



CALU

FACULTY SEARCH DIVERSITY RECRUITMENT TRAINING

The Office of Human Resources
Dixon Hall 408
724-938-4427

<https://www.calu.edu/inside/faculty-staff/administrative-offices/human-resources/>



Guide to Faculty Searches

All Faculty Search Committee Members are to familiarize themselves with the **Guide to Faculty Searches**, which can be located online at: https://www.calu.edu/inside/faculty-staff/academic-affairs/_files/faculty_search_guide.pdf

Forming the Department Search Committee (*Guide to Faculty Searches 09/05/17*)

1. **Search Committee** - Before the end of each spring semester, departments establish search committees and Search Chairs (i.e., search committee chairs) for the upcoming year. Guidelines:
 - a. The search committee should include an odd number of faculty members. The Search Chair must be tenured. If more than one search is anticipated, the search committee may be subdivided.
 - b. Search committee members must commit to participating in all phases of the search process and the Search Chair must attend the SPOT Briefing.
 - c. The Department Chair may not serve on the department search committee and shall abstain from participating in any meetings or deliberations or influencing the committee in any way.
2. **Multiple Department/Program Search** - If a search is anticipated to serve more than one department or program, the cooperating departments or programs will each identify at least one representative to serve on the search committee.
3. **Faculty Search Diversity Leader** - The search committee must include faculty from the Faculty Search Diversity Leader Roster (Appendix 2.I). The faculty has been trained on diversity issues related to conducting an equitable search process. As diversity advocates, they are EEO representatives committed to ensuring that the search committees on which they serve adhere to the basic principles of equal opportunity in hiring practices. The roster is available through Academic Affairs and the Social Equity Office.

Confidentiality

Maintenance of confidentiality is absolutely essential during the entire search process. Search committee members have an obligation to the university and to each other to protect the freest expression of opinion in deliberations without fear that comments will be shared with others outside the committee. Especially in discussing applicants, every remark must be taken as privileged. Committee deliberations and decisions are to be held in strict confidence until public disclosure is necessary for on-campus interviews and final recommendations. Disclosure must only be on a need-to-know basis.

CAL U Invites Faculty Applicants

California University of Pennsylvania invites applications for faculty positions. A comprehensive regional institution and a member of Pennsylvania's State System of Higher Education, California University is a diverse, caring and scholarly learning community dedicated to excellence in teacher preparation, liberal arts, science and technology, and professional studies. The University enrolls approximately 7,700 students in graduate and undergraduate programs taught by 236 full-time faculty members. Visit www.calu.edu for more information about California University of Pennsylvania.

Our beautiful riverside campus is located in rural southwestern Pennsylvania less than an hour's drive from Pittsburgh, home of major universities, a vital cultural district, blue-ribbon schools, professional sports teams, and nationally recognized hospitals.



Leading Candidates

Leading candidates minimally must be fluent in the English language and be able to communicate well. Candidates must demonstrate potential for excellence in teaching, service, and scholarship through successful interviews, including classroom teaching demonstrations; and be experienced in the use of effective instructional approaches. Rank and salary are dependent upon qualifications and experience. An excellent fringe benefits package is included. Given an existing collective bargaining agreement, faculty may be assigned to work at regional sites, during evenings and weekends, and via distance learning formats. To apply, visit: <https://careers.calu.edu>. All positions contingent upon funding.



Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania, an Equal Opportunity Employer.



EQUAL OPPORTUNITY STATEMENT

California University of Pennsylvania is committed to Equal Employment and Educational Opportunity in recruitment of its students and employees and does not discriminate on the basis of race, color, religion, sex, age, national origin, veteran status, and/or physical or mental disability.





NONDISCRIMINATION STATEMENT

California University of Pennsylvania is an academic community dedicated to the ideals of social justice, and equal opportunity for all. In compliance with federal and Pennsylvania state laws, the University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, sex, sexual orientation, religion, national origin, age, disability, or status as a veteran or disabled veteran. The University will not tolerate any type of discrimination, harassment, or violence. Sexual harassment is considered by law to be a form of sexual discrimination and is, therefore, unacceptable, which includes stalking and domestic/dating violence.

Direct discrimination/sexual harassment, equal opportunity, and Title IX inquiries or complaints to the Special Assistant for Equal Employment and Educational Opportunity (EEEE) and Title IX Coordinator, Office of Human Resources, Dixon Hall 408, 724-938-5425.

Direct student ADA inquiries regarding services or facilities accessibility to the ADA/504, Compliance Officer, Office of Student Affairs, Carter Hall G-52, 724-938-1603 or a message can be left at the Counseling Center, Carter Hall G-53, 724-938-4056.

Direct faculty and staff ADA inquiries regarding services or facilities accessibility to the Director of Human Resources, Office of Human Resources, Dixon Hall 408, 724-938-4427. **(REV. 1/23/2020)**

Hiring & Retaining Excellent Faculty Members

Step 1

The hiring of excellent diverse faculty is a crucial element in determining the overall direction of California University of Pennsylvania.

Step 2

Current faculty and administration undertaking the responsibility of recruiting new faculty realize that California University of Pennsylvania is committed to justice, fairness and equal opportunity for all. In all hiring practices, the principle of equal employment opportunity is of primary importance.

Step 3

Under no circumstances will the University tolerate employment decisions based upon the unlawful consideration of an applicant's race, color, religion, national origin, sex, age, sexual orientation, marital status, disability or veteran status.



SEARCH COMMITTEE MEMBERSHIP

- Ensure that Search Committee's population is diverse
- Confirm members pool does not have any unconscious biases
- Verify that appropriate interview questions when evaluating and selecting your Committee candidates
- Make sure that Search Committee members are familiar with the University's Guide to Faculty Searches in advance of first committee meeting

Constituting The Search Committee

- A diverse search committee is most likely to identify a diverse array of candidates.
- Include members with different perspectives and expertise and a demonstrated commitment to diversity.
- Include women and underrepresented minorities whenever possible, but diversity need not be solely based on race or gender.
- It is often helpful to appoint some search committee members from outside the department, particularly for interdisciplinary searches.
- The committee chair should be someone who is looked upon by faculty colleagues as a leader and who also holds diversification of the faculty as a goal.

Setting Ground Rules

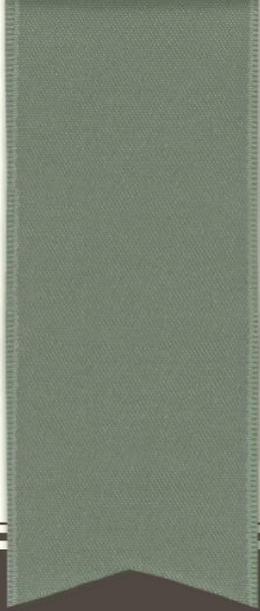
- Discuss and agree upon fair, objective, and uniform procedures with which to evaluate candidates before screening actually begins
- Insist on evidence and well-reasoned judgment over unsubstantiated assertions
- Agree upon the criteria of evaluation, the credentials candidates are expected to submit, the deadline for application submissions, and the manner that matters of confidentiality are to be handled
- Establish plans for actively recruiting women and underrepresented minorities prior to beginning the search
- Agree on and follow a timeline, but avoid taking shortcuts when pressed for time

Search Committee Outreach Strategies

Develops extended outreach strategies to diverse applicants through various means:

- Journal Ads
- Diverse Publications
- Direct Contacts
- Phone Calls
- Professional Listserves
- Contacts at national meetings, conferences, etc.





ACTIVE RECRUITMENT

Active Recruitment

In order to be successful in the recruitment process, search committees need to think and act very creatively. Cultivating future candidates, and having a long-term perspective on recruitment goals is part of an overall strategic vision.

- Active recruitment is the process of "generating a pool [of applicants] rather than merely tapping it".
- Approach based on the long-term cultivation of relationships and connections with those who may become applicants for a position at some future point, especially those from underrepresented groups such as women and minorities.
- Helps ensure a diverse and excellent pool of candidates for faculty positions.
- Active recruitment is a good, legally sound, practice to improve the diversity pool.

Active Recruitment Tips

Start with a Departmental Strategic Recruiting Planning Meeting

Be Proactive - Your search won't reach a diverse pool without a proactive recruitment plan. Go beyond traditional methods of identifying applicants.

Previous Relationships lead to better acceptance rates - Research indicates that while 39% of those without any previous relationship to the university declined an offer, only 17% of those who had a previous relationship declined.

Personal Referrals - One of the schools that sent out personal notes to colleagues and presidents reported the following: "One of the candidates was referred by two and another by three external colleagues. We knew immediately that they were exceptional candidates." Referrals typically receive immediate and personal attention in the process. Blanketing mailing lists with position announcements is rarely successful, but targeted networking can often yield fruitful results.

Connect with Graduate Students - The development of ongoing relationships with graduate students and postdoctoral researchers with an eye to future faculty candidates is considered to be an excellent mode of active recruitment. When you reach out to graduate students at conferences, however, be aware of possible subtle bias in your choice of who to meet.

Be Aware of Hidden Bias - When patterns of hidden bias and cognitive shortcuts like elitism and provincialism are taken out of the mix, the network patterns are much more dynamic and inclusive.

Keep a Future Candidates File

Applicant Reviewing, Screening, & Ranking

CALU



- Screening applicants through several stages is critical to ensure that the final list includes both women and members of underrepresented groups.
- Search committees tend to seek candidates who are similar in educational background, experiences, and research interests to themselves. This can result in greater homogeneity in the applicant pool than is desirable, even when the committee is determined to develop an inclusive applicant pool and list of finalists.
- The specific process that a search committee follows for reviewing, screening, and ranking applicants will differ by department, position, sheer size of the applicant pool, and other factors. Best practices, however, are a guiding principle.

Applicant Screening

- Studies show you can avoid homogeneity in your short list if you screen applications in a multi-step process.
- A checklist is useful for removing highly incomplete or distinctly unqualified candidates from your applicant pool.
- Avoid rank-ordering candidates prematurely, but “grading” applicants using some systematic method is a helpful best practice for creating an initial short list.
- Use an evaluation form and checklist and support opinions with facts and evidence.



Applicant Reviewing & Ranking

- Search committee ground rules include evaluation criteria, a process for discussion and handling disagreements, and a method for determining who will be invited to interview.
- Slow down. Make time to review the complete application.
- Do not rank-order immediately. Consider alternatives to rank ordering, such as summaries of each finalist.
- Insist on the evidence. Require search committee members to back up statements and opinions with facts and evidence.
- Be aware of the possibility of your own hidden bias or cognitive errors in evaluating competence and merit.
- Letters of reference, CVs, published work, and an applicant's written statements about his or her research, teaching, and service figure highly in the committee's overall evaluation of competence, merit, productivity, reputation, "fit," and potential as a recruited member of the department.

Avoid Common Pitfalls

- ✓ **Snap Judgment** - making a decision without substantive thought and/or one that is not based on evidence
- ✓ **Elitism** - assuming that the best candidates always come from schools/social classes/regions that have traditionally been considered "the best," without careful attention to CVs, recommendations, needs of the department, etc.
- ✓ **Premature Ranking** - a rush to rank candidates; a focus on filtering out rather than filtering in
- ✓ **Group Momentum** - if most group members have rallied together for their favorite candidate, it may be difficult to encourage people to step back and look more objectively at other qualified candidates
- ✓ **Cloning** - seeking candidates who would be a mirror image of oneself or one's colleagues, instead of carefully assessing which candidate would be best overall for the department

Interviewing & Campus Visit

The campus visit is an important opportunity for the department to communicate three messages:

- ❖ You are seriously interested in the candidate's scholarly credentials and work
- ❖ The University is a good place to come, because it is intellectually lively and committed to diversity in the faculty, staff, and student body
- ❖ The University is a good place to visit, because it has a variety of humane, family-friendly policies in place.

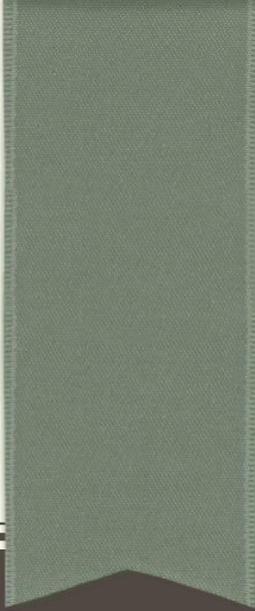


Best Practices

- Schedule interviews and events to ensure consistent treatment of all candidates, including internal candidates.
- Send the candidate an itinerary before the visit and make sure they are aware of the kind of presentation you have scheduled, and the audience expected to be there.
- Give the candidate a chance to interact with the department's faculty in multiple venues. Formal talks may not reveal every candidate's strengths.
 - Consider including Q + A sessions, "chalk talks," and other less formal interactions.
- Make sure to discuss the department's expectations, especially if the position is a Joint Appointment
- Develop a group of core questions based on the position-related criteria by which the candidates are to be evaluated.
- Use core questions with all candidates to allow comparative judgment and ensure that crucial position-related information is obtained.
- Aim questions at discovering what the candidate can bring to the position and limit them to issues that directly relate to the job to be performed.
- Provide an opportunity for the candidate to discuss any special requirements or circumstances, such as the need to find a position for a partner.

Best Practices Continued

- Avoid questions related to age, arrests (convictions are a different matter), citizenship, disability, health, marital status, nationality, race, religion, and sexual orientation in both formal and informal conversations. Structure your questions so that they get to the crucial point immediately.
- Focus on the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation, or veteran status.
- Make it clear that you are interested in the candidate's scholarship and skills, rather than his or her demographic characteristics. It is generally not helpful to make a point with candidates that the department is eager to hire women and minorities.
- Consider how the department will represent the university as a whole and as a place in which women and minority faculty can thrive.
- Introduce women and minority members of the department to all candidates, not just women and minorities. Moreover, if women and minority faculty members are expected to play an especially active role in recruiting new faculty, be sure to recognize this additional service burden in their overall service load.
- Provide the candidate with an opportunity to meet with diverse faculty and students (demographic and disciplinary) from both within and outside the department.
- Distribute information about the University's various diversity and equity offices and about "family-friendly" policies (dual career, maternity leave, modified duties, etc.) to all job candidates regardless of gender, partner or parental status, and race or ethnicity.



AVOID ILLEGAL DISCRIMINATION AND BIAS

Avoiding Illegal Discrimination and Bias



During all phases of a search, everyone involved must be certain not to allow any bias or illegal discrimination to influence the evaluation of applicants or credentials.

Equal Employment Opportunity and state laws and regulations prohibit discrimination against applicants on the basis of age, race, color, religion, sex, sexual orientation, disability or national origin.

Any criteria used to review an applicant must be legal. All aspects of reviewing, evaluating, and rating applicants must be designed to help establish the applicant's qualifications for the position.

Unconscious Bias

Unconscious biases are mental associations that are so well-established as to operate without awareness, without intention, or without control. They are not only hidden from public view, but in many cases, are also hidden from the person who holds them. Unconscious biases can be brought to full awareness.

- **Positive and Negative Stereotypes** - presumption of innate competence/incompetence, ability/lack of ability to fit in, etc., based on race, gender, and other personal characteristics
- **Raising or Lowering the Bar** - setting higher/lower standards for some candidates based on negative/positive stereotypes
- **Provincialism** - limiting a definition of excellence to those schools/individuals/geographic areas one knows
- **Seizing a Pretext** - giving excessive weight to a relatively minor point, in order to justify disqualifying a candidate
- **Good Fit or Bad Fit** - may refer to the disciplinary niche or programmatic needs of the department, but it also may be an indicator of how comfortable or culturally at ease we feel about the candidate

Compliance & Confidentiality

The ethic of academe is one of free and open communication, the sharing and testing of ideas and information. Indeed, with most other campus committees, members are expected to report back to colleagues; committee doings, indeed, become a staple for campus gossip.

It is against strong winds, then, that search committees must insist upon totally different norms: no open sharing, no snippets of gossip.

The overriding needs are to protect the integrity and candor of member-to-member discussion, and to protect the identity of people (including internal candidates) who have allowed you to consider their names.



Questions To Ask Oneself

- ✓ Am I in any way failing to protect the identity of people who have allowed me to consider them as a candidate?
- ✓ Am I breaching the integrity and candor of my colleagues on the search committee who are assuming their discussions are being kept confidential?
- ✓ Am I discussing the search, the candidates, or my search committee colleagues in any way, even just a "snippet"?
- ✓ Is this the right time to share this information or am I sharing it prematurely?





The Office of Human Resources

The Office of Human Resources, Special Assistant for EEO/Title IX Coordinator is here to protect and promote the civil rights of all individuals to receive an education and to work (as well as advance in employment on the basis of merit, ability and potential) without fear of discrimination by ensuring that the University is in compliance with all federal and Pennsylvania state laws in regard to Equal Opportunity, and Title IX, including, but not limited to:

- Executive Order 11246
- Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Vietnam Era Veterans Readjustment Assistance Act of 1974
- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Pennsylvania Human Relations Act
- Pennsylvania Fair Education Opportunity Act
- Violence Against Women Act (VAWA) Reauthorization 2013
- Campus Sexual Violence Elimination (SaVE) Act 2013

TRAINING RECEIPT

Faculty Search Diversity Recruitment Training



California University of Pennsylvania Office of Human Resources EO training materials presented by Dr. John A. Burnett, Special Assistant for Equal Employment and Educational Opportunity (EEEE) and Title IX Coordinator.

In order to get credit for completing this training, you must PRINT, COMPLETE, & RETURN this Training Receipt to California University of Pennsylvania, Office of Human Resources, 250 University Ave., Box 21, California, PA 15419-1394, or scan and email it to burnett@calu.edu or fax it to 724-938-5740. Thank you.

I acknowledge (by my signature on this training receipt) that on the date listed below, that I read and understood the online California University of Pennsylvania Office of Human Resources training materials presented by Dr. John A. Burnett, Special Assistant for Equal Employment and Educational Opportunity (EEEE) and Title IX Coordinator.

Full Name (Please Print): _____ **Date:** _____
(Last Name) (First Name) (Middle Name) (MM/DD/YYYY)

Signature: X _____ **CAL U email:** _____@calu.edu

Department: _____ **Title:** _____

Classification (Please check the appropriate category): _____Management _____Faculty _____Staff

**Keep a Copy for your records.*