



# **BEST PRACTICES FOR RECRUITING A DIVERSE FACULTY**

A Guide for Search Committees





# Best Practices for Recruiting a Diverse Faculty

This guide is intended to supplement, not replace, policies and procedures outlined in the Faculty Administrative Manual and to help search committees improve their chances of hiring faculty who will contribute to the excellence and diversity of the university. It is expected that search committees will modify, adjust, and/or adapt these recommendations in accordance with such factors as the size of your search committee and pool of applicants, the breadth of areas encompassed in the position description, and the standards of your discipline.

August 2018

Office of Faculty Affairs & Development

# Best Practices for Recruiting a Diverse Faculty

This document serves as a concise guide of best practices for conducting searches that yield a higher than customary proportion of underrepresented faculty and help search committees improve the effectiveness and efficiency of all activities related to recruiting and hiring new faculty members. Generating larger and more diverse pools of applicants for every position ensures that the best candidate is actually in the pool and increases the chances that the best candidate for the position will be a woman or a member of an underrepresented group. The term “underrepresented” in this context, includes women, African Americans, Hispanic/Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders, individuals with disabilities. Each department’s efforts to diversify its faculty in ways that are relevant to the department, its students, and the discipline will not only enrich the scholarly work of the department and the educational experiences of its students, but will also contribute to the establishment of a university that reflects the students and communities it serves.

## ***Why is diversity recruitment important?***

Faculty diversity is a necessary component in the robust exchange of ideas one should expect in a university setting. Diversity includes a wide range of variation in the ethnic, racial, gender, and cultural representation on campus, in the curriculum, in areas of faculty research, and in pedagogical and theoretical approaches to the various disciplines. Having faculty who are diverse enables us to understand and meet the needs of people from diverse perspectives, and creates an atmosphere that supports positive relationships and communication.

A diverse faculty can expose the students to a wider range of scholarly ideas than can a homogeneous faculty. A diverse faculty also helps provide students with diverse role models and mentors. Research indicates that faculty diversity contributes directly to educational quality and producing better educational outcomes for all students.

## ***Understand what constitutes diversity.***

Diversity is a broad concept that implies inclusion of many characteristics that differentiate us from each other. Sometimes these characteristics affect our view of the world, our experiences, and our ways of relating to our surroundings and each other. CSUSB values the many perspectives that arise from a variety of cultures, races, genders, religions, national origins, ages, physical and cognitive capabilities, sexual orientations, and other ways we identify ourselves. By hiring a diverse faculty, we will have access to different perspectives that can optimize our capacity to develop a dynamic intellectual community and contribute to diversity in discipline, intellectual outlook, cognitive style, and personality.

## ***How to think about diversity and college/departmental needs.***

Before embarking on a recruitment effort, consider the diverse perspectives you wish your team to include, and any challenges you might face in recruiting the most qualified candidates. The recruitment strategy should reflect the good faith efforts to have a diverse pool of applicants.

## ***Evaluate the diversity of your current department.***

Consider your department’s current demographic profile. Ask yourself these questions:

- What are the diversity strengths in the department?

- How can we build on those strengths?
- What are the diversity challenges in the department?
- How can we address those challenges?

Departments that lack diversity in their own faculty should consider electing faculty outside the department to search committees or develop other alternatives to broaden the perspectives of the search committee.

***Recognize your own biases, both conscious and unconscious.***

We all have certain leanings or preferences – often called biases – and often we are not aware of them. Focus on uncovering your own biases, so that they won’t get in the way of making the best hiring choices. Consider whether your image of the “perfect candidate” is affected by your particular preferences rather than the actual qualifications and competencies needed for a position, and you will be able to judge candidates on their individual merits rather than on your own conscious or unconscious responses to their characteristics.

***Developing a position announcement***

Prior to initiating a search for a faculty position, the position description should be carefully developed and reviewed. Every effort should be made to ensure the position description reflects the needs of the department and is drafted as broadly as possible and describes the disciplinary background and experiences needed to attract the largest available pool of potential applicants. Avoid describing the job so narrowly that all but a small group of applicants will view it as attainable. Expand the criteria to include aspects of diversity:

- Experience working with, teaching, or mentoring diverse groups or diverse students.
- Ability to contribute to fostering diversity of the campus, curriculum, or discipline.

***Recruitment plan***

Developing the recruitment plan is one of the most important aspects of the search process. It is vital that the college/department and search committee devote time to developing strategies to enhance the diversity of the applicant pool. Essential components of the plan include:

1. Names of all search committee members
2. Copy of position announcement
3. Demographics of department faculty (tenured/tenure track) and recently hired
4. List of all advertising resources and methods of recruitment (print & social media, newspaper, journal advertisements, and publications of professional organizations), websites, listservs, and professional contacts
5. Selection criteria to be used in the evaluation of candidates

***Widespread Advertising***

Every effort should be made to conduct a thorough search and advertise widely before filling the faculty position. Search efforts should include all available avenues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and websites. Outreach to minority serving institutions, post-doc venues and advertise in diverse publications that are targeted to women and minority audiences.

### ***Proactive & inclusive recruitment strategies***

The most successful search committees consider recruitment as an ongoing process. To improve the chances of attracting diverse candidates when faculty positions arise, start recruiting now, by networking with people and groups that are likely to lead to diverse talent. By networking continuously, you can build relationships that will serve as a feeder for underrepresented talent across disciplines and interests, and will give you an advantage when you are ready to hire. Every connection is an opportunity to promote CSUSB's commitment to diversity and inclusion.

Finding the top candidates and recruiting a diverse applicant pool, often requires personal outreach. It's not enough to place an advertisement for the position in a few places and only consider the applications in response to that advertisement. Exceptional candidates often do not respond to ads and will need to be contacted directly by members of the search committee. Actively involve all search committee members in specific tasks. Expanding your pool of applicants requires trying strategies that you may not have used before and reaching out to individuals broadly and inclusively as possible.

Reach out to colleagues at institutions that have diverse faculty and students to identify high-potential women and underrepresented minority candidates and encourage them to apply. Identify and write to women and underrepresented doctoral students one year prior to their completion of a Ph.D. program to inform them of upcoming position openings. Letters should clearly state needs and interests of the program and followed up by telephone calls. Solicit the names of prospective applicants from caucuses of women and underrepresented minority applicants within relevant professional and academic associations. Talk with others in the field and invite them to refer potential candidates.

### ***Selecting candidates for consideration: screening and interviewing***

There are important steps that search committees can take to ensure that faculty selection practices provide fair opportunities for all candidates and do not inadvertently create barriers or biases in the selection process. Listed below are some strategies to help ensure diversity in your applicant pool and enhance your interviewing and selection process.

1. Use the screening process to include rather than exclude candidates. In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide. Some applicants may expressly identify themselves as diverse; in other cases, a resume or application may reflect diversity affiliations such as membership in a diverse organization or attendance at a Historically Black College, Hispanic Serving Institution, or a women-only or disability-focused school. Avoid prematurely labeling one or more of your applicants as the "most promising" until all have been considered. This will help ensure that all qualified applicants receive equal consideration.
2. Avoid making assumptions about a diverse applicant's ability to conform or "feel comfortable" in the position or in your department. Focus on the candidates' similarities to, rather than differences from, the way your colleagues approach their work. Consider whether the candidates' differences matter to the work s/he would do, and how those differences might actually enhance your department and its efforts.

3. If after screening candidates you find that there are only a few diverse candidates remaining, take a fresh look at those who have been passed over, to make sure that you have not overlooked any potentially attractive applicants.
4. Prepare yourself with answers for questions diverse candidates are likely to ask. Diverse job candidates ask questions to determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position.
  - What are my chances of progressing/advancing my career here?
  - Do you have a formal mentoring program?
  - Do you have affinity groups?

### ***Eliminate Bias in the Search***

1. Actively work to minimize the effects of unconscious and conscious stereotypes in screening applicants. Continually examine whether judgments on dissertation, a person's character, experience, or publications, are being affected by subjective factors, stereotypes, or other assumptions.
2. Develop well-defined screening criteria based on the position announcement and decide how to prioritize them.
3. Rely on inclusion rather than exclusion strategies in making selection decisions. Hold committee members accountable for the fairness of their evaluations.
4. Strive to increase the diversity of the search committee and/or identify a Diversity Advocate.
5. Do not make assumptions about applicants. Assumptions that a member of a particular racial group would not feel welcome in the community, that a woman who pursued her degree part-time is not a serious scholar, that a military background would make one less acceptable in the classroom or as a colleague, concluding that an individual who looks like an excellent candidate will be heavily recruited, and therefore, make no effort to recruit them, are all damaging to the applicants and will work against our diversity efforts.
6. A search committee that is viewed by an applicant as "going through the motions", being hostile to applicants of color, or being generally cold and uncaring is very likely to create the self-fulfilling prophecy of not being able to find any good candidates of color. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all candidates.

### ***Ensure a Fair and Thorough Review of Applicants***

1. Appoint a member of the search committee to serve as Diversity Advocate, responsible for ensuring fairness and advocacy throughout the committee's screening and selection activities to ensure that due consideration is given to all applicants.
2. Develop well-defined evaluation criteria prior to reviewing applications and decide how to prioritize them. Discuss what constitutes excellence in research and/or teaching? Is it the number of publications, number of citations, ability to obtain research funding? Is it courses taught or developed, results of teaching evaluations, or innovation of the topic or pedagogy?
3. Be able to defend every decision to accept or reject an applicant at each stage of the search process. The reasons provided should be based on evidence in the applicant's record and performance and on the criteria established for the position. Keep detailed notes so that the reasons for decisions will be clear.
4. Designate specific times during the evaluation process when the committee will pause to assess the effectiveness and implementation of the evaluation criteria. Consider:
  - a. Are you consistently relying on the criteria developed for the position?
  - b. Are you inadvertently relying on unwritten or unrecognized criteria?
  - c. Are women and minority applicants subject to different expectations?
  - d. Are negative assumptions about whether women or minority applicants will "fit in" to the environment influencing evaluation?
5. Do not allow personal preferences or narrow perspectives to dominate the process. Focus instead on the criteria established for the position and on the needs of the department/college.
6. Avoid relying on information not included in the application materials you requested. When search committee members become aware formally or informally of negative information impacting the qualifications of a particular applicant, such information should be handled with appropriate caution. This includes information received from colleagues (e.g., rumors) as well as public knowledge about an applicant's personal life that should not be part of the evaluation. Search committees are sometimes tempted to rely on internet searches and social media to learn more about applicants but should consciously avoid being influenced by information discovered that is not related to the applicants' qualifications for the position—especially if the information reveals aspects of applicants' identities that are protected by federal and state equal opportunity laws (e.g., sex, race, ethnicity, age, marital status, religious affiliation, sexual orientation, disabilities, and more).
7. Develop a patterned interview structure which allows the committee members to make an objective assessment of each candidate and minimize unconscious bias.

8. Conduct the interviews and be as consistent as possible for all applicants. Utilize the same questions, setting, time allotment, and interviewers to ensure that each applicant is treated fairly. Develop behavior-based questions that focus on job-related experiences, behaviors, knowledge, skills and abilities.
9. Search committees should ensure that every candidate – whether or not they are hired – has a good experience and forms a good impression of CSUSB.

### **National Opinion Research Center NORC Survey of Earned Doctorates 2015**

Data used to analyze the composition of the qualified labor pool and applicant pool. It is incumbent on all members of search committees to be aware of the underrepresentation that exists at CSUSB, particularly in their college or department.

<https://www.nsf.gov/statistics/2017/nsf17306/report/which-fields-attract-students/minorities.cfm>

#### *Source documents*

California State University, Chancellor's Office – Faculty Recruitment and Retention in the CSU  
University of California – Recruitment & Retention of Faculty  
Harvard University – Recruiting for Diversity  
The Johns Hopkins University Commission on Equity, Civility and Respect  
University of Wisconsin-Madison – Search for Excellence & Diversity



## Recruiting & Advertising Plan 2018-2019

This plan documents advertising and recruiting strategies the committee will use to attract a wide range of diverse and qualified applicants, particularly from underrepresented groups. Each department is encouraged to make a good faith effort to create a diverse search committee. This national best practice tends to increase the likelihood of selecting a diverse group of finalists.

*(This form is a template and may be modified).*

College \_\_\_\_\_ Department \_\_\_\_\_

Position Title/Rank \_\_\_\_\_

Committee Chair \_\_\_\_\_

Committee Members \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Search Timeline (approx.) from \_\_\_\_\_ to \_\_\_\_\_

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### Planned Search & Recruitment Efforts to Increase Applicant Pool Diversity

List the proactive efforts and strategies the committee & department will engage in to yield a robust, highly qualified and diverse applicant pool. (*e.g., professional conferences, targeted emails, letters, personal contacts/phone calls, etc.*)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Advertising Sources

List all locations where the advertisement will be published, posted online or distributed.

*Academic Personnel will post positions-NEOGOV, HigherEdJobs, CSU Careers & Black Doctoral Network (Ads for the Chronicle of Higher Education, Diverse Issues in Higher Education, Hispanic Outlook, and Women in Higher Education will be placed in late August).*

- Publications \_\_\_\_\_
- Websites \_\_\_\_\_
- Listservs \_\_\_\_\_
- Professional Organizations \_\_\_\_\_
- Colleges/Universities (*identify graduate schools that will receive the position announcement*) \_\_\_\_\_

## Well Defined Evaluation Criteria

Provide evaluation and selection criteria that are job related and align with the position description. (*Ex: education, teaching philosophy, experience, publications, service contributions, diversity statement, research, experience working with diverse groups, etc.*)

1. Choose selection criteria that can be consistently applied to all candidates.
2. Consider assigning a weight to signify the level of importance in the overall selection.


Note any additional/relevant information or concerns related to the search.

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Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

# California Department of Fair Employment & Housing Fact Sheet

## EMPLOYMENT INQUIRIES

### WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

The Department of Fair Employment and Housing has developed this guide to provide employers with guidance relating to inquiries that can be made to applicants and employees.

The California Fair Employment and Housing Act (FEHA) prohibits any non-job-related inquiries of applicants or employees, either verbally or through the use of an application form, that express, directly or indirectly a limitation, specification or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or any intent to make such a limitation, specification, or discrimination.

The regulations of Fair Employment and Housing Commission indicate that inquiries that, directly or indirectly, identify an individual on a basis enumerated in the Act are **unlawful**. However, it is not unlawful for an employer to collect applicant flow data and other record keeping data for statistical purposes. Misuse of this data constitutes a violation of the Fair Employment and Housing Act.

#### APPLICANTS

The FEHA also prohibits an employer from requiring any medical or psychological examination or inquiry of any applicant or to make any inquiry whether an applicant has a mental or physical disability or medical condition. It is also unlawful to make an inquiry regarding the nature and severity of a mental or physical disability or medical condition. However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation.

Once an employment offer has been made to an applicant, but prior to the commencement of employment duties, an employer may require a medical or psychological examination provided that:

- the examination or inquiry is job-related and consistent with business necessity and;
- that all entering employees in the same job classification are subject to the same examination or inquiry.

#### EMPLOYEES

An employer may not require any medical or psychological examination or make any inquiry of an employee, or inquire whether an employee has a mental or physical disability or medical condition or inquire into the severity of the disability or condition.

However, an employer may require any medical or psychological examination or make inquiries that it can show are job-related and consistent with business necessity. An employer may conduct voluntary medical examinations, including medical histories, which are part of an employee health program available to the employee at the work site.

The Employment Inquiries table is a guide and is not intended to be an exhaustive list of all acceptable and unacceptable inquiries. Those questions considered unacceptable are likely to limit the employment opportunities of persons protected by the Fair Employment and Housing Act.

## EMPLOYMENT INQUIRIES

ACCEPTABLE	SUBJECT	UNACCEPTABLE
Name	<b>NAME</b>	<ul style="list-style-type: none"> <li>• Maiden name</li> </ul>
Place of residence	<b>RESIDENCE</b>	<ul style="list-style-type: none"> <li>• Questions regarding owning or renting.</li> </ul>
Statements that hire is subject to verification that applicants meet legal age requirements.	<b>AGE</b>	<ul style="list-style-type: none"> <li>• Age</li> <li>• Birth date</li> <li>• Date of attendance/completion of school</li> <li>• Questions which tend to identify applicants over 40</li> </ul>
Statements/inquiries regarding verification of legal right to work in the United States.	<b>BIRTHPLACE, CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• Birthplace of applicant or applicant's parents, spouse or other relatives.</li> <li>• Requirements that applicant produce naturalization or alien card prior too employment.</li> </ul>
Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.	<b>NATIONAL ORIGIN</b>	<ul style="list-style-type: none"> <li>• Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.</li> </ul>
Statement by employer of regular days, hours, or shifts to be worked.	<b>RELIGION</b>	<ul style="list-style-type: none"> <li>• Questions regarding applicant's religion.</li> <li>• Religious days observed.</li> </ul>
Name and address of parent or guardian if applicant is a minor.  Statement of company policy regarding work assignment of employees who are related.	<b>SEX, MARITAL STATUS, FAMILY</b>	<ul style="list-style-type: none"> <li>• Questions to indicate applicant's sex, marital status, number/ages of children or dependents.</li> <li>• Questions regarding pregnancy, child birth, or birth control</li> <li>• Name/address of relative, spouse or children of adult applicant.</li> </ul>
	<b>RACE, COLOR, SEXUAL ORIENTATION</b>	<ul style="list-style-type: none"> <li>• Questions to applicant's race, color, or sexual orientation.</li> <li>• Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.</li> </ul>
	<b>CREDIT REPORT</b>	<ul style="list-style-type: none"> <li>• Any report which would indicate information which is otherwise illegal to ask, e.g , marital status, age, residency, etc.</li> </ul>
Statement that a photograph may be required after employment.	<b>PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS</b>	<ul style="list-style-type: none"> <li>• Questions as to applicant's height/weight.</li> <li>• Requiring applicant to affix a photograph to application or submit one at his/her option.</li> <li>• Require a photograph after interview but before employment.</li> </ul>
Employer may inquire if applicant can perform job-related functions.  Statement that employment offer may be made contingent upon passing a job-related mental/physical examination.	<b>MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)</b>	<ul style="list-style-type: none"> <li>• Any inquiry into the applicant's general health, medical condition, or mental/physical disability.</li> <li>• Requiring a psychological/medical examination of any applicant.</li> </ul>

A medical/psychological examination/inquiry may be made as long as the examination/inquiry is job-related and consistent with business necessity and all applicants for the same job classification are subject to the same examination/inquiry.	<b>MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (POST- OFFER/PRE-EMPLOYMENT)</b>	<ul style="list-style-type: none"> <li>Any inquiry into the applicant's general health, medical condition, or physical/mental disability, if not job-related and consistent with business necessity.</li> </ul>
A medical/psychological examination/inquiry may be made as long as the examination is job-related and consistent with business necessity.	<b>MENTAL/PHYSICAL DISABILITY, MEDICAL CONDITION (EMPLOYEES)</b>	<ul style="list-style-type: none"> <li>Any inquiry into the employee's general health, medical condition, or mental/physical disability, if not job-related and consistent with business necessity.</li> </ul>
Job-related questions about convictions, except those convictions which have been sealed, or expunged, or statutorily eradicated.	<b>ARREST, CRIMINAL RECORD</b>	<ul style="list-style-type: none"> <li>General questions regarding arrest record.</li> </ul>
Questions regarding relevant skills acquired during U.S. military service.	<b>MILITARY SERVICE</b>	<ul style="list-style-type: none"> <li>General questions regarding military service such as dates/type of discharge.</li> <li>Questions regarding service in a foreign military.</li> </ul>
Requesting lists of job-related organizations, clubs or professional societies omitting indications of protected bases.	<b>ORGANIZATIONS, ACTIVITIES</b>	<ul style="list-style-type: none"> <li>General questions regarding organizations, clubs, societies and lodges.</li> </ul>
Name of persons willing to provide professional and/or character references for applicant.	<b>REFERENCES</b>	<ul style="list-style-type: none"> <li>Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.</li> </ul>
Name and address of person to be notified in case of accident or emergency.	<b>NOTICE IN CASE OF EMERGENCY</b>	<ul style="list-style-type: none"> <li>Name, address, and relationship of relative to be notified in case of accident or emergency.</li> </ul>

**NOTE: Any inquiry, even though neutral on its face, which has an adverse impact on persons on a basis enumerated in the Fair Employment and Housing Act, is permissible only if it is sufficiently related to an essential job function to warrant its use.**

For more information, contact the Department  
toll free at: **(800) 884-1684**

TTY Number: **(800) 700-2320**

or visit our Web site at: [www.dfeh.ca.gov](http://www.dfeh.ca.gov)

This publication can be made available in Braille, large print, computer disk, and tape cassette.

**STATE OF CALIFORNIA  
DEPARTMENT OF FAIR EMPLOYMENT & HOUSING  
2218 Kausen Drive, Suite 100  
Elk Grove, CA, 95758**



**DFEH-161 (8/01)**

## Sample Academic Interview Questions

### General

1. Tell us about your background (education, experiences, and interests).
2. What interests you most about this job?
3. What interests you least about this job?
4. Why do you want to work for CSUSB?
5. What new skills or ideas will you bring to this position?
6. What do you think are the most important abilities that lead to success on the job ?
7. What would your colleagues/students say is your greatest strength/weakness?
8. What are your professional goals?
9. What motivates you? How do you handle stress? What do you do to relax?
10. What is your experience managing conflict (with supervisors, colleagues, students)?

### Behavioral

1. What's your most productive work environment?
2. Describe your working relationship with previous supervisors and colleagues?
3. Are you most productive working alone or in a group?
4. In your life thus far, what has been your greatest accomplishment?
5. Give an example of a time you went above and beyond.
6. Talk about how you've attained a significant goal.
7. Describe a time when you found it necessary to make an unpopular decision in order to attain a team goal.
8. Describe a time in your work experience when the existing process wasn't working, and what you did to rectify the situation.
9. Talk about your most recent failure? Why did you fail? What did you learn?
10. How have you handled criticism of your work?

### Research Focused Questions

1. Tell us about your current work, area of study or research, referred publications?
2. How does your work contribute to the field or society, community, or university?
3. Why and how did you choose your dissertation topic?
4. What theoretical framework did you use when developing your research?
5. How did you conduct your research and interpret the data?
6. What is your experience working with funders and other research stakeholders?
7. What do you think about other researchers in your field, their journals/research/books and your opinion of their work, who do you think is leading edge, who do you disagree with?
8. What are your research plans for the next 3-5 years?
9. Discuss past and future funding sources and how you have/would acquire funding?
10. What equipment (facilities, staffing, etc.) will you need to pursue your research agenda?
11. In what journals do you hope to see your work published?

### Teaching and Classroom Questions

#### General

1. What is your teaching philosophy? How does it influence your approach in the classroom?
2. Tell us about your teaching experience-what did you like, not like; were there any problems, what did the student evaluations say and what did you learn from your teaching experience?

3. How have you managed difficult or ethical issues while teaching (cheating, inappropriate student behaviors and so on)?
4. What is the proper relationship (balance) between classroom instruction and professional life?

### **Students and Classroom Management**

1. How do you feel about teaching undergraduates compared to graduate students?
2. What do you see as the difference between undergraduate and graduate education?
3. What do you think is the fairest way to evaluate students; straight scales, curves, exams or papers? What do you think about supervising undergraduate or graduate students?
4. What was the best and the worst teaching experiences you have had?
5. What are some techniques you use to motivate students and connect them to the material?
6. How do you feel about establishing ongoing relationships with students? Do you enjoy mentoring and advising? What do you see as the challenges?
7. How will you deal with students who are less talented or interested than others?
8. What do you think the challenges would be when working with older students, students with learning challenges, and teaching evening courses?

### **Course Delivery/Development**

1. How would you structure a course on \_\_\_\_\_ (often a required or introductory course, but it could be any course you have indicated you could teach)?
2. What texts and resources would you use in your classes or seminars?
3. How would you teach a course on \_\_\_\_\_ (what teaching method would you employ or offer in a course)?
4. How will you use technology and the internet to enhance your student's learning experience?
5. How does technology expand and limit teaching effectiveness?
6. What would be your 'dream' course to teach (topic, style, student population). How would you teach it? What texts, assignments would you offer?

### **Participation in Department and/or Academic Community**

1. What do you think are the challenges and the pros and cons of working in this environment, location, community?
2. Why are you interested in our type of school in general and our school in particular?
3. What kind of service/support do you expect to do when you arrive?
4. We encourage close connections between faculty and students. How important do you think this is and how would you find the balance between close relationships and professional distance?
5. Why do you think you are suited to this kind of environment?
6. Have you been actively involved in committee work in the past?
7. How well do you interact with others in your field? How well do you get along with those who have very different opinions and/or whose work you do not respect?
8. How do you manage criticism from colleagues and supervisors?
9. What are you looking for in a department chair and department?
10. What would you do to recruit top students to our program?

### **Questions asked by Students**

1. What opportunities would you create for graduate and undergraduate students to participate in your research?

2. How active do you plan to be at the university (on committees, working with students, conducting research)?
3. How much input do you think students should have in faculty evaluations and tenure?
4. How valuable have you found student evaluations? What is the best comment you received on a student evaluation? What was the worst? What was the most accurate and what was the most unfair?
5. How much are you willing to accommodate students with special needs? Would you modify your teaching style and requirements? Have you worked with students with special needs?
6. What have you learned from the students you have taught? What surprised you most about teaching?
7. How much freedom do you allow your students to be creative with their assignments and presentations? How much direction do you like to provide?

### **Diversity Related**

1. How has your background and experience prepared you to be effective in an environment that values diversity, equity and inclusion?
2. What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?
3. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
4. How does your own identity impact your work with a diverse faculty and student body?
5. Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
6. Tell us about a time that you adapted your style in order to work effectively with those who were different from you.
7. Give an example of a time when you took responsibility/accountability for an action that may have been offensive to the recipient and how you did that.
8. What do you see as the most challenging aspects of an increasingly diverse academic community, and what steps have you taken to meet such challenges?
9. In what ways do you feel it is appropriate to incorporate topics related to diversity and (your discipline) into the classes you teach? How would you do this?
10. Has diversity played a role in shaping your teaching and advising styles? If so, how?
11. Describe a specific situation in which you worked with a diverse group of people over a period of time. Based on this experience, what did you learn?
12. What issues have arisen from your work with non-traditional or first generation students? What has gone smoothly and what has been challenging in this work?
13. What is your vision of diversity at an institution like California State University, San Bernardino?



## OFFICE OF FACULTY AFFAIRS & DEVELOPMENT: GUIDE TO RECRUITMENT & HIRING PROCESS

Academic Personnel serves as the resource to Deans, Department chairs, and Faculty Recruiting committees on California State University, San Bernardino's policies and procedures related to the recruitment and appointment of probationary faculty (FAM 642.4). Our goal is to ensure that a successful recruitment process will result in a diverse pool of applicants to the greatest extent possible who meet qualifications and candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and service.

### CREATING/ADVERTISING POSITION PROCESS

(approx. 3-6 weeks, typically Fall)

**PERSON(S) RESPONSIBLE**

<b>STEP 1</b>	Create <a href="#">Requisition Recruitment Form</a> (include diversity indicator in job description). Submit draft form to Academic Personnel for review prior to signature approval.	Chair/Academic Personnel
<b>STEP 2</b>	Submit recruitment form to Dean/Provost for approval. Dept. elects a Faculty Recruiting committee.	Chair
<b>STEP 3</b>	Post position (NEOGOV) Chair notified. Additional sites CSU careers, Higher Ed Jobs, Black Doctoral Network	Academic Personnel
<b>STEP 4</b>	<p>Advertise position: <i>Chronicle of Higher Education, Diverse Issues in Higher Education, Hispanic Outlook, Women in Higher Education: Career Connections</i></p> <p>Advertise position: <i>Discipline specific media, university placement services, conferences, professional networks at other institutions, web sites, affinity group publications, graduate schools/departments where underrepresented groups may be located.</i></p> <p><i>NOTE: Submit identical position descriptions to all media sources. When posting position announcements in media with word length limits, include link to CSUSB website.</i></p>	Academic Personnel

### RECRUITMENT PROCESS

(responsibility of the College Deans)\* (approx. 4-10 weeks, typically Fall/Winter)

<b>STEP 1</b>	Applications received and reviewed in NEOGOV <a href="#">NEOGOV Reviewing Applicants</a> Diversity of applicant pool determined, information emailed to Committee Chair/Dean/Department Chair.	Academic Personnel Chair/Faculty Recruiting Committee
<b>STEP 2</b>	<p>Applications reviewed for minimum qualifications in NEOGOV alert sent to Asst. Director of Diversity Initiatives for approval.</p> <p>If underutilization of females and minorities exists in the recruiting dept./school, the roster will not be approved unless:</p> <ol style="list-style-type: none"> <li>1. Number(s) of the underutilized class are included on the roster, or</li> <li>2. Documented evidence of good faith efforts clearly indicate that no candidates in the underutilized class could be found. Re-advertising may be required. * (FAM)</li> </ol>	Chair/Faculty Recruiting Committee
<b>STEP 3</b>	Email sent to Chair with approval/non-approval of minimum qualification pool within 2 business days.	Asst. Director of Diversity Initiatives
<b>STEP 4</b>	Semifinalists identified in NEOGOV. Committee chair contacts Assistant Director of Diversity Initiatives (ADDI)	Faculty Recruiting Committee
<b>STEP 5</b>	ADDI emails approval or non-approval of Semifinalists to Faculty Recruiting Committee chair within 2 business days. Semifinalists screened (phone interview, skype/zoom, conferences, etc.).	Asst. Director of Diversity Initiatives Recruiting Committee

Diversity Indicator: Language that reflects a clear commitment to advancing diversity related recruitment.  
As of August, 2018

\* Faculty Administrative Manual  
Typical timelines may be adjusted as necessary.

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<b>STEP 6</b>	Selection of finalists ( <i>minimum of 2 candidates</i> ) submitted to Dean for approval.	Chair/Faculty Recruiting Committee
<b>STEP 7</b>	Campus interviews conducted ( <i>minimum of 2 candidates</i> ).	Faculty Recruiting Committee
<b>STEP 8</b>	Recommendation sent to Chair for Dept. majority vote. Name forwarded to Dean for review/approval.	Faculty Recruiting Committee

\* *Committee chair identifies candidates in NEOGOV who are minimally qualified, semifinalists, finalists, and incumbent.* \*

**APPOINTMENT PROCESS**      (*approx. 3-4 weeks*)

<b>STEP 1</b>	Appointment file prepared and sent to AP for review and processing. Background check request sent to HR.	Chair/Dean
<b>STEP 2</b>	Appointment letter created and sent to Provost for approval, Dean notified by email.	Academic Personnel
<b>STEP 3</b>	Contract letter sent to prospective new hire. Provost, Dean, Chair notified by email.	Academic Personnel
<b>STEP 4</b>	Candidate accepts appointment by signing appointment letter and returning it to AP. Chair-Dean-Provost notified by email.	Academic Personnel