



Tenure Track Faculty Hiring Handbook: University Guidelines for Equity-Minded Recruitment, Selection, & Retention

Questions regarding the faculty recruitment process
should be directed to:

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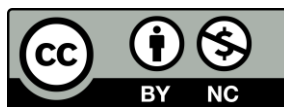


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INTRODUCTION

The Need for Equity-Minded Hiring at CSUCI

The lack of faculty diversity in higher education has been well documented (e.g., Smith, 2020). Although university students have become increasingly diverse in recent decades, a similar rate of diversification has not yet occurred within its faculty ranks (Abdul-Raheem, 2016). As a result, 55% of today's college students self-identify as racially minoritized, yet less than 25% of college faculty identify in the same way (National Center for Education Statistics, 2018). Unfortunately, the situation is not much better at California State University Channel Islands (CSUCI), with approximately 2/3 of students self-identifying as racially minoritized, and approximately 1/4 of faculty doing the same ([Data compiled from Institutional Research](#), Figure 1).

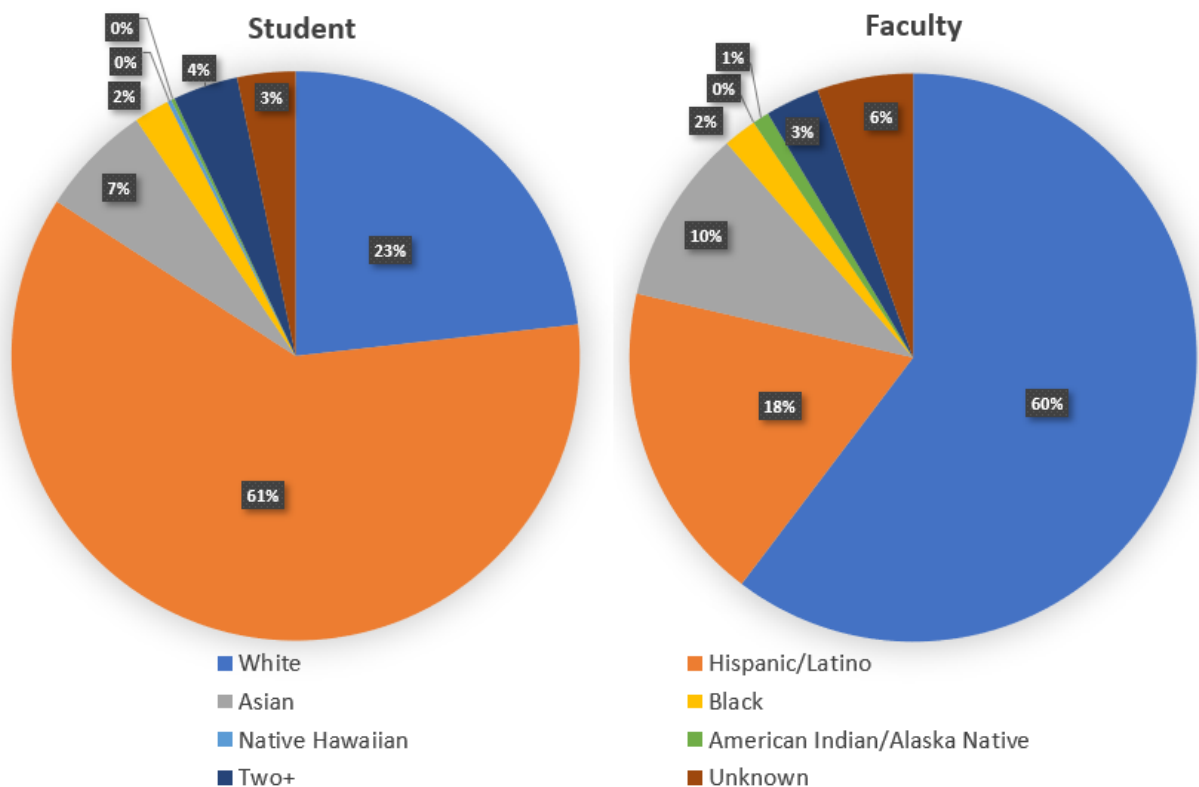


Figure 1. [Racial/Ethnic Disparity of CSUCI's Students and Faculty \(Fall 2022\)](#)

The lack of cultural diversity not only undermines the development of current college students, but also the future health and viability of higher education itself. Diversified faculty expose students to a correspondingly diversified array of ideas, concepts, approaches, and worldviews: a critical imperative for success in today's increasingly globalized society (Center for Urban Education, 2019; Collins & Kritsonis, 2006). Minoritized faculty are also more likely to advocate for minoritized students, resulting in more culturally relevant pedagogy and improved academic outcomes – a reality that speaks to the very heart of CSUCI's uniquely diverse student body.

Meanwhile, from the faculty perspective, an increased level of diversity has shown to positively correlate with campus climate (Milem, 2001), innovation (Deloitte, 2013), productivity (Saxena, 2014), team processes (Chen, et al., 2010), leadership development (Parker & Pascarella, 2013), decision-making techniques (People Management, 2017), and so on.

In response to higher education’s persistent lack of faculty diversity, CSUCI passed Academic Senate Resolution #11-03 to advance racial/ethnic difference (2011, par. 18; see Figure 2). In 2018, CSUCI reaffirmed its commitment to equity-minded hiring with Strategic Initiative 3.7: “Develop a hiring strategy to ensure the continued expansion of diverse faculty and staff to advance academic excellence and student success” (Office of the President, 2018, par. 7). Following up on these, the CSUCI Academic Senate approved a sweeping overhaul of the policy on recruitment and appointment of tenure-track faculty in 2020 with a clear focus on implementing equity-minded hiring ([SP20-08](#)). While there is still substantial work to be done, there is some evidence of the effectiveness of these and related equity measures: CollegenET’s “Social Mobility Index” ranked CSUCI 5th in the nation for educating economically-disadvantaged students into promising careers, *MONEY Magazine* ranked CSUCI the 9th “Most Transformative College” in the nation for helping students “beat the odds by doing better than would be expected from their academic and economic backgrounds,” and Excelencia in Education awarded CSUCI its prestigious *Seal of Excelencia* – a recognition given to only nine universities nationwide for their high levels of commitment to successfully serving Latinx students (CSUCI, 2020). This handbook is a work in progress to keep our university moving toward inclusive excellence.



**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
ACADEMIC SENATE RESOLUTION**

To Advance the Ethnic and Racial Diversity of Faculty, Staff, and Administrators

Resolution #11-03: Resolution to Advance the Ethnic and Racial Diversity of Faculty, Staff, and Administrators from Historically Underrepresented Groups

Be it resolved that the Academic Senate supports the implementation of innovative and affirmative initiatives and additional processes in order to: assess the recruitment and hiring practices of the university; guide the recruitment, retention, and promotion of faculty, staff, and administrators from historically underrepresented groups; and create a leadership program for such faculty and staff to promote their development to become academic administrators.

Figure 2. [Academic Senate Resolution to Advance CSUCI’s Racial/Ethnic Diversity](#)

For each of these reasons – higher education’s persistent lack of faculty diversity, combined with CSUCI’s longstanding commitment to equity – this handbook is designed to help establish consistent processes for equity-minded faculty hiring. To this end, the three guiding principles of this faculty hiring handbook include: (1) *useful application*, (2) *holistic awareness*, and (3) *continuous collaboration*.

1. Useful Application

First and foremost, this handbook aims to be useful in its application. This handbook was not created to satisfy some sort of legal obligation or institutional requirement, nor is it merely intended to collect virtual dust on a Faculty Affairs website. Rather, this handbook aspires to be accessible, applicable, and – dare we say it – even *helpful*. To this end, it offers an overview of the complete process including a Condensed Hiring Timeline that summarizes and contextualizes the entire hiring process in two succinct pages for quick and easy access ([p. 10](#)), a process flowchart ([p. 12](#)), and a Complete Hiring Timeline that fully details approximate dates, duties/responsibilities, and accountable parties for each specific step in the hiring process ([beginning on p. 13](#)). For those wanting more in-depth explanations, it includes contemporary best practices in equity-minded hiring, process flowcharts, detailed lists of do’s and don’ts, and answers from Faculty Affairs, Success, and Equity (FASE) to some of the most commonly asked questions about equity-minded hiring. Thus, this handbook is designed to meet all CSUCI faculty members where they are in regard to their experience, knowledge, and understanding of the university’s current hiring processes.

2. Holistic Awareness

This handbook also aims to expand search committees’ focus beyond the selection process alone. To this end, the handbook is organized into three major parts: recruitment, selection, and retention. By expanding its scope to include details about the recruitment and retention processes (instead of focusing only on selection), this handbook works under the holistic awareness that faculty hiring is systemic in nature – a process that begins long before any official search approval is obtained and continues long after the final hiring decision has been made. By bringing this same awareness to the faculty hiring process, the present handbook aspires to generate larger applicant pools of equity-minded candidates (recruitment), to avoid many of the taken-for-granted assumptions that undermine equitable hiring practices in higher education (selection), and to ensure that new colleagues are met with a workplace environment where they can thrive for years to come (retention).

3. Continuous Collaboration

Finally, this handbook aims to be continuously collaborative in both its content and application. The current handbook (version 1.0) was only made possible by the collective efforts of over 30 CSUCI colleagues. This collaborative approach reflects CSUCI’s shared passion for equity-minded hiring and has resulted in a sum that is truly greater than any of its individual parts. Yet such a collaborative approach is never ending. New insights into equity-minded hiring will continue to develop for generations to come, best practices will continue to evolve, fresh perspectives will

continue to emerge, and typos will continue to surface. Consequently, this handbook is best viewed as a living document, and any suggestions for future revision are welcomed by CSUCI's Faculty Affairs, Success, and Equity Office.

In the end, we all realize a handbook with fewer pages than *Harry Potter and the Sorcerer's Stone* will never resolve the cultural homogeneity that has defined higher education since its inception. Yet we can all benefit from the delineation of consistent processes and procedures, as well as from the knowledge of contemporary best practices in equity-minded faculty hiring. For each of these reasons, all who have had their hand in developing this handbook hope that readers will find it to be (1) useful in its application, while offering (2) a holistic awareness, and (3) a collaborative approach to the entire faculty hiring process.

By doing so, maybe (just maybe) we can work together in order to realize a more equitable work environment for our colleagues, a more equitable college experience for our students, and – ultimately – a more equitable world for us all.

*Faculty Affairs, Success, and Equity Office
California State University Channel Islands
Summer 2024*



CONDENSED HIRING TIMELINE

The following timeline and equity-minded strategies are suggested for the completion of all necessary duties/responsibilities in a timely and consistent manner. Deviations from this timeline may occur depending on the specific needs and circumstances of each academic department. Some situations may lead to more or less aggressive timelines. In all cases, the department chairs should maintain an open dialog with their dean to ensure they are communicating clearly and that no one is surprised by the actions or decisions of the other.

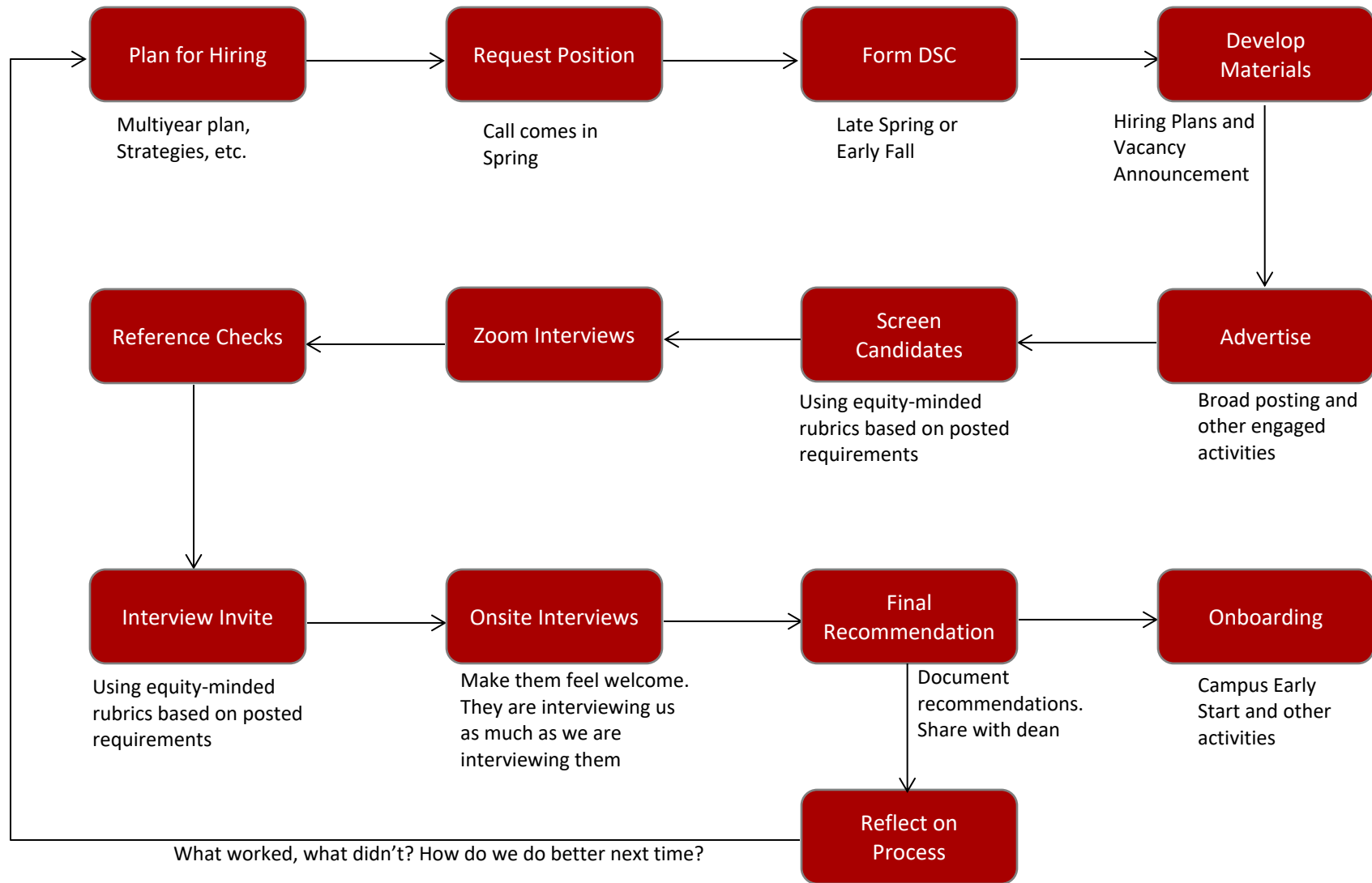
Hiring Steps: (#1-#16)	Completion Date: (Approximate)	Duties & Responsibilities: (Based on Equity-Minded Best Practices)
Part I. Equity-Minded Recruitment (Steps 1-5)		
Step #1: Prior to Search Approval	Ongoing	Discuss and plan for future hires as a department; develop and maintain applicant “pipeline;” complete equity-minded trainings
Step #2: Obtaining Search Approval	March-May	Request positions for recruitment; obtain search approval
Step #3: Departmental Search Committee	August	Select DSC chair and members, including Equity Advocate
Step #4: Search Committee Materials	September	Create equity-minded job announcement, questions, rubrics, etc.
Step #5: Advertising the Position	September	Publicize job announcement; facilitate targeted outreach efforts
Part II. Equity-Minded Selection (Steps 6-12)		
Step #6: Applicant Screenings	October	Screen online applications; share list of Zoom/phone interviews
Step #7: Zoom/Phone Interviews	November	Score Zoom/phone interviews; share shortlist of campus finalists

Step #8: Reference Checks	December	Complete release forms and reference checks for each campus finalists
Step #9: Campus Visits	January-February	Finalize travel dates and campus visit schedules
Step #10: Campus Interviews	February	Complete DSC interviews and additional campus visit activities
Step #11: Final Hiring Recommendation	February-March	Extend official appointment offer; notify unsuccessful applicants
Step #12: Reflection on Process	March – May	DSC assesses process, identifying how to improve next time

Part III. Equity-Minded Retention (Steps 13-16)

Step #13: Faculty Orientation	Immediately prior to starting semester and throughout first semester	Ensure a successful first semester and sense of belonging by making sure faculty have ready access to the workspaces, materials, connections, and information to support their success and a sense of belonging from the start including teaching assignments, canvas access and support, office, keys, connections with Affinity groups, etc.
Step #14: University Socialization	Ongoing	Provide faculty with resources needed to succeed as teachers, mentors, community members, and individuals.
Step #15: Relational Development	Ongoing	Connect faculty with Program/Department and campus-level mentoring opportunities for support and to develop their sense of belonging.
Step #16: Career Progression	Ongoing	Scaffold professional development opportunities up through tenure and into leadership (e.g., leadership training, hidden service loads, cultural taxation, etc.)

RECRUITMENT FLOWCHART



HIRING TIMELINE w/ Checklist

This list is intended to be a “quick and dirty” checklist. It should be used in conjunction with the Best Practices discussed in the later sections of this Handbook. Timelines are based on an “aspirational” search model. Real timelines may shift from these due to circumstances.

Part I. Equity-Minded Recruitment (Steps 1-5)	
<p><u>Step #1: Prior to Search Approval</u></p> <p><i>Step one includes ongoing efforts to develop and sustain equity-minded hiring practices, with the holistic realization that such processes are systemic in nature and begin long before official search approval is obtained. To this end, particular significance should be given to building/maintaining an equity-minded “pipeline” of potential applicants via professional colleagues, conference networking, etc., as well as continually engaging in training/workshops to remain up to date on equity-minded best practices.</i></p>	Ongoing
<ul style="list-style-type: none"> <input type="checkbox"/> <u>Department Faculty</u>: Collectively develop and review the department’s long-term hiring plan/priorities in order to identify any tenure-track faculty hiring requests. (See Appendix B for “Sample Hiring Plan”) <input type="checkbox"/> <u>All Faculty</u>: Work to build/maintain an equity-minded “pipeline” of potential applicants via professional colleagues, conference networking, etc. (See Appendix A for “List of Equity-Minded Recruitment Activities”) <input type="checkbox"/> <u>All Faculty</u>: Complete CSU’s online Understanding Unconscious Bias Training. <i>Note</i>: Completion of CSU’s Understanding Unconscious Bias Training is <u>required every two years</u> for all DSC members prior to beginning the official selection process. (See Appendix A for “List of Equity-Minded Trainings/Workshops”) <input type="checkbox"/> <u>All Faculty</u>: Complete CSU Channel Islands’ DSC Workshop with FASE. <i>Note</i>: Completion of the DSC Workshop is required for all DSC members prior to beginning the official selection process. <input type="checkbox"/> <u>All Faculty</u>: Consider becoming an Equity Advocate. <input type="checkbox"/> <u>All Faculty</u>: Continually engage in trainings, workshops, and/or refresher courses to remain up to date on best practices for equity-minded faculty hiring. There are many options in CSU Learn to go beyond the minimum training. 	
<p><u>Step #2: Obtaining Search Approval</u></p> <p><i>Step two includes the identification and submission of each new tenure-track faculty hiring request, as well as each subsequent approval/disapproval by the provost and appropriate dean’s office.</i></p>	March- May

- Department Chair: Submit hiring request(s) to the appropriate dean’s office and await notification of the provost’s final recruitment decision. ([See Appendix B for “Sample Hiring Request”](#)) Pay extra attention to any priorities identified by provost.
- Department Chair: Notify all department faculty of the provost’s final recruitment decision. Note: At minimum, similar efforts should be taken to keep departmental colleagues apprised once the date/schedule for each finalist’s campus visit has been confirmed (Step #9) and once the dean shares that a candidate has formally accepted an offer of appointment (Step #11).
- Department Chair: Coordinate (as needed) with FASE to confirm the anticipated hiring timeline, division of duties and responsibilities, remaining required trainings and deadlines, etc.

Step #3: Departmental Search Committee

Step three includes equity-minded best practices for electing the Departmental Search Committee (DSC), not only for the benefit of potential candidates, but also for the benefit of each department, its existing colleagues, and the campus community writ large. To this end, the order of events, use of anonymity, integration of outside committee members, etc. are each aligned with contemporary best practices to help ensure that all faculty voices are equitably recognized throughout the hiring process.

August

Selection of Department DSC Members:

- Department Chair: Review bylaws that should define how DSC is formed. If not described in bylaws, consult with FASE and dean on how to form.
- Department Chair: If there is an insufficient number of members from the program, identify other potential candidates from related and/or similar programs.
- Department Chair: Remind candidates for the DSC that they must be able to commit to serving the entire process.

Selection of Equity Advocate:

- DSC Chair/Department Chair: Get list of Equity Advocates from FASE.
 - DSC Chair/Department Chair: Contact Equity Advocates to find someone who is willing to serve. FASE can assist with matching an EA with a DSC.
-

<p><i>Selection of DSC Chair:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Department chair:</u> Query the DSC members to determine interest in serving as DSC chair. <input type="checkbox"/> <u>Department chair:</u> If more than one (1) committee member is able/interested in serving as DSC chair, facilitate an anonymous ballot process to determine the committee’s chair. 	
<p>Step #4: Development of the Search Plan</p> <p><i>Step four includes finalizing all search committee materials prior to beginning the official selection process: timeline, job announcement, interview questions, scoring rubrics, etc. Finalizing the search committee materials prior to beginning the selection process not only helps streamline that process later, but also helps ensure that consistent/transparent standards have been agreed upon by all DSC members, and that those consistent/transparent standards are applied throughout the subsequent process.</i></p>	<p>September</p>
<ul style="list-style-type: none"> <input type="checkbox"/> <u>DSC Members:</u> Co-construct a timeline for the search. <input type="checkbox"/> <u>DSC Members:</u> Co-construct an equity-minded job announcement for posting on CHRS Recruiting and other publications and websites using the template provided by FASE (See Appendix B for “Sample Job Announcement”) <input type="checkbox"/> <u>DSC Members:</u> Co-construct score sheets for the initial screening of online applicants. (See Appendix B for “Sample Screening Rubric”) <input type="checkbox"/> <u>DSC Members:</u> Co-construct a list of equity-minded questions for the Zoom/phone AND on campus interviews. (See Appendix B for “Sample Interview Rubric” and “Sample Interview Questions”) <input type="checkbox"/> <u>DSC Members:</u> Co-construct score sheets to use after zoom and on campus interviews to facilitate evaluations. DSC Members: Send completed Search Plan (above items) to dean and AVP for FASE to review. 	
<p>Step #5: Advertising the Position</p> <p><i>Step six includes efforts to disseminate the DSC’s final job announcement via national/organizational publications and discipline-specific listservs – with particular attention given to diverse advertising outlets – as well as more targeted outreach efforts to help ensure the most broad and equitable applicant pool possible.</i></p>	<p>September</p>
<ul style="list-style-type: none"> <input type="checkbox"/> <u>DSC Chair:</u> Share the DSC’s final search committee materials with the appropriate dean and FASE. 	

- ❑ DSC Chair: Work with FASE to disseminate a consistent version of the DSC’s final job announcement via national/organizational publications, discipline-specific listservs, etc. – with particular attention given to diverse advertising outlets such as *Hispanics in Higher Education*, *Hispanic Outlook on Education*, etc. ([See Appendix A for “List of Equity-Minded Advertising Outlets”](#))
- ❑ DSC Members: Facilitate additional outreach efforts via targeted emails and professional networking, with particular attention given to potentially diverse sources of qualified applicants: other HSIs, HBCUs, and AANAPISIs; Chancellor’s Doctoral Incentive Program; professional contacts/colleagues; professional meetings/conferences; past applicants and/or out-of-cycle applicants. ([See Appendix A for links to lists of HSIs, HBCUs, and AANAPISI institutions.](#))

Part II. Equity-Minded Selection (Steps 6-12)

<p>Step #6: Applicant Screenings</p> <p><i>Step six includes the independent scoring/ranking of each online application, and the subsequent synthesis thereof by DSC chairs – an approach that aligns with equity-minded best practices for faculty hiring to help ensure all relevant and necessary voices are heard throughout the selection process.</i></p>	<p>October</p>
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- ❑ DSC Chair: Before beginning the official screening process of online applicants, coordinate with the appropriate dean’s office and FASE for certification of an equity-minded applicant pool.
 - ❑ DSC Members: Independently score/rank each online application using the DSC’s previously agreed upon hiring rubric for equity-minded applicant screenings. ([See Appendix B for “Sample Screening Rubric”](#))
 - ❑ DSC Members: Confidentially share each applicant’s score/rank with the DSC chair. *Note*: Although the DSC chair will later make each committee member’s scores/rankings known to the entire DSC, confidentially at this point helps ensure equitable voices among all search committee members.
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- ❑ DSC Chair: Synthesize each committee member’s applicant screenings in search of a consistent list of candidate names for the Zoom/phone interviews.
 - ❑ DSC Chair: Share the initial synthesis of each committee member’s applicant screenings with the entire DSC, including the details of each DSC member’s previously confidential scores/rankings.
 - ❑ DSC Chair: If necessary, consult with dean and FASE to determine if late-received applications should be released to the DSC.

- DSC Chair: Note any current CSUCI lecturers who are in the pool to ensure they receive any interview rights afforded by the CBA.
- DSC Members: Discuss candidates to determine list of those who will advance to the Zoom/phone interviews. This should be a collective and consensus decision based upon prior agreed-upon criteria and screenings. (Note, the exact number of applicants to be interviewed via Zoom/phone can vary by department and discipline; yet as a general guideline, this list typically consists of 10-15 candidates, but may vary depending on the specifics of the search and pool size.)
- DSC Chair: Share the DSC’s final, agreed-upon list of Zoom/phone interviewees with the appropriate dean’s office and FASE for authorization to proceed.
- DSC Chair: Identify those applicants who will no longer be under consideration for FASE to notify.

Step #7: Zoom/Phone Interviews

Step seven includes the independent scoring/ranking of each Zoom/phone interview, and the subsequent synthesis thereof by DSC chairs – an approach that aligns with equity-minded best practices for faculty hiring to help ensure all relevant and necessary voices are heard throughout the selection process.

November

- DSC Chair: When inviting candidates for Zoom/Phone Interview, let them know to contact FASE if they need to have any accommodation put into place to ensure that that can fully participate in the interview.
- DSC Members: Independently score/rank each candidate after completion of the Zoom/phone interview using the DSC’s previously agreed upon hiring rubric and list of equity-minded interview questions and Best Practices noted later in this document. ([See Appendix B for “Sample Interview Rubric” and “Sample Interview Questions.”](#))
- DSC Members: Confidentially share each candidate’s score/rank with the DSC chair. Note: Although the DSC chair will later make each committee member’s scores/rankings known to the entire DSC, confidentiality at this point helps ensure equitable voice among all search committee members.

-
- DSC Chair: Synthesize each committee member’s confidential scores/rankings in search of a consistent shortlist of finalists to recommend for campus interviews.
 - DSC Chair: Share the initial synthesis of each committee member’s scores/rankings with the entire DSC, including the details of each DSC member’s previously confidential scores/rankings.
 - DSC Members: Discuss candidates to determine list of those candidates who shall advance to campus interviews. This should be a collective and consensus decision based

<p>upon prior agreed on criteria and screenings. (The exact number of candidates to be interviewed on campus can vary by department and discipline; yet as a general guideline, this list typically consists of three finalists.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>DSC Chair</u>: Share the DSC’s final, agreed upon shortlist of campus finalists with FASE and the appropriate dean’s office for certification of an equity-minded candidate pool. <input type="checkbox"/> <u>DSC Chair</u>: Identify those applicants who will no longer be under consideration for FASE to notify. Note that the DSC may opt to keep individuals “in consideration” in the event that they have a reason to dip back into the pool. Once notified of not being under consideration, they cannot be brought back into consideration. 	
<p>Step #8: Reference Checks</p> <p><i>Step eight includes the completion and confirmation of at least two reference checks per finalist.</i></p>	<p>December</p>
<ul style="list-style-type: none"> <input type="checkbox"/> <u>DSC Chair</u>: After obtaining verbal permission from each candidate, complete at least two reference checks per finalist (See Appendix B for “Sample Reference Check Script”). All DSC Members should help with reference checks. Calls should be performed in pairs of DSC Members. <input type="checkbox"/> <u>DSC Chair</u>: Confirm the completion of all reference checks with the appropriate dean’s office and FASE. 	
<p>Step #9: Campus Visits</p> <p><i>Step nine includes the planning and implementation of each finalist’s campus visit schedule (e.g., travel dates, dean interview, DSC interview, department chair interview, campus welcome, teaching demonstration, research demonstration, affinity group meetings, staff/student/faculty forum, staff/student/faculty meet-and-greet, campus tour, community tour, candidate lunch, candidate dinner, and/or personal time), as well as the selection of a “Campus Host” to help ensure each finalist feels welcomed and appreciated throughout her/his visit.</i></p>	<p>January-February</p>
<ul style="list-style-type: none"> <input type="checkbox"/> <u>DSC Chair</u>: Coordinate with DSC members and FASE to suggest/schedule travel dates for each finalist’s campus visit. Note: FASE will coordinate all air travel, hotel accommodations, and ground transportation to and from the airport; DSCs are responsible for scheduling each additional detail of the finalists’ campus visits. (See Appendix B for “Sample Campus Visit Schedule”) When inviting candidates for Campus Visit, let them know to contact FASE if they need to have any accommodation put into place to ensure that that can fully participate in the interview. 	

- DSC Chair: Once travel dates are confirmed, coordinate with DSC members and the appropriate dean’s office to schedule a day/time for each finalist’s dean interview.
- DSC Chair: Once dean interviews are confirmed, coordinate with the entire DSC to determine/schedule additional details for each finalist’s campus visit: campus welcome, DSC interview, department chair interview, teaching demonstration, research demonstration, affinity group meetings, staff/student/faculty forum, staff/student/faculty meet-and-greet, campus tour, community tour, candidate lunch, candidate dinner, and/or personal time, etc.
- DSC Chair: Once the finalists’ campus visits are confirmed, apprise all department faculty by sharing each finalist’s CV and campus visit schedule. Share with students’ info on items that would be appropriate for them to attend.

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- DSC Members: Select at least one (1) committee member per finalist to serve as the DSC’s official “Campus Host.” Note: If more than one committee member is able/interested in serving as a finalist’s Campus Host, committee members can either designate multiple Hosts or the DSC chair can facilitate an anonymous selection process.
 - DSC Members: Make necessary arrangements to participate in all campus visit activities as desired/required ([See Appendix B for “Sample Campus Visit Schedule”](#)).

Step #10: Campus Interviews

Step ten includes the independent scoring/ranking of each candidate after their interview, and the subsequent synthesis thereof by DSC chairs – an approach that aligns with equity-minded best practices for faculty hiring to help ensure all relevant and necessary voices are heard throughout the selection process.

February

- DSC Members: Independently score/rank each finalist’s campus interview using the DSCs previously agreed upon hiring rubric after completing the interview using the approved equity-minded interview questions and Best Practices noted later in this document (See Appendix B for [“Sample Interview Rubric”](#) and [“Sample Interview Questions”](#)).
 - DSC Members: Confidentially share each finalist’s score/rank with the DSC chair. Note: Although the DSC chair will later make each committee member’s scores/rankings known to the entire DSC, confidentiality at this point helps ensure equitable voice among all search committee members.
-
- DSC Chair: Synthesize each committee member’s confidential scores/rankings in search of a consistent hiring recommendation.

- DSC Chair: Share the initial synthesis of each committee member’s scores/rankings with the entire DSC, including the details of each DSC member’s previously confidential scores/rankings.
- DSC Members: Collectively determine which finalists are acceptable. DSC may choose to rank candidates or offer an unranked list. The committee should prepare their recommendation showing consensus on candidates’ strengths and weaknesses aligned with the developed criteria from the vacancy announcement.
- DSC Chair: Share the DSC’s final hiring recommendation with FASE and the appropriate dean’s office ([See Appendix B for “Sample Hiring Recommendation Form”](#)). Note: Although uncommon and highly dependent upon the amount of available funding, more than one hiring recommendation can be forwarded to the appropriate dean’s office and FASE in instances where the hiring process yields two especially well-qualified finalists.

<p>Step #11: Final Hiring Recommendation</p> <p><i>Step twelve includes unofficial (verbal) and official (written) offers of appointment by the appropriate dean’s office and FASE respectively, as well as notifying each unsuccessful applicant of the DSC’s final hiring recommendation.</i></p>	<p>February- March</p>
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- Dean’s Office: Review the DSC’s final hiring recommendation and consult with the DSC as necessary to seek clarity.
 - Dean’s Office: Meet with the provost – and FASE (as needed) – to approve final hiring recommendation.
 - Dean’s Office: Meet with provost and FASE (as needed), to complete the dean’s Verbal Offer Checklist.
 - Dean’s Office: Extend verbal offer of appointment to final hiring recommendation.
-
- Faculty Affairs: Request any additional documentation from the DSC (as needed).
 - Faculty Affairs: Support dean with negotiations, as necessary.
 - Faculty Affairs: Prepare an official offer of appointment for the final hiring recommendation.
 - Faculty Affairs: Obtain provost’s signature on the official offer of appointment.
 - Faculty Affairs: Extend an official offer of appointment to the final hiring recommendation.
 - Faculty Affairs: Notify the DSC chair and search committee members when the official offer of appointment has been accepted/completed.

<input type="checkbox"/> <u>Faculty Affairs</u> : Notify each unsuccessful applicant of the DSC's final hiring recommendation.	

<input type="checkbox"/> <u>DSC/Department chair</u> : Once the official offer of appointment has been accepted/completed, apprise all department faculty of the DSC's final outcome.	
<input type="checkbox"/> <u>DSC Chair</u> : Compile the final recruitment report and share with appropriate dean and FASE.	
Step #12: Reflection on Process	March – May
<input type="checkbox"/> <u>DSC/Department chair</u> : Upon completion of the process program should debrief on the effectiveness of the process that was just completed. Note items such as things that were highly effective, things that were ineffective, things that were unclear, etc. All of these should be shared with the department to consider as part of their planning for subsequent searches.	

Part III. Equity-Minded Retention (Steps 13-16)	
Step #13: Initial Orientation	
<p><i>Step thirteen includes the basic onboarding that all faculty need to access their workspaces and materials to ensure a successful first semester and sense of belonging. Everyone is responsible for doing their part to prepare new TT faculty for success from the start.</i></p>	Ongoing
<p><u>Provost/University</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Announce and make sure that Marketing announces and celebrates our new colleagues. <input type="checkbox"/> Welcome new faculty to campus and clarify administrative roles in supporting their success <p><u>Faculty Affairs, Success, And Equity/ Faculty Development</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that any Early Start opportunities are written into hiring letters. <input type="checkbox"/> Make sure deans are working with chairs to be timely in preparing for welcoming new faculty. <input type="checkbox"/> Offer Early Start Program to introduce faculty to the many facets of campus that can support their success in every area. 	

- Provide faculty with contact information for the University Glen housing development and information about the affordable housing options there.
- Connect interested faculty with faculty or staff mentors who can advise them about dependent care options and other family-related questions in the region.

Chair/Department/Colleagues:

- Welcome new colleague letting them know about when they might expect to hear about things in your control: class assignments, committee opportunities, and other program-controlled items.
- Coordinate timely receipt of ID card, office, keys and necessary door codes, computer, printer, phone, office supplies and furniture
- Coordinate IT support to help faculty set up: new computer, download appropriate software, access passwords, etc.
- Respond timely to any requests to facilitate on-boarding.
- Encourage and support new hire’s engagement with all faculty support units on campus.
- Forward any development opportunities that may be appropriate to them.
- Make sure that faculty member has access to their Canvas account and knows where to get support from IT, TLI and the FIT studio when working on their courses.
- Make sure that faculty have the link to the most current Syllabus Policy, SLOs for their courses, and, when appropriate, that they are given syllabi for previous iterations of their courses and the approved course proposals for their courses.

Step #14: University Socialization

Step fourteen includes steps necessary for department chairs, departments, Faculty Development, and FASE to provide faculty with resources needed to become acclimated to their department, university culture, and community.

Ongoing

Provost

- Assure that faculty are adequately supported structurally, with clarity about how they can find what they need to be successful and to offer adequate funding to programs proven to support faculty success.

Faculty Affairs, Success, And Equity/ Faculty Development:

- Promote opportunities for faculty to learn about Mission Based Centers and community engagement opportunities, such as through presentations, tours of the Centers, and the community bus tour.

- Provide information about our shared governance structure and the Academic Senate, so that new faculty can feel ready to be fully engaged and can understand the relative roles of committees on campus as well as their ability to participate in campus decisions.
- Provide faculty with information about campus support services for students (including CAPS, the CARE team, Basic Needs, etc.). Further, clarify which kinds of support faculty should offer under which circumstances when students are in distress.
- Provide faculty with information about campus support services for faculty mental health, and support and promote activities that seek to improve work-life balance for faculty.
- Provide an overview of services available for faculty to use to improve their teaching through Teaching and Learning Innovations, the FIT Studio, and IT Services.
- Provide faculty with possible training opportunities that can help our students and improve campus culture, including Title IX, the SAFE Training, and the Undocumented Student Ally Program.

Chair/Department:

- Share the current Bylaws and Program Personnel Standards and make opportunities over the first semester to discuss them.
- Invite new colleagues to all upcoming faculty meetings and explain any Program/Department committees or special roles (e.g., program advisor, co-chair, etc.).
- Consider a social event to welcome the new faculty member to the program/department. Perhaps facilitate coffee sessions and/or lunches that help grow a collegial culture.

Step #15: Relational Development—Creating a Sense of Belonging

Step fifteen includes promoting faculty relational development by connecting faculty with mentoring groups and campus communities that will help them feel a sense of belonging. This process is ongoing. Chairs and departments should strive to make new faculty aware of these groups and opportunities and encourage them to develop relational ties that can support their career at CSUCI and enrich their lives.

Ongoing

Faculty Development:

- Encourage participation from the start in our Faculty Development Canvas Community where faculty can find mentoring opportunities including those primarily focused on:
 - o Professional development
 - o Community building, such as affinity groups
- Encourage participation in the Faculty Mentoring Network and all other mentoring as appropriate to their needs.

Chair:

- Scaffold mentoring for new faculty based on Retention plan submitted with hiring proposal.
- Foster a sense of belonging and community through everyday collegiality, social events, etc.
- Ensure that they have access to more than one mentor both within and outside the department are making appropriate use of Faculty Development resources.
- Be mindful of overwhelm and any potential sense of marginalization and plan ahead with others to mitigate as best possible.

Department:

- Create a departmental mentoring program, which can also draw on the variety of university and extra-mural programs that support mentoring.
- Develop a pipeline of leadership.
- Foster a sense of belonging and collegiality.

Step #16: Career Progression

Step sixteen includes scaffolding professional development opportunities up through tenure and into leadership development to better retain faculty, thereby supporting institutional stability and academic excellence. Creating a positive and supportive environment for faculty contributes significantly to job satisfaction and enhances faculty retention.

Ongoing

Provost/University:

- Provide adequate resources to support the success of all faculty hired in a fair and accessible fashion.
- Make regular assessments with deans and chairs of any cultural taxation to mitigate through release time and other supports.

Faculty Affairs, Success, and Equity

- Ensure clear communication of expectations and encourage and support the same at every level—departments and deans.
- Develop, implement, assess, and work to revise policies and practices that engage up-to-date best practices that address the known barriers to success.

Faculty Development:

- Develop, implement, collaborate with others to offer, and generally curate the offering of timely, scaffolded support to all faculty on all aspects of career development.
- Support and collaborate with mentoring networks of all sorts
- Assess programming and revise as needed per up-to-date best practices for equity.

Dean:

- Meet with new colleagues at regular intervals to assess and plan for future needs.
- Offer additional college-level support for faculty success such as labs, equipment, travel, release time, etc.

Chair/Department:

- Offer additional department-level support for faculty success such as labs, equipment, travel, release time, etc.
- Encourage and support new colleague's participation in relevant faculty development opportunities.
- Offer clear guidance and support on maintaining a healthy balance in each area of responsibility, especially in terms of excessive service and cultural taxation

EQUITY-MINDED Q&A

The following Q&A represents some of the most commonly asked questions by faculty in regard to equity-minded hiring practices. For more clarity about any of the answers supplied below or to suggest additional questions for inclusion in future versions of this handbook, please do not hesitate to contact CSUCI's Faculty Affairs, Success, and Equity.

Question #1: So, is Faculty Affairs forcing us to hire diverse colleagues now?

Answer: No.

FASE will never force anyone to hire a particular candidate. Nothing could be further from the intent of this handbook, or the reason behind its creation. Rather, this handbook's purpose is to delineate a consistent set of hiring guidelines, which have been drawn from the most contemporary best practices for equity-minded faculty hiring. These guidelines don't preemptively ensure (a.k.a., force) the hiring of diverse colleagues, nor do they see diversity for diversity's sake as being the end goal. The end goal is equity, and diversity without equity is still inequality. So, rather than forcing faculty to hire anyone, this handbook seeks to aid faculty in counteracting the systemic biases embedded throughout academia's traditional hiring processes, in order to help ensure more equitable consideration is given to all applicants – a goal which is reflected in our policies and resolutions.

Question #2: Is "diversity" only about race/ethnicity?

Answer: No.

Diversity is a broadly defined, intimately complex, and socially contested concept that encompasses far more than racial/ethnic difference alone. Such ambiguity is why the best practices outlined within this faculty hiring handbook urge search committee members to consider additional understandings of the term (beyond demographic factors alone), such as intersecting identities, unique life experiences, distinct pedagogical approaches, rare academic expertise, and so on. All of that said, race/ethnicity has played a particularly significant role in American society since this country's inception – an undeniable influence that shows no sign of waning in contemporary culture. For better or worse, rather accurate or not, outwardly visible conceptions of racial/ethnic difference tend to also be one of the more prominent conceptions of diversity: stereotypical phenotypes like skin tone, eye shape, or hair texture. Finally, diversity's aforementioned breadth and ambiguity necessitate the drawing of certain pragmatic boundaries in order for a handbook like this to remain useful/applicable. For each of these reasons, the Center for Urban Education (CUE) – a national leader in equity-minded faculty hiring – focuses its equity-minded hiring strategies around issues of race/ethnicity. CSUCI's FASE Office has

chosen to do the same with this hiring handbook. So, we should all agree that diversity is about more than racial/ethnic difference alone. We should also agree that all forms of human uniqueness are to be valued, appreciated, and celebrated – as essential for humankind as biodiversity is for nature. Yet because of race/ethnicity’s particular significance, undeniable influence and outward visibility, this handbook follows CUE’s lead by focusing its equity-minded hiring strategies around issues of race/ethnicity.

Question #3: If the most qualified applicant doesn’t add any perceived diversity to our school/department, will we be forced to hire a less “qualified” candidate?

Answer: No.

FASE will never force anyone to hire a less qualified candidate. To do so would not only negatively affect the university, but also tokenize the newly hired colleague – neither of which aligns with the goals of CSUCI’s FASE Office, this handbook, or contemporary equity-minded hiring practices. The best practices outlined within this handbook, however, do have potential to allow some to reexamine their notion of what it means to be “qualified” in the first place, along with the criteria used to assess that notion. Indeed, many contemporary understandings of academic merit have shaped higher education since a time before minoritized populations were even allowed to attend university, let alone to become contributing faculty members. For each of these reasons, perceptions of academic merit are often based on antiquated or taken-for-granted assumptions about career trajectory, educational pedigree, academic publications, and so on. Such assumptions are far from objective or absolute, and have historically disadvantaged minoritized applicants, candidates with nontraditional career paths, and faculty from other historically underrepresented groups. Furthermore, such assumptions are not necessarily the best criteria for selecting faculty who can best serve CSUCI’s student body and its uniquely high percentage of low-income, first-generation, and minoritized students. As important as top-tier journal publications might be, for instance, search committees might view a candidate’s increased ability to reach Latinx students as making her/him more qualified than another. To this end, a racially minoritized candidate who has nearly as many traditional qualifications as another candidate might actually be deemed as the best overall hiring decision for CSUCI. In this example, the minoritized candidate would not be recommended merely because of her/his diversity – despite being less qualified. Rather, the minoritized candidate would be recommended because her/his diversity reveals her/him to be the most qualified candidate after all. So again: Faculty will never be forced to hire less qualified candidates. Yet this handbook and the guidelines outlined herein might help some faculty to take a more equity-minded approach to the entire hiring process, thus, resulting in the selection of more diversely qualified candidates overall.

Question #4: If a diverse finalist – who is otherwise equally qualified – just doesn’t seem like a good “fit” for our school/department, should we still hire them?

Answer: Perhaps.

All faculty hiring recommendations are determined by their Departmental Search Committee (DSC). The role of CSUCI’s FASE Office is to support DSCs throughout this process, not to dictate who DSCs should recommend for hire. All of that said, the notion of “fit” is particularly problematic and should never be used as the sole reason for why a particular candidate is – or is not – recommended. The notion of fit has proven to be problematic in academia because of its highly ambiguous meaning. Such ambiguity makes the term particularly susceptible to implicit biases and personal connotations, which in turn makes it susceptible to inequitable hiring processes. Whether or not someone is a good fit is often used to signify whether or not s/he shares similar behaviors, experiences, and demographic characteristics – as opposed to whether or not s/he can best serve the university’s student body. Consequently, perceptions of fit have historically served to disadvantage minoritized applicants, candidates with nontraditional career paths, and faculty from other historically underrepresented groups. A purported lack of fit must always be clarified and unpacked in order for it to be examined against the search committee’s official hiring criteria. In contrast, to dismiss a candidate based solely on her/his lack of fit is in distinct contradiction of contemporary best practices in equity-minded faculty hiring.

Question #5: Will it be considered a failed search if we don’t hire a minoritized candidate?

Answer: No.

The role of CSUCI’s FASE Office is to support search committee members in their successful implementation of equity-minded hiring processes – with an emphasis on the word “processes.” These processes include the most contemporary best practices in faculty hiring, each of which seek to help mitigate the systemic and historical disadvantaging of minoritized applicants, candidates with nontraditional career paths, and faculty from other historically underrepresented groups. To this end, FASE will never invalidate a search solely because it does not result in the hiring recommendation of a minoritized candidate. It is FASE’s explicit responsibility, however, to help ensure such search processes are equitable to begin with, and to potentially suspend a search that refuses to observe the university’s processes for equity-minded faculty hiring.

Question #6: Can faculty members offer constructive edits, comments, or suggestions on how this hiring handbook can be improved?

Answer: Absolutely.

This handbook was only made possible by the collective efforts of countless CSUCI colleagues resulting in a sum effort that is greater than any of its individual parts. (Note: For a list of those who served to make this possible, please see the [Acknowledgements](#)). In the continued spirit of collaboration, FASE views this handbook as a living document – especially as new insights, best practices, and fresh perspectives on equity-minded hiring continue to develop. For each of these reasons, faculty are encouraged to share any constructive comments or suggestions with CSUCI’s FASE Office on how this hiring handfuf can be further improved.

PROLOGUE: EQUITY-MINDED PLANNING

Equity-minded hiring and retention does not happen without intentional planning. Indeed, any effective hiring practice has long-term planning at its core and is, therefore, core to our policy on the [Recruitment and Appointment of Tenured and Tenure-Track Faculty](#) and this handbook. All else in the policy stems from this foundational element.

This policy puts significant weight on written plans that are created by a hiring department, shared with other internal stakeholders, and jointly approved by a dean, the AVP of Faculty Affairs, Success, and Equity, and the chair of the Senate Committee on Equity and Anti-Racism or their designees. Relying on plans allows for searches to be documented, transparent, and improved for the future. [\(SP.20.008\)](#)

Hiring new colleagues is one of the most important and demanding endeavors in which we collectively engage. And retention of new colleagues starts in the hiring process. Everything from where we recruit to how we present ourselves (in ads, on email or zoom, and in person) sends messages about what kind of campus climate we have to offer diverse candidates. Thinking ahead and regularly as departments, schools, and divisions about equity-minded hiring goals will make successful hiring and retention more achievable.

To facilitate the deep and consistent planning necessary to equity-minded recruitment, our policy calls for multi-year hiring plans at every level: department, school, and division that are developed “in consultation with the department chairs, the Senate Committee on Anti-racism and Equity, the Senate’s Academic Programs and Planning Committee, and the FAS Office.” In this context, the policy calls for a two-year hiring process—essentially one year to put all of the plans in place and another to implement them. This allows all stakeholders time to be intentional in assuring that equity-minded best practices are engaged.

Ideally, departments engage in regular internal discussions about plans for growth and hiring as well as assessment of how we have done and are doing in retaining our new colleagues. Such planning should be shared and discussed with the appropriate dean, as well as checked with other important stakeholders. In addition to standard benchmarks, per policy, these will include “diversity, equity, and inclusion goals to afford our students robust opportunities for multicultural and international perspectives” and will be updated annually. They will also include retention plans that “detail ways the school and department will work with the new hire prior to appointment, and during their probationary period to help them adjust to the University, find their place in the department, and start a long career at the University” [\(SP.20.008\)](#) including practices such as maintaining a “‘pipeline’ of potential applicants from historically underrepresented populations” and addressing any “unintentional rationalizations that potentially exclude applicants from historically marginalized groups.” This handbook offers best practices and checklists to assist the development of robust equity-minded planning.

PART I: EQUITY-MINDED RECRUITMENT



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RECRUITMENT BEST PRACTICES

Three primary goals of equity-minded faculty *recruitment* include:

- Maintaining a holistic and systemic understanding of the entire hiring process – a process that begins long before official search approval has been obtained and continues long after a final hiring decision has been made.
- Creating clear and consistent criteria for evaluation (e.g., scoring sheets, interview questions), which avoid the unintentional devaluing of nontraditional applicants and/or historically underrepresented populations.
- Generating the largest applicant pool possible of qualified and equity-minded candidates for the position.

To this end, the following best practices are derived from the most contemporary literature on tenure-track faculty hiring in higher education (See [“Bibliography”](#)). Although far from exhaustive, the following list is intended to offer a foundational framework from which to realize an equity-minded hiring process here at CSUCI.

Step #1: Prior to Search Approval

1. Begin by working to build a campus/departmental culture that views equity-minded hiring as both holistic and systemic, by developing practices that counter implicit biases and taken-for-granted assumptions that can unintentionally undermine certain candidates (e.g., applicants with nontraditional career paths, or applications from historically underrepresented populations).
2. Realizing that faculty hiring processes begin long before any official search approval has been obtained (i.e., holistic and systemic), intentional efforts should be taken to maintain a “pipeline” of potential applicants from historically underrepresented populations.
3. Remain mindful throughout the entire hiring process (recruitment, selection, and retention) to avoid unintentional rationalizations that potentially exclude applicants from historically marginalized groups (e.g., “There just aren’t any faculty of color in our discipline,” or “All the minority candidates are already going to Ivy League schools and other top colleges.”). The fact the CSUCI (and the entire CSU) are mission-focused institutions that contribute significantly to upward mobility of our students is, in fact, a strong motivator for a great number of potential candidates.
4. Continually engage – both collectively and individually – in equity-minded trainings, workshops, and refresher courses to remain up to date on faculty hiring best practices. ([See Appendix A for “List of Equity-Minded Trainings/Workshops”](#)). As a reminder, the “Understanding Unconscious Bias” training is required for DSC members and is good for

two hiring cycles (e.g. taken in 2023-24 is also good for 2024-25) and can be taken prior to the formation of the DSC. Other trainings also remain available.

Step #2: Obtaining Search Approval

1. Begin by collectively reviewing the department's long-term hiring plan in order to identify previously prioritized tenure-track faculty hiring requests (See Appendix B for ["Sample Hiring Plan"](#) and ["Sample Hiring Request"](#)).
 2. Once the provost has communicated their final recruitment decision to the appropriate dean and department chairs, the department (tenure track faculty, lecturers, staff, and students) should be notified in a timely manner. Similar efforts should subsequently be taken to apprise department faculty at each critical stage in the subsequent hiring process (i.e., once the list of Zoom/telephone interviewees has been certified, once the shortlist of campus finalists has been certified, once the dates for each finalist's campus visit has been confirmed, and once the official offer of appointment has been accepted).
 3. If any uncertainty exists about the hiring process or any of its equity-minded best practices, Department chairs should coordinate with FASE as soon as possible to clarify/confirm the anticipated hiring timeline, division of duties and responsibilities, required trainings and deadlines, etc.
-

Step #3: Departmental Search Committee

1. Begin by recognizing the significance of each Departmental Search Committee (DSC), including their direct influence on the hiring process and determination of its final hiring recommendation.
2. Once the DSC's composition has been decided, take time as a committee to discuss the potential pitfalls of "fit" and "merit," as well as the possibility of "dysconscious racism," each of which can allow for implicit biases toward applicants who share similar values, behaviors, experiences, backgrounds, demographic characteristics, etc. (King, 1991). DSC members who have not yet completed their training will be required to do so prior to posting the vacancy announcement.
3. Commit to absolute confidentiality throughout the entire hiring process, and beyond. Confidentiality is the *sine qua non* of any faculty hiring process. A lack of confidentiality can detrimentally affect the hiring process itself, while also having negative ramifications that linger long after an official hiring decision has been made.
4. Refrain from discussing candidates with others – including fellow DSC members – outside of formal search committee meetings. Not only can informal "water cooler

conversations” inequitably effect the DSC’s decision, but a strong correlation also exists between comments one might avoid voicing during a formal committee meeting and comments one might need to avoid voicing altogether (e.g., “Off the record...”, “I hate to say it, but...”, “Just between you and me...”).

5. Be alert to conflicts of interests. Within academia, it is possible that a member of the DSC might have a connection to one or more of the candidates. Such relationships might be as strong as colleagues (current lecturers, fellow researchers, etc.) or former students, or as indirect as students of colleagues or someone that you had interactions with at a conference. When such a relationship becomes known, it must be shared with the rest of the DSC. Such relationships are not disallowed, but the potential for positive bias must be addressed. There are relationships that will require the excusal of a member; those that are familial. Per the CSU Nepotism Policy, no committee member should be in a position to derive a personal advantage – or disadvantage – from the DSC’s final hiring decision (e.g., applicants who are family members or business partners).
6. Remain attentive to unequal power dynamics among DSC members; both personal and professional relationships can negatively affect the success of the entire group. Every DSC member has an equal voice in the deliberations.
7. If possible, consider involving graduate or upper-division undergraduate students in the faculty hiring process, with the desired level of student involvement agreed upon by all DSC members at its outset. Note: Although it is not uncommon for students to attend finalists’ on-campus teaching demonstrations, the thoughtful inclusion of a student in the broader hiring process can allow for her/him to offer a more informed perspective, as well as for DSC members to take more careful consideration of that perspective (e.g. a student hiring committee that meets with each candidate and then provides the DSC feedback).

Selection of DSC Members:

8. The selection of the DSC should be described in the program bylaws. It is reasonable to begin by facilitating an anonymous process by which all tenured/tenure-track departmental faculty members can self-nominate for a role on the DSC, thus, helping to avoid the unintentional neglect or silencing of certain colleagues.
9. Typically, the search committee should be comprised of five members. 1 chair, 1 Equity Advocate, 3 faculty members. Take intentional efforts to ensure all DSCs include women, racially minoritized colleagues, and members of other historically underrepresented groups, while simultaneously remaining cognizant of the “invisible work” and “hidden service load” endured by these same faculty members throughout academe (Social Sciences, 2017).

10. Consider ways for DSCs to include additional understandings of diversity (beyond demographic factors alone), such as unique life experiences, distinct pedagogical approaches, rare academic expertise, and so on.
 11. As previously noted, all DSC members are required to complete CSU's online Understanding Unconscious Bias Training and attend Faculty Affairs' DSC Workshop prior to beginning the official selection process.
 12. Although not required, all DSC members are also welcomed/encouraged to complete the "Equity Advocate Workshop" prior to beginning the official selection process.
-

Selection of DSC Chair:

13. Begin by facilitating an anonymous process by which all internal DSC members can self-nominate for the role DSC chair, thus, helping to avoid the unintentional neglect or silencing of certain colleagues.
 14. If more than one (1) committee member is able/interested in serving as DSC chair, the Department chair should help facilitate an anonymous ballot process to help ensure equitable opportunity.
 15. Before selecting a DSC chair, take time to ensure all nominees understand the hiring process and support the equity-minded hiring strategies outlined herein.
-

Selection of Equity Advocate:

16. Faculty Equity Advocates have received additional training through Faculty Development on issues related to equitable search processes and in identifying and confronting bias. Each DSC is required to have one member from outside of the department who will serve as the Equity Advocate. The Equity Advocate is a full voting member of the DSC.
17. A list of Equity Advocates is available from FASE. The DSC will directly reach out to individuals on the list to ask about their willingness to serve.
18. The requirement of the Equity Advocate being from outside of the program is by no means intended to prevent those from the program who have also completed the Equity Advocate training from serving on the committee. However, they are not allowed to be THE Equity Advocate on the DSC.
19. In order to help ensure committee members remain focused on equity-minded processes and best practices, mindful efforts should be taken throughout the hiring process to recognize the Equity Advocate's role.

20. Although Equity Advocates should be actively involved throughout the hiring process, they are *not* affirmative action or compliance officers; therefore, they should not be involved in other affirmative action or compliance functions.
 21. If issues of possible discrimination or improper procedures arise at any point during the hiring process, Equity Advocates should contact FASE and the appropriate dean's office for guidance and assistance.
-

Step #4: Development of Search Plan

1. Begin by collectively identifying clear hiring criteria that are directly related to the requirements of the position. Be mindful of the role of "required" (e.g. MUST have) and "preferred" (e.g. it would be nice, but not essential) qualifications. Minimum degree requirements should be appropriate for the discipline, with language to allow breadth of subject matter expertise as appropriate. Consider the role of ABD applicants carefully.
2. Consider multiple dimensions when identifying hiring criteria, including specific evidence for how applicants will be evaluated fairly and consistently on each dimension.
3. Consider what materials, including those required by FASE, are necessary for the candidate to submit to evaluate the criteria.
4. Ensure evaluation criteria do not unintentionally exclude non-traditional career paths (e.g., time away from one's career path due to children, family issues, or medical concerns)
5. Consider ways to gauge additional hiring criteria for all candidates (regardless of their demographic characteristics), such as their ability to add intellectual diversity to the department, to work successfully with historically underserved students and colleagues, to mentor CSU Channel Islands' large percentage of Latinx students, and so on.
6. Ensure that the program has a current and appropriate retention plan. A template is in the appendices.

Search Timeline

7. A carefully designed timeline for the search is necessary to ensure that times for various elements of the search are given sufficient time for thoughtful reflection. Bias has a greater opportunity to creep into the process the more rushed the process is. The timeline must include:
 - Deadlines for DSC Members to complete necessary training
 - Date for posting position description

- Proposed “Review Begins” date
- Dates for reviewing for semi-finalists and semi-finalist interview dates
- Date for DSC to plan on-campus visits
- Dates for reviewing for finalists
- Potential Dates for on-campus visits (coordinate with dean’s office)
- Dates for DSC Final Deliberation
- Date for bringing DSC Recommendation to the dean.

Understanding that timeline dates are subject to change for reasons largely outside the control of the DSC, the DSC chair will be responsible for updating target dates, justifying the changes, and sharing the updated calendar with the DSC and dean.

Job Announcements

8. Begin by recognizing job announcements as one of the most critical documents in the entire faculty recruitment process. A significant amount of work was put into developing boilerplate information about the campus, but Job Announcements still have room for programs to describe themselves and their values. Job announcements establish the formal criteria against which all applicants will be assessed. Changes cannot be made later in the process that contradict these criteria. Therefore, the significance of job announcements cannot be understated, and their specific language should be reviewed carefully with all relevant faculty members and the appropriate dean’s office ([See Appendix B for “Sample Job Announcement”](#)).
9. Key components of the job announcement should include:
 - Position Title (e.g., Assistant Professor of Mathematics)
 - Duties/Responsibilities (e.g., teaching load, service expectations)
 - Minimum Degree Requirements (e.g., Ph.D. in relevant field)
 - Required Qualifications (e.g., scholarly expertise, teaching excellence)
 - Preferred Qualifications (e.g., experience service-learning, curriculum design)
 - Required Application Documents (e.g., CV, cover letter, references)
10. Ensure job announcements celebrate CSUCI’s specific student demographics and status as a Hispanic Serving Institution (HSI), which will offer prospective applicants a more accurate representation than ubiquitous language like “historically underserved students.”
11. Ensure job announcements include equity-minded language, while avoiding the use of diversity-minded or deficit-minded language (see Table 1 below).
12. Ensure the final job announcement is agreed upon by all DSC members and is shared with FASE for broader dissemination in a timely manner ([See Appendix A for “List of Equity-Minded Advertising Outlets”](#)).

- a. It will be posted in CHRS for a minimum of four (4) weeks (and until filled). Additional time advertising (e.g., 6 weeks), however, often results in a richer and deeper applicant pool.

Table 1. Equity-Minded Language for Faculty Job Announcements

Equity-Minded Language	Diversity-Minded Language	Deficit-Minded Language
(Most Desirable)	(Less Desirable)	(Least Desirable)
<ul style="list-style-type: none"> • Racial/ethnic equity • Hispanic Serving Institution • Ethnicity • Race/racial • Latinx; Latino/a/Hispanic • White • Black/African American • Asian/Asian-American • Pacific Islander • Native American • Culture/cultural • Culturally relevant • Social justice • Anti-racist • Minoritized 	<ul style="list-style-type: none"> • Diverse/diversity • Underserved • Underrepresented • Multicultural • Students of color • Minority Serving Institution • Demographics • Regardless of race/ethnicity 	<ul style="list-style-type: none"> • At-risk • High need • Underprepared • Disadvantaged • Untraditional • Non-traditional • Underprivileged • Achievement gap

(Adapted from Center for Urban Education, 2019, p. 11)

Scoring Sheet

13. Begin by working together to create clear hiring scoring for the online applicant screenings, Zoom/phone interviews, and campus interviews – each of which must relate directly to the aforementioned criteria outlined within the position’s official job announcement. (Note: Hiring rubrics allow for more objective and consistent assessment by all DSC members, while also helping to mitigate the potential influence of differing expectations, contradictory assumptions, underlying values, implicit biases, and so on.)
14. Not all items on a rubric need to necessarily have the same weighting. If one or more element is viewed by the DSC to be more essential than others, it can be given a higher weighting. But this should be based on common agreement among the DSC.

15. Ensure the final screening rubric is agreed upon by all DSC members and is supplied to the entire search committee in advance of the online screening process (see Appendix B for “Sample Screening Rubric”).

Interview Questions

16. Begin by collectively creating an agreed upon list of equity-minded interview questions that honors/values non-traditional career paths: time away from one’s career path due to children, family issues, medical concerns, etc. ([See Appendix B for “Sample Interview Questions”](#)). Consider leveraging questions that do “double duty” by requiring the candidate to address multiple qualifications in a single response.
17. Ensure the final list of interview questions is agreed upon by all DSC members, and that shared understanding exists among committee members for each question. Search questions must provide insight into one or more of the position description requirements (required or preferred). In general, any question that does not lead to insight into requirements should not be asked (note, the generic “Do you have any questions for us?” is a natural exception).
18. Ensure the final, agreed upon list of interview questions is shared well in advance of each Zoom/phone and campus interview. Doing so will help to avoid any potential confusion, disagreement, and/or lack of transparency.

Approval of Search Plan

19. The Search Plan consisting of the a) vacancy announcement, b) recruiting plans, c) scoring sheets, d) interview questions, and e) timeline will be compiled by the DSC chair and distributed to the dean, AVP for FASE, and Committee on Equity and Anti-Racism (CEAR) for approval. Approval must be received before posting the position. The most recent Retention plan must also be submitted for approval.

The DSC must adhere to the details in their approved Search and Retention plans. Requests for significant deviations from the plan must be made in writing to the dean who will review and seek the approval, as necessary, of the AVP of FASE and the CEAR chair.

Step #5: Advertising the Position

1. Begin by realizing the importance of generating the largest possible pool of qualified and equity-minded applicants. Best practices call for developing and maintaining a “pipeline” of potential applicants from historically underrepresented populations.

2. Ensure all versions of the advertised job announcement are consistent and adhere to each of the best practices outlined within Step #5 above.
3. Respective chairs will post the final job announcement on the CSU Channel Islands' CHRS Recruitment webpage. View the guide here – <https://www.csuci.edu/hr/createfacultytftjobprogramchaironly.pdf>
4. All positions posted in CHRS Recruitment are automatically posted to several sites including: [Chronicle of Higher Education](#), [CSU Careers](#), [Latinos in Higher Education](#), and [HigherEd Jobs](#) (As of Spring 2024. Subject to change, check with FASE for current list).
5. Work with FASE to place the DSC's final job announcement in additional equity-minded hiring outlets and/or similar discipline-specific outlets ([See Appendix A for "List of Equity-Minded Advertising Outlets"](#)). *Note:* FASE is currently working with a higher education recruitment firm, JobElephant, to help DSCs identify potential job placement locations that they may not have considered. FASE has a \$1,000 budget for advertising for each tenure-track position. Programs may choose to exceed that budget but will need to provide a chart string for the over-budget amount.
6. Facilitate additional, targeted outreach efforts by sharing the DSC's final job announcement with professional contacts, Department chairs, and/or graduate program directors – particularly those at fellow Hispanic Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) – encouraging them to help circulate the job announcement among potentially qualified applicants ([See Appendix A for links to lists of Hispanic-Serving Institutions, Historically Black Colleges and Universities, and Asian American and Native American Pacific Islander-Serving Institutions](#)).
7. Facilitate additional, targeted outreach efforts by sharing the DSC's final job announcement with potentially qualified colleagues of color from other institutions and professional organizations, encouraging them to consider applying for the position.
8. Facilitate additional, targeted outreach efforts by sharing the DSC's final job announcement with qualified colleagues from the [Chancellor's Doctoral Incentive Program](#).
9. Facilitate additional, targeted outreach efforts by sharing the DSC's final job announcement at professional meetings and/or conferences, and through professional and/or organizational listservs.
10. Facilitate additional, targeted outreach efforts by sharing the DSC's final job announcement with "pipeline" candidates, past applicants, and/or out-of-cycle applicants.

RECRUITMENT DO's and DON'Ts

Recruitment Do's:	Recruitment Don't:
DO maintain a holistic and systemic view of the entire hiring process.	DON'T think of the hiring process as one that only begins when official search approval has been obtained, nor as one that ends when a final hiring decision has been made.
DO recognize the implicit biases and taken-for-granted assumptions built into traditional faculty hiring processes that can unintentionally undermine certain candidates.	DON'T mistake subjective, Western views of merit – such as academic pedigree and number of publications – as being the only measures of an applicant's qualifications.
DO seek to generate the largest diverse applicant pool possible by maintaining a "pipeline" of potential applicants from historically underrepresented populations.	DON'T accept unintentional rationalizations that potentially exclude applicants from historically marginalized groups (e.g., "There just aren't any racially minoritized faculty in our discipline).
DO make efforts to continually engage in equity-minded trainings, workshops, and refresher courses to remain up to date on faculty hiring best practices.	DON'T view required trainings with contempt or assume best practices in faculty hiring have remained unchanged since DSC members were last familiarized with them.
DO create clear and consistent criteria for the evaluation of candidates that relate directly to each requirement of the position, such as equity-minded hiring rubrics and interview questions.	DON'T allow for subjective and unexamined evaluation processes that differ among various committee members.
DO recognize the added value brought to the classroom, department, and university writ large by nontraditional applicants and/or candidates from historically underrepresented populations.	DON'T dismiss/depreciate the merit of nontraditional applicants and/or candidates from historically underrepresented populations.
DO use the department's long-term hiring plan to collectively determine all new faculty hiring requests.	DON'T make unilateral decisions about hiring priorities and/or requests, sans input from all departmental colleagues.
DO keep departmental colleagues apprised throughout the DSC's hiring process: Once the provost has communicated their final recruitment decision (Step #2), once the date/schedule for each finalist's campus visit has been confirmed (Step #10), and once an official offer of appointment has been accepted (Step #12).	DON'T assume departmental colleagues are already aware of details about the DSC's progress.
DO contact FASE if any uncertainty exists about the hiring process or any of its equity-	DON'T assume details of the hiring process are insignificant, or that best practices in

minded best practices (e.g., anticipated hiring timeline, division of duties and responsibilities, or required trainings and deadlines).	faculty hiring have remained unchanged since DSC members were last familiarized with them.
DO facilitate anonymous processes to select the DSC members and chair.	DON'T risk neglecting or silencing certain colleagues by allowing departmental dynamics to determine the DSC's composition and/or chair role.
DO make intentional efforts to ensure all DSCs include women, racially minoritized colleagues, and members of other historically underrepresented groups.	DON'T overlook CSUCI's longstanding commitment to interdisciplinarity by dismissing the potential value of external committee members
DO remain cognizant of the "invisible work" and "hidden service load" endured by women, racially minoritized colleagues, and members of other historically underrepresented groups (Social Sciences, 2017).	DON'T assume there are not any minoritized faculty on campus who can bring added value and perspective to the DSC.
DO consider ways for DSCs to include additional understandings of diversity (beyond demographic factors alone), such as unique life experiences, distinct pedagogical approaches, rare academic expertise, and so on.	DON'T send copious service requests to the same women, racially minoritized colleagues and/or members of other historically underrepresented groups, without first acknowledging the unequal service load they too often endure in academe.
DO ensure all DSC members complete the CSU's online Understanding Unconscious Bias Training prior to beginning the official selection process (Step #7).	DON'T limit the notion of "diversity" to any one potential understanding of difference alone – such as race/ethnicity.
DO ensure job announcements celebrate CSUCI's student demographics and status as a Hispanic Serving Institution	DON'T trivialize such trainings/workshops, as if faculty have nothing more to learn about equity-minded hiring processes.
DO ensure job announcements include equity-minded language, such as Latinx, minoritized, and social justice (See Table 1 for more examples).	DON'T limit such trainings/workshops to the DSC chair and Equity Advocate alone; all DSC members are welcomed/encouraged to complete the Equity Advocate Training, regardless of their official role on the DSC.
DO facilitate additional outreach efforts by developing and maintaining a "'pipeline' of potential applicants from historically underrepresented populations, sharing a consistent version of the DSC's final job announcement via professional contacts,	DON'T rely on ubiquitous language like "historically underserved students," which offer prospective applicants a more obscure representation of CSUCI's student body.

<p>organizational listservs, professional meetings/conferences, the Chancellor’s Doctoral Incentive Program, and so on.</p>	
<p>DO share any professional relationships that appear among candidates with all members of the DSC to confront and address any potential appearance of bias.</p>	<p>DON’T use diversity-minded or deficit-minded language, such as at-risk, underserved, or underprivileged (see Table 1 for more examples).</p>
<p>DO develop ongoing outreach efforts to identify potential equity-minded applicants or groups to develop available pipelines.</p>	<p>DON’T expect the largest possible pool of qualified and equity-minded applicants to emerge on its own, sans mindful and intentional outreach efforts.</p>
<p>DO keep FASE in the loop with each stage that eliminates candidates. This will enable FASE to promptly notify candidates when they are no longer under consideration.</p>	<p>DON’T conflate equity with equality by failing to target potentially qualified applicants at fellow Hispanic Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs).</p>

RECRUITMENT Q&A

The following Q&A represents some of the most commonly asked questions by faculty in regard to equity-minded recruitment practices. For more clarity about any of the answers supplied below or to suggest additional questions for inclusion in future versions of this handbook, please do not hesitate to contact CSUCI's Faculty Affairs, Success, and Equity Office.

1. **Question:** Do all Departmental Search Committees (DSCs) need to include an Equity Advocate?

Answer: Yes.

The formal inclusion of an Equity Advocate on each DSC helps to ensure that (1) at least one committee member has completed the "Equity Advocate Workshop," (2) at least one committee member is able to advocate for the most contemporary best practices in equity-minded faculty hiring, and (3) all other committee members are aware and respectful of this colleague's official advocacy role. For each of these reasons, the Center for Urban Education (CUE) – a national leader in equity-minded faculty hiring – recommends the inclusion of Equity Advocates as one of its most fundamental best practices. CSUCI's FASE Office has consequently chosen to uphold this contemporary best practice within the university's faculty hiring guidelines.

2. **Question:** While taking effort to ensure all Departmental Search Committees (DSCs) include women, racially minoritized colleagues, and other historically underrepresented groups, should we also remain cognizant of the "invisible work" and "hidden service loads" endured by these same faculty members throughout academe?

Answer: Yes.

The repercussions of "invisible work" and "hidden service loads" have been well established in institutions of higher education (e.g., Joseph & Hirschfield, 2011; Padilla, 1994). Women, racially minoritized colleagues, and other historically underrepresented groups routinely endure heavier service burdens than their white male counterparts. More recent research in cultural taxation reveals a similar reality among LGBTQIA faculty and faculty from working class backgrounds (Social Sciences, 2017). As a consequence, these faculty members spend a disproportionate amount of their time on informal student advising and mentoring requests, while also facing increased expectations from their institution to help address diversity-related issues. Such hidden service loads leave minoritized colleagues with less time to devote to formal RTP matters – that is, work that is formally valued within the school/department's official RTP guidelines. Due to CSUCI's limited number of minoritized faculty members, this concern is especially salient for our fellow colleagues. In regard to DSC service requests more specifically, invisible work also

creates a paradox that burdens CSUCI's small number of minoritized faculty in effort to help increase CSUCI's future number of minoritized faculty. Said differently: CSUCI's limited number of racially minoritized faculty make it imperative for their voices to be including in the hiring process; however, efforts to do so can also prove to be overly burdensome for such a limited number of racially minoritized faculty. With each of these caveats in mind, DSCs are still encouraged to include women, racially minoritized colleagues, and other historically underrepresented groups. These vital voices should never be excluded under the presumption that they are too busy elsewhere. Such a decision should be left to our colleagues to decide for themselves. Yet when querying potential DSC members, the aforementioned realities of invisible work and hidden service loads should also be kept in mind. In return, minoritized faculty should always feel capable of declining excessive service requests. Such dismissals should never be interpreted negatively by others, but rather understood within the larger context of invisible work and hidden service loads.

3. **Question:** Is making additional, targeted outreach efforts to recruit more minoritized faculty candidates a form of reverse discrimination?

Answer: No.

In 2010, CSUCI received status as a Hispanic-Serving Institution (HSI) by having at least 25% of its student body self-identify as Hispanic/Latino (News Center, 2010). Ten years later, that number has nearly doubled with more than half of CSUCI's current students self-identifying as Hispanic/Latino (College Factual, 2020.) Faculty and administrators alike are often quick to highlight this reality when applying for grant funding or while speaking with external community members. As a result, CSUCI's HSI status has afforded the university nearly \$20 million dollars in federal support over the past 10 years alone. Best practices for equity-minded hiring suggest the same prioritization be given to the university's HSI status when it comes to its faculty hiring processes as well. The result of such prioritization offers benefits for both students and faculty (Center for Urban Education, 2019; Chen, et al., 2010; Collins & Kritsonis, 2006; Deloitte, 2013; Milem, 2001; Parker & Pascarella, 2013; Saxena, 2014; Smith, 2020), while simultaneously working to mitigate the systemic inequalities that have haunted higher education since its inception (Abdul-Raheem, 2016). Thus, targeted outreach efforts to recruit more minoritized faculty candidates is not an effort to substitute one discriminatory process for another (a.k.a., hiring practices that benefit minoritized faculty over white faculty). Rather, the equity-minded hiring practices outlined within this handbook seek to challenge the inequitable hiring processes that have allowed discriminatory practices to survive in academe for millennia; thus, realizing a more equitable future for all. In the end, such equality might initially feel like reverse discrimination for some, yet equality can often feel like oppression for those who have historically benefited from their privileged positions of power.

4. **Question:** Can the use of hiring rubrics really capture the nuanced subtleties and intricate complexities of what potential candidates bring to a school/department?

Answer: Yes and No.

No one's life can be quantified or enumerated by an abstract mathematical system that ranks their skills and attributes on a scale from 1-5. This holds especially true for the unique value, expertise, experience, and perspective that each potential candidate brings to a school/department. Yet the same level of nuanced subtlety and intricate complexity that prove hiring rubrics to be problematic also serve to evidence their necessity in equity-minded hiring processes. This has shown to be the case because a lack of clear and agreed upon hiring criteria make it difficult – if not impossible – for DSC members to collectively determine their preferred candidate. Clear and agreed upon hiring criteria not only aid DSCs in reaching an evidence-based consensus, but also help in shining a light on differing expectations, contradictory assumptions, underlying values, and/or unconscious biases that inherently exist among various committee members. So, no, the complexities of what various candidates bring to a school/department can never be fully captured by a hiring rubric. Yet the drawbacks of such an approach are outweighed by the subjectivity and ambiguity that characterize alternative solutions, making the use of hiring rubrics an essential aspect of the equity-minded hiring process.

PART II: EQUITY-MINDED SELECTION



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SELECTION BEST PRACTICES

Three primary goals of *equity-minded faculty selection* include:

- Remaining as consistent and objective as possible throughout each stage in the selection process.
- Avoiding the replication of historic hiring practices, which were fraught with implicit biases and taken-for-granted assumptions that often devalue nontraditional candidates and/or historically underrepresented populations.
- Maintaining humility, transparency, and absolute confidentiality within the Departmental Search Committee (DSC) at all times.

To this end, the following best practices are derived from the most contemporary literature on tenure-track faculty hiring in higher education. ([See “Bibliography”](#)) Although far from exhaustive, the following list is intended to offer a foundational framework from which to realize an equity-minded hiring process here at CSUCI.

Step #6: Applicant Screenings

1. Begin by coordinating with FASE and the appropriate dean’s office to certify the initial applicant pool (i.e., confirmation of an adequate number of qualified applicants, as well as sufficient diversity among applicants). FASE will provide the DSC chair and dean demographic data for the pool prior to the release. The DSC and dean should use this to consider if the search has driven sufficient applicants to the pool or if additional recruiting efforts are appropriate.
2. Ensure the DSC’s previously agreed upon screening rubric that directly maps to the job requirements has been shared with all committee members before beginning the review of online applicants ([See Appendix B for “Sample Screening Rubric”](#)).
3. Use the DSC’s previously agreed upon screening rubric to independently score/rank each applicant’s online application.
4. Mindful efforts should be taken to remain as consistent and objective as possible throughout the screening process; DSC members should disallow any additional or superfluous considerations – beyond the criteria within its previously agreed upon screening rubric – to influence applicant scores/rankings.
5. Confidentiality should be used to share each DSC member’s individual scores/rankings with the DSC chair. (Note: Although the DSC chair will later make each committee member’s scores/rankings known to the entire DSC, confidentially at this point helps ensure equitable voice among all search committee members.)

6. After synthesizing each committee member's scores/rankings in search of a consistent list of names for Zoom/phone interviews, the DSC chair should share this initial synthesis with the entire DSC – including details of each DSC member's previously confidential scores/rankings. (Note: The exact number of applicants to be interviewed via Zoom/phone will vary by department and discipline; yet as a general guideline, this list typically consists of 10-15 candidates.)
7. If a consistent list of names remains indeterminate, the DSC chair should facilitate further discussion among DSC members in order to come to a collective decision about which applicants shall advance to the Zoom/phone interviews.
8. The final list of applicant names for Zoom/phone interviews should be shared with FASE and the appropriate dean's office for certification (i.e., confirmation of an adequate number of qualified applicants, as well as sufficient diversity among applicants). A decision will be made at this time whether to continue, extend, or cancel the search. Thus, certifying the candidate pool prior to Zoom/phone interviews not only helps ensure an equity-minded process, but also helps avoid a failed search later due to the lack of equitable representation.
9. Candidates who are currently lecturers at CSUCI should be given the opportunity to participate in a Zoom/phone interview if they meet the minimum requirements of the position. If a DSC feels that they have compelling reasons NOT to extend such an interview, they are required to make their case to the dean and AVP for FASE and receive approval not to extend an invite.
10. The DSC chair should identify those applicants in the pool who are no longer under any consideration for the position so that FASE can send a notification message to them about their status. It is not inappropriate to have some individuals who do not move to the next stage but are not yet removed from consideration if there is a belief that the search might go deep into the pool.
11. Following the screening process, all application materials, information and related documentation are to be considered strictly confidential and should be retained by the school/department for a minimum of five (5) years.

Step #7: Zoom/Phone Interviews

1. Begin by ensuring the DSC's previously agreed upon hiring rubric and list of equity-minded interview questions has been shared with all committee members well in advance of the actual Zoom/phone interviews ([See Appendix B for "Sample Interview Rubric"](#) and ["Sample Interview Questions"](#)).

2. Prior to each round of Zoom/phone interviews, take time together to review the DSC's hiring rubric and list of equity-minded interview questions in order to (re)establish mutual understanding.
3. When extending offers of a Zoom/phone interview, let the candidates know that if they believe that they need any kind of accommodation to fully participate in the interview to reach out to FASE to help coordinate.
4. Prior to each round of Zoom/phone interviews, take time to determine which committee member(s) will ask which question(s), as well as who will take notes for the group.
5. During the interview, it is important to remain engaged with the candidate. Being disengaged or unintentionally not giving the candidate your full attention can set a very negative tone. Please do not have anything out that is unneeded, or which could become a distraction.
6. During each Zoom/phone interview, be sure to only ask appropriate and position-relevant questions – in accordance with the DSC's previously agreed-upon list of equity-minded interview questions. Consider warning the candidates at the start of the interview that the questions are scripted, and each will be asked, even if they inadvertently answer (in full or part) a later question during an earlier response.
7. Mindful efforts should be taken to remain as consistent and objective as possible throughout the interview process; DSC members should disallow any additional or superfluous considerations – beyond the criteria within its previously agreed upon interview rubric – to influence applicant scores/rankings.
8. Avoid personal and/or prohibited questions. Remember: If a candidate shares personal information, it does *not* grant the DSC permission to ask more probing follow-up questions. If the candidate initiates such a discussion, it is okay to answer her/his questions. Regardless of who initiates the discussion, however, answers to such questions *cannot* be used in making a hiring decision.
9. Prohibited topics include questions related to:

<ul style="list-style-type: none"> • Age • Sex • Race/ethnicity • Religion • Ancestry • Caste • National origin • Sexual orientation 	<ul style="list-style-type: none"> • Gender identity • Gender expression • Genetic information • Marital status/plans • Family status/plans • Disabilities • Medical conditions • Veteran status
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10. Confidentiality should be used to share each DSC member's individual scores/rankings with the DSC chair. (Note: Although the DSC chair will later make each committee member's scores/rankings known to the entire DSC, confidentiality at this point helps ensure equitable voice among all search committee members).
 11. After synthesizing each committee member's scores/rankings in search of a consistent shortlist of names for campus interviews, the DSC chair should share this initial synthesis with the entire DSC – including details of each DSC member's previously confidential scores/rankings. (Note: The exact number of candidates to be interviewed on campus will vary by department and discipline; yet as a general guideline, this list typically consists of three finalists).
 12. If a consistent shortlist of names remains indeterminate, the DSC chair should facilitate further discussion among DSC members in order to come to a collective decision about which candidates shall be invited to campus.
 13. The final shortlist of campus finalists should be shared with FASE and the appropriate dean's office for certification (i.e., confirmation of sufficient diversity among the candidates). A decision will be made at this time whether to continue, extend, or cancel the search. Thus, certifying the candidate pool prior to finalists visiting campus will not only help ensure an equity-minded process, but also help avoid a failed search later due to the lack of equitable representation.
 14. The DSC chair should identify those applicants in the pool who are no longer under any consideration for the position so that FASE can send a notification message to them about their status. It is not inappropriate to have some individuals who do not move to the next stage but are not yet removed from consideration if there is a belief that the search might go deep into the pool.
 15. Following the interview process, all application materials, information, and related documentation are to be considered strictly confidential, and should be retained by the school/department for a minimum of five (5) years.
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Step #8: Reference Checks

1. Begin by notifying each candidate that s/he is being seriously considered for the position and that her/his references may be contacted by telephone. (Note: This notification can take place at the conclusion of each Zoom/telephone interview, or DSCs can choose to follow-up with each candidate at a later time).
2. Following-up with each candidate to let them know their references might be contacted – as opposed to notifying them during their Zoom/telephone interviews – allows for the search committee to (a) inform candidates of where the DSC is in the hiring process, (b)

confirm the candidates' continued interest in the position, (c) discuss the types of professional references with whom the DSC wishes to speak, and (d) avoid "passive" reference checking, which can produce less meaningful input for the DSC's deliberations.

3. A minimum of two reference checks must be completed per candidate, prior to extending the invitation for a campus visit/interview.
4. Be sure to complete the same number of reference checks per candidate.
5. Search committees should develop a script to help guide each reference check. This script will help to ensure consistent information is collected about each candidate, thus, providing the DSC with an undifferentiated basis of comparison ([See Appendix B for "Sample Reference Check Script"](#)).
6. In addition to the DSC's agreed upon reference check script, follow-up questions may be appropriate to ensure complete and adequate understanding.
7. Begin each reference check by introducing oneself, the university, the position, and the school/department so that each respondent has a context within which to reply.
8. Ask each reference to evaluate the candidates' skills and readiness to assume the responsibilities of the position, as well as if they would like to add anything that was not addressed in the call's questions.
9. If a question cannot be asked of a candidate during their interview, it should not be asked of their references. Avoid questions that could reveal information about the protected categories of the candidate. If a reference shares personal information, it does not grant the DSC permission to ask more probing follow-up questions.
10. Remember at this stage of the process that candidate names are not public knowledge. For this reason, care should be exercised if the need arises to leave a voicemail. (Note: It is okay to say, "This is [Jane Jones] and I am trying to reach [Sam Smith] because his name was given as a professional reference." However, the candidate's name should never be divulged via voicemail, nor the fact that s/he has applied for a position at CSUCI.)
11. If possible, have more than one DSC member contact references for each candidate. This approach helps protect the process's integrity by allowing multiple committee members to receive information beyond the written application materials, thus, reducing the chances of a DSC member reporting back in a biased manner, and/or inadvertently becoming an advocate or adversary for any particular candidate.
12. If possible, try to have one of the references who is in the current "leadership chain" of the candidate such as their department chair, dean, Post-Doc Mentor, etc.

13. Ideally, one's reference checks should be completed in one sitting to provide for continuity.
14. Be sure to ask all questions on the DSC's agreed upon set of reference questions. References often provide information during their answer to one question that relates to a subsequent question; however, a full response should not be assumed. Once a reference has heard the subsequent question, s/he may think of additional information and/or be able to answer the query more accurately. As with Zoom/phone interviews, it may be worth warning the reference at the outset of the scripted nature of the questions.
15. It is not unusual for candidates to ask that particular individuals not be called by the DSC. In this instance, committee members shall consider the stated rationale for call-limitation requests as potentially relevant to the selection process. It is the practice of CSUCI and CSU to do a reference check of the candidate's supervisor prior to a final offer being made.
16. If a reference provides information that appears to be personal in nature but also speaks to the candidate's ability to successfully perform his/her duties, FASE should be contacted prior to sharing the information with other DSC members.
17. Be cautious of making value judgments about a reference's tone, tenor, or affect. Terse answers may or may not mean the respondent is hesitant or unenthusiastic about a candidate. They might simply mean the contacted reference is always terse and unenthusiastic. The same holds true for overly enthusiastic responses.
18. Information provided by references should come from firsthand knowledge of the candidate. If a reference indicates s/he has no firsthand knowledge of the candidate's abilities in a particular area, consider asking the reference if s/he can recommend someone else who would be more knowledgeable about the candidate in this area.
19. Understand that increasingly references have restrictions on them on how they can respond to reference checks¹ and may be limited to being able to verify employment, (e.g position, and employment dates). If such a response is received, do not assume it is because the candidate has had problems with her/his employer. If a reference indicates that there are no such organizational restrictions, yet still does not respond to questions without providing a reason why, contact FASE to discuss how best to proceed.
20. If a reference provides concerning information, contact FASE for assistance prior to sharing any information with the DSC or appropriate dean's office. FASE will inquire into

¹ The CSU itself has such a policy that in some circumstances may limit the ability of an administrator to issue a reference for a candidate other than a verification of employment.

the concern and report back to the DSC and dean in determination of whether an applicant's candidacy should continue.

21. Committee members may choose to deliberate again after reference checks are completed, and to adjust their shortlist of campus finalists if deemed appropriate.

Step #9: Campus Visits

1. Begin by working with FASE to suggest potential travel dates for each finalist's campus visit. (Note: FASE will coordinate finalists' air travel, hotel accommodations, and ground transportation to and from the airport; DSCs are responsible for scheduling additional details of each finalist's campus visit.)
 - Rental cars are available for finalists, but they must be booked through FASE with the University's preferred vendor, Enterprise
2. Once the finalists confirm their travel dates, DSCs should then coordinate with the appropriate dean's office to schedule a day/time for each finalist's dean interview. (Note: Due to deans' travel schedules and limited availability, this can prove to be an important first step around which to organize the remainder of each finalist's campus visit).
3. At minimum, each finalist's campus visit should include:
 - DSC interview
 - Dean interview
4. Other potential activities for campus visits include, but are certainly not limited to:

• Teaching demonstration	• Campus tour
• Research demonstration	• Candidate dinner
• Department chair interview	• Candidate lunch
• Affinity group meetings	• University Glen tour
• Staff/student/faculty forum	• Community tour
• Staff/student/faculty meet-and-greet	• Personal time
5. Each finalist's campus visit should be as consistent as possible. Slight time variations might occur due to scheduling conflicts; however, the total sum of each experience should be equivalent ([See Appendix B for "Sample Campus Visit Schedule"](#)).
6. Prior to each finalist's campus visit, inquire as to whether s/he would like to meet with any affinity groups on campus. Potential centers, offices, and Affinity groups include, but are certainly not limited to:

- [Center for Community Engagement](#)
- [Center for Integrative Studies](#)
- [Center for International Affairs](#)
- [Center for Multicultural Engagement](#)
- [Social Justice Center](#)
- [Black Cultural Center](#)
- [LatinX Cultural Center](#)
- [Basic Needs Program](#)
- [Career Development & Alumni Engagement](#)
- [Student Government](#)
- [Student Research Advisory Committee](#)
- Student Clubs and [Organizations](#) (e.g., Green Generation, Queer Student Alliance)
- [Discipline-Specific Student Clubs](#) (e.g., SACNAS, CI Biology Club)
- [The CI View](#)
- [Teaching & Learning Innovations](#) (TLi)
- [Writing & Multiliteracy Center](#)
- Black Faculty and [Staff Association](#) (BFSA)
- [Chicana/o Latina/o Faculty and Staff Association](#) (ChiLFASA)
- [Queer Advocacy Alliance](#)
- [International Faculty and Staff Association](#) (IFSA)
- [Asian American Pacific Islanders Association](#) (AAPIA)
- Disability Affinity Group
- [Women of Color Faculty Group](#)

Depending on the activities scheduled during the onsite interview, it may be appropriate to do a “virtual” introduction to these groups via a “warm handoff” by email.

7. Prior to each finalist’s campus visit, DSC members should select at least one “Campus Host” to help ensure finalists feel welcomed and appreciated throughout their visit.
8. Potential duties of the Campus Host include – but are certainly not limited to:
 - Making phone contact with each finalist prior to her/his visit
 - Ushering the finalist between scheduled events on campus
 - Attending to other potential needs that arise throughout the day
9. Finalists with disabilities or special needs may require accommodations throughout the interview process – particularly during their campus visit (e.g., interpreters or physically accessible interview rooms). Finalists should be notified when extending an invitation that if they believe they need any accommodation to fully participate in the campus visit to reach out to FASE, who will then assist DSCs in arranging appropriate

accommodations. It is also reasonable to ask if the candidate has any dietary restrictions that ought to be taken into consideration when planning for meals.

Step #10: Campus Interviews:

1. Begin by ensuring the DSC's previously agreed upon hiring rubric and list of equity-minded interview questions has been shared with all committee members in advance of the campus interviews ([See Appendix B for "Sample Interview Rubric"](#) and ["Sample Interview Questions"](#)).
2. If not sent prior to each campus interview, ensure that copies of Program Personnel Standards (PPS) and University RTP criteria are shared with each finalist.
3. It is permissible to provide finalists with a copy of the DSC's interview questions prior to their campus interview, but this should not be done any earlier than the morning of. Interview questions should *not* be emailed to finalists ahead of their campus visits. If sharing ahead of time, each candidate should have approximately the same amount of "lead time."
4. Prior to each campus interview, take time together to review the DSC's hiring rubric and list of equity-minded interview questions in order to (re)establish mutual understanding.
5. Prior to each campus interview, take time to determine which committee member(s) will ask which question(s), as well as how notes will be taken (e.g. by individual or by rotation per each question) who will take notes for the group.
6. During each campus interview, be sure to only ask appropriate and position-relevant questions – in accordance with the DSC's previously agreed-upon list of equity-minded interview questions.
7. During the in-person interview, it is important to remain engaged with the candidate. Being disengaged or unintentionally not giving the candidate your full attention can set a very negative tone. Please do not have anything out that is unneeded, or which could become a distraction.
8. Mindful efforts should be taken to remain as consistent and objective as possible throughout the interview process; DSC members should disallow any additional or superfluous considerations – beyond the criteria within its previously agreed upon interview rubric – to influence finalists' scores/rankings.
9. Avoid personal and/or prohibited questions. Remember: If a finalist shares personal information, it does *not* grant the DSC permission to ask more probing follow-up questions. If the finalist initiates such a discussion, it is okay to answer their questions. Regardless of who initiates the discussion, however, answers to such questions *cannot* be used in making a hiring decision.
10. Prohibited topics include questions related to:

- Age
- Sex
- Race/ethnicity
- Religion
- Ancestry
- Caste
- National origin
- Sexual orientation
- Gender identity
- Gender expression
- Genetic information
- Marital status/plans
- Family status/plans
- Disabilities
- Medical conditions
- Veteran status

11. Finalists may not be asked questions that are likely to elicit information about or that are closely related to a disability, including whether they have a particular disability.
12. All members of the DSC are expected to participate in the interview and the other “public” presentations by the candidates. In the event of an DSC member unexpectedly unavailable to participate, please consult with FASE to determine if an audio/video recording of the activity provides the potential for a substitute for attendance.
13. Confidentiality should be used to share each DSC member’s individual scores/rankings with the DSC chair. (Note: Although the DSC chair will later make each committee member’s scores/rankings known to the entire DSC, confidentially at this point helps ensure equitable voice among all search committee members).
14. After synthesizing each committee member’s scores/rankings in search of a consistent hiring recommendation, the DSC chair should share this initial synthesis with the entire DSC – including details of each DSC member’s previously confidential scores/rankings. (Note: Although uncommon and highly dependent upon the amount of available funding, more than one hiring recommendation can be forwarded to FASE and the appropriate dean’s office in instances where the hiring process yields two especially well-qualified finalists).
15. If a consistent hiring recommendation remains indeterminate, the DSC chair should facilitate further discussion among DSC members in order to come to a collective decision about which finalist to recommend for appointment.
16. In consultation with the entire search committee, the DSC chair should prepare a Hiring Recommendation in order to share the DSC’s final hiring decision with FASE and the appropriate dean’s office ([See Appendix B for “Sample Hiring Recommendation Form”](#)). This exact form need not be used, but this is the level of detail that FASE and the dean are expecting to get.
17. After a final hiring recommendation has been made, all application materials, information, and related documentation are to be considered strictly confidential, and should be retained by the school/department for a minimum of three (3) years.

Step #11: Final Hiring Recommendation

1. Once the DSC's final hiring recommendation has been shared with the appropriate dean and FASE, absolute confidentiality should be maintained until after an official offer of appointment has been accepted/completed. (Note: Academe can be a small world. Meanwhile, the extension of an official appointment offer does not guarantee its acceptance, as highly qualified candidates can receive multiple offers.)
2. When the DSC has concluded its work, the DSC chair will compile the final recruitment report and share with appropriate dean and FASE.
 - Format of final recruitment report - It should, when viewed as a whole, make clear to any reader the reasons for the selection of the finalist(s), and the non-selection of all others who were interviewed.
 - Cover page with DSC signatures ([See Appendix B](#))
 - Summary of Finalist(s) Recommendation document submitted to Dean
 - Position Announcement
 - List of all Advertisement placed (type of ad, where posted, and duration)
 - Summary of feedback and all comment sheets
 - List of ALL candidates interviewed (i.e., zoom & campus)
 - CVs of all Finalists (i.e., invited to campus)
 - Reference check sheets
3. Nonspecific correspondence may be shared with applicants during this time – especially if a finalist initiates the correspondence to express gratitude or to inquire about the hiring process's timeline. Yet no indication should be offered in one's response about the DSC's final hiring recommendation, and the entire DSC should be included and/or immediately notified of such correspondence (i.e., "Reply All").
4. Regardless of its final outcome, details of the hiring process should remain strictly confidential. Any lack of confidentiality can not only have detrimental effects on the hiring process, but also yield negative ramifications that linger long after an official hiring decision has been made. This is particularly important to keep in mind as part of retention best practices.
5. The dean may consult with the DSC about the recommendations if there are any questions remaining. Further, the dean may also consult with the Department chair to gain information about resources available, potential teaching schedules, etc. to help with finalizing the terms of the offer. The dean will also consult with FASE and the provost on terms of the appointment.

6. The dean will offer and negotiate with the recommended candidate, moving onto the next suitable candidate as necessary. If all finalists decline an offer, the dean will discuss the potential of “dipping back into the pool” to review those who were not already excluded from further consideration.
7. Upon agreeing to terms with a candidate, the terms will be presented to FASE who will generate the official offer letter from the provost. The offer letter describes salary, starting date, and other terms of employment. The candidate should also be given information on housing and childcare and any other appropriate services that might be important to their making an informed decision.
8. Upon the receipt of the signed offer letter, FASE will thank any remaining candidates for their interest in CSUCI and share that the position has been filled.
9. Unsuccessful candidates may reach out to members of the DSC about why they were not selected. It is strongly recommended that responses to such questions not address specific items about the individuals themselves, but rather comment on the strength of the pool.

Step #12: Reflection on Process

1. Departments should debrief after the completion of their process with the goal of learning from it what worked and what did not. Questions to consider asking are:
 - Did we reach the broad audience that we thought we would?
 - Did we learn about other places / means by which to reach potential candidates?
 - Was there language in our vacancy announcement that was particularly helpful in recruiting candidates?
 - Was there language that was not helpful in helping us to narrow down the candidates?
 - Were our interview questions helpful? Were there specific ones that we not helpful?
 - Was the on-campus visit effective? What wasn't useful? What should we do next time to make it more useful?
2. By asking these questions and using them to close the feedback loop for the *next* search, we hope to continuously improve our process. The goal should be to not repeat mistakes.
3. Make sure that what you have learned is archived for the next DSC to use. Remember that it might be some time before a department performs another search, so do not rely on “We’ll remember it, don’t worry.”

SELECTION DO's and DON'Ts

Selection Do:	Selection Don't:
DO remain as consistent and objective as possible throughout each stage in the selection process by referring to criteria within the DSC's previously agreed upon hiring rubrics.	DON'T allow for subjective evaluation processes that differ among various committee members, and/or at various stages in the selection process.
DO avoid replicating historic hiring practices that are fraught with implicit biases and taken-for-granted assumptions.	DON'T accept unexamined hiring processes or subjective measures of academic merit as being inherently objective or superior.
DO maintain humility within the DSC at all times.	DON'T trivialize the views and opinions of others or assume all DSC members are familiar with the most contemporary best practices in equity-minded faculty hiring.
DO maintain transparency within the DSC at all times.	DON'T dismiss the importance of clarity, consistency, and shared understanding among all DSC members.
DO maintain confidentiality within the DSC at all times.	DON'T overlook the need for privacy and anonymity throughout the entire hiring process, and beyond.
DO coordinate with Faculty Affairs and the appropriate dean's office to confirm adequate size and representation within the initial applicant pool, as well as within the subsequent lists of names for Zoom/phone interviews and campus interviews (i.e., <i>certification</i>).	DON'T risk a failed search later due to inadequate size or lack of equitable representation.
DO supply copies of the DSC's final, agreed upon hiring rubric and equity-minded interview questions well in advance of the online screening process, Zoom/phone interviews, and campus interviews respectively.	DON'T wait until the final moment to discuss, finalize, and/or supply the DSC's hiring rubric or equity-minded interview questions.
DO take time prior to each Zoom/phone interview and campus interview to (re)establish mutual understanding of the DSC's hiring rubrics and equity-minded interview questions, and to clarify which committee member(s) will ask which question(s).	DON'T presume shared understanding among all DSC members or wait until the final moment to clarify specific details and expectations.
DO facilitate anonymous processes to share each DSC member's individual	DON'T risk silencing certain DSC members by deliberating openly about a candidate, or by

scores/rankings for subsequent synthesis by the DSC chair.	sharing individual scores/rankings prior to their synthesis by the DSC chair.
DO avoid personal and/or prohibited questions throughout the entire hiring process (i.e., questions related to age, sex, race/ethnicity, and so on).	DON'T ask more probing follow-up questions of a candidate, even if s/he is who initiates the sharing of personal and/or prohibited information.
DO notify candidates – either at the conclusion of their Zoom/telephone interview or by following up at a later time – that their references might be contacted.	DON'T contact a candidate’s professional references without their prior awareness.
DO use a script to help complete the same number of reference checks (at least 2) for each campus finalist.	DON'T collect inconsistent information about each candidate, thus failing to provide DSC members with a coherent basis of comparison.
DO exercise care if the need arises to leave a voicemail during reference checks. (i.e., “This is [Jane Jones] and I am trying to reach [Sam Smith] because his name was given as a professional reference.”)	DON'T divulge the candidate’s name via voicemail or the fact that s/he has applied for a position at CSUCI. (i.e., “This is [Jane Jones] and I am calling from CSU Channel Islands about a reference check for [Paula Perez].”)
DO have more than one DSC member contact references for each candidate, thus, allowing multiple committee members to receive information beyond the written application materials.	DON'T risk the possibility of a single DSC member inadvertently reporting back in a biased manner, and/or becoming an advocate or adversary for any particular candidate.
DO rely on references’ firsthand knowledge of a candidate, and/or ask the reference to recommend someone else who is more knowledgeable about the candidate in this area.	DON'T rely on hearsay, disputable details, or unsubstantiated information that are less likely to be accurate.
DO contact Faculty Affairs (prior to contacting other DSC members) if any legal concerns arise during reference checks (e.g., the refusal by a referral to answer questions without providing reason why, or the sharing of personal information that also speaks to a candidate’s ability to successfully perform his/her duties.)	DON'T share any initial concerns with other DSC members before contacting Faculty Affairs to discuss how best to proceed.
DO coordinate early in the planning process with the appropriate dean’s office to schedule a day/time for each finalist’s on-campus dean Interview.	DON'T wait to coordinate with the appropriate dean’s office, assuming their travel schedules and limited availability will align after the fact with each finalist’s campus visit schedule.

<p>DO make each finalist’s campus visit as consistent as possible by inquiring beforehand whether s/he would like to meet with any centers, offices, or affinity groups on campus (e.g., Center for Community Engagement, Multicultural Dream Center, or Writing & Multiliteracy Center, BFSA).</p>	<p>DON’T allow for considerable variation between campus visit schedules, which can result in finalists’ inequivalent experiences or the DSC’s inequitable assessment thereof.</p>
<p>DO invite department faculty (and students, as deemed appropriate) to participate in as many campus recruitment activities as possible by sharing each finalist’s schedule well in advance of their actual travel dates.</p>	<p>DON’T assume department faculty (or students) know they can participate in campus recruitment activities, or that they will be able to make necessary alterations to their schedules at the last minute.</p>
<p>DO select at least one (1) “Campus Host” per finalist who can initiate phone contact prior to her/his visit, coordinate travel details between the hotel and campus, usher the finalist between scheduled events on campus, and attend to other potential needs that arise throughout the day.</p>	<p>DON’T forget the inherent anxiety and apprehension felt by all faculty before/during their campus visit, thus, failing to ensure each finalist is made to feel welcomed and appreciated.</p>
<p>DO direct finalists who require accommodations to contact Faculty Affairs, who will then assist DSCs in arranging appropriate accommodations (e.g., interpreters or physically accessible interview rooms).</p>	<p>DON’T deny finalists of any appropriate accommodations or feel as if DSC members alone must arrange such accommodations on their behalf.</p>
<p>DO provide each finalist with copies of the Program Personnel Standards (PPS) and University RTP criteria prior to their campus interview, as well as a copy of the DSC’s interview questions (if deemed appropriate).</p>	<p>DON’T share a copy of the DSC’s interview questions with finalists any earlier than the morning of their campus visit.</p>
<p>DO consult with Faculty Affairs if the DSC plans to video/audio tape a finalist’s interview in lieu of attendance by a committee member.</p>	<p>DON’T video/audio tape a finalist’s interview without her/his prior knowledge, or without special reason for doing so.</p>
<p>DO ensure that all members of the DSC remain engaged during Zoom/phone and on campus interviews.</p>	<p>DON’T communicate any indication to potential candidates about the DSC’s final hiring recommendation or assume the extension of an official appointment offer guarantees its acceptance.</p>
<p>DO maintain absolute confidentiality and let the dean make the announcement of a hiring.</p>	<p>DON’T violate confidentiality by sharing info on assumed, known, or possible hires. Things can change for a variety of reasons and we</p>

SELECTION Q&A

1. **Question:** If a minoritized finalist is far less qualified than someone else, do we still have to recommend the minoritized finalist?

Answer: No.

CSUCI's FASE Office will never require anyone to hire a less qualified candidate. To do so would not only negatively affect the university, but also tokenize the newly hired colleague – neither of which aligns with the goals this handbook or the contemporary equity-minded hiring practices outline therein. However, if traditional measures of what it means to be “qualified” render a minoritized finalist as being nearly or equally as qualified as her/his counterpart (as opposed to being far less qualified), then DSCs could consider whether the minoritized candidate’s diverse perspective and worldview make her/him the most qualified candidate after all. In this potential scenario, the minoritized candidate would not be recommended despite being less qualified; rather, the candidate’s minoritized status would actually render her/him as being more qualified. Yet again for the sake of clarity: FASE will never require anyone to hire a less qualified candidate – especially not one who is deemed to be “far less” qualified than another finalist. Yet it might be necessary for some DSC members to reexamine their notion of what it means to be “qualified” in the first place, along with the criteria used to assess that notion. By doing so, a minoritized candidate who has nearly as many traditional qualifications as another candidate might ultimately be the best overall hiring decision for CSUCI and its unique student body. (For more detail on how traditional assumptions about what it means to be “qualified” have historically disadvantaged minoritized applicants (see question #2 within “Equity-Minded Q&A”).

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2. **Question:** Is it really necessary for Departmental Search Committee (DSC) members to share their initial candidate scores/rankings anonymously?

Answer: Yes.

There are several underlying reasons/rationales for having DSC members individually score/rank the candidates, and then having the DSC chair synthesize those anonymous assessments for future discussion. First, this process helps to ensure equitable voice and consideration has been given to all DSC members. Relatedly, it helps to mitigate against potentially adverse power dynamics within a given academic school/department. Finally, the use of anonymity helps to avoid the potential pitfalls of “groupthink:” the tendency for a group to minimize conflict for the sake of consensus, without entertaining a due amount of critical evaluation (Eisenberg et al., 2016). In addition to aligning with contemporary best practices in equity-minded hiring, it is also worth noting that such a process does not

dramatically change the overall process. Instead, it is a relatively minor adjustment that offers the possibility for substantial benefit.

3. **Question:** If the Departmental Search Committee (DSC) shifts its focus/values during the selection process, can its search committee materials be revised accordingly (e.g., hiring rubrics and interview questions)?

Answer: No.

Best practices in equity-minded faculty hiring show that finalizing the DSC's search committee materials prior to beginning the official selection process helps to streamline that process later, while also ensuring consistent and transparent criteria have been agreed upon by all DSC members. In addition, best practices in faculty hiring show that applying these same consistent, transparent, and previously agreed upon criteria throughout the entire hiring process is critical for ensuring that equitable consideration is given to all candidates. In contrast, shifting the DSC's formal hiring criteria mid-process opens the metaphorical door to implicit biases and taken-for-granted assumptions, which in turn can lead to countless legal and ethical ramifications. Thus, this question serves as yet another reminder for how important it is to co-create the best possible search committee materials. This importance is particularly germane to job announcements, as they establish the formal criteria against which all future applicants and potential candidates will be assessed.

4. **Question:** Can Departmental Search Committees (DSCs) recommend the best overall candidate for a position, even if s/he is not the best candidate for the specifically advertised position?

Answer: No.

It is not uncommon during the selection process for discussions to occur about whether DSCs should recommend someone who is viewed as the best overall candidate, versus someone who is viewed as the best candidate for the specifically advertised position. Candidate A, for instance, might have a dozen top-tier publications, but lacks any experience in quantitative research methods – a required qualification in the DSC's job announcement and subsequent hiring rubrics. Meanwhile, Candidate B might only have a handful of mid-level publications but offers a clear expertise and proven track record in quantitative research methods. In this oversimplified example, Candidate A represents the best overall candidate, while Candidate B represents the best candidate for the specifically advertised position. As such, Candidate B should be the DSC's final hiring recommendation. This is the case for several reasons. First, best practices in equity-minded faculty hiring show that shifting a DSC's focus toward the best overall candidate can serve to undermine the committee's consistent, transparent, and previously agreed

upon criteria for ensuring equitable consideration is being given to all candidates. Similar to shifting the DSC's formal hiring criteria mid-process (see question #3 above), this development opens the metaphorical door to implicit biases and taken-for-granted assumptions, which in turn can lead to countless legal and ethical ramifications. Furthermore, shifting the DSC's focus toward the best overall candidate can also serve to undermine its most fundamental charge. Each DSC's charge is quite literally to recommend the best faculty candidate for the specifically advertised position. Therefore, unless it has been explicitly stated otherwise at the onset – and therefore reflected throughout the search committee materials and criteria – it is not any DSC's responsibility to contemplate additional considerations beyond their purview. Doing so would not only contradict best practices in equity-minded faculty hiring but would also be a presumptuous endeavor for any DSC to undertake.

5. **Question:** Is it more equity-minded to conduct telephone interviews (in lieu of Zoom interviews), in order to help mitigate potential biases against a candidate's visual appearance or physical representation?

Answer: No.

Faculty interviews conducted via telephone versus faculty interviews conducted via Zoom have each shown to offer their own potential set of advantages/disadvantages. Therefore, each DSC is free to decide for itself whether the advantages/disadvantages of one technology outweigh those of another. Some DSCs, for instance, might view telephone interviews as a way to maintain greater impartiality. For these DSC members, the omission of a candidate's visual appearance might help them to remain focused on the content of a candidate's responses, among other things. On the other hand, some DSCs might view Zoom interviews as a vital way to obtain additional information about each candidate through her/his nonverbal communication, visible artifacts, technological proficiency, etc. Consequently, contemporary best practices for equity-minded faculty hiring support the use of either interview technology.

PART III: EQUITY-MINDED RETENTION



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RETENTION BEST PRACTICES

Hiring new colleagues is one of the most important and demanding endeavors in which we collectively engage, so we should plan to successfully retain them from the start. We all need to be aware of ways we can welcome new faculty to campus and help set them up for success. The following best practices for equity-minded retention are derived from the most contemporary literature on tenure-track faculty hiring in higher education ([See for “Bibliography”](#)) This listing is far from exhaustive and should be engaged with the holistic realization that these steps are just a set of basic practices that are part of a whole conglomerate of interactions that begin long before official search approval has been obtained and continue, for our purposes here, right up until new faculty are promoted and tenured.

The following steps come out of awareness of common barriers to success (adapted from the [Columbia University Guide to Best Practices in Faculty Retention p. 19](#)). While the chart below does not cover all barriers, these are common barriers about which we should all be aware and be doing our best to remove. Check back to this chart as a foundation for the steps that follow.

Barrier To Retention	Retention Strategy
Racial/Ethnic/ Gender Isolation	<ul style="list-style-type: none"> • Create networking opportunities that acknowledge faculty interests, backgrounds, and/or identities and their relationship to others on campus. (Is the new colleague a first or one of few in terms of interests, backgrounds, or identities?).
	<ul style="list-style-type: none"> • Support Affinity groups
	<ul style="list-style-type: none"> • Enact commitment to diversity initiatives in word and deed
Lack of Mentoring	<ul style="list-style-type: none"> • Establish mentoring structures that are sensitive to how faculty interests, backgrounds, and/or identities may be different from those in their department, college, or the whole campus.
	<ul style="list-style-type: none"> • Support department chairs in their role as mentors with training on overcoming these barriers to success
	<ul style="list-style-type: none"> • Create opportunities for faculty to meet and interact, especially with those who share interests, backgrounds, or identities
Occupational Stress	<ul style="list-style-type: none"> • Check for workload balances among faculty that consider cultural taxation and mitigate for them in meaningful ways (such as release time).

	<ul style="list-style-type: none"> • Provide adequate support to faculty by way of time, resources, and administrative and technical support
	<ul style="list-style-type: none"> • Consider costs of living in the Ventura County area when creating compensation packages
Devaluation of “Minority” Research	<ul style="list-style-type: none"> • “Minority” indicates any field of research or study pertaining to issues that affect or interest a small group of people, traditionally underrepresented in scholarship (Turner, Myers, and Creswell, 1999)
	<ul style="list-style-type: none"> • Recognize and reward different fields of work
“Token” Hire Misconception	<ul style="list-style-type: none"> • Provide professional development to all faculty and administrators on cultural sensitivity, biases, and systemic racism, sexism, ableism, etc.
	<ul style="list-style-type: none"> • Establish and implement policies that counter institutionalized racism, sexism, ableism, etc. Make it everyone’s responsibility to change the structure and practices.
	<ul style="list-style-type: none"> • Encourage cluster hires
Biases in Tenure and Promotion Practices	<ul style="list-style-type: none"> • Make tenure and promotion policies and expectations clear and readily available to all faculty
	<ul style="list-style-type: none"> • Monitor decision-making processes and outcomes for bias
	<ul style="list-style-type: none"> • Develop and institute processes and practices that promote continuous improvement in this area and make everyone responsible for it

Step #13: Initial Orientation (FASE/Dean/ Chair Responsibilities)

Step thirteen includes the basic onboarding that all faculty need to access their workspaces and materials to ensure a successful first semester and sense of belonging. Everyone is responsible for doing their part to welcome and prepare new TT faculty for success from the start.

PROVOST/UNIVERSITY

University leadership does best to be intentional in their support for faculty success, as well as supporting and modeling best practices at every level. At the very least this should include:

1. Announce and make sure that Marketing announces and celebrates our new colleagues.
2. Welcome new faculty to campus and clarify administrative roles in supporting their success.

FASE/FD

These offices are responsible for overseeing the process of onboarding and initial orientation and, as leadership, should both be offering, supporting, and modeling best practices including, but not limited to the following.

1. Ensure that any Early Start opportunities are written into hiring letters.
2. Make sure deans are working with chairs to be timely in preparing for welcoming new faculty.
3. Offer Early Start Program to introduce faculty to the many facets of campus that can support their success in every area.
4. Provide faculty with contact information for the University Glen housing development and information about the affordable housing options there.
5. Connect interested faculty with faculty or staff mentors who can advise them about dependent care options and other family-related questions in the region.

DEAN

Deans have a particularly important role in supporting chairs in following best practices and should themselves:

1. Make a new colleague feel welcome by sending a welcome email. Let the new colleague know about when they might expect to hear about things in your control. Celebrate them when they arrive in a way that models best practices for their chair and colleagues.
2. Work with FASE and chairs to ensure smooth transition and timely access to all the basics—keys, office, computer, etc.

CHAIR/DEPARTMENT/COLLEAGUES

It is the chair's responsibility for making sure that all of this happens, but it is important to think of this as a community effort in which all faculty participate in fostering a community of teacher scholars. Be sure to follow the retention plan you developed prior to the launch of this tenure-track faculty search.

1. Make the new colleague feel welcome by sending a welcome email. Let the new colleague know about when they might expect to hear about things in your control: class assignments, committee opportunities, and other program-controlled items.
2. Work with dean and FASE to ease their transition to make sure the new colleague has all they need for success from the start including, but not limited to:

<input type="checkbox"/> Teaching assignment	<input type="checkbox"/> Keys
<input type="checkbox"/> Office	<input type="checkbox"/> Computer (passwords)
<input type="checkbox"/> Phone	<input type="checkbox"/> Copy room and Copy Center
<input type="checkbox"/> Supplies (paper, ink)	<input type="checkbox"/> Program Expectations
<input type="checkbox"/> PPS	<input type="checkbox"/> Course proposals—SLOs
<input type="checkbox"/> Syllabus policies/samples/templates	<input type="checkbox"/> Name tag
<input type="checkbox"/> ID card	<input type="checkbox"/> Head shot

3. chair and/or Program Analysts: Respond timely to any requests that come your way that will help facilitate others helping with on-boarding. For example, if there are questions about space needs or key needs. Faster responses allow faster action.
4. Encourage and support new hire's engagement with Faculty Development's Early Start program, the Canvas page for new faculty, and TLI's online course development support. For example, coordinate with these offices and do not schedule program meetings at the same time. Reinforce and encourage use of offerings by Faculty Development, TLI, the Mission Centers, RSP, Affinity groups, and other faculty support units on campus.
5. Forward any development opportunities that may be appropriate to them.
6. Make sure that faculty member has access to their Canvas account and knows where to get support from IT, TLI and the FIT studio when working on their courses.
7. Make sure that faculty have the link to the most current Syllabus Policy, SLOs for their courses, and, when appropriate, that they are given syllabi for previous iterations of their courses and the approved course proposals for their courses.

Step #14: University Socialization

Step fourteen includes steps necessary for Department chairs, Departments, Faculty Development, and FASE to provide faculty with resources needed to become acclimated to their department, university culture, and community.

PROVOST

Best practices are best modeled and supported at every level with the resources available to each office. At this level it is important to assure that faculty are adequately supported structurally, with clarity about how they can find what they need to be successful and to offer adequate funding to programming proven to support faculty success.

FASE/FD

These offices offer the divisional level of support and connection to professional development opportunities across the division and beyond including, but not limited to the following:

1. Promote opportunities for faculty to learn about Mission Based Centers and community engagement opportunities, such as through presentations, tours of the Centers, and the community bus tour.
2. Provide information about our shared governance structure and the Academic Senate, so that new faculty can feel ready to be fully engaged and can understand the relative roles of committees on campus as well as their ability to participate in campus decisions.
3. Provide faculty with information about campus support services for students (including CAPS, the CARE team, Basic Needs, etc.). Further, clarify which kinds of support faculty should offer under which circumstances when students are in distress.
4. Provide faculty with information about campus support services (Employee Assistance Program) for faculty mental health, and support and promote activities that seek to improve work-life balance for faculty.
5. Provide an overview of services available for faculty to use to improve their teaching through Teaching and Learning Innovations, the FIT Studio, and IT Services.

6. Provide faculty with possible training opportunities that can help our students and improve campus culture, including Title IX, the SAFE Training, and the Undocumented Student Ally Program.

CHAIR

Inform faculty about the Program/Department governance and expectations, by sharing a copy of the current Bylaws and Program Personnel Standards and encouraging discussion of them in stages over the first year. Ensure new colleagues have been invited to all upcoming faculty meetings, and explain Program/Department structure, committees, or special roles (e.g., program advisor, co-chair, etc.). Set regular times to check in with new faculty, at least once a semester for the first couple of years, and then at least yearly through the tenure process.

DEPARTMENT

Consider a social event to welcome the new faculty member to the program/department. Perhaps facilitate coffee sessions and/or lunches that welcome them into a collegial culture.

Step #15: Relational Development (Creating a Sense of Belonging/Community)

We need to create a sense of belonging to help new faculty to acclimate to university culture and find community that supports their goals and identities. As new faculty develop their RTP and career goals, they need to know who to ask and where to get support. By developing relationships and a network of support, new faculty can acclimate more quickly and be able to navigate their department and campus culture more effectively.

A primary avenue for fostering relational development on our campus is through mentorship. Over the past 10 to 15 years, research on formal faculty mentoring programs has provided considerable evidence of their contribution to increased faculty retention and performance. Mentoring is the sharing of professional experience and wisdom with the goal of helping faculty navigate the profession and to set a foundation and a trajectory for a productive and fulfilling career. New faculty hires should receive mentorship and guidance from the start through the Faculty Early Start program (noted above), and from their chair, department colleagues, and Faculty Development. We describe below various opportunities for faculty mentorship, as well as the roles that chairs and departments can play in connecting faculty to mentors.

FACULTY DEVELOPMENT

This office offers a range of opportunities for helping new faculty develop a professional network of support for every aspect of their careers, as well as curating offerings from across campus and the CSU, information about which is accessible at any time through our [Faculty Development Canvas Community](#). There faculty can find links to a variety of mentoring opportunities including:

Those that focus primarily on aspects of Professional Development:

- [Faculty Mentoring Network](#): Seasoned faculty support new faculty in multiple ways, such as facilitating their understanding of the social and political climate of the university, providing social support, and contributing to their personal well-being (Teranishi Martinez & Alamillo 2016). Our Faculty Mentoring Network (FMN) program provides a network of colleagues to facilitate professional and supportive faculty relationships and guidance.
- [National Council on Faculty Development and Diversity](#): an online resource for professional development and mentoring
- [Women for Inclusivity in Science and Engineering \(WISE\)](#)
- [Faculty Writing Connection](#) provides a space for faculty to work on their writing in the presence of other scholars, fostering moral support and accountability.
- Faculty Inquiry Projects (FIPS)
- Faculty Writing Retreat
- [Coaching Hours through Defend, Publish, and Lead](#)
- Grant support through Research & Sponsored Programs
- [Teaching and Learning Innovations \(TLi\)](#)
 - [OneHE](#)
- [High Impact Practices & Experiential Education \(HIPEE\)](#)
 - [Mission Centers](#)
 - [Santa Rosa Island Research Station](#)
 - [Student Research](#)
 - [Living & learning Communities](#)

And Affinity and support groups that offer mentoring through community building:

- [Chicana/o Latina/o Faculty and Staff Association \(ChiLFASA\)](#)
- Black Faculty/Staff Association (BFSA),
- [Asian Pacific Islander Association \(APIA\)](#)
- [Queer Advocacy Alliance \(QAA\)](#)
- Disability Affinity Group (under development)
- [Women of Color Faculty Group](#) for peer-to-peer mutual mentoring.

CHAIR

Given the individual and collective benefits of good mentoring, the chair has a vital role to play in ensuring that faculty members within the department have ample opportunities to access mentoring. At a minimum a chair should:

1. Building on the Retention Plan submitted with the hiring proposal, develop a plan for meeting with new faculty regularly over the first couple of years to ensure their understanding of department bylaws, Program Personnel Standards, and other relevant documents as well as any other important elements of departmental culture.

2. Ensure that they have access to more than one mentor both within and outside the department and regularly check to see how they are making use of Faculty Development resources.
3. It is also critical to recognize that some faculty may feel more marginalized than others and thus may need special consideration. Establish mentoring structures that are sensitive to how faculty interests, backgrounds, and/or identities may be different from those of others in their department, college, or the whole campus.
4. Introduce new faculty to other faculty or campus partners who may create good partnerships with our new colleague. However, it is important to be mindful of overwhelming the new faculty member since they have much to do in the first semester. It is therefore important to think in terms of scaffolding mentorship.

DEPARTMENT

1. Create a departmental mentoring program, which can also draw on the variety of university and extra-mural programs that support mentoring.
2. Work together to intentionally develop a pipeline of leadership that will ensure long-term stability and success.
3. Foster a sense of belonging and collegiality through activities such as developing colloquiums, celebrations, book launches, etc.

Step #16: Career Progression

While it is great to offer support in the first year to welcome new people in, it is just as important to be attentive to scaffolding professional development opportunities up through tenure and into leadership development if we expect to keep the faculty we hire. Retaining faculty is crucial for maintaining institutional stability and academic excellence. Creating a positive and supportive environment for faculty will contribute significantly to their job satisfaction and, in turn, enhance faculty retention.

PROVOST/UNIVERSITY

1. Provide adequate resources to support the success of all faculty hired in a fair and accessible fashion, including funding for programs that have a track record of supporting faculty success such as release time for scholarly and creative activities, travel funds, and faculty development offerings such as NCFDD, writing retreats, the Writing Connections, Faculty Inquiry Projects, and other programs as developed in relation to up-to-date best practices.
2. Make regular assessments with deans and chairs of any cultural taxation to mitigate through release time and other supports.

FASE

1. Ensure clear communication of expectations and encourage and support the same at every level—departments and deans.

2. Develop, implement, assess, and work to revise policies and practices that engage up-to-date best practices that address the known barriers to success. Support and encourage others in doing the same at every level.

FD

1. Develop, implement, collaborate with others to offer, and generally curate the offering of timely, scaffolded support to all faculty on all aspects of career development including but not limited to support for: excellence in teaching (e.g.: FD offerings as well as opportunities through the Mission Centers, TLi, SASEI and other grant-supported offerings, the CO), excellence in scholarship(e.g.: NCFDD, RSP, FWC, Writing Retreats, WIPs, Grant writing and Book proposal development, etc.); general career success (e.g.: RTP workshops for successful submission of RTP portfolios, Portfolio workshops for NTTF, Mentoring Network with guidance on service and leadership development).
2. Support mentoring networks including but not limited to growing the Mentoring Network Program, supporting the work of the various Affinity groups, collaborating with RSP and other units to support faculty research.
3. Offer workshops to support career and portfolio development appropriate to years of service
4. Assess programming and revise as needed to better implement up-to-date best practices for equity.

DEAN

1. Meet with new colleagues at regular intervals (at least once a year until tenure) to discuss what support they are receiving, address any current issues, and plan for future needs.
2. Offer additional college-level support for faculty success such as labs, equipment, travel, release time, etc.

CHAIR/DEPT./COLLEAGUES

Depending on department culture, the chair is most likely to take the lead on supporting new faculty in their career development path, but a specific faculty member or members might be tasked with taking responsibilities in this area. Meet with new colleagues at regular intervals (preferably at least every quarter) to discuss what support they are receiving, address any current issues, and plan for leadership development and future needs. Be sure to ask questions like: What are your biggest challenges? What does success look like to you? And what support might be most helpful? Then listen, communicate what you think might be possible, and lobby for the support needed.

1. Offer additional department-level support for faculty success such as labs, equipment, travel, release time, etc.

2. Encourage and support new colleague's participation in relevant faculty development opportunities. Consider helping them plan ahead to scaffold their development experiences appropriately.
3. Offer clear guidance and support on maintaining a healthy balance in each area of responsibility, especially in terms of excessive service and cultural taxation.

RETENTION DO's and DON'Ts

Retention Dos:	Retention Don'ts:
Competitive Compensation: Offer competitive, fair, and equitable salaries and benefits to attract and retain top talent.	Discrimination and Bias: Don't tolerate discrimination or bias; create an inclusive and respectful environment for all faculty members.
Professional Development Opportunities: Provide opportunities for ongoing professional development, conferences, and workshops.	Neglecting Career Advancement: Don't neglect career advancement opportunities; provide clear pathways for professional growth and advancement.
Work-Life Balance: Promote a healthy work-life balance by encouraging reasonable working hours and offering flexible schedules when possible.	Burnout Inducing Workloads: Don't overload faculty members with excessive teaching, administrative, or research responsibilities, as it can lead to burnout.
Recognition and Appreciation: Recognize and appreciate faculty achievements, both in research and teaching, through awards and public acknowledgment.	Lack of Recognition: Don't ignore or undervalue faculty accomplishments; recognition is crucial for motivation and job satisfaction.
Mentorship Programs: Establish mentorship programs to support new faculty members and help them integrate into the academic community.	Lack of Faculty Support Systems: Don't neglect establishing support systems for faculty, such as mentorship programs, counseling services, and assistance with work-life balance.
Clear Communication: Maintain transparent and clear communication about institutional policies, changes, and expectations.	Poor Communication: Don't leave faculty in the dark about institutional changes or decisions; open and transparent communication is key.
Research Support: Provide adequate support for research initiatives, including funding, resources, and administrative assistance.	Inadequate Resources: Don't provide insufficient resources for research, teaching, and professional development, as it can hinder faculty success.
Collaborative Environment: Foster a collaborative and inclusive work environment that values diverse perspectives and encourages teamwork.	Micromanagement: Don't micromanage faculty members; allow them the autonomy to manage their work and research projects.
Faculty Involvement in Decision-Making: Meaningfully involve faculty members in decision-making processes that impact their academic and professional lives.	Ignoring Feedback: Don't ignore feedback from faculty members; actively seek their input and address concerns promptly.
Health and Wellness Programs: Offer health and wellness programs to support faculty members' physical and mental well-being.	Inflexible Policies: Don't have overly rigid policies; be open to flexibility when it comes to work arrangements and academic responsibilities.

Tabled based on synthesis by ChatGPT.

RETENTION Q&A

Coming in future edition...

APPENDICES

APPENDIX A: HELPFUL LISTS

A1: EQUITY-MINDED TRAININGS/WORKSHOPS

[Understanding Unconscious Bias](#)

Offered through CSU Learn (on myCI)

ENDING RACISM TOGETHER WORKSHOP

[Luna Jimenez Institute for Social Transformation \(LJIST\)](#)

Ending Racism Together: Healing from the Social Construction of Race

Participants of the *Ending Racism Together* Virtual Workshop:

- **Understood** the historical roots, narratives, hurts, and justifications that led to the social construction of “race”
- **Dismantled** the false belief in racial hierarchy as a catalyst to initiate and sustain a racial healing practice
- **Released** despair, helplessness, panic, exhaustion, shame, guilt, and/or numbness as we face the impacts of racism on us, our families, and the world
- **Experienced** the power of healing in community using LJIST’s core listening practice
- **Deepened** their understanding of LJIST’s core theory of social transformation and its application to ending racism

MOVING BEYOND BIAS

A PILOT PROGRAM TO CHANGE ATTITUDES AND PRACTICES ON CAMPUS

[Moving Beyond Bias Train-the-Trainer Implicit Bias Training](#)

Moving Beyond Bias is a learning program that explores how bias works, and how we can reduce its harmful effects on California State University (CSU) and University of California (UC) campuses. This material has been implemented in trials nationwide - with positive outcomes - but never before on the scale of this collaborative program.

This pilot program is intended to supplement existing trainings available at your campus.

Equity NOW!

[USC Race & Equity Center’s EquityNOW!](#)

Equity NOW! Is a 4-part eConvening series designed for individual skill and capacity building towards racial equity in higher education.

Cultivating inclusion, social justice, and racial equity are required skills for 21st century higher education practitioners. Join us for a 4-part series designed to increase individual knowledge and

capacity, moving from personal reckonings through institutional frameworks, racial literacy, data for equity, and concrete action steps. Equity NOW! participants will emerge empowered to more strategically and boldly tackle persistent DEI challenges on their campuses.

A2: EQUITY-MINDED RECRUITMENT ACTIVITIES

(Adapted from Center for Urban Education, 2019; Lee, 2014)

1. Network with colleagues, friends, neighbors, associates, etc.
2. Reach out to colleagues/associates with different backgrounds, perspectives, and lived experiences.
3. Ask for referrals from coworkers, peers, etc.
4. Post job announcements at conferences, job fairs, and public bulletin boards of target populations.
5. Send job announcements to colleges and universities that offer relevant degree programs – with particular attention given to Hispanic-Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs).
6. Send job announcements to local chapters of professional associations.
7. Place position announcements on professional associations listservs that are free of charge for members.
8. Send job announcements to college/university career placement offices.
9. Search the university's applicant tracking system database for past applicants.
10. Identify and prioritize internal talent for relevant job openings.
11. Seek names of qualified and equity-minded applicants from directors, division chairs, deans, vice presidents, and presidents, and other leaders as appropriate.
12. Develop relationships with minority organizations in order to encourage referrals of qualified and equity-minded applicants.
13. Consult with and recruit retirees, former employees, vendors, and consultants to help identify potential candidates.
14. Use a temporary agency or professional employment organization to help identify potential candidates.
15. Develop sourcing pipeline programs to help cultivate more robust applicant pools in the future (e.g. apprenticeships, AA programs, internships, etc).
16. Recruit from minority organizations that serve professionals in the targeted field.
17. Utilize social media to announce job openings.

A3: EQUITY-MINDED ADVERTISING OUTLETS

FASE automatically posts positions on the following sites.

1. [Chronicle of Higher Education](#)
2. [Higher Ed Jobs](#)
3. [Latinos in Higher Ed](#)
4. [CI Job Board](#)
5. [CSU Careers](#)
6. [CalJobs.gov](#)

We encourage programs to identify discipline-based sites that appeal to a broad range of applicants. We are currently partnering with Job Elephant to help identify other possible sites. No obligation to use Job Elephant's suggestions (which cost us nothing).

***Additional equity-minded advertising outlets include:**

- *Black EOE Journal*
- *Hispanic Network*
- *DiverseAbility*
- *Professional Woman's Magazine*
- *Diversity in STEAM Magazine*
- *US Veterans Magazine*
- Electronic job boards
- Discipline-specific listservs
- Newsletters/Newspapers
- E-zines
- Radio
- Conference programs
- Television
- Commercial websites (e.g., Monster.com)

A4: MINORITY-SERVING INSTITUTIONS

There are a variety of institutions across the United States that serve significant percentages of students from minority groups.

- [Historically Black Colleges and Universities \(HBCUs\)](#) – Institutions founded prior to the enactment of the Civil Rights Act of 1964 that were created primarily to educate African Americans
- [Hispanic Serving Institutions \(HSI\)](#) – Institutions that serve an undergraduate population that is both low income (at least 50% receiving Title IV needs-based assistance) and in which Hispanic students constitute at least 25%
- [Tribal Colleges or Universities \(TCU\)](#) – Institutions of higher education which are formally controlled, or have been formally sanctioned, or chartered, by the governing body of a Native American tribe
- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) – Institutions that serve an undergraduate population that is both low income (at least 50% receiving Title IV needs-based assistance) and in which Asian American or Native American Pacific Islander students constitute at least 10%.
- Alaskan Native or Native Hawaiian-Serving Institutions (ANNH or ANNHSI) – Institutions that serve an undergraduate population that is both low income (at least 50% receiving Title IV needs-based assistance) and in which Alaska Native students constitute at least 20% or Hawaiian Native students constitute at least 10%.

The US Department of Education maintains a spreadsheet lists of eligible MSI institutions at: <https://www2.ed.gov/about/offices/list/ope/itudes/eligibility.html>

APPENDIX B: HIRING EXAMPLES/TEMPLATES

B1: DEPARTMENT RETENTION PLAN TEMPLATE

Department:

Submitted by:

Date:

Retention of our faculty begins before they even step foot onto our campus. By developing a hiring process that is inclusive and equity minded, we demonstrate our commitment to our potential colleagues. The campus, through its programming offered by a variety of groups including, but not limited to, Faculty Development, TLI, Mission Centers, Employee Affinity Groups, and SASEI, we commit to ensuring that CSU Channel Islands is an intuition that is committed to retaining our outstanding faculty members. Departments and programs also play a central role in this. Per the Policy on the Recruitment and Appointment of Tenured and Tenure-Track faculty, each program must have developed a Retention Plan before a new tenure-track faculty search launch. Please use this template, attaching additional material as necessary, for the plan.

REFER TO The retention section in the Handbook Retention section to inform their departmental discussions and development of plan....

Note: Department may choose to submit this information in a narrative format if they wish.

What efforts will the department make before the appointment begins to ensure that the candidate adjust to life in the department and at CI?

What activities/efforts will the department take on during the new faculty member's probationary years to ensure their career is successfully launched at CI? Specifically, address how they will find "their place" as a fully integrated member of the department.

B2: SAMPLE HIRING PLAN

[School/Department]

[AY-Range]

The Communication department has seen much success over the past seven years. We currently have over 375 majors and offer three emphases in (1) health communication, (2) organizational communication, and (3) environmental communication. Many of our courses satisfy general education requirements, thus, serving the larger student population as well. To meet the demands of our growth both within the communication department and across all disciplines, we request the following hires over the next three years.

2014-2015AY (1 position requested)

Position Title: Assistant Professor, Organizational Communication

Appointment: Fall 2014

Position Description: CSU Channel Islands (CSUCI) is seeking to fill one position in the Communication department, a key component of the university's General Education program. The successful candidate will have a background in organizational communication. Preference will be given to candidates with teaching/research interests in strategic communication, community outreach and/or new media. The successful candidate will also be expected to teach a variety of foundational courses in Communication and will have the opportunity to develop and broaden the existing program.

Degree Requirements: Ph.D. in Communication, or a closely related field. ABD candidates will be considered but must have completed the degree requirements by August 20, 2014.

Required Qualifications:

- The successful candidate will have a background in organizational communication, with expertise in communication and technology, social media, analytics and computational methods, and/or technology in organizations. Scholarship in one or more of these specialties is required.
- The successful candidate will demonstrate an ability to teach courses in organizational communication, nonprofit management, leadership studies, and/or a variety of foundational courses in communication.
- The successful candidate will evidence a commitment to diverse student populations, including how they will successfully mentor minoritized students with a special focus on Latinx, African American, and Native American populations.

Preferred Qualifications:

Candidates with experience in service-learning, curriculum design and development, and/or assessment of student learning outcomes are especially welcome to apply

2015-2016AY (1 position requested)

Position Title: Assistant Professor, Organizational Communication

Appointment: Fall 2015

Position Description: CSU Channel Islands (CSUCI) is seeking to fill one position in the Communication department, a key component of the university's General Education program. The successful candidate will have a background in organizational communication. Preference will be given to candidates with teaching/research interests in strategic communication, community outreach and/or new media. The successful candidate will also be expected to teach a variety of foundational courses in Communication, and will have the opportunity to develop and broaden the existing program.

Degree Requirements: Ph.D. in Communication, or a closely related field. ABD candidates will be considered, but must have completed the degree requirements by August 20, 2015.

Required Qualifications:

- The successful candidate will have a background in organizational communication, with expertise in communication and technology, social media, analytics and computational methods, and/or technology in organizations. Scholarship in one or more of these specialties is required.
- The successful candidate will demonstrate an ability to teach courses in organizational communication, nonprofit management, leadership studies, and/or a variety of foundational courses in communication.
- The successful candidate will evidence a commitment to diverse student populations, including how they will successfully mentor minoritized students with a special focus on Latinx, African American, and Native American populations.

Preferred Qualifications:

Candidates with experience in service-learning, curriculum design and development, and/or assessment of student learning outcomes are especially welcome to apply

2016-2017AY (1 position requested)

Position Title: Assistant Professor, Health Communication

Appointment: Fall 2016

Position Description: CSU Channel Islands (CSUCI) is seeking to fill one position in the Communication department, a key component of the university's General Education program. The successful candidate will have a background in health communication. Preference will be given to candidates with teaching/research interests in health communication as it relates to diverse communities or underrepresented groups. The successful candidate will also be expected to teach a variety of foundational courses in Communication and will have the opportunity to develop and broaden the existing program.

Degree Requirements: Ph.D. in Communication, or a closely related field. ABD candidates will be considered but must have completed the degree requirements by August 20, 2016.

Required Qualifications:

- The successful candidate will have a background in health communication, with expertise in diverse communities, underrepresented populations, health decision-making behavior, and/or health promotion.
- The successful candidate will demonstrate an ability to teach courses in health communication, health media campaigns, and/or a variety of foundational courses in communication.
- The successful candidate will evidence a commitment to diverse student populations, including how they will successfully mentor minoritized students with a special focus on Latinx, African American, and Native American populations.

Preferred Qualifications:

Candidates with experience in service-learning, curriculum design and development, and/or assessment of student learning outcomes are especially welcome to apply

The following section describes how the above request(s) for tenure-track faculty hires will help meet department and university needs.

Student Needs:

Out of our 375 majors, approximately 275 are within the organizational communication emphasis. Additional faculty in this area would help us meet student demand, provide opportunity for curriculum development, and continued student mentoring in organizational strategic communication and non-profit leadership.

Department Goals:

Communication Program Outcomes include: Demonstrate effective interpersonal and collaboration skills within culturally diverse groups; Successfully create and analyze oral and written messages for content, purpose, organization, argument, style, meaning, and audience; Analyze and create solutions to interpersonal, organizational, and community conflict; Exhibit knowledge of communication theory within the specific content areas of health, environmental, or business/non-profit; Apply a variety of research methods to accurately evaluate and explain human communication processes; Apply communication competencies in a community engagement/service-learning environment. Thus, additional faculty with expertise in our emphasis areas of organizational communication and health communication will help our students achieve proficiencies in each of the program outcomes outlined above.

Service and Scholarship:

Having students engage in faculty-led undergraduate research is a defining aspect of the Communication department. Having additional tenure-track faculty with scholarship in the areas of organizational communication and health communication will provide necessary expertise and mentorship for our students by modeling relevant research methodologies and providing effective research mentorship. Additional faculty will also contribute to department and university service demands by assisting in program and curriculum development, as well as by serving on university committees.

University Alignment:

Hiring additional faculty in the areas of our three emphases aligns with the university's strategic plan to grow and meet community demands. It also supports our university as a Hispanic-Serving Institution (HSI). Faculty who focus their teaching and research on diverse communities will model the importance of equity and inclusion for minoritized and underrepresented communities, with a special focus on Latinx, African American, and Native American populations

B3: SAMPLE HIRING REQUEST

Communication
2014-2015

The Communication department has seen much success over the past seven years. We currently have over 375 majors and offer three emphases in (1) health communication, (2) organizational communication, and (3) environmental communication. Many of our courses satisfy general education requirements, thus, serving the larger student population as well. To meet the demands of our growth both within the communication department and across all disciplines, we request the following hires over the next three years.

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Degree Requirements: Ph.D. in Communication, or a closely related field. ABD candidates will be considered but must have completed the degree requirements by August 20, 2014.

Required Qualifications:

- The successful candidate will have a background in organizational communication, with expertise in communication and technology, social media, analytics and computational methods, and/or technology in organizations. Scholarship in one or more of these specialties is required.
- The successful candidate will demonstrate an ability to teach courses in organizational communication, nonprofit management, leadership studies, and/or a variety of foundational courses in communication.
- The successful candidate will evidence a commitment to diverse student populations, including how they will successfully mentor minoritized students with a special focus on Latinx, African American, and Native American populations.

Preferred Qualifications:

Candidates with experience in service-learning, curriculum design and development, and/or assessment of student learning outcomes are especially welcome to apply

The following section describes how the above request(s) for tenure-track faculty hires will help meet department and university needs.

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Out of our 375 majors, approximately 275 are within the organizational communication emphasis. Additional faculty in this area would help us meet student demand, provide opportunity for curriculum development, and continued student mentoring in organizational strategic communication and non-profit leadership.

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Communication Program Outcomes include: Demonstrate effective interpersonal and collaboration skills within culturally diverse groups; Successfully create and analyze oral and written messages for content, purpose, organization, argument, style, meaning, and audience; Analyze and create solutions to interpersonal, organizational, and community conflict; Exhibit knowledge of communication theory within the specific content areas of health, environmental, or business/non-profit; Apply a variety of research methods to accurately evaluate and explain human communication processes; Apply communication competencies in a community engagement/service-learning environment. Thus, additional faculty with expertise in our emphasis areas of organizational communication and health communication will help our students achieve proficiencies in each of the program outcomes outlined above.

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University Alignment:

Hiring additional faculty in the areas of our three emphases aligns with the university's strategic plan to grow and meet community demands. It also supports our university as a Hispanic-Serving Institution (HSI). Faculty who focus their teaching and research on

diverse communities will model the importance of equity and inclusion for minoritized and underrepresented communities, with a special focus on Latinx, African American, and Native American populations

B4: SAMPLE JOB ANNOUNCEMENT



Channel Islands

CALIFORNIA STATE UNIVERSITY

Faculty Job Announcement
Tenure-Track

Program: Click or tap here to enter text.	Rank: Click or tap here to enter text.
Title: Click or tap here to enter text.	Effective Date of Appointment: Click or tap to enter a date.

About the University: [NO ALTERATIONS PLEASE]

California State University Channel Islands (CSUCI) opened in 2002 as the newest campus in the California State University system. Since that time, the University has grown and developed into one of the premier public universities, not only in the California State University system, but also in the nation. Indeed, U.S. News & World Report listed CSUCI as 29th among “Regional Universities West” in its 2023 edition of Best Colleges Rankings. In 2023, CollegenET ranked CSUCI 71st out of over 1,400 schools in its “Social Mobility Index.” In 2020, Money Magazine rated CSUCI as the 15th “Most Transformative College” in the nation.

CSUCI is a public comprehensive university that engages students in critical inquiry and is dedicated to educating leaders for a global society. The University is located in Ventura County and is home to more than 4,959 undergraduate and 168 graduate students. Approximately 48% of CSUCI’s students are Pell Grant eligible, and approximately 60% are first-generation college students. CSUCI is also proud to be designated as a Hispanic-Serving Institution (HSI), with 61% of its undergraduate students self-identifying as Latinx, 23% as White, 6% as Asian/Asian American, 4% as multiracial, and 2% as Black/African American. In 2022, CSUCI was among the first institutions to be recertified with Excelencia in Education’s “Seal of Excelencia” for its facilitation of Latinx student success.

CSUCI is committed to diversifying its faculty in order to address students’ ever-changing needs in the 21st century. The University is also taking steps to confront racism and to advocate for social justice. To this end, CSUCI encourages applicants to apply who are motivated to serve and contribute to the university’s tenure-track body, which self-identifies as 54% White, 24% Latinx, 11% Asian/Asian American, and 4% Black/African America.

Diversity Statement: [NO ALTERATIONS PLEASE]

CSUCI is committed to recruiting individuals who are dedicated to furthering inclusive excellence in our campus community. We seek to enhance our diverse University population, welcoming people from all backgrounds, to sustain an environment in which all can thrive, create, work and learn.

CSUCI Mission Statement: [NO ALTERATIONS PLEASE]

Placing students at the center of the educational experience, CSUCI provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

CSUCI's Commitment to You: [NO ALTERATIONS PLEASE]

CSUCI provides excellent faculty support services for new hires to join a collaborative and supportive community. With the proper support, the successful candidate will contribute to the mission of the school and university.

About the Program:

Click or tap here to enter text.

About the Position:

Click or tap here to enter text.

Minimum Degree Requirements:

Click or tap here to enter text.

Required Qualifications:

Click or tap here to enter text.

- Applicants should demonstrate the commitment to effectively work with and engage a diverse student population and evidence of how they would successfully mentor minoritized students with special focus on Latinx, Black/African American, American Indian, and Asian/Asian American/Pacific Islander students. [NO ALTERATIONS PLEASE]

Preferred Qualifications:

Click or tap here to enter text.

Responsibilities:

Click or tap here to enter text.

Application Deadline:

Screening of applications will begin [Click or tap to enter a date..](#) Priority will be given to applicants who submit applications prior to the screening deadline; however, the position will remain open until filled.

Applicants must submit the following materials:

Click or tap here to enter text.

- A statement describing your experience mentoring and/or working with minoritized students with a special focus on Latinx, Black/African American, Asian/Asian American/Pacific Islander and American Indian students, and [NO ALTERATIONS WITHOUT PRIOR DEAN & AVP OF FASE APPROVAL PLEASE]

- A teaching philosophy describing how you plan to engage and interact with students, with a special focus on Latinx, Black/African American, Asian/Asian American/Pacific Islander, and American Indian students. [NO ALTERATIONS WITHOUT PRIOR DEAN & AVP OF FASE APPROVAL PLEASE]

In later phases of the search process, applicants may be requested to provide verification of terminal degrees, licenses and certificates.

Submit all required materials to the CSUCI Careers application web address below:

<http://jobs.csuci.edu>

Compensation: [NO ALTERATIONS PLEASE]

[FASE is responsible for adding the specific salary language]

The University offers excellent fringe benefits.

General Information: [NO ALTERATIONS PLEASE]

Evidence of degree(s) required at time of hire.

At time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States.

The person holding this position may be 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.

CSUCI is an Equal Opportunity Employer and prohibits discrimination on the basis of race, color, ethnicity, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, and disability. Our nondiscrimination policy is set forth in [CSU Executive Order 1096](#).

Per CSU-wide policy (HR2021-04), all faculty who will begin initial employment (or return from a 12-month break in service) on or after January 1, 2022, are required to perform their work from within the State of California. Faculty hired prior to January 1, 2022, must be available to perform work in the State of California if their assignment is in-person.

Reasonable accommodations will be provided for applicants with disabilities who self-disclose by contacting the FASE Office at academicpersonnel@csuci.edu.

B5: SAMPLE SCREENING RUBRIC

View and download the [here](#). A snapshot is provided for reference.

*Unhide rows above for instructions and rating keys

Program:	
Position Title:	
Reviewer:	
Date:	

	[Applicant Name]
1. All Application Materials Received? (Y/N)	
2. Are minimum degree & experience requirements met? (Y/N)	
[insert minimum degree & experience requirements from Position Announcement]	
3. Required Qualifications:	
[insert required qualifications from Position Announcement]	
4. Preferred Qualifications:	
[insert preferred qualifications from Position Announcement]	
5. Required Statements:	
A statement describing your experience mentoring and/or working with minoritized students with A special focus on Latinx, Black/African American, Asian/Asian American/Pacific Islander and American Indian students.	
A teaching philosophy describing how you plan to engage and interact with students, with a special focus on Latinx, Black/African American, Asian/Asian American/Pacific Islander, and American Indian students.	
Additional Comments:	
Overall Total Rating	
3 pts: 0-# 5 pts: 0-# (depends on how many specific qualifications are listed)	0
DECISION: Advance to Zoom Interview (Yes/No)	

B6: SAMPLE INTERVIEW QUESTIONS

[Position & Rank]

[Date]

Applicant Name: _____

Reviewer Name: _____

Rating/Score: _____ Ranking: _____ Advance to Campus Visit (Y/N): _____

1. Why CI?
2. How would you describe your approach to teaching Latinx and other historically underserved student populations from both a philosophical and practical perspective, using specific example(s) to illustrate your answer?
3. In light of CSUCI's status as a Hispanic Serving Institution (HSI), how do you create a classroom culture that values student equity and inclusion?
4. How does your research agenda relate to [the specific position/emphasis/preferred qualification(s) of the job announcement]?
5. How do you intend to establish and maintain your professional research agenda in light of the high teaching and service load expected of faculty at CSUCI? (4/4)
6. Do you have any additional questions for us?
7. Are we free to contact your references?

Additional equity-minded interview questions focused on *cultural competency*:

1. How has your background and experience prepared you to be effective in an environment that values equity and inclusion?
2. How do you ensure that your classroom is equitably serving students from minoritized racial/ethnic groups?
3. How have you used data and self-reflection to assess and improve your classroom practices?
4. What does it mean for you to have a commitment to equity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?

5. As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
6. Given all the candidates have similar interests in teaching, educations, and experience, what distinguishes you as a good fit for our students?
7. How do you draw upon your students' prior knowledge, backgrounds, and lived experiences?

Additional equity-minded interview questions focused on *critical self-improvement*:

1. What do you feel are two or three teaching strategies that you use to ensure that your students have an enriching learning experience in your classes? How do you determine whether these strategies result in this outcome?
2. What strategies do you use to reflect on your teaching?
3. What criteria do you use to determine whether you are succeeding as a teacher? How do you determine whether and in what ways you are meeting these criteria?
4. Do you currently look at outcomes data for your students to identify inequities in outcomes by race and ethnicity? Please describe your process of doing so or how you could do it if you don't already.

Additional equity-minded interview questions focused on *instructor responsibility*:

1. What strategies do you use to get to know your students?
2. How do you consider the varying experiences and identities of your students on a daily basis?
3. Recall a time when you noticed that a student struggling in class and in jeopardy of failing. What did you do?
4. What does 'equity' mean to you? How do you enact your definition of equity in your classrooms?
5. If you notice patterns of racialized outcomes, what would you do? For example, if you notice that your white students tend to speak more than your black students, what would you do?

6. In your experience, what are the challenges faced by racially minoritized students in higher education? What strategies have you used to address these challenges, and how successful were those strategies?
7. Tell me about an instance where you adapted your teaching or mentoring approach in order to work effectively with a racially minoritized student.
8. What does it mean for you to have a commitment to equity and inclusion? How have you demonstrated that commitment? How would you see yourself demonstrating it here?
9. How are you prepared to meet the expectations of both teaching and out-of-the-classroom work, including the implementation of campus- or state-level reforms that impact the work of the department (e.g., developmental education redesign, online learning)?

Additional equity-minded interview questions focused on *supporting student success*:

1. We are looking for candidates who are critically race conscious. How do you define that?
2. Tell me about a time when you provided students with an opportunity or resource that advanced their progress at the college? What motivated you to do so?
3. Tell me about a time when you helped a student connect their educational, professional, and/or life with the means (e.g., resources, actions) to achieve those goals. What motivated you to do so?
4. Tell me about a time when you helped change a department- or university-level policy that resulted in unequal outcomes for racially minoritized students. What motivated you to do so?

Additional equity-minded interview questions focused on *student capability*:

1. Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed?
2. What techniques do you have for drawing on your students' funds of knowledge?
3. How do you communicate to students how to be successful in your class?

Additional equity-minded interview questions focused on *collaboration and collegiality*:

1. Have you ever realized you had said or done something that may have been offensive to a

colleague? How did you respond to that realization, and what was the outcome?

2. Tell me about a time when your values and beliefs impacted your relationships with your colleagues.
3. Can you recall a time when you gave feedback to a colleague who was not accepting of others?
4. Have you encountered concerns about “chilly” climate” raised by colleagues from identity groups that have historically experienced discrimination? If so, how have you handled them?

B7: SAMPLE INTERVIEW RUBRIC

View and download the [here](#). A snapshot is provided for reference.

Program:	
Position Title:	
Reviewer:	
Date:	

Sample Questions:		[Candidate Name]
1	(a)Why do you want to work at CSU Channel Islands (CSUCI) and, (b) what do you hope to contribute to the CSUCI campus community?	
2	In light of CSUCI's status as a Hispanic Serving Institution, how do you create a classroom culture that values student equity, diversity and inclusion, using specific example(s) to illustrate your answer?	
3	How do you intend to establish/maintain your professional research agenda in light of the high teaching and service load expected of faculty here at CSU Channel Islands?	
4	What strategies do you use to reflect on your teaching?	
5	Recall a time when you noticed that a student struggling in class and in jeopardy of failing. What did you do?	
6	What techniques do you have for drawing on your students' funds of knowledge?	
7	Tell me about a time when your values and beliefs impacted your relationships with your colleagues.	
8	How has your background and experience prepared you to be effective in an environment that values diversity, equity, and inclusion?	
9	How do you ensure that your classroom is equitably serving students from minoritized racial/ethnic groups?	
10	What questions do you have for us?	

Additional Comments:		
Overall Total Rating		
3 pts: 0-# 5 pts: 0-# (depends on how many specific qualifications are listed)		0
DECISION: Advance to Campus Invitation (Yes/No)		

B8: SAMPLE REFERENCE CHECK SCRIPT



**EMPLOYMENT REFERENCE CHECK
TENURE-TRACK FACULTY**

Applicant (Candidate) Name:	Candidate for (Position):
Name of Reference (Contacted):	Position Title of Reference:
Institution of Reference:	Phone: ()
Address (If known):	Dates of Employment: From: To:

1. Please tell me about your relationship with the candidate.
2. Given our elevated teaching and service loads and limited research facilities, how successful do you think the candidate would be at CSUCI?
3. How well did/do they respond to criticism/interpersonal conflict?
4. What areas of their performance need(ed) improvement?
5. If you were me, would you hire them? YES NO

<Please insert your discipline specific questions>

REFERENCE COMMENTS:

Reference Check Conducted by: _____

B9: SAMPLE CAMPUS VISIT SCHEDULE

[Position & Rank]

[Date]

Candidate Name: _____

Campus Host (AM): _____

Campus Host (PM): _____

Time:	Activity:	Host:	Details:
8:30 AM	Campus Arrival/Welcome	TBD	Arrival: Parking Lot A3 or A4 Welcome: Bell Tower #1603
9:00 AM	Teaching Demonstration	TBD	Bell Tower #1603 (COMM 442-1)
10:00 AM	Dean Interview	TBD	Madera Hall #2311
11:00 AM	Dept. Chair Interview	TBD	Bell Tower West #1215
12:00 PM	Candidate Lunch	TBD	Islands Café (Private Dining Room)
1:00 PM	Campus Tour	TBD	Faculty Offices, Town Center, etc.
2:00 PM	Affinity Group Meeting	TBD	Writing & Multiliteracy Center
2:30 PM	Personal Time	TBD	TBD
3:00 PM	Research Presentation	TBD	Broome Library #1710
4:00 PM	DSC Meet-and-Greet	TBD	Broome Library #1720
4:30 PM	DSC Interview	TBD	Broome Library #1710
5:30 PM	Community Tour	TBD	Grant Park, CI Boating Center, etc.
6:30 PM	Personal Time	TBD	TBD
7:00 PM	Candidate Dinner	TBD	Slate Bistro; 4850 Santa Rosa Rd

B10: SAMPLE HIRING RECOMMENDATION FORM

[Position & Rank]

[Date]

Candidate Name:

Jane Johnson

Discipline/Concentration:

Organizational Communication

Recommended Rank:

Assistant Professor

Recommended Tenure Status:

Probationary

Highest Degree:

PhD, Communication

Degree From:

State University

Previous Employment:

State College

Departmental Search Committee (DSC):

1. [Name: Discipline/Department]
2. [Name: Discipline/Department]
3. [Name: Discipline/Department] (chair)
4. [Name: Discipline/Department]
5. [Name: Discipline/Department] (Equity Advocate)

Area/Topic:	Comments/Observations:
1. Interdisciplinarity Commitment:	Jane Johnson's commitment to interdisciplinarity is evident throughout her research agenda – (1) past, (2) present, and (3) future. To date, Johnson's interdisciplinary research agenda has focused on formal/informal social movement leaders and their role in constituting hybrid organizing structures. Consequently, Johnson drew upon a variety of disciplines – both directly and indirectly – during her teaching demonstration and research

	<p>presentation: sociology, psychology, political science, and even environmental studies. Johnson’s current commitment to interdisciplinarity is further evidenced through her sustained collaboration with Johnson, an integrative and multidisciplinary research lab that promotes political participation that is “possible, probable, and powerful.” Johnson is also dedicated to increasing political participation among historically marginalized populations – an especially noteworthy focus in light of CSUCI’s student body. As a research assistant, Johnson is presently studying the ways community power contributes to health equity, as well as the ways <i>disempowerment</i> of marginalized groups has contributed to health disparities. In the future, Johnson aims to build upon each of these experiences by working with undergraduate students to explore interdisciplinary understandings of “community” in today’s increasingly globalized society.</p>
<p>2. Scholarly Excellence:</p>	<p>Jane Johnson’s impressive body of research examines social movements in order to reveal compelling similarities between organizations and movements more broadly. To date, these efforts have resulted in 10 competitively selected conference presentations. One of these scholarly papers, entitled “[Paper Title],” was not only coauthored with undergraduate students, but was also recognized as a <i>Top Paper</i> by the International Communication Association’s Organizational Communication Division in 2019. Since then, Johnson has continued to explore this topic by focusing on the formation of a large nonprofit organization in the wake of 2016’s Presidential election. Her findings suggest this organization has been substantively shaped by multiple leaderships, including grassroots volunteer organizers, formal national staff, and meso-level staff organizers. These findings not only contribute to established organizational communication theories, but also complement the research foci of CSUCI’s existing Communication faculty.</p>
<p>3. Academic Citizenship:</p>	<p>As evidence of her citizenship to the academy, Jane Johnson has a seasoned record of service within (1) her current department/institution, (2) the Communication discipline, and (3) the broader community. In service to her current department/institution, Johnson has served as Advisor for both [organization name], and [organization name]; mentored over 24 undergraduate research assistants; helped found the</p>

	<p>[institution name] Communication department’s “[organizational name];” served as Departmental Representative to the Graduate Advisory Committee; volunteered at numerous Career Days, Transfer Student Orientations, etc.; contributed to multiple panels for new Teaching Assistants, prospective graduate students, etc.; and the list goes on. In service to the Communication discipline, Johnson has reviewed for both the National Communication Association and International Communication Association. Finally, in service to the broader community, Johnson has mentored for the [organization name]; facilitated workshops for the [organization name]; and helped organize a workshop for [organization name] entitled “[workshop title].” Such a rich and active service history not only evidences Johnson’s past/current citizenship in the academy, but also indicates her propensity for being a fully engaged and contributing faculty colleague here at CSUCI.</p>
<p>4. Student Commitment:</p>	<p>Jane Johnson demonstrates a commitment to her students through her (1) embodiment of the teacher-scholar model, (2) experience teaching diverse student bodies, and (3) personal self-reflexivity as a form of continual improvement. Johnson weaves her aforementioned research agenda on formal/informal nonprofit and social movement leaders into each class she teaches via examples, external readings, etc. In return, her teaching has helped to shape and inform her ongoing research agenda – as evidenced by several successful faculty-student research projects. In regard to teaching diverse student bodies, Johnson has five years of teaching experience at both [institution name] and [institution name]. These experiences have given her the opportunity to work with students from a wide range of backgrounds who are at various stages in their educational careers, as well as with students of widely divergent interests and learning styles. Thus, Johnson has learned to successfully tailor each class to her students’ individualized needs through the use of scaffolding assignments that support progress toward larger learning outcomes – an ability that will serve CSUCI’s students well. Finally, Johnson regularly engages in self-reflexivity to continually improve her teaching competencies. As one example of this, Johnson makes it a point to seek feedback via mid-quarter evaluations from her students; she then adjusts accordingly to best meet</p>

	<p>her students' needs. Her evidenced a similar level of self-reflexivity during her campus visit by offering insightful observations on her own teaching demonstration during our subsequent committee interview. Together, each of these realities – Johnson's embodiment of the teacher-scholar model, experience teaching diverse student, and personal self-reflexivity – evidences her strong commitment to student success.</p>
<p>5. Departmental Need:</p>	<p>Throughout her teaching demonstration and research presentation, Jane Johnson exhibited a high level of content expertise in Organizational Communication, Nonprofit Management, Leadership Studies, and even Collaboration & Teamwork – the precise courses we need taught by CSUCI's next Communication hire (i.e., COMM 442, COMM 333, COMM 455, and COMM 329 respectively). All of that said, with an emphasis on social movements and networked contexts – such as online spaces and informal activist groups – Johnson's expertise also complements that of CSUCI's existing Communication faculty. In other words: she not only fulfills immediate pragmatic needs, but she also aligns with the future direction of CSUCI's Communication department.</p>

B11: FINAL RECRUITMENT REPORT COVER PAGE



**FINAL TENURE-TRACK RECRUITMENT REPORT
Signature / Cover Page**

POSITION _____ PROGRAM _____

Checklist of included documents:

- Position Announcement
- List of all Advertisement placed (type of ad and duration)
- A summary of feedback and all Comment Sheets
- CVs of all Finalists
- Summary of Finalists Recommendation document submitted to Dean

Required Signatures - Discipline Specific Committee – Certifying accuracy of report:

DSC Chair _____ Date _____

DSC Member _____ Date _____

DSC Member _____ Date _____

DSC Member _____ Date _____

DSC Member _____ Date _____

APPENDIX C: RECOMMENDED READINGS

The Importance of Hiring a Diverse Faculty (Collins & Kritsonis, 2006)

Little Progress in Diversifying Faculty Ranks (Hazelrigg, 2019)

What an Aggressive Approach to Equitable Hiring Looks Like (Gordon, 2016)

Cluster Hiring is Working for Us (Bañuelos & Flores, 2019)

[Guide To Best Practices in Faculty Retention \(2018\)](#)

The following links provide additional information and resources regarding the importance of mentorship for faculty.

History of Advancing Faculty Diversity

<https://www.csuci.edu/academics/facultyaffairs/diversity/history.htm>

Retaining Representative Faculty

<https://www.csuci.edu/academics/facultyaffairs/diversity/retaining-diverse-faculty.htm>

Institutional Membership

[National Center for Faculty Development and Diversity](#)

[From Columbia's Best practices on retention](#)

Rockquemore, Kerry Ann. "How to Retain a Diverse Faculty."

Inside Higher Ed, 6 Jan. 2016, www.insidehighered.com/advice/2016/01/06/how-retain-diverse-faculty-essay.

Accessed 12 Oct. 2016.

["Inclusive Retention Toolkit: For Faculty, Graduate Students, and Postdoctoral Fellows." Austin: The University of Texas at Austin, Division of Diversity and Community Engagement, 2015](#)

APPENDIX D: ACKNOWLEDGMENTS

The Faculty Affairs, Success, and Equity Office extends its sincere gratitude and appreciation to all those who contributed their time, talent, and expertise to the compilation of this faculty hiring handbook. These colleagues' collective contributions to the present handbook and continued commitment to improving equity-minded hiring processes across CSUCI's entire campus cannot be overstated or overappreciated. Our sincere apologies to anyone who we may have overlooked.

Hiring Handbook Ad hoc Committee (2023-2024)

- Jason Miller
- Lydia Dixon
- Jules Balén
- Christy Teranishi-Martinez
- Marie Francois
- William DeGraffenreid
- Donna Flores
- Alex Garza

Senate Taskforce for Handbook (2022)

- Jason Miller
- Sonsoles de Lacalle
- Miguel Delgado Helleseeter

Faculty Affairs Committee (2019-2020)

- Stephen Clarke
- Nina Clements
- Hua Dai
- Lynette Landry
- Kara Naidoo
- Lindsey O'Connor
- Lorna Profant

Faculty Search Coordinating Committee (2019-2020)

- Georgina Guzmán
- Kara Naidoo
- Charlene Niemi
- Lindsey O'Connor
- Luis Sanchez

Equity in Hiring Faculty Handbook Task Force (Spring 2021)

- Virgil Adams
- Jules Balén
- Dennis Downey
- Jacob Jenkins
- Jason Miller
- Alison Perchuk
- Cindy Wyels

Advancing Faculty Diversity Project Team

- José Alamillo
- Geoff Buhl (Faculty Lead)
- Catherine Burriss (Faculty Lead)
- Robin Mitchell (Faculty Lead)
- Monica Periera (Faculty Lead)
- Amanda Quintero
- Christy Teranishi-Martinez
- Kaia Tollefson

Faculty Affairs Equity Hiring Advisory Committee

- Blake Gillespie
- Colleen Harris
- Miguel Delgado Helleseeter
- Jacob Jenkins
- Vandana Kohli
- Charlene Niemi
- Carola Oliva-Olson
- Greg Wood

CSUCI California Faculty Association Chapter
Black Faculty and Staff Association

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Teranishi Martinez, C., & Alamillo, J. (2016). *Power of faculty mentoring: Stepping out of the comfort zone to enhance faculty success*. Proceedings from Developmental Networks: The Power of Mentoring and Coaching. Albuquerque, NM: The Mentoring Institute at the University of New Mexico.