursing as a nurse practitioner, be eligible for or currently licensed to practice nursing in California, and be certified as an Adult Nurse Practitioner. The successful candidate will possess strong research interest and capability as evidenced by an appropriate history of or potential for research and publication in top-tier refereed journals. Teaching experience at the undergraduate and graduate levels is preferred, as well as demonstrated capacity to lead the Adult Gerontological Nurse Practitioner Program. Application review will begin September 2019, and the position will remain open until it is filled.

The School of Nursing offers the generic baccalaureate RN, BSN, and Master’s degrees, as well as graduate concentrations in Advanced Practice Nursing of Adults and Elderly (NP/CNS), Nursing Leadership in Health Care Systems, and Nurse-Midwifery/ Women’s Health Care Nurse Practitioner. See our website at [http://nursing.sdsu.edu](http://nursing.sdsu.edu) for more information.

[The following paragraphs are required.]

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 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 a separate diversity statement how you meet at least two (2) of these criteria.

SDSU is the oldest institution of higher education in the San Diego region, with a campus and microsites in San Diego and locations in Southern California’s Imperial Valley and Tbilisi in the Republic of Georgia. The highly diverse campus community has a student population of approximately 36,000. SDSU is included in the Carnegie Foundation’s Doctoral Universities: High Research Activity category. Established in 1897, SDSU offers bachelor degrees in 97 areas, masters in 84 and doctorates in 23. See [http://www.sdsu.edu](http://www.sdsu.edu) for more information. SDSU is a large, diverse, urban university and Hispanic-Serving Institution with a commitment...
to diversity, equity, and inclusive excellence. Our campus community is diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. We strive to build and sustain a welcoming environment for all.

Apply via Interfolio at [Interfolio URL].

Candidates should submit [list required application materials e.g., cover letter, curriculum vitae, diversity statement, and names and contact information of three (3) references.]

As part of its commitment to a safe and equitable "OneSDSU" community, SDSU requires that individuals seeking faculty employment provide at the time of application authorization to conduct background checks if they become a finalist for the position; applications without this authorization will be considered incomplete and not considered.

A background check (including a criminal records check) must be completed 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.

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.

SDSU 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.

SAMPLE LANGUAGE FOR SEARCH COMMUNICATIONS

Please reach out personally to prospective candidates and notify candidates when the application review concludes. Not doing so may impact colleagues' views of SDSU. Sample language is below:

To build a pool of applicants: Address directly (and by name) to prospective applicants identified through networking--“Our department is currently searching for [brief position description here]. Our colleague [name here] recommended you to our consideration, and I am writing to encourage you to apply. Our position is listed on Interfolio at [Interfolio ad address here] SDSU is a large, diverse, urban university and Hispanic-Serving Institution with a commitment to diversity and equity, and we are seeking excellent scholars and teachers who share our commitment and will transform their fields. SDSU is consistently recognized by U.S. News and World Report as one of the most diverse universities in the country and by CampusPride.org as among the top 20 most LGBT-friendly campuses in the nation. Our campus is a multi-year recipient of the INSIGHT Into Diversity Higher Education Excellence in Diversity Award (HEED), a national honor recognizing U.S. colleges and universities that demonstrate outstanding commitment to diversity and inclusion. Should you have any questions about this position, please contact me directly. For questions related to diversity and inclusion outside of our formal search process, please contact Campus Diversity (diversity@sdsu.edu). We appreciate your interest and wish you every success in your career.”

To identify potential candidates based on college referral:
“Dear colleague: Our department is currently seeking to fill a position in [description] and I am writing to ask your help in identifying outstanding candidates. As a large, diverse, urban university and Hispanic-Serving
Institution, SDSU is seeking excellent scholars and teachers who will transform their fields and who share our campus commitment to diversity and inclusion. I would appreciate your help in identifying potential job candidates who

- Integrate understanding of underrepresented populations and communities into research
- Show expertise in cross-cultural communication and collaboration
- Have research interests that engage underrepresented communities or contribute to diversity and equal opportunity in higher education
- Demonstrate knowledge of barriers for underrepresented students and faculty in higher education
- Demonstrate commitment to teaching and mentoring underrepresented students
- Extends knowledge of how to achieve artistic or scholarly success as a member of an underrepresented group
- Engage in service with underrepresented populations in higher education

If you are aware of any potential candidates (including assistant professors) who might consider a move to San Diego, please share with them our job listing posted at Interfolio: [listing address here], or reply to this email. I would be happy to reach out to your contacts individually and invite them to apply.”

**For candidates not selected for interview:** “Thank you for applying for our recently advertised position in _______. The Search Committee has reviewed all the applications and, regretfully, your candidacy was not successful. We received many excellent applications, including yours, and the Committee's decision was not an easy one. I thank you for your application and extend my best wishes for your career.”

**For candidates interviewed but not offered a position:** “Thank you for coming in to meet the Search Committee and members of our department. We very much enjoyed meeting with you. Regretfully, after thorough and careful consideration of the qualifications of each of the persons interviewed, an offer has been made to another candidate. Thank you again for your interest and please accept our very best wishes for your future career.”

**For candidates receiving and accepting an appointment offer:** “Congratulations on joining the faculty at SDSU! I will be processing your appointment paperwork, and prior to getting started I will need your home mailing address, SSN, and DOB to generate a Red ID number for you. A Red ID is your personal identification number, which is used to conduct all university business by faculty, staff, and students. Due to the sensitive nature of that information, please do not send via email, kindly call me with it at your earliest convenience. Thank you.”

**STUDENT SEARCH PARTICIPATION**

Under the terms of the CFA contract and the SDSU Academic Policy File, Temporary faculty, students, and staff may only serve in advisory or support roles and cannot be granted Interfolio access or participate in the official vote to recommend hire—under the contract only tenured and tenure-track faculty member are eligible to do so.

Deans may work with their search chairs to establish some or all of the following opportunities for participation:

- Attendance at search committee meetings
- Participation in committee discussion of candidates
- Attendance at job talks and teaching demonstrations
- Participation in interviews, including asking questions of candidates
- Participation at candidate social events and all aspects of the “campus visit”
- Read-only access to candidate dossier materials downloaded from Interfolio and provided via Google Drive or similar
- Development of hiring recommendations to provide to the committee and/or Dean

FACULTY INCLUSION REPRESENTATIVE PROGRAM

Overview: Inclusion Representatives (IRs) are appropriately-trained faculty or administrators who support the overall mission of the search committee, by ensuring and supporting the use of equitable and inclusive hiring practices. See this document for additional details. Departments will receive either standard or intensive support from their Inclusion Representatives (IRs):

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<tr>
<th></th>
<th>Standard Support</th>
<th>Intensive Support</th>
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<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td>Schools or departments who in previous year searches attracted a pool of candidates with a proportion of URM candidates equal to or higher than the proportion of URM candidates in the national pool AND/OR received approval for their diversity plan in May 2021.</td>
<td>Schools or departments who in previous year searches did not attract a pool of candidates with a proportion of URM candidates equal to or higher than the proportion of URM candidates in the national pool AND/OR did not receive approval for their diversity plan in May 2021.</td>
</tr>
<tr>
<td><strong>Rep to be elected or appointed, and trained by CIE</strong></td>
<td>Inclusion Representative to be elected from among the search committee members (analogous to role of chair). Fall 2021 training dates TBD</td>
<td>Inclusion Representative to be assigned by the Office of Faculty and Staff Diversity with approval of the college Diversity Liaison. IR will be a person who has earned tenure, or the Campus Director of Inclusive Recruitment, and will be a non-voting participant. Fall 2021 training dates TBD</td>
</tr>
<tr>
<td><strong>Support during preparation for search</strong></td>
<td>Review advertisement and ensure its distribution in venues conducive to a diverse pool, with the support of the Office of Faculty and Staff Diversity / HERC. Review criteria and interview questions to ensure alignment with best diversity and inclusion practices.</td>
<td>Review advertisement and ensure its distribution in venues conducive to a diverse pool, with the support of the Office of Faculty and Staff Diversity / HERC. Review criteria and interview questions to ensure alignment with best diversity and inclusion practices.</td>
</tr>
<tr>
<td><strong>Support during evaluation of candidates</strong></td>
<td>Support best diversity and inclusion practices during committee discussions, including evaluation of candidates’ diversity statements and BIE criteria. Remind colleagues to self-monitor for unconscious biases.</td>
<td>Support best diversity and inclusion practices during committee discussions, including evaluation of candidates’ diversity statements and BIE criteria. Notify committee chair if committee diverges from best practices and</td>
</tr>
</tbody>
</table>
MANAGING IMPLICIT BIAS AND ACHIEVING POOL PROPORTIONALITY

Search committees bear an extraordinary responsibility for ensuring that the university realizes its commitments to diversity and inclusion through the hiring process and should seek to fulfill their responsibility through the following means:

• All search committee members should undergo implicit bias training. The Professors of Equity have developed an online, self-paced workshop on *Equity, Implicit Bias, and Microaggressions* that introduces these concepts. Faculty and staff can enroll at any point during the semester and it should take approximately 1.5-2 hours (90-120 min) to complete; however, in order to ensure the Professors of Equity can respond to submissions in a timely manner, you should complete all modules within two weeks of enrolling.

• Search committees should review their applicant pools to assess whether they have succeeded in building a pool at least as diverse as pool of doctorate holders in the field, using this pool proportionality worksheet. Please contact Campus Diversity (diversity@sdsu.edu) to request the pool reports or if you have any questions regarding the worksheet.

• Search committees should take care to ensure that all candidates selected for campus visits have an opportunity to meet with a college diversity liaison, one of the Professors of Equity, or another representative from Campus Diversity.

BUILDING ON INCLUSIVE EXCELLENCE

The Building on Inclusive Excellence (BIE) faculty hiring program strives to diversify the faculty by focusing tenure-track faculty searches on candidates who meet criteria aligned with SDSU’s commitment to diversity, equity and inclusion.

The 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 (some colleges may require a minimum of three—please check your College Diversity Plan) of the eight (8) criteria and the department should provide unique evidence for each criterion met.

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<th>Criteria</th>
<th>Common examples of appropriate evidence:</th>
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| 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 demonstrated 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 or demonstrated commitment to 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 |
| Has experience or has demonstrated commitment to integrating understanding of underrepresented populations and communities into research | - Research addresses or incorporates underrepresented populations and communities |
| Has experience in or has demonstrated commitment to 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 |
| Has experience in or has demonstrated commitment to research that engages underrepresented communities | - Research requires engagement with subjects from underrepresented communities |
| Has expertise or demonstrated commitment to 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 |

**BIE SCREENING PROCESS GUIDELINES**

1. FASS ensures that BIE screeners (designated representatives from Tenure-Track Planning Committee, DEI Committee, and CDO, plus AVPFASS) are given EEO officer status in Interfolio.

2. Search informs FASS when BIE docs are uploaded.

3. FASS notifies screeners that finalists are available for review.

4. Screeners log in to Interfolio, review finalist documents, and tag candidate as “BIE approved finalist” after verifying that candidates meet 2/8 BIE criteria.
   - Screeners login, go to "position details," scroll down to internal documents, locate the "BIE SHORTLIST CANDIDATE FORMS" uploaded by the search committee, review, and use the "tag feature" and label each shortlist approved candidate as a "BIE approved finalist."
     - Guide for creating and adding tags to applicants.
   - Screeners should verify that candidate meets any two of the eight criteria. A single experience, activity, or attribute may not count for more than one of the criteria.
   - An identity attribute—including status as a foreign faculty member—may not be considered in evaluation of candidates by the criteria.
   - Screeners should recuse themselves from evaluation of any department where they have a conflict of interest (faculty member in the department or partner / spouse faculty member in the department).

5. SACD / CDO runs daily report of tagged finalists and notifies chair, Dean, and Provost once candidates receive three tags.

6. If a candidate does not receive approval, the Office of Faculty and Staff Diversity will provide the department with the explanation of why the reviewers believe the candidate does not meet at least 2 (or 3) of the 8 criteria. The department is given an opportunity to provide additional explanation if they believe it may sway the reviewers. That is shared with the BIE reviewers and they are given an opportunity to change their vote.

7. If the candidate still does not receive approval, the department may put forward a different candidate (i.e., someone else from their shortlist who received first-round interviews), or they may choose to proceed with just the remaining finalists.

8. If a department wishes to appeal the decision of the reviewers, they may do so by requesting a review by the Chief Diversity Officer and the Provost. In this request, the department must provide information on their search, including their posted ad language, information on where they posted their ad, data from their pool proportionality assessment, and interview questions. If both the CDO and the Provost agree that the department has taken sufficient steps to attract an applicant pool that reflects the available pool of degree holders, and to mitigate bias during the interview process, the appeal will be granted.
GUIDELINES FOR ASKING QUESTIONS DURING THE SEARCH PROCESS

**Appropriate questions focus on candidate credentials and experience in teaching, research/scholarship/creative activity and service, such as the following:**

- Describe your current research / scholarship / creative activity.
- What do you think are your greatest strengths as a researcher and scholar?
- Describe your research program/creative activities for the next 5 years.
- How would you build upon your current research program/creative activities?
- What are your plans for sustaining your current research program/creative activities?
- Have you identified specific venues to disseminate your findings? Which ones?
- Describe your style of teaching and interacting with students.
- Describe three instances of how you have modified your teaching practices to meet the needs of diverse learners.
- How do you utilize technology in the classroom?
- How do you engage students, particularly in a course for non-majors?
- What innovations have you brought to the teaching of __?
- Describe your favorite courses taught or proposed in the past five years.
- How do you define excellence in teaching?
- Describe your philosophy and experiences regarding the importance of diversity in teaching, research and society and how you foster multicultural skills in the classroom.
- What experience do you have successfully supporting achievement by diverse students?
- How would your background and experience strengthen our department?
- What roles have your students played in your research program to date?
- What do you know about San Diego State University that encourages your interest in this position?

**It is inappropriate and illegal at all stages of the search process to ask questions such as the following:**

- Questions directed specifically to candidates of one sex, sexuality, gender identity or expression, racial, ethnic, or religious group, and not to all candidates.
- Questions about race, color, place of birth, national and family origin, religion, sex, sexual orientation, disability, age or ancestry.
- Questions about past, present, or future marital status, pregnancy, plans for a family, or child care.
- Questions about weight and height, state of health, or disabilities.
- Questions about a candidate's native-born or naturalized status. You may ask if a candidate is eligible to work in the US.
- Questions about a candidate’s native tongue or how foreign language ability has been acquired. You may ask about foreign language skills if the position requires such ability.
- Questions about loans, financial obligations, wage attachments or personal bankruptcies.

**Reference check questions may include the following:**

- How long have you known _____ and in what capacity?
- How would you characterize their accomplishments and strengths as a researcher / scholar / artist?
- If you have observed them teaching, what strengths do they bring to the classroom? Areas of concern?
- Describe their commitment to diversity in teaching, service, and / or research.
- Would you hire or rehire them for a faculty position in your department? Why or why not?
- What have they accomplished and planned for scholarship and research, and what kinds of support do you think he/she would need to be successful as a scholar?
- Is there anything else you can tell me about him/her that would be helpful for our search committee to know? (You may inquire as to any outstanding conduct issues or issues with students.)
If an applicant inquires about the possibility of future furloughs or layoffs:

- There are no furlough plans at this time.
- In the event there are layoffs, they will be conducted per the Collective Bargaining Agreement Article 38.