

Cal Poly College of Engineering

Tenure-Track Faculty Hiring Procedures

1. Introduction

Overview

Hiring faculty is one of the most important activities in the life of any college. As we choose our future faculty members, we are setting the direction for the college for years to come. We anticipate that our hires will become valued colleagues with whom we may work for decades.

The faculty search committees serve as representatives of the department(s) and in an advisory capacity to the dean, taking the primary responsibility to screen all applicants, recommend candidates for on-campus visits, consolidate feedback from campus visits and provide recommendations on hiring. Department chairs provide a separate and independent recommendation to the dean, and all final hiring decisions are made by the dean with the concurrence of the provost.

This responsibility is not to be taken lightly, and thus it is important to make sure that we treat the process with respect. This document is designed to familiarize search committees with best practices in hiring, to clarify our hiring process, and help ensure an equitable process for all applicants.

Valuing diversity in the hiring process.

Cal Poly College of Engineering is committed to establishing a college culture based in love, empathy and respect where all are supported, energized and empowered, where a broad range of voices and experiences are valued and where everyone can be their own unique authentic self; and to showing continual and measurable improvement in the diversity of the CENG community.

As part of this strategic focus, search committees are reminded that the applicant's ability to impact and support an inclusive environment shall be considered as a **primary** criterion in candidate evaluation along with teaching and scholarship. This document will address appropriate ways in which search committees can and should integrate diversity and inclusion topics into the evaluation process, including language for the ad posting, evaluation rubrics for diversity statements and appropriate DEI questions to ask in phone and on-campus interviews.

Creating an inclusive and equitable hiring process

Even the most well-intentioned person unwittingly allows unconscious thoughts and feelings to influence apparently objective decisions. That is why the hiring process must be designed to be as consistent and equitable as possible and to reduce opportunities for any unconscious bias to impact the hiring recommendations.

Best practices in hiring which create an equitable process include but are not limited to:

- Appointing a diverse hiring committee which has been trained in diversity and equity practices.
- Determining selection criteria in advance of reviewing applications. This can be done by creating an evaluation rubric which reflects the desired candidate qualities as stated in the job posting.

- Setting a consistent set of evaluation procedures, such as interview questions and procedures, which ensure that each applicant is evaluated in the same manner.
- Being consistent in applying the evaluation rubric for each candidate.
- Making decisions based on the stated evaluation criteria and not “invisible” criteria.

This document will outline many of these best practices and assist search committees as they work to the highest standards of inclusion and equity. Additional resources can be found at <https://diversity.calpoly.edu/embedding-dei-in-faculty-hiring>

2. Search committees

Search committee composition

When establishing your search committee, the following Cal Poly Academic Personnel policies must be followed:

- All search committee voting members shall be elected by the department faculty following established department election procedures.
- The search committee must consist of at least three full-time tenured or probationary faculty members. If necessary, the department may elect tenured or probationary faculty in a related discipline from another department. Probationary faculty and FERP faculty must have dean’s approval to serve.
- The department chair may not serve on the search committee. The department chair may participate in the screening and finalist interviews but should submit a **separate** hiring recommendation to the dean.
- The search committee must elect their chair from the search committee membership. Probationary faculty and FERP faculty may not serve as the EEF or committee chair.
- The EEF must have taken the training within the last two years. The search committee chair may not serve as the EEF. It is recommended that all committee members take the EEF training, not just the facilitator.
- When a joint appointment, interdisciplinary appointment or multidisciplinary position is being recruited, tenured or probationary faculty from the other related departments should be included on the search committee.

The College of Engineering requires that in addition to the above, the following practices must be followed when composing the search committee:

- The search committee must include at least one faculty member from outside the hiring department, whether from another department in CENG or from another Cal Poly college. It is preferable to have someone from a background which is unrelated to the research focus for the position. The role of this member is to bring a perspective separate and distinct from the departmental committee members. This person is a voting member of the committee. In recognition of this service outside their department and/or college, the College of Engineering will provide some professional development funds to the selected faculty member.
- The search committee membership should include at least 25% composition of members from the following demographics: Hispanic/Latino/a, Black, women. It is recognized that this may be challenging and may not always be possible, but it should be a goal.

- Per the Collective Bargaining Agreement (CBA 12.22) search committee membership is limited to tenured faculty and tenure-track faculty. No students, lecturers, alumni or other individuals may have access to the candidate's application materials. However, a department may invite non-search committee members (staff, alumni, students, IAB members, etc.) to any public presentations, such as on-campus research presentations, teaching presentations, etc. and/ or meetings during the on-campus interview and solicit their opinions on the candidates. With the candidate's permission, the candidate's CV may be shared with these groups. Additionally, the search committee can consult with these groups on pre-recruitment materials if desired – position descriptions, interview questions, screening rubric development, etc. It is advised to provide some training to those participating in this way to ensure that they understand the process.

ACTION: Establish search committee membership using Cal Poly and CENG criteria

Expectations of search committee members

Serving as a search committee member is one of the most important roles that a faculty member can fulfil. Search committees have the responsibility to review, evaluate and recommend new members of our community, who will ideally be with us for decades to come. This is an opportunity to literally craft the future of Cal Poly Engineering. As such the responsibility is great.

We expect that all search committee members will conduct themselves with the utmost of integrity, strive for equality in all recommendations and respect the confidentiality of the process. Search committee members will be expected to participate fully in all actions of the committee, including candidate recruiting, interviewing and evaluation while always engaging in honest but collegial and respectful conversations with their fellow committee members.

Ultimately it is the responsibility of the search committee to recommend candidates to the dean, with well justified and supported documentation. This document will detail what type of supporting documentation will be needed at each step in the process.

Search Committee Conflicts of Interest

A conflict of interest occurs when a search committee member has, **or may appear to have**, a familial, personal, professional, commercial or financial relationship with a candidate that may compromise, or **appear to compromise**, a fair and equitable recruitment and selection process and outcome. One does not have to do anything improper to have a conflict of interest; it may be strictly situational.

If any search members thinks they may have a conflict of interest they are asked to talk to the CENG sr. manager of personnel who will assess the situation and advise if the member should either recuse themselves from deliberations related to the candidate with whom the conflict exists or remove themselves from the search committee.

There are times in which a tenure-line faculty member serves as an *official reference* for an internal job candidate. In these circumstances the faculty member does has a conflict of interest and must not serve on the search committee or participate in any departmental discussions or deliberations about candidates.

Search committee training

Search committee members must undergo the following training and workshops covering the following topics, or have attended them within the past two years:

- Exposing Hidden Bias training (mandatory)
 - Regularly offered through <https://afd.calpoly.edu/learn-and-grow/courses-workshops/live-learning/>. If a significant number of search committee members need the training, speak to CENG Sr. Manager of HR and a special offering may be able to be scheduled.
- Cal Poly Search Committee Training (mandatory)
 - This is offered through Academic Personnel.
- Employment Equity Facilitators workshop (mandatory if the EEF; strongly recommended for all committee members)
 - This training is available online and takes less than an hour. <https://crco.calpoly.edu/content/eef>

ACTION: All search committee members to complete identified trainings

Search committee kickoff

At the beginning of each search, the search committee, Dean's Office representatives and the department chair will meet together to review the specific goals for the search, expectations for the search process, and the relevant procedures. Topics to be reviewed include the purpose of the search, the role of the committee, the expectation of confidentiality, the timeline for the search, the fiscal resources available, and the importance of setting equitable search evaluation criteria that reflect the strategic goals of the search. The expectations in terms of recommendations and their justifications at each point along the hiring path will be clarified.

ACTION: Search committee kickoff meeting with Dean's Office

Search committee meetings

The search committee chair is expected to schedule meetings so that all members of the committee can attend and participate. They should also make sure all committee members are familiar with this document, outline the committee work to be done and the time frame for that work, promote attendance and active engagement in the process and keep the committee on task. They should take the lead in assigning tasks and deadlines to committee members, follow up with the committee, and make sure the guidelines in this document are followed. A checklist is provided as an appendix to assist in this endeavor.

Search committee members are expected to attend and participate fully in all meetings, to review all aspects of a candidate's application, to evaluate all candidates equitably based on the stated criteria for the position, and to share their thoughts and opinions in an open, receptive environment.

Committee members should work together so that no one person dominates the discussions or the process. If necessary, establish ground rules that allow each member to be heard.

The following best practices must also be observed:

- Deliberations about candidates must be done in person. Email is not secure and can be forwarded. In the past searches have been cancelled mid-stream when email communications have undermined the confidential and unbiased nature of a search.
- Confidentiality. All search committee members must treat all deliberations about candidates as confidential. Any discussions on candidate credentials are limited to the committee and must not be discussed with other colleagues. A failure to keep a job search secret can undermine someone's existing position and reflects incredibly poorly on Cal Poly.
- Imbalances of power among committee members can silence some members while allowing for others to control too much of the search process. Dealing with these dynamics and ensuring all committee members are heard and respected is part of the search committee chair's primary responsibilities. It is helpful when other committee members actively work to hear all opinions.

ACTION: Be honest and open and listen to all committee members when evaluating candidates. Maintain a strict confidentiality rule on all discussions.

Posting the position

Writing the job posting

The first goal of the search committee is to develop a large and diverse pool of applicants to the position. Several best practices have been developed based on research and should be adopted to ensure that the ad will appeal to a large and diverse pool.

These include:

- Write as broad an ad as possible while still fulfilling the strategic need for the search.
- Research shows that writing a job description using language like “can display evidence of skill XYZ” vs “experience in XYZ” ensures a broader applicant pool.
- Do not use Cal Poly insider language. This can bias the pool by making it seem as though the ad was written with only internal candidates in mind. For example, when referring to Learn by Doing, it would be a good idea to link to <https://viewbook.calpoly.edu/academics/> for a short explanation of what we mean by Learn by Doing.
- Specifically call out inclusive benefits like maternity/paternity leave and childcare pre-tax benefits. Include a link to our benefits page in the job posting: <https://afd.calpoly.edu/hr/benefits/>.
- Use this website to ensure the language in your ad appeals to a wide audience - <http://gender-decoder.katmatfield.com/>

The following should be included in all ads for faculty positions in order to give applicants a clear sense of what we are looking for in their diversity statement submission. We will use the diversity statement to understand their approach to and track record in advancing diversity, equity and inclusion and how they will contribute to these activities at Cal Poly. Thus, it is important that candidates be given guidance on what to include in this statement.

Cal Poly's College of Engineering is committed to creating and sustaining an equitable, diverse and inclusive community that reflects and serves the population of California. Applicants must

submit a diversity statement which focuses on evidence of the applicant's ability to support a diverse, equitable and inclusive environment including topics such as implementing inclusive classroom environments, mentoring and outreach to students from populations historically underserved in engineering and computer science, implementing bias mitigation and previous professional development in diversity, equity and inclusion topics.

This university statement must also be included:

“At Cal Poly, we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees, and our community. Bringing people together from diverse backgrounds, experiences and value systems fosters the innovative and creative thinking that exemplifies Cal Poly's values of free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. Cal Poly's commitment to diversity informs our efforts in recruitment, hiring and retention. Cal Poly is an equal opportunity employer.”

ACTION: Craft a broad and inclusive job posting which includes details on what is expected in the diversity statement

Recruitment Plan

In order to maximize the size and diversity of the pool and ensure that there is representation from populations historically underrepresented in engineering/computer science and at Cal Poly including women, and Black, Hispanic/Latino/a, Native American Asian American and Pacific Islander PhDs, the department chair and search committee are highly encouraged to:

- Make connections with department chairs and/or faculty at Ph.D. granting institutions and send recruitment emails and a flyer with the job postings to graduate students and post-docs at those schools, emphasizing that we are looking for a wide pool of qualified candidates..
- Distribute information on the search widely within their networks using social media.
- Send recruitment emails and a flyer with the job directly to universities that graduate large numbers of PhDs from populations historically under-represented in engineering/computer science, using the ASEE graduation data (see Appendix).
- Send recruitment emails and a flyer with the job postings directly to leaders at historically Black and Hispanic-serving institutions. (see Appendix)
- Contact faculty populations historically under-represented in engineering/computer science at other colleges to directly to encourage their application.
- Encourage PhDs from populations historically under-represented in engineering/ computer science who have performed successfully as lecturers, instructors, or research associates at Cal Poly or at other institutions to apply.
- Use the teaching post-doc program to create opportunities for aspiring scholars populations historically under-represented in engineering/ computer science. This contact may pave the way for recruitment to a tenure track position.

Ads should be placed in multiple locations to ensure a wide net is cast for qualified job applicants. Cal Poly posts all positions in the following locations:

- Jobs.calpoly.edu
- CSU Careers
- HigherEd jobs
- Diverse issues in Higher Education
- Indeed
- Cal Poly social media

The department should place specific ads in their disciplinary areas. In years in which the college is searching for multiple positions across different departments, the college will place one comprehensive ad in the locations listed below. The placement of a single ad with multiple positions can be appealing to candidates with dual career concerns. If there are not multiple positions open, then the department should coordinate ad placement in these locations.

- SWE (<https://careers.swe.org/>)
- SHPE (<https://careercenter.shpe.org/>)
- NSBE (<https://careers.nsbe.org/jobs/>)
- WEPAN (<https://jobs.wepan.org/>)
- AWIS (<https://awis.associationcareernetwork.com/jobs/> - Association for Women in Science)
- Society for Advancement of Chicanos and Native Americans in Science (<https://careercenter.sacnas.org/>)
- Engineering Education listservs

A Recruitment plan which includes the following must developed and sent by the department to OUDI for approval.

- The name of the advertising sites, publications, and other digital platforms planned to assist in the recruitment of a robust and diverse group of applicants to your position
- Additional outreach details discussing the way personal and professional networks will be utilized to disseminate the vacancy announcement
- A description of how the search committee has been created and trained to support an equitable and accessible experience for all applicants
- At least one applicant screening question (in the initial phone/zoom interviews) focused on the candidate's ability to address DEI in their teaching, scholarship, and/or service roles

ACTION: Place the ad in multiple locations that specifically target candidates from populations historically underrepresented in engineering/ computer science and at Cal Poly. Engage the chair and all committee and department members in direct outreach and recruiting. Get approval from OUDI for recruitment plan.

3. Determining the search evaluation criteria and conducting the first round of evaluation

Evaluating the breadth of the candidate pool

Prior to the initial round of screening, the search committee chair must request that OUDI conduct a review of the demographics of the overall candidate pool and compare that to the overall demographics of nationwide faculty members in that field and the pool of recent PhDs in the field based on ASEE data (see Appendix). This review will be blind to the committee, as such the committee will not have access to the demographic information of the applicant pool. If the pool does not sufficiently reflect the demographics of potential candidates, the committee is encouraged to focus on recruiting outreach to create a wider field of candidates before proceeding. It is recognized that it is challenging to create a diverse pool, but the committee is encouraged to use as many approaches as possible to broaden the pool.

ACTION: Have OUDI evaluate the diversity of the pool before evaluating candidates. Determine if additional outreach is warranted.

Using rubrics in evaluation

When evaluating candidates, it is important to make sure that all candidates are evaluated on the same set of objective criteria, that these criteria reflect the job posting and that questions specific to these criteria are asked in the screening interviews.

An effective way of doing this is developing a consistent evaluation rubric that all committee members agree upon **prior to reviewing any candidates**. Setting the rubric and evaluation criteria in advance focuses committee members on determining what criteria are most important for the position. Research has shown that setting the criteria after the review of applications has begun, or not clearly articulating the criteria, can unwittingly shift the criteria in favor of certain candidates or demographics. **As such, the committee must establish their rubrics in advance and share them with HR in the Dean's Office prior to the screening of any candidates.**

However, the use of rubrics does not replace the need for active committee discussion. Rubrics are tools to help maintain consistency and fairness in the review process, that is, to minimize bias either in favor of or against particular applicants but should not be applied as strictly as a rubric one might use on a class assignment.

It should be noted that committees also have the option to redact names and any identifying information from the applications before review. However, there is currently no automatic way to do this. The IME department did this in the 2018-19 hiring cycle and had their department administrator print out all materials and manually redact information. This took about 30 minutes per application. Further details can be provided for interested committees.

Setting appropriate criteria

In developing the rubrics to be used for evaluation, committees should consider the skills essential for a faculty member to be successful at Cal Poly. The three primary areas of consideration must include:

- their potential for excellence in teaching and commitment to a Learn by Doing philosophy
- their ability to contribute to a diverse, inclusive and equitable environment (as demonstrated from their cover letter and DEI statement and/or publications)
- their potential for scholarship including both opportunities for external validation and inclusion of undergraduates in their work.

Other areas of importance to the department may be considered in specific recruitments.

Some departments have found ranking candidates based on DEI statements first created a powerful way to re-examine the pool. At very least, your committee should decide how they will be using the DEI statement in your process. For example, does your committee and rubric make clear what a minimum criterion might be for expectations of DEI statements?

Committees are cautioned against using a rubric with too many levels. It is recommended to evaluate candidates on a three-level scale as “not qualified”, “qualified” and “exceptional.” Creating a four- or five-point scale tends to over-emphasize small differences between candidates.

When distinguishing between candidates it is also important to consider their accomplishments in light of their years of experience. All candidates must demonstrate that they are qualified, but it should be noted that while a candidate with several years of experience should have a greater track record of achievement, this will not necessarily make them a better long-term faculty member. Faculty careers are long, and we are hiring for long-term potential, not short-term achievement. Resist falling prey to the assumption, for example, that three years of teaching experience is always better than one, or that five publications is always better than three. In both cases we should be looking for the potential of the faculty member to be an excellent long-term faculty member of our community regardless of their starting point.

Evaluating the DEI statement can be particularly challenging. Evaluation of the DEI statement should be specifically linked to the topics requested in the job ad including looking for evidence of the applicant’s ability to:

- implement an inclusive classroom environment
- mentor and conduct outreach to students from populations historically underserved in engineering and computer science
- implement bias mitigation
- engage in professional development in diversity, equity and inclusion topics (both prior and planned for future work).

Specific examples of rubrics to assess DEI statements can be found on the OUDI website: <https://diversity.calpoly.edu/candidate-evaluation-screening-process>

and an example from Berkeley can be found here:

<https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity>

A rubric is provided to all committees as a starting point. While this rubric should cover many situations, **it can and should be adapted** specifically to the needs of individual searches. The sample file includes starting rubrics for the initial screening of candidates, for phone/ZOOM interviews and for on-campus interviews. All rubrics used must explicitly evaluate candidates in

teaching, diversity/inclusion and scholarship. **All rubrics must be shared with the Dean's Office in advance of candidate screening so that candidates can be evaluated consistently at all levels of interaction.**

ACTION: Establish a screening rubric prior to evaluating any candidate materials and share it with HR in the Dean's Office. A generic template form from the Dean's Office can be used as a starting point for rubric and then adapted to the specific recruitment.

Evaluating candidates consistently

Each evaluator should complete a rubric for each candidate. In doing so, be sure to evaluate the entire application, without relying too heavily on any one aspect of the application, particularly those that do not relate directly to the previously established evaluation criteria. The committee is urged to use the established criteria to guide their decisions and to include all applicants worthy of further consideration into the next round. Candidates who do not meet the minimum criteria for the position (for instance not having a PhD, or a PhD in the wrong field) may be eliminated without filling out a rubric.

There has been an increase in the number of applications with plagiarized materials in the diversity and/or teaching statements. Search committees are encouraged to review these carefully for signs of plagiarism.

As the committee deliberates and makes the decision on which candidates to advance to the next round, the following questions should be considered.

- Are our established criteria appropriate for the position? If any changes are necessary, be sure the change is well-justified, documented, and applied consistently to all candidates.
- Are we consistently applying the criteria for the position to all candidates?
- Are we inadvertently applying unwritten or unrecognized criteria to candidates?
- Are we advancing all potentially strong candidates?
- Does our list include any women and/or URM candidates? If not, review the selection criteria to see if there is any possibility that inadvertent bias affected the deliberations.
- Can each one of us defend our decisions based on evidence in the application as applied to the established criteria for the position?

Internal Candidates

We have many wonderful lecturers at Cal Poly, and when these internal candidates apply for tenure-track positions we need to ensure the process is fair and equitable. All internal candidates should be given the same consideration as external candidates. Here are some practices to handle searches with internal candidates, which can at times be awkward for both the candidate and for the search committee due to pre-existing relationships as friends and colleagues.

If you have additional specific questions about handling circumstances with an internal candidate, please contact the CENG sr. manager of personnel.

- Remember that all candidates must be treated the same. If external candidates are being interviewed on Zoom or by phone for the first round then all candidates should be. You must not interview the internal candidate in person even if they request it.
- Our campus practice is that if an internal candidate meets the minimum qualifications for the search, including the desired focus area for teaching and/or research expertise, then that candidate should be invited to a first-round phone/zoom interview. While our internal candidates are often highly competitive past the first round, do not invite an internal candidate as a finalist for a “courtesy” interview if they would not otherwise be selected.
- All candidates should get the same base set of questions and evaluated on the same rubric.
- As part of the due consideration given to internal candidates, search committees must review the candidate’s PAF available in the dean’s office.
- Search committee members and department faculty should not discuss the search in any public areas including department offices, hallways, classrooms, outdoor spaces or anywhere in which the confidentiality of the candidates may be compromised.
- Candidate deliberations should not be conducted via email distribution lists, slack channels or other digital group chat/ discussion boards, due to possible violations of candidate confidentiality.
- Internal candidates must not participate in the search process outside their candidacy. Internal candidates selected as finalists must not attend the open forums with other candidates and must not be part of the official or unofficial visit schedule for other candidates.
- All finalists, whether internal or external, should have the same campus visit including such items as teaching presentations, research presentations, meetings with faculty, meetings with the dean and dinner with search committee members.
- Internal candidates must not attend any departmental meetings in which the search is being discussed.

ACTION: Apply the established rubric consistently to each candidate. Review the list of candidates advancing and determine if the evaluation process has resulted in a strong set of diverse candidates. If it seems like the rubric needs to change, be sure to apply any changes consistently and equitably to all candidates.

4. Conducting equitable and inclusive Zoom interviews and creating the short list

Conducting the Zoom interview

Initial screening interviews can be conducted by either phone or Zoom. Phone interviews can reduce bias that can arise from seeing a candidate’s surroundings or appearance. If Zoom interviews are used it is suggested that the committee provide all candidates with the same virtual background to reduce bias.

Prior to first round interviews the committee must develop an interview rubric and a core set of questions to be asked in the same order for all candidates. The questions should be scripted to reflect the rubric. Be sure that all committee members are aware of what questions should not be asked. A list of inappropriate topics is included in the appendix.

Although some search committees prefer an unstructured interview rather than a prepared set of questions, research has clearly demonstrated that **structured interviews provide a more equitable evaluation of candidates and ensures that all candidates get asked the questions which are crucial to your evaluation and comparison of all candidates.**

Some suggested interview questions are listed in the appendix. Some excellent sample questions on DEI topics related to teaching, research and service can be found on the OUDI site: <https://diversity.calpoly.edu/interviewing-candidates>

It is highly recommended that you provide the list of questions to the candidates in advance of the interview so that the candidate can properly prepare for the interview. This will greatly increase the chances that you will get all the information that you need to properly assess the candidate's qualifications against your stated evaluation criteria in the rubric.

You may also want to consider having the applicant give a short (5-8 minute) teaching demonstration on a subject of their own choosing.

When scheduling the interviews, be aware that applicants with visual, hearing or other disabilities may need specific accommodations. It is good practice to ask all candidates if any specific accommodations are desired for the interview. It is also required that internal candidates be interviewed in the same manner as external candidates (phone/ZOOM) and not in person to avoid biasing decisions.

In advance of the interview, committee members should establish the final list of questions, the order of questions, which search committee member will ask which question and the desired process for follow-up questions. All committee members should be available for all interviews.

Allow time and be prepared to answer candidate questions. Designate a timekeeper who at the beginning of the interview lets the candidate and committee know how long they have on each section of questions and keeps the interview on track as time proceeds.

All committee members should fill out their rubric as soon as possible after the interview, as delays will impact your recall of the particulars of the conversation.

ACTION: Develop a rubric to evaluate the candidate Zoom interviews. Script a set of questions to ask all candidates which reflect the rubric. Allow time for candidate questions. Fill out your rubric ASAP after the interview.

Finalizing the on-campus invitation list

After completing all the Zoom interviews and prior to meeting again as a committee, the committee members are encouraged to review each candidate's entire application materials thoroughly one

more time to refamiliarize themselves with the material and to understand it in context after speaking with the candidates.

When the committee meets to discuss the candidates, the discussion should be framed by the evaluation criteria and rubrics from the interview, leading to a discussion of the relative merits of each applicant. As in the first round, the committee should adopt an inclusive framing, specifically discussing which candidates they want to include, rather than which they want to exclude. It should be noted that research shows that bringing in more than a single female and/or minority candidate substantially increases the likelihood that a woman and/or minority will be hired.

During this discussion it is important to not allow individuals or factions to dominate the discussion, to not allow personal preferences to be a consideration in place of the evaluation criteria, and to not use information outside that provided by the candidate in the package or interview (such as conversations with other faculty, information from undocumented websites such as ratemyprofessor.com, etc.). The search committee chair should ensure that all members have an equal opportunity to contribute.

Keep in mind that the dean will expect a well-documented set of recommendations with evidence that the review was fair and equitable. Committee members are cautioned to give each candidate an equal hearing and not simply review their personal favorites.

The committee is also cautioned not to rank candidates at this point in the process, even when making their recommendation to the dean. Ranking finalists at this point can unwittingly bias future interactions with the candidates. All candidates recommended for campus visits should be considered to be equally likely to be hired.

As the committee deliberates and makes the decision on which candidates to recommend for on-campus interviews, the following questions should be considered.

- Are we consistently applying the criteria for the position to all candidates?
- Are we inadvertently applying unwritten or unrecognized criteria to candidates?
- Are we advancing all potentially strong candidates?
- Does our list include any candidates from populations historically under-represented in engineering and computer science? If not, review the selection criteria to see if there is any possibility that inadvertent bias affected the deliberations.
- Can each one of us defend our decisions based on evidence in the application as applied to the established criteria for the position?

ACTION: Chose a short list to recommend for on-campus interviews. Review the list of candidates advancing and determine if the evaluation process has resulted in a strong set of diverse candidates. Do not rank candidates.

5. Recommending the on-campus interview list to the dean and to OUDI

Overview

It is the responsibility of the search committee to get OUDI's input on their tentative short list and then recommend a short list for on-campus interviews to the dean. The dean's approval of the short list must occur prior to extending invitations to any candidates.

What OUDI is looking for

OUDI's review is intended to make sure that a minimum set of diversity criteria have been applied to candidates. If the process outlined in these guidelines are followed, this standard will be met.

OUDI will be looking for the following in their review of the list of proposed finalists. This information should be compiled in an email sent to OUDI with a cc: to the dean, senior personnel manager and the dean's executive assistant.

- Confirmation that the recruitment plan has been followed
- A list of screened candidates and finalists recommended for campus visit
- A summary of the finalists, including each candidate's educational background, strengths, most relevant experience.
- Your committee's assessment of how the candidate will support and enhance diversity at Cal Poly as evidenced by the DEI elements in their vita, application materials, diversity statement, and answers to DEI questions.

ACTION: Email the desired candidate short list to OUDI for approval (Dr. Denise Isom at disom@calpoly.edu) with the specified information.

What the dean will be looking for

The dean will be looking for a recommendation for three strong finalists for the on-campus visit. In some cases, more than three will be considered with a well-justified reason. This recommendation must be based on the established criteria for the position and include:

- Strengths and weaknesses of each recommended candidate in the categories of teaching, scholarship, diversity/inclusion/equity.
- Copies of the completed rubrics by each committee member for each candidate who was interviewed via Zoom.
- This information should be provided in short memo format with the rubrics as an attachment, but the dean may ask for a face-to-face meeting with the search committee chair as well.

ACTION: Email the desired candidate short list to Dean Fleischer for approval (afleisch@calpoly.edu) with the specified review criteria.

6. On Campus Interviews

The on-campus interview plays a dual role. Of course, the candidate is being evaluated, but remember that you are hosting the candidate and they are also evaluating you. It should be a goal that every candidate who interviews has a good experience and leaves with a positive impression of the Cal Poly community. If they think highly of our campus and hiring process, we may see additional applications from their home institution in the future.

Developing Agendas

While it is tempting to squeeze in as many meetings and engagements as possible, remember that this is an exhausting day for the candidate, and it is a challenge for them to be "on" over the course of the long day. The interview should be limited in all cases to a single day, so as not to overload the candidate.

When scheduling candidates, internal finalists must be hosted first in order to avoid any potential perception that internal finalists have an advantage from having seen firsthand or heard about the other finalists' visits.

The committee needs to decide in advance who the candidates will meet with and should consider aspects of the candidate's personal preferences so that the candidates will have enough information to make an informed decision should an offer be extended. For example, you may want to offer the candidates an opportunity to meet with any particular affinity group of their choosing (see Appendix), a member of the college diversity and inclusion committee, with faculty in their area of scholarship interest or with a faculty member who can answer questions about work/life balance and living in the area. One on one meetings with all department faculty are not necessary, but larger group meetings can be provided as an opportunity for faculty to interact with the candidate.

For meals with the candidate, carefully consider the purpose of the meal and how many people to invite. Avoid overwhelming the candidate. For meals, a group of 2-4 members is most effective. Be sure to ask in advance if candidates have any dietary restrictions or preferences.

All candidates must give a scholarly talk, and a teaching demonstration is also highly recommended. Be sure to give clear instructions on what is expected in each of these situations and ask about any technology needs the candidate will require. Be sure to give candidates a short break in advance of each talk to mentally prepare.

Other meetings will include:

- Meeting with the Dean's Office (required – 30 minutes)
- Meeting with the department chair (required)
- Meeting with HR to discuss benefits (15 minutes)
- Meeting with affinity group(s) of candidate's choice

Please be sure to offer any necessary accommodations to ensure equity in access. Suggested language: "Please let us know of any accommodations you will need for your visit."

Once the agenda is set, be sure to provide candidates with a detailed schedule in advance, with all meeting participants identified along with an explanation of why each meeting is occurring. Also provide clear guidelines for what you will be expecting in the scholarship (and possibly teaching) presentations.

ACTION: Limit interviews to one full day. Schedule any internal candidates first. Be deliberate and mindful about what to include in the schedule for the day. Take candidate needs into account.

Checking references and collecting materials

A reference check must be completed for all candidates invited for on-campus interviews. When the candidate is invited, the search chair should let them know that we will begin contacting references. Reference checks should be completed by two or more members of the committee using a list of reference checks questions approved by the EEF. Details can be found in the Cal Poly Procedure for Recruiting Tenure-Track Faculty (https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureForRecruitingTenure-TrackFaculty_02-2020.pdf) on pages 27-28 and 49-50.

The search committee needs to collect all required application material including letters of recommendation. Work with your department admin to request letters of recommendation via the application system. The generic emails generated by the system to prompt letter writers can easily be lost and search committee's may need to follow up to collect all letters.

Prior to bringing candidates to campus, committees may also conduct online reference searches for finalist candidates, for example using LinkedIn or a search engine. If a campus utilizes internet search engines as a part of the recruitment process, such searches must have consistent practices and adhere to state and federal laws. Campuses should be reminded that online searches are another tool used in the review of candidates' qualifications. Only information acquired based on the candidates' job-specific qualifications should be considered. In addition, it is important to validate information you may discover online since there are many unreliable online sources of information and conducting name searches via internet search engines is prone to mistaken identity. We recommend that you validate relevant information discovered through online reference searches through the telephone reference checks

ACTION: Conduct reference checks for all candidates approved for campus visits. Collect all required application materials.

Interacting with the candidates

All faculty who interact with the candidate should be prepared for the meeting by having read the candidate's CV in advance, been provided a list of suggested interview topics and reminded of the list of unacceptable questions, and been briefed on the use of rubrics in candidate evaluation. Department meetings are a good opportunity for the search committee chair to brief the department on these topics before on-campus interviews start. All faculty and staff who meet with the candidate should be reminded that they are interacting with a potential future colleague and member of our community.

Faculty and staff should be prepared to answer candidates' questions, and to refer them to other resources if they are not sure of the answer. When the candidate visits the Dean's Office they will be provided with a packet of information on local communities, information on the Faculty Development Program, Benefits and Work/Life (e.g., childcare, disability services), Research and Grant Information, and the CTLT.

ACTION: Brief the entire department on the on-campus interview process.

Evaluating candidates consistently and developing final recommendations

The committee is encouraged to distribute evaluation rubrics to all Cal Poly community members who interact in a significant way with the candidates. A sample rubric is provided and can be adapted as needed to the specific position. Remind evaluators to evaluate candidates on the stated criteria for the position, and to not rely on personal preferences. Establish a short timeline for the feedback to be returned, as each candidate should be evaluated and discussed as soon as possible after their visit.

The committee should plan to meet to review all feedback and assess strengths and weaknesses of each candidate as soon as possible after their visit and absolutely before the next candidate's visit. Doing so promptly maximizes recall and minimizes bias. In reviewing the feedback from those who interacted with the candidates, the committee is cautioned against assigning too much weight to individuals who did not review all the aspects of the candidate's package and/or had limited interactions with the candidate. This meeting should focus on clearly assessing the strengths and weaknesses of the individual candidate, and not on comparing candidates.

Once all candidates have been on-campus, the committee will need to meet to develop a final recommendation. At the beginning of that meeting it is recommended to review the original ad posting and the objective selection criteria before making a final evaluation. In this meeting the committee is encouraged to once again focus on the individual strengths and weaknesses of each candidate as related to the evaluation criteria. This is the last opportunity the committee has to ensure the decision-making process is fair and equitable. The committee will need to justify their recommendation to the dean on the basis of evidence drawn from the application materials and their performance during the interview.

As before, during this discussion it is important to not allow individuals or factions to dominate the discussion, to not allow personal preferences to be a consideration in place of the evaluation criteria, and to not use information from undocumented websites (such as ratemyprofessor.com, etc.). The search committee chair should ensure that all members have an equal opportunity to contribute.

ACTION: The committee should meet briefly after each candidate to assess strengths and weaknesses. This must occur before the next candidate visit to minimize bias. Each candidate must be assessed on their own merits. Input from department members should be solicited and considered in context with all the data the committee has.

What the dean will expect

The dean will expect a well-justified and documented recommendation on which finalist the committee recommends hiring. This recommendation must be based on the established criteria for the position and include a summary of what evidence from the application and on-campus interview supports the recommendations. The committee should provide a summary of the strengths and weaknesses of each recommended candidate in the categories of teaching, scholarship, diversity.

The dean will assume that all finalists are "qualified" for the position, but that the committee will still make a recommendation on hiring from among the finalists. In the event that the committee finds they have determined a candidate is "not qualified" after an on-campus visit, the reasons for that assessment will need to be specifically detailed as they relate to the evaluation criteria.

It is preferred that the committee recommendations and supporting information be discussed with the dean in a meeting to be attended by the dean, the search committee chair, the department chair, the executive associate dean and the senior personnel manager. The search committee chair should bring all supporting information to the meeting. It is expected that the search committee and the department chair will provide independent evaluations for the dean to consider.

The dean will weigh all the input and make a final recommendation to the provost.

ACTION: Search chair and department chair meet with dean to discuss each candidate's strengths and weaknesses and make recommendations. Dean will make final recommendation to the provost.

Extending an offer

The Dean's Office team and the department chair will jointly develop the offer package and document the responsible party for each aspect of the offer. An unofficial offer can be made to the candidate upon the dean's approval. The Dean's Office will coordinate with Academic Personnel to extend the final offer in a timely manner. The final offer is contingent on receiving official transcripts and clearing a background check.

7. Budgetary considerations in the search process

College and department responsibilities for recruiting costs

A spreadsheet has been developed to capture estimates of all costs associated with the faculty recruitment and shared financial obligations between the college and the department. All departments conducting a faculty recruitment will be provided this spreadsheet. This spreadsheet shall be completed and sent to the Dean's Office for approval at the time of submitting recruitment requisition. Guidelines for various expenses are provided in the spreadsheet. Exceptions to these guidelines may be granted if justified.

ACTION: Track expenses related to recruitment and send to Dean's Office. Follow all expense guidelines.

Travel guidelines

For transportation, follow standard Cal Poly travel policies. For travel, allow only economy class airfare or mileage or rental car & gas. For lodging, limit to no more than 2 nights at one of the Cal Poly contracted hotels. It is preferable that the hiring department make the lodging reservation in consultation with the candidate.

Meal guidelines

Hiring departments shall follow the following meal expense guidelines.

Dinner:	No more than \$90 per person including alcohol. Get separate receipt for alcohol. Alcohol expenses must be charged to department discretionary fund. Please limit dinner to 2-5 people in order to avoid overwhelming the candidate.
Lunch:	Lunch with limited faculty, staff and students. Try to use on-campus location and reasonable expense. No alcohol during lunch.
Breakfast:	Reasonable expense for breakfast with search committee chair or department chair.

Moving Expense

The amount depends on where the faculty will be moving from. This will be set at the time of the offer in consultation with the dean's office. In all cases the maximum limit is \$10,000, but it is

often less. Any exceptions granted over \$10,000 require the approval of the provost and president.

Advertising Expense

Not to exceed \$4,500. Higher amounts may be permitted if needed to diversify the candidate pool.

References

- “Reviewing Applicants: Research on Bias and Assumptions,” Women in Science and Engineering Leadership institute, University of Wisconsin, 2012. Wiseli.engr.wisc.edu
- “Searching for Excellence and Diversity,” A Guide for Search Committees, University of Wisconsin-Madison, 2012. Wiseli.engr.wisc.edu
- <https://ap.washington.edu/ahr/policies/recruitment/search-and-hire-interviewing/pre-employment-inquiries/>
- “Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms,” Washington, DC: American Council on Education and American Association of University Professors. 2000.
- “Best Practices for Faculty Searches,” Office for Faculty Advancement, University of Washington, August 2018.
- “Positive and Problematic Practices in Faculty Recruitment,” ADVANCE, University of Michigan.
- “Questions to Ask to Help Create a Diverse Applicant Pool,” The Chronicle of Higher Education, Sept. 11, 2016.
- <https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified>

Revision changes summary

- Rev 2 – Feb 2021
 - Substantial widespread revision including summary of actions at each section end
- Rev 3 – Sept 2021
 - Section 2 – clarified that the search committee chair and the department chair may not serve as the EEF.
 - Section 2 – clarified the way in which staff, alumni, students, IAB members etc can participate in the hiring process
 - Section 4 - Added paragraph . Topic: use of phone or zoom interviews and reducing bias.
- Rev. 4 Sept 2022
 - Section 1 – added link to new OUDI resources
 - Section 2 – clarifying copy edits throughout
 - Section 2 – per revised CENG College Faculty Personnel policies indicated that the dept. chair may not serve on the search committee.
 - Section 2. Noted that CENG will provide professional development funds to search committee members serving outside their department/college.
 - Section 2 – Added guidelines on handling conflicts of interest
 - Section 2 – revised the CENG requirements for the ad language on the diversity statement
 - Section 2 -added the university required ad language on our DEI commitment.
 - Section 2 – added information on where job ads are posted
 - Section 2 – added the requirement to submit a recruitment plan to OUDI

- Section 3 – added guidance and links to OUDI and Berkeley resources to evaluate the candidate’s DEI statement
- Section 3 – added guidance for handling internal candidates
- Section 4 – provided links to sample interview questions to support DEI evaluation
- Section 5 – updated the information that must be provided to OUDI for approval of on-campus visits.
- Section 6 – clarified that on-campus candidates must be interviewed first
- Section 6 – provided suggested language to ask candidates about accommodations
- Section 6 – added guidelines about googling candidates

Appendices

Sample interview questions

General

- Cal Poly is a primarily undergraduate, polytechnic university and part of the CSU system. What attracts you to faculty life at Cal Poly?

Teaching

- How would you implement learn by doing activities in your classroom? If you have previous teaching experience, either as an instructor or as a teaching associate, please provide an example of how you implemented learn by doing activities in your classroom.
- How would you implement innovative active classroom approaches using modern pedagogy? If you have previous teaching experience, provide an example.
- What workshops focused on teaching and learning have you attended?
- What role do you think the diverse backgrounds and learning opportunities of students play in the classroom? How have you used any techniques specific to establishing inclusive classroom environments, and if so what was the outcome?

Diversity/Equity/Inclusion

- Describe how you would work to help impact and support a diverse, inclusive and equitable campus environment.
- Can you talk about how you have, or will, implement best practices in creating an inclusive classroom environment including reducing implicit bias?
- Describe some of the opportunities you have had to work and/or teach in diverse, multicultural, and inclusive settings including outreach or recruiting activities.
- What is your approach to recruiting and mentoring a diverse set of students in your scholarship area?
- Describe your opportunities to work with non-traditional and first-generation students and any pedagogy that worked especially well in these experiences.

Scholarship

- Provide a short explanation of your research/scholarship areas and describe your short term and long term goals for this work.
- How would you involve undergraduate and master's students in your scholarship? What roles can students at different levels play in your work?
- What would be your plan for publishing your work, attending conferences and seeking external support for your work? Are there other ways in which you might seek external validation of the importance/validity of your work?
- Given that our faculty carry higher teaching loads compared to those at research intensive universities, how do you plan to balance your scholarship against this teaching load?

Questions Not to Ask

Subject	Questions Not to Ask
Age	Inquiry that implies an age preference for persons under 40.
Arrest/Conviction	Inquiries concerning convictions and imprisonment will not be considered justified by business necessity if they do not reasonably relate to the job duties.
Citizenship	Whether applicant is a citizen; requirement before hiring that applicant present birth certificate, naturalization, or baptismal record; any inquiry into citizenship that would tend to divulge applicant's lineage, ancestry, national origin, descent, or birthplace.
Disability	Inquiry about nature, severity or extent of a disability or whether an applicant requires reasonable accommodation prior to a conditional job offer. Whether an applicant has applied for or received worker's compensation. Any inquiry that is not job related or consistent with business necessity.
Family	Specific inquiries concerning spouse, spouse's gender, spouse's employment or salary, children, childcare arrangements, or dependents.
Height/Weight	Any inquiry relating to height or weight.
Marital Status	Any inquiry about the applicant's marital status whether an applicant is married, single, divorced, separated, engaged, widowed, has same sex spouse, etc. Any form requesting identification by Mr., Mrs., Miss, or Ms. status.
Military	Type or condition of military discharge, request for discharge papers, an applicant's experience in a military other than the United States military.
Name	Any other inquiry concerning name which would divulge marital status, sexual orientation, gender expression or gender identity, transgender status or sex assigned at birth, lineage, ancestry, national origin, or descent. Inquiry into original name where it has been changed by court order or marriage.
National Origin	Any other inquiry into applicant's lineage, ancestry, national origin, descent, birthplace, native language, or national origin of an applicant's parents or spouse.
Photograph	Any request; mandatorily, or optionally, for submission of photograph at any time prior to employment.
Pregnancy (see also Disability)	Any inquiry related to pregnancy, medical history concerning pregnancy, and related matters.
Race or Color	Any inquiry concerning race or color of skin, hair, eyes, etc.

Relatives	Any other inquiry about marital status, spouse, or spouse's occupation.
Religion or Creed	Inquiry concerning religious preference, denomination, affiliations, church, parish, pastor, or religious holidays observed.
Residence	Any other inquiry regarding with whom applicant resides; whether applicant owns or rents.
Gender	Any inquiry concerning gender.
Sexual Orientation, Gender Expression or Gender Identity	Any inquiry regarding sexual orientation, gender expression or sexual identity, transgender status, or sex assigned at birth.

Available affinity groups for meetings during on-campus interviews

Faculty Staff Associations (FSAs) are social and community-building groups for Cal Poly faculty, staff, and graduate students in some cases. The FSAs host a variety of events, programs, and initiatives including socials, social justice efforts, mentorship with students, educational opportunities, and more. Faculty candidates may appreciate meeting with these groups for the valuable perspectives they bring to our Cal Poly community.

- [American Indian and Indigenous Faculty and Staff Association](#)
- [Asian and Pacific Islander Faculty and Staff Association](#)
- [Black Faculty and Staff Association](#)
- [Chicanx Latinx Faculty and Staff Association](#)
- [Disability Faculty Staff Association](#)
- [Pride Faculty and Staff Association](#)
- [Women's Faculty Staff Association](#)

Candidates may also want to meet with staff in MEP or ESS, or with student leaders in SWE, NSBE, SHPE, WISH or other student organizations.

ASEE Ph.D. degrees granted by field from 2014-2018

This data is provided as a reference for diversity in recent PhD graduate populations.

	African American		Asian American		Hispanic/Latinx		Native American		White		Foreign		Nat. Haw./Pac. Isl.		Two or More		Unknown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Gender	1%	1%	4%	1%	3%	1%	0%	0%	38%	6%	34%	5%	0%	0%	1%	0%	5%	1%	86%	14%
Aerospace Eng	0%	0%	4%	0%	0%	0%	0%	0%	27%	6%	31%	29%	0%	0%	4%	0%	0%	0%	65%	35%
Architectural Eng	1%	1%	3%	1%	2%	1%	0%	0%	14%	8%	41%	23%	0%	0%	0%	1%	2%	2%	63%	37%
Bio Eng and Ag Eng	1%	1%	10%	7%	3%	2%	0%	0%	24%	16%	18%	10%	0%	0%	1%	1%	4%	2%	61%	39%
Biomedical Eng	1%	1%	6%	4%	2%	1%	0%	0%	27%	10%	29%	14%	0%	0%	1%	0%	3%	1%	69%	31%
Chemical Eng	1%	1%	3%	1%	1%	1%	0%	0%	17%	8%	49%	13%	0%	0%	0%	0%	3%	2%	74%	26%
Civil/Environmental Eng	1%	1%	2%	2%	2%	1%	0%	0%	21%	15%	36%	14%	0%	0%	1%	0%	3%	1%	65%	35%
Computer Eng	1%	0%	5%	1%	1%	0%	0%	0%	16%	2%	56%	12%	0%	0%	1%	0%	4%	0%	84%	16%
Computer Science (inside eng)	1%	0%	4%	1%	1%	0%	0%	0%	20%	3%	52%	10%	0%	0%	0%	0%	5%	1%	83%	17%
Computer Science (outside eng)	0%	0%	6%	1%	2%	0%	0%	0%	13%	2%	57%	10%	0%	0%	1%	0%	6%	1%	85%	15%
Electrical Eng	1%	0%	6%	2%	2%	0%	0%	0%	16%	2%	56%	11%	0%	0%	0%	0%	3%	1%	84%	16%
Electrical/Computer Eng	0%	0%	0%	0%	0%	0%	0%	0%	57%	5%	33%	5%	0%	0%	0%	0%	0%	0%	90%	10%
Engineering (General)	0%	0%	5%	5%	2%	2%	0%	0%	34%	10%	32%	5%	0%	0%	2%	2%	0%	0%	76%	24%
Engineering Management	0%	0%	6%	1%	1%	0%	0%	0%	27%	6%	34%	7%	0%	0%	1%	0%	12%	4%	81%	19%
Eng Science and Eng Physics	1%	3%	3%	6%	3%	2%	0%	0%	19%	16%	25%	16%	0%	0%	1%	1%	2%	2%	54%	46%
Environmental Eng	1%	0%	3%	2%	1%	1%	0%	0%	11%	4%	53%	23%	0%	0%	1%	0%	2%	0%	70%	30%
Indust./Manuf./Sys. Eng	1%	0%	4%	2%	2%	0%	0%	0%	26%	5%	46%	8%	0%	0%	1%	0%	4%	1%	83%	17%
Mechanical Eng	1%	1%	5%	3%	2%	1%	0%	0%	25%	7%	35%	13%	0%	0%	1%	0%	4%	2%	74%	26%
Metallurgical and Matrls. Eng	0%	0%	0%	0%	0%	0%	0%	0%	13%	0%	73%	13%	0%	0%	0%	0%	0%	0%	87%	13%
Mining Eng	1%	0%	4%	2%	4%	0%	0%	0%	44%	8%	27%	3%	0%	0%	1%	0%	4%	1%	85%	15%
Nuclear Eng	1%	1%	4%	2%	2%	1%	0%	0%	23%	8%	35%	13%	0%	0%	1%	1%	6%	2%	72%	28%
Other Eng Disciplines	1%	0%	3%	0%	1%	0%	0%	0%	8%	1%	66%	17%	0%	0%	0%	0%	1%	1%	80%	20%
Petroleum Eng	1%	1%	5%	2%	2%	1%	0%	0%	22%	7%	42%	11%	0%	0%	1%	0%	4%	1%	77%	23%
Grand Total	1%	1%	4%	1%	3%	1%	0%	0%	38%	6%	34%	5%	0%	0%	1%	0%	5%	1%	86%	14%

Note: The percent of degrees for Native Americans and Native Hawaiian/Pacific Islander is less than 1% in some disciplines, but 0% in most.

Initial Steps

Completed	Task
	Department establishes their search committee composition per Cal Poly and CENG guidelines.
	Search chair provides HR in the Dean’s Office a list of the committee members, identifying the chair, EEF, any probationary or FERP faculty (for approval), and member from outside the department.
	All search committee members read the CENG Tenure-Track Faculty Hiring Procedures
	All search committee members attend required trainings (Exposing Hidden Bias (if not taken in past five years), Cal Poly Search Committee Training and EEF training (Required for EEF, recommended for all others).
	Search chair provides the dates of the training for each member to HR in the Dean’s Office.
	All search committee members attend a kickoff meeting with the Dean’s Office.
	Search committee crafts a broad and inclusive job posting which includes details on what is expected in the diversity statement.
	Department ASC/AA enters job posting in PageUP! .
	Sr HR manager reviews job posting for compliance with all required CENG and Cal Poly language.
	OUDI provides a list of universities which produce large numbers of women, Black, Hispanic/Latino/a and Asian/Pacific Islander PhD graduates to be used for direct recruitment.
	Search Committee sends the following to HR in the Dean’s Office: <ul style="list-style-type: none"> • Ad posting • Recruitment plan which follows OUDI guidelines. •
	CENG Sr HR manager review recruitment plan for completeness and sends to OUDI for approval.
	Once position description and recruitment plan are approved, Department ASC submits job requisition in <i>PageUP!</i> . Include the committee, chair, and EEF.
	Once approved, Academic Personnel will open the recruitment and department is notified by system-generated email to post approved advertisements
	Sr HR manager posts comprehensive ad for all positions in indicated venues

Recruiting, Zoom interviews and developing a short list

Date Completed	Task
	Search committee and department chair execute direct outreach strategies
	Search committee establishes a screening rubric prior to evaluating any candidates
	Search committee chair submits screening rubric (including how DEI statement will be evaluated) to HR in Dean's Office prior to the review of any candidates.
	Search committee chair requests that OUDI evaluate the diversity of the pool before evaluating candidates and determines if additional outreach is warranted.
	Each search committee member applies the screening rubric consistently to each candidate
	Search committee deliberates and develops a list of candidates to advance to Zoom interviews.
	Search committee reviews the list of candidates advancing and determines if the evaluation process has resulted in a strong set of diverse candidates. If it seems like the rubric needs to change, be sure to apply any changes consistently and equitably to all candidates.
	Search committee chair reviews list for Zoom interviews with department chair
	Search committee develops a rubric to evaluate the candidate Zoom interviews and scripts a set of questions to ask all candidates which reflect the rubric. These are sent to HR in the Dean's Office.
	Search committee conducts Zoom interviews
	Each search committee member fills out rubric ASAP after each interview.
	Committee deliberates and develops a tentative short list for on-campus interviews. Do not rank candidates.
	Search committee chair reviews tentative short list with department chair
	Search committee chair sends the tentative short list along with requested information (see section 5.0 of Including Hiring Guidelines) to the dean, and to OUDI with a cc: to the sr. manager of personnel and to the dean's executive assistant.
	Dean's Office and OUDI will notify search committee chair and department chair when the short list is approved. Do not make any travel arrangements until this list is approved.
	Once list is approved, search committee chair notifies selected candidates.

On Campus Interviews and making recommendations

Date Completed	Task
	Search committee chair notifies candidates that the committee will begin contacting on-list references for telephone reference checks and to collect letters of recommendation.
	Two or more members of search committee conducts telephone references using guidelines in Cal Poly Procedure for Recruiting Tenure-Track Faculty.
	Search committee collects all required application documents including unofficial transcripts and letters of recommendation and provides to CENG sr. manager of personnel
	Search committee develops agenda for on-campus visits using recommended guidelines.
	Search committee chair or department ASC/AA sends schedule of interviews to Dean's Office (dean, sr. manager of personnel, dean's executive assistant)
	Search committee chair reviews procedures for interviews with department faculty.
	Conduct on-campus interviews
	Search committee provides candidate evaluation rubrics to all who interact with candidates and asks for completion within a few days.
	After all interviews are complete, search committee reviews all rubrics and deliberates until they feel they can make a recommendation. This step includes getting feedback from the department.
	Committee prepares a memo summarizing their deliberations and provides a summary of strengths and weaknesses of each candidate in each category of evaluation and the supporting evidence for these assessments based on the stated criteria. In the event that the committee determines a candidate is "not qualified" after an on-campus visit, the reasons for that assessment will need to be specifically detailed as they relate to the evaluation criteria.
	Search committee chair reviews all recommendations with department chair.
	Search committee chair provides their assessment memo to the dean.
	Department chair prepares an independent assessment of the candidates for the dean
	Department chair and search committee chair meet with the dean, associate dean for faculty and senior manager of personnel to discuss their recommendations.
	Dean reviews all information and makes final decision.
	Dean, associate dean for faculty and/or sr. manager of personnel jointly develop offer with department chair and record all offer details with funding sources.

	Department chair conducts final reference check including current and previous supervisors before finalizing hiring recommendation. Inform finalist(s) prior to making off-list reference checks.
	Dean or department chair makes verbal offer to candidate
	When verbal or email acceptance is received, Department ASC/AA contacts Academic Personnel to initiate background check. Copy Senior Manager of Personnel on note.
	Department ASC contacts final candidate about ordering official transcripts
	Department ASC provides Sr. Manager of Personnel all paperwork including all application materials (application, cv, cover letter, 3 letters of recommendation, and informal transcripts), AP101, AP101-A
	Sr. Manager of Personnel prepares offer letter and emails to Academic Personnel to review. When approved, Sr. Manager of Personnel will send to final candidate. Sr. Manager of Personnel sends entire hiring packet and new employee PAF to Academic Personnel for approval and processing
	Search committee chair notifies unsuccessful candidates once official offer is accepted in writing. While the application system will do this, it is good practice to personally contact those who came to campus for in-person interviews.
	Once applicants have been notified and statuses have changed, search committee chair or department ASC contacts Academic Personnel to close/fill recruitment. Copy CENG sr. manager of personnel on note.

Post-recruitment

Date Completed	Task
	Search committee chair prepares search records for archival. Records should be maintained confidentially for the three-year retention period
	EEF certifies recruitment plan has been followed and sends to the Director of Equal Opportunity the Employment Equity Facilitator's Report