



**Faculty Hiring Workshop
September 30, 2015**



The Office of Equity and Diversity

Our Mission

To foster and maintain an **inclusive** learning and working environment where all individuals are treated with **dignity** and **respect**. To affirm and promote the University's commitment to the core principles of diversity and **equal opportunity** in education and employment, to the policies and practices that ensure equitable **consideration**, and to a culture that embraces a **community** of students, faculty, and staff who encompass an array of human qualities and varying personal and professional experiences.

Equal Opportunity and Affirmative Action

California State University, Northridge has maintained a longstanding commitment to the principle and practice of equal opportunity in all aspects of employment wherein all personnel actions are taken without discrimination based on race, color, religion, national origin, gender, gender identity or expression, sexual orientation, age, physical and mental disability, marital status, genetic information, or veteran status. Through adherence to this commitment, the University endeavors to promote diversity and maintain a program of affirmative action to provide employees and applicants equal employment opportunities in all departments and job classifications on campus.

“Diversity” is a Shared Responsibility

- ✓ To embrace multiple perspectives, experiences, knowledge, belief systems, and cultural practices of varying individuals and communities.
- ✓ To serve, support, and partner with people and communities facing social, cultural, economic, physical, and attitudinal barriers to education and jobs.
- ✓ To address fundamental issues of bias, discrimination, and exclusion.

This Guide

This guide is intended to provide you with information useful for the faculty search process, particularly with respect to establishing and maintaining an equitable process for all applicants in furtherance of CSUN's commitment to diversity and inclusion. For further guidance and in response to more specific inquiries, please contact The Office of Equity and Diversity at (818) 677-2077 or equityanddiversity@csun.edu. Please also visit <http://www.csun.edu/eqd> for the latest faculty hiring forms and resources.



Affirmative Action and Proposition 209

Affirmative Action is a federal mandate. As a matter of federal law, all employers receiving federal contract money must take action (i.e., implement and enforce policies) to ensure equal employment opportunity. If discrepancies are found between department profiles and the labor market availability of qualified candidates, CSUN must show it made a good faith effort to reduce or eliminate the discrepancy. Affirmative Action is one measure used to show such good faith.

Affirmative Action relates to the **RECRUITMENT** phase of the search and appointment process.

- ✓ Search committee should reflect diversity in its composition.
- ✓ Search committee should search and recruit broadly.
- ✓ Availability data should be noted.
- ✓ Applicant pool and search process should be reviewed to ensure outreach has been broad and inclusive.

Proposition 209 is a California State law implemented in 1997 which prohibits discrimination against or preferential treatment for any individual or group on the basis of race, color, ethnicity, or national origin in the operation of public employment, education, or contracting.”

Proposition 209 relates primarily to the **SELECTION** phase of the search and appointment process.

- ✓ Evaluation of applicants and rationale for selection may not take into consideration their membership in a protected group (i.e., race, gender, national origin, religion, age, disability, sexual orientation).
- ✓ No preferential treatment during the search process on the basis of a protected category.



Faculty Recruitment

“A solid foundation for campus faculty diversity can be laid by search committee processes – processes which not only reflect the larger institutional commitment to diversity but which also serve as occasions for serious campus reflection on the barriers to recruitment and retention of faculty of color.”

-- Association of American Colleges and Universities

The Office of Equity and Diversity (E&D) works to ensure that all candidates for faculty positions at the University are treated equitably throughout the hiring process. To that end, E&D performs the following functions:

1. Reviews and approves Faculty Position Opening Announcements (AA-1), ensuring that the announcement includes a diversity statement as an explicit minimum criterion.
2. Reviews recruitment plans and offers suggestions for broadening the pool of potential applicants. Provides recruitment aids, resources and strategies to maximize efforts of attracting a diverse pool of candidates and promote diversity.
3. Assigns a Hire Number for the search.
4. Collects and records data from Applicant Flow Self-Identification Forms (AA-2) independent from a candidate's application materials. The AA-2 data analyses are distributed to Deans and Department Chairs after the closing date for receipt of applications.¹ **Note that we are now required to solicit self-identification of veteran status and disability!**
5. Reviews and certifies the Search and Screen Committee's Search Report for compliance with equal employment opportunity and affirmative action policies and practices.
6. Provides ongoing guidance and support to Search and Screen Committees throughout the search process regarding issues of equity and inclusion.

¹ This data is to be used for **informational purposes only**. Search committees should not use the data as bases for either continuing or discontinuing recruitment efforts related to this search. Rather, departments are encouraged to reassess their future efforts in seeking to recruit a broad spectrum of qualified candidates, especially in areas where women and minorities have been underutilized. Developing and aggressively implementing a comprehensive recruitment plan that uses multiple recruitment strategies simultaneously will significantly increase the diversity of the applicant pool, and in turn, better ensure that the University invests in faculty excellence that is responsive to the diversity of our student population.



Develop the Position Announcement

- A.** A “diversity criterion” must appear in all position announcements. As a general rule, **the diversity criterion should be included in the “Qualifications” section.** Specified in this way as an explicit qualification for the position, this criterion must be considered directly in the screening, evaluation, interview and final selection phases of the process.
- B.** Whenever possible, tailor the diversity criterion to the specific position, to the extent possible based upon the specific discipline and specialization of the position. In positions involving disciplines or highly-specialized content areas that would seem to mitigate the possibility of developing content-specific diversity criteria, emphasize diversity in relation to teaching and pedagogy (*i.e.*, the ability and commitment to teaching and mentoring a diverse student population).
- C.** Emphasize potential and actual contributions to diversity in terms of applicants’ “demonstrated knowledge, skills and experience” in a generic diversity criterion. The diversity criterion can be extended to engender teaching effectiveness, advisement and mentoring, scholarship/research and potential service contributions both on and off campus. Potential or actual contributions to diversity should be considered as **integral** and not peripheral or supplemental to any discussion of merit.
- D.** Consider **requiring** as part of the application materials a **Contributions to Diversity Statement** which includes a discussion on their past contributions to diversity and future plans for continuing this effort as part of their application for an academic appointment. For example, the announcement could state, “In addition to research, teaching, and general professional and public service, candidates will also be evaluated on the basis of the candidate’s contributions in promoting diversity and inclusion. Examples may include, but are not limited to, developing strategies for the educational or professional advancement of students from underrepresented groups; efforts to advance equitable access and diversity in education; and activities such as recruitment, retention, and mentoring of underrepresented students or new faculty.” The purpose of the statement is to identify candidates who have professional skills, experience, and willingness to engage in activities that would enhance campus diversity efforts.
- E.** Understand the motives and reasons for how and why women and underrepresented applicants decide to apply for and/or accept positions in higher education. When determining the essential qualifications, consider: the level of education you are requesting and whether or not the proposed requirements are truly essential to the performance of the position. Does the degree requirement reflect other similar positions at the University and across the country? Do any of the essential qualifications unnecessarily exclude individuals based upon their disability status?
- F.** Evaluate all candidates with diversity contributions as a minimum qualification (*i.e.*, evaluation instrument) and then throughout the search.

Recruitment Strategies



“Developing and aggressively implementing a comprehensive recruitment plan that uses multiple recruitment strategies simultaneously will significantly increase the diversity of the applicant pool.”

-- Association of American Colleges and Universities

- A. **Use your search and screen committee’s designated Equity and Diversity Representative in proactive ways**, serving as a direct liaison to the Office of Equity and Diversity. Avoid “tokenism.” **It is highly recommended that a representative from E&D attend the search committee’s first meeting in order to provide initial guidance as to the committee’s EEO responsibilities.**
- B. **Go beyond the “usual” range of institutions, organizations and associations from which you recruit. Use the resources available to you through the Office of Equity and Diversity**, including the web-based identification tools, directories, and rosters to which E&D subscribes.
- C. **Engage the assistance of resources early in your outreach and recruitment phase:** When contacting colleagues at CSUN and other institutions and organizations, specifically ask for recommendations of qualified candidates from groups that are underrepresented in your department, in addition to other recommendations. Take advantage of your individual faculty contacts. Attend conferences and networking events that provide recruiting opportunities.
- D. **Hold search committees and administrators accountable in carefully and fully considering the diversity criterion throughout the search and screen process.** Remember that the diversity criterion ought to be addressed explicitly as a qualification, co-equal with all other specified requirements.
- E. **Based upon all of the above, design a thorough but realistic recruitment plan. Be active and aggressive in your recruitment efforts.** Outreach must be “inclusive” in soliciting potential applicants from as broad a range of sources and communities as possible. Recruitment plans should avoid efforts aimed at narrowly “targeted” or “focused” advertising and should cast as wide a net as possible. Recruitment and outreach conducted principally through advertisements (hard copy, and/or virtual) do not often yield exceptionally diverse pools of applicants, short lists, or final selections. Networking in person, on the phone, and/or via email frequently results in recruiting a broadly diverse, qualified pool of applicants.
- F. **Allow sufficient time in your recruitment period** (generally 6 weeks).

Once you’ve successfully recruited a broad pool of candidates, it’s time to conduct the initial screening of minimum qualifications and interview those candidates in whom you have the most interest. The following are some general guidelines concerning interview questions.

HOW DO YOU DETERMINE



IF A CANDIDATE MEETS THE **DIVERSITY CRITERION**?



Some of the considerations below may be helpful in determining if a candidate meets the “diversity criterion.” A more in-depth evaluation of a candidate’s demonstrated commitment to diversity should be acquired through follow-up inquiries or interviews.

Search committees may consider the following as contributions to diversity:

- ✚ candidates who have engaged in service to increase participation in science, engineering, arts, humanities, education, social sciences, medicine, management or other related fields by groups historically underrepresented in these areas or in higher education. For example:
 - participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities or other individuals who are members of group historically excluded from higher education;
 - serving as an advisor to programs which advance women and/or historically underrepresented minorities in the field or discipline;
 - exceptional record mentoring students and junior faculty from groups underrepresented in their field or historically underrepresented in higher education;
 - candidates who have made a contribution to pedagogies addressing different learning styles. For example:
 - developing courses or curricula designed to meet the needs of educationally disadvantaged students;
 - developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education

- ✚ candidates who have significant experience teaching students who are underrepresented in higher education. For example:
 - teaching at a minority serving institution;
 - record of success advising women and minority graduate students;
 - experience teaching students with disabilities and/or veterans

- ✚ candidates who evidence drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;



- ✚ candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group underrepresented in higher education;

- ✚ candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and underrepresented minorities in science and other academic disciplines. For example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula and teaching strategies designed to enhance participation of under-represented students in higher education;

- ✚ candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;

- ✚ candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education. For example,
 - research that addresses issues of diversity and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, or civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;
 - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.

Sample Interview Questions to Probe Cultural Competencies and Contributions to Diversity



1. We expect a high level of performance from everyone at CSUN, no matter their position. We build teams of really bright people, and we empower each other and value our diversity, celebrate and reward our success. What is your model of success and how will you fit into this culture?
2. CSUN is one of the most diverse campuses in the nation. On our campus you will encounter students from a multitude of backgrounds, races, nationalities, socio-economic classes, religions, gender identities, sexual orientations—including the second largest deaf/hard of hearing student population in the country. What skills do you have that will enable you to succeed in this environment?
3. Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
4. What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings and how would you continue that at CSUN?
5. 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 inclusion and understanding differences?
6. How do you seek opportunities to improve the learning environment to better meet the needs of students from all over the world and from students who have been historically marginalized, such as Native Americans, African Americans, Latinos, Asians, and other communities such as students with disabilities and veterans?
7. What is your method of communication with students who are different from you? How do you convey thoughts, ideas, or adverse conclusions?
8. Describe your experience or explain how you have been educated to understand the history of African Americans, Latinos, Asians, Native Americans and other historically marginalized communities? How have such knowledge and experiences shaped your teaching philosophy and/or practices?
9. Describe a situation in which you utilized your multicultural skills and competencies to solve a problem.
10. What ideas do you have for educating students about diversity?

A. 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.



EMPLOYMENT INQUIRIES

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

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

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

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

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Additional Questions to Avoid

(The letters below relate to the Employment Inquiries Fact Sheet of the previous three pages)

The following is a list of additional prohibited questions as well as some exceptions:

- a. Transportation arrangements
- b. Childcare arrangements
- c. Personal dress, grooming or related practices
- d. Spouse's employment status or position
- e. Political affiliation or views on local, national or world affairs
- f. Membership in clubs, societies, lodges or organizations which might indicate race, religion, etc., except professional ones. You **may**, however, ask about membership in any union or professional or trade organization, unless it would indicate the applicant's religion, gender, age, race, etc.
- g. The lowest salary the applicant will accept
- h. Whether observance of religious holidays will prevent applicant from working...
- i. The fact of a change of name or the original name of an applicant whose name has been changed. You **may**, however, ask about an assumed or nickname if it is necessary to enable a check on the applicant's work record.
- j. Living arrangements, e.g., "Do you live with your parents?"
- k. Child support obligations
- l. Language: Applicant's native language; language commonly used by applicant at applicant's home; how the applicant acquired the ability to read, write or speak a foreign language. You **may** ask what language the applicant speaks and writes fluently, and reads or understands, but only if a language other than English is relevant to the job being applied for.
- m. Relatives: You **may** ask the name and position of any relatives already employed by the employer.
- n. Age: You **may** state/ask whether the applicant is over 18 years of age.
- o. Military Service: You **may** ask whether separation from the military service was for any reason other than an honorable discharge. You may also ask whether applicant has received any notice to report for duty in the Armed Forces.

Once you've interviewed your candidates, you will write and then submit your search report to the Office of Equity and Diversity for approval. The following is designed to assist you with that task.



Search Reports

“Ultimately to diversify the faculty, the criteria used for hiring must also be diversified.”
-- Association of American Colleges and Universities

The goal of the Office of Equity and Diversity in its review of Search Reports, is to verify that all candidates in the search were treated **equitably**. The information required by the *Manual of Procedures for Search and Screen Committees for Full-Time Faculty Positions* as well as the *Manual of Procedures for Academic-Administrative Positions*, maximize the possibility that the information required for such a verification is present in the report.

The *Manual for Full-Time Faculty Positions* describes the required narrative for Search Reports as follows:

The **narrative** should include information about the total number of applications received; a description of the procedures employed in the search, including screening procedures and the number and nature of interviews conducted; if ranked, a justification for the ranked positions of the candidates; and a general summary of each finalist’s background and qualifications. Section 6.1 f

The *Manual for Academic-Administrative Positions* provides that the Search Report shall include, among other requirements:

Information about the procedures employed in the search, including the number and nature of interviews conducted; a tally of the total number of applicants considered; a description of screening procedures, with particular attention to equity and diversity concerns, and to Title IX and Sections 503 and 504 requirements.

Although the specifics of faculty searches may vary among department searches, the following information should be included in an attempt to provide all of the information that the Manual of Procedures for Search and Screen Committees requires for a complete Search Report.



Search Reports – new form

- A. Focus on and be thorough in describing the search **PROCESS**.
- B. Questions to address:
- ✓ How many applications were received (initially and in total)?
 - ✓ How many applicants did/did not meet the minimum qualifications?
 - ✓ Who conducted a review of the applications? Who conducted the telephone interviews? Who conducted the campus interview process?
 - ✓ How was the pool narrowed down to those who were interviewed by telephone (if applicable) and those who were invited to campus (for serious consideration)? How did you determine the “short list”? **Do not simply state that a candidate was or was not a good “fit” without further explanation as to how this relates to qualifications for the position.**
 - ✓ If the candidates were ranked, please describe the ranking system as well as the rationale for the rankings.
 - ✓ What were the criteria used to evaluate each candidate during 1) the screening process; 2) the telephone interviews; 3) the campus interviews? Attach all evaluation instruments with the search report.
 - ✓ Describe what the candidate(s) did during their campus visit.
 - Did they all do the same thing (*e.g.*, a class demonstration? Met with the Dean? The Chair? Faculty? Students? Meals?)
 - If all candidates did **not** follow the same process, describe the differences and explain **why** there were differences.
 - ✓ Briefly, what were the strengths and weaknesses of the final candidates?
 - ✓ How did the search committee arrive at its final consensus regarding its recommended candidate(s)?