<table>
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<th>Pages</th>
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<td>29 – 31</td>
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<td>Sample Ads and Criteria</td>
<td>I</td>
<td>32 – 43</td>
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<td>Q</td>
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<td>Sample Search Process</td>
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</tbody>
</table>
RESPONSIBILITY FOR IMPLEMENTATION
RESPONSIBILITY FOR IMPLEMENTATION

Elliot Hirshman, President of San Diego State University, has the overall responsibility for the implementation of the San Diego State University’s equal opportunity policy. He has assigned coordination responsibilities and day-to-day management of this important function to Employee Relations and Compliance.

Employees at San Diego State University are divided primarily into two categories. The first category includes all staff and management personnel. The second category includes all faculty (full professors, associate professors and assistant professors.) Employee Relations and Compliance is primarily responsible for monitoring all faculty and academic administration related hiring. The Center for Human Resources is primarily responsible for all staff hiring. Both have full support of executive management.

A. DUTIES OF EMPLOYEE RELATIONS AND COMPLIANCE

The Director of Employee Relations and Compliance reports to the Associate Vice President for Administration, Business and Financial Affairs. Employee Relations and Compliance is charged with monitoring faculty and academic administrative searches, including full-time faculty and searches for Vice-Presidents and Deans.

The duties of Employee Relations and Compliance include:

1. Developing policy and Non Discrimination/Equal Employment Opportunity plans necessary to carry out the commitment to full implementation of the Non Discrimination/Equal Employment Opportunity plans for review and approval of the President and Cabinet.

2. Ensuring the development of annual and long-term University, College, department, and division Non Discrimination/Equal Employment Opportunity programs and plans that are in support of the University’s goals and in compliance with legislative requirements and assisting in program implementation.

3. Identifying problem areas through designing and implementing monitoring systems that measure the effectiveness of the Non Discrimination/Equal Employment Opportunity program, indicate need for corrective action, and determine such degree to which the Non Discrimination/Equal Employment Opportunity goals and objectives are being attained.

5. Designing and implementing recruitment and hire procedures for all faculty searches including the approval of position descriptions, advertisements, recruitment plans, applicant pools and interview lists relative to Non Discrimination/Equal Employment Opportunity requirements for faculty personnel. Also provide Non Discrimination/Equal Employment Opportunity review as necessary for all other hires.

6. Providing technical and administrative assistance to University personnel to enable them to carry out their equal opportunity obligations. Provide assistance to all hiring units in developing strategies for recruitment and drafting position descriptions and advertisements that are diversity-friendly and are designed to attract diverse applicants.

7. Designing and implementing auditing and reporting systems that:
   a. Measure the effectiveness of the Equal Employment Opportunity programs;
   b. Indicate any need for remedial action; and
   c. Determine the degree to which San Diego State University's hiring relates to the appropriate availability measures for a discipline or position.

8. Serving as liaison between San Diego State University, enforcement agencies and concerned community groups.

9. Keeping management informed of the latest developments in the equal opportunity area.

10. Advising the President and other persons concerning any need for internal review and salary equity studies, working to utilize computerized approaches as often as possible.

11. Advising and informing faculty, staff and students on matters pertaining to employment, Non Discrimination/Equal Employment Opportunity, sexual harassment, potential discrimination, and anti-discrimination laws.

12. Meeting with department supervisors, deans, department chairs and search chairs to make sure that San Diego State University's search policies and procedures are being followed.
University Policy
Statement on Diversity

San Diego State University is a community diverse in race, ethnicity, language, culture, social class, national origin, religious and political belief, age, ability, gender, gender identity, and sexual orientation. As a university committed to learning in all its forms, San Diego State University recognizes the need to attract and retain a critical mass of diverse persons who will advance its goals and ideals. This fundamental commitment to diversity 1) enriches the institution and provides an atmosphere in which all human potential is valued, 2) promotes learning through interactions among people of different backgrounds and many perspectives, and 3) better enables the university to prepare all members of its community to promote social responsibility, equity, freedom, and productive citizenship in a global society.

Diversity means not only the opportunity for all groups to be represented among faculty, student, staff, and administration but also the support for these persons as they seek the highest achievements. Attitudes, actions, programs, and policies that foster diversity engender the vigorous exchange of ideas, enhance respect and consideration for individuals and groups, strengthen the understanding of our mutual dependence, and form the core of the university. Diversity promotes enriched learning and produces positive educational outcomes for all.

Vigorous efforts to increase the diversity of the faculty, staff, administration, and students shall continue as a high priority, and as access increases, the university will create changes in its environment that enhance the opportunities for the success of all members of the campus community.

The university shall cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community. Because the university's educational goals are founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures, and other aspects of campus life reflect diverse perspectives. Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.
Essential Elements of a Fair Search
ESSENTIAL ELEMENTS OF A FAIR SEARCH

1. **Hiring authority** belongs exclusively to the President; delegated to departments through the Provost to make recommendations for hire for review and approval by designated officials.

2. Search and hire is an exercise of delegated university authority, therefore departments are obligated to follow all pertinent **university policies** as well as to meet their particular academic needs.

3. A **Search Committee** acts as the **agent of the university** in meeting the department and university needs; therefore the Committee has the authority to make recommendations, not individuals. The Committee, as a whole, must establish its means of decision-making and the objective criteria to assess the resumes. Procedures and criteria must be established in the advance of review of any resumes.

4. Fair process involves three main elements: **Objectivity, Consistency and Rationality**. As a public entity, our decisions can be subject to legal reversal if they can be shown to be arbitrary or capricious. The integrity of our process is protected by its consistency and rationality.

5. Objectivity is established through a **clear description of the job** and the duties to be performed. Once made public as a job announcement, it is the public offering of the university and cannot be changed unless rescinded.

6. The job description is the basis for establishing **objective criteria** that will enable the committee to assess whether the applicant has the necessary education, skills and knowledge to carry out the described duties. The criteria should indicate the experience, skills and education necessary to do the described job; it is in writing and is used to assess each application. Search documentation should evidence that the criteria has been used. This provides **measurable consistency**.

7. Each decision should be **rational** in that it can be explained to a reasonable third person. The decision to reject an applicant and the justification for candidates selected for interviews must be explained in terms of the written criteria and a record made of those reasons.

8. **Core interview questions** should be drafted in advance of interviews.

9. **Confidentiality** is to be maintained in all aspects of the search. A search is a personnel deliberation, and the information being utilized is personal to the applicant and there is no right to broadcast it. All search inquiries
should be directed to the search chair. Finalists' names can not be made known.

10. All applicant files and documents should be sequestered during the process to insure confidentiality.

11. Employee Relations and Compliance is responsible for providing data forms to applicants and collecting applicant data.

12. The minimum number of finalists for a national search is most appropriately three (3).

13. Treatment of applicants and candidates' files, interviews, and inquiries should be consistent.
Search Planning, Authorization and Accountability for Tenure Track Searches
Search Planning, Authorization and Accountability for Tenure Track Searches

1. Departments should develop clear options and coherent plans for the growth and change of their discipline and majors.

2. Rational hiring plans are developed to assess present and future needs. Hiring priorities should be established so that each hiring opportunity is structured to advance academic program goals and respond to student needs.

   A request for a position must be justified in writing and submitted by the Dean to the Provost for authorization of the position.

   Position approval and accompanying documentation are forwarded to Employee Relations and Compliance. Employee Relations and Compliance will review advertising copy prior to publication.

3. No action to commence a hire may occur unless the advertisement and search plan has been approved by Employee Relations and Compliance.

4. Search decisions are documented at each stage:
   
   (a) Authorization;
   (b) Advertisement and plan;
   (c) Candidate pools; and
   (d) Final recommendation.

5. Demographic data and Ph.D. availability, specifics of ads, plan modification, search procedures and data collection will be discussed in the first committee meeting. Employee Relations and Compliance will provide guidance to all search chairs as needed.

6. University search documentation is maintained in Employee Relations and Compliance, as well as all updates of the record.

7. Interview scheduling cannot commence until the pool has been certified by Employee Relations and Compliance. Certification by Employee Relations and Compliance is based on review of written evidence of:
   
   (a) Standardized criteria,
   (b) Justifications for interview of candidates,
   (c) Reasons for rejection of applicants.
Search Planning, Authorization and Accountability for Tenure-Track Searches

8. Certification of a search pool by Employee Relations and Compliance means:

   (a) The search has followed all appropriate procedures;
   (b) There is clear documentation of search decisions;
   (c) There is evidence that recommended candidates meet the established criteria set forth in the ad; and
   (d) The university commitment to diversity has been addressed.

9. Under circumstances documented by the Dean, the Provost may permit additional hires to be made from the same certified pool. All changes in position authorization, planning, candidate pools or recommendations must be documented and included in the university search file to ensure a definitive record in the event of a subsequent challenge of inquiry.
Tenure Track Search Checklist
TENURE TRACK SEARCH CHECKLIST

Following is an abbreviated description of the search process.

PHASE 1: AUTHORIZATION AND PLANS

- Dean submits Tenure Track Request Form (TTR) to the Provost for approval.
- Employee Relations and Compliance meets with search committee to go over procedures and policies.
- Search Committee meets to:
  - Finalize ad (Tab H; Sample Ads Tab I.)
  - Formulate search plan (Tab D)
  - Develop written criteria (Sample Criteria at Tab I)
  - Establish ground rules for process to provide consistency.
- Upon review of ad and plan by Employee Relations and Compliance and Dean, publication can occur.
- Maintain a file of applicants including all materials submitted.
- Design form to track candidates at each step of the search process.
- Create a file for each candidate. Include tracking form, correspondence, materials submitted, and documentation that pertains to the candidate.
- Provide a locked location for files to insure confidentiality throughout the search process or files located and maintained on secure server at Interfolio.
- Establish consistent process for handling inquiries about the search.
- Send acknowledgement letter.
- Send rejection letters to applicants who do not meet minimum criteria, and who will not possibly be considered.

PHASE 2: POOL OF CANDIDATES TO INTERVIEW
(Complete Prior To Interviewing Final Candidates)

- Evaluate Applications using written criteria, keep notes.
- Select Candidates, prepare written justifications for each interview and reasons for rejecting each applicant. (Samples at Tab J)
- After Dean reviews written justifications and reasons, Dean forwards documents to Employee Relations and Compliance.
- Employee Relations and Compliance reviews documentation to determine if appropriate procedures were followed, recommendations are consistent.
with the written criteria, there is clear documentation and asks for any further information.

- **Employee Relations and Compliance** notifies the **Dean** of certification.
- **Rejection** letters may be sent to those not possibly competitive.

**PRE – INTERVIEW**

- Carefully design interview process and campus visit to eliminate bias toward any candidate.
- Identify all persons and groups to be involved in the interview process.
- Develop interview schedule.
- Develop interview format to include:
  - Welcome
  - Questions asked of the candidate
  - Information to be given to candidate
- Develop questions that relate to the position, based upon job description. Insure that the interview protocol is not biased.
- Develop interview-rating sheet and distribute to all interviewers.
- Consider having each candidate teach a class, make a presentation or demonstration of other relevant job skills during the interview.

**PHASE 3: Checking References**

(Complete Prior To Interviewing Final Candidates)

- Request letters of recommendation or contact information for references.
- Determine stage of search process at which reference checks will occur.
- Inform applicants that references will be checked. *
- Develop procedures if references are not available or cannot be reached.
- Talk with candidate prior to contacting references.
- Identify individuals to conduct reference checks.
- Determine questions to be asked of each reference.
- Identify appropriate time frame of reference check to insure equity and consistency of reference checks.
- Obtain permission to contact present employer.
- Obtain permission to contact references beyond the applicant's authorized list of references.
- Verify actual receipt of degrees, certificates, or licenses stated as earned.
- Conduct independent verification of actual receipt of degrees, certificates, or licenses stated as earned. **

The CSU, Vice Chancellor of Human Resources recommends:
*Checking References: It is the expectation of the CSU administration that references are appropriately checked for each position that is filled. The nature of the checking and the delegation of reference checking are determined by campus policy. However, either written or verbal checking of references should be done for each position.

** Degree Verification: Where a degree, certificate or license is required for a position, the campus is expected to verify possession of this credential. While receipt of a copy of the diploma, certificate or license is acceptable verification independent verification with the granting institution is desirable when feasible.

INTERVIEW PREPARATION (Interview Tips Tab K)

- Confirm interviews and campus visits with letters, including information packet about position, department, and the university.
- Inform the University of any reasonable accommodations required.

CAMPUS INTERVIEWS

- Collect and synthesize rating sheets for each candidate from all interviewers
- Provide opportunities for candidates to request meetings with particular individuals or groups in the university or local community.
- Insure candidates are given equal opportunities to meet and interact with campus colleagues.
- Plan schedules that are similar in format to insure an equitable basis for evaluation.
- Identify opportunities and organizations that could provide community and university resources for candidates.

PHASE 4: FINAL RECOMMENDATION AND HIRE

- Search committee interviews approved candidates.
- "Request for Approval to Negotiate" is approved by Dean and submitted to Provost for each candidate to be negotiated with. (Tab O)
- Provost signs Academic Transaction Form (ATF). (Tab Q)
- Rejection letters may be sent. (Sample at Tab N)
- Place all applicant and candidate files in order for storage, including all resumes, unless search conducted via Interfolio where files are maintained on a confidential, secure server.
- Search records should be kept for 2 years.
STATEMENT OF RECRUITMENT PLAN and SAMPLES
STATEMENT OF RECRUITMENT PLAN

VPAA#__________

1. Search Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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2. Institutions, Organizations, Agencies, or Websites to which job ad will be posted:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Institution, Organization, Agency or Website</th>
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<tbody>
<tr>
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3. Publications & listservs in which advertisements will be placed:

<table>
<thead>
<tr>
<th>Date of Issue</th>
<th>Name of Publication or Listserv</th>
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</tbody>
</table>

4. A diverse candidate population will be contacted through means other than formal notice or advertisement of the openings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Committee Personal Contacts</th>
<th>Circumstance of Contact</th>
</tr>
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<tbody>
<tr>
<td></td>
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STATEMENT OF RECRUITMENT PLAN -SAMPLE

Recruitment Plan
Department of Psychology
VPAA #2015/16-18
(Assistant Professor)

Search Committee
XXXXXXXXXXXX XXXX Psychology Department
XXXXXXXXXXXX XXXX Psychology Department
XXXXXXXXXXXX XXXX Psychology Department
XXXXX (Search Chair) Psychology Department

Strategies for Developing a Large and Diverse Pool

Three job searches will be occurring in our department this academic year. As such, a joint advertisement that features all 3 positions will be available, in addition to an advertisement specific to our search, allowing us to place either the joint ad or the individual ad into various outlets as deemed appropriate.

Strategies for developing a large and diverse pool will involve postings/advertisements in both general psychology outlets as well as outlets that focus specifically upon diversity issues. In addition, personal contacts will also take place.

Institutions, Organizations, or Agencies For Which Advertisement Postings/Publications are Planned:

<table>
<thead>
<tr>
<th>Date</th>
<th>Hardcopy Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2014</td>
<td>American Psychological Association (APA) Monitor:</td>
</tr>
<tr>
<td></td>
<td>The APA Monitor is a national publication that is widely recognized as the primary</td>
</tr>
<tr>
<td></td>
<td>source for information about available faculty positions in psychology.</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Listserv/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept/Oct/Nov 2014</td>
<td>SDSU Psychology Department Website (ad/link to ad)</td>
</tr>
<tr>
<td>Oct 2014</td>
<td>American Psychological Association (APA)/APA Monitor</td>
</tr>
<tr>
<td>Sept/Oct/Nov 2014</td>
<td>Multiple APA Division ListSers. For example:</td>
</tr>
<tr>
<td></td>
<td>Division 8 (Society for Personality and Social Psychology),</td>
</tr>
<tr>
<td></td>
<td>Division 9 (Society for the Psychological Study of Social Issues),</td>
</tr>
<tr>
<td></td>
<td>Division 12 (Society of Clinical Psychology),</td>
</tr>
<tr>
<td></td>
<td>Division 44 (Society for the Psychological Study of Lesbian, Gay,</td>
</tr>
<tr>
<td></td>
<td>Bisexual, and Transgender Issues),</td>
</tr>
<tr>
<td></td>
<td>Division 45 (Society for the Psychological Study of Culture,</td>
</tr>
<tr>
<td></td>
<td>Ethnicity, and Race)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Circumstances of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept/Oct/Nov 2014</td>
<td>E-mail, telephone, and/or in-person contacts with professional friends, colleagues &amp; acquaintances who might be or know suitable candidates.</td>
</tr>
</tbody>
</table>

*pending accessibility/funding.

**A diverse candidate population will be contacted by committee members through means other than formal notice or advertisement of the openings:**
Recruitment Resources
RECRUITMENT

The essence of an effective recruitment process is the creation of an applicant pool that is diverse, qualified, and reflective of the availability in the workforce of an equitable opportunity for applicants to participate. It is expected that the entire department will be actively engaged in encouraging applicants for advertised positions. Formal advertising will satisfy legal requirements, but only an aggressive search, including personal contact, will comply with our stated policy.

The following suggestions will assist you in your recruitment efforts and are put forth as guides:

(A) Charge all faculty attending conferences to act as recruiters for faculty positions in your area.

(B) Use the existing faculty networks to spread the word that a faculty position exists in your area.

(C) Alert local, regional, and national professional groups through advertising and personal contact.

(D) As a committee of the whole, your department should examine all criteria to ensure that no groups are excluded.
RECRUITMENT RESOURCES

Academic Careers Online
485 Devon Park Dr., Suite 116
Wayne, PA 19087
Phone: (610) 964-9200
Email: info@AcademicCareers.com
http://www.academiccareers.com

Affirmative Action Register
8356 Olive Blvd.
St. Louis, MO 63132
Phone: (800) 537-0655
Fax: (314) 997-1788
http://www.aar-eeo.com/

American Alliance of Museums
1575 Eye Street, NW Suite 400
Washington, DC 20005
Phone: (202) 289-1818
Fax: (202) 289-6578
http://aam-us.org/home

American Association of University Women
1111 Sixteenth Street, NW
Washington, DC 20036
Phone: (800) 326-2289
Fax: (202) 872-1425
Email: connect@aauw.org
http://www.aauw.org

American Institute of Graphic Arts (AIGA)
164 Fifth Avenue
New York, NY 10010
Phone: (212) 807-1990
http://www.aiga.org

American Political Science Association Personnel Newsletter
1527 New Hampshire Avenue, NW
Washington, DC 20036-1206
Phone: (202) 483-2512
Fax: (202) 483-2657
Email: apsa@apsanet.org
http://www.apsanet.org
American Psychological Association's Monitor
750 First Street, NE
Washington, DC 20002-4242
Phone: (800) 374-2721
http://www.apa.org/monitor/

America's Job Bank
Phone: (877) US2-JOBS
http://www.ajb.dni.us

Association for Asian Studies
825 Victors Way, Suite 310
Ann Arbor, MI 48108 USA
Phone: (734) 665-2490
Fax: (734) 665-3801
http://www.asian-studies.org

Association for Education in Journalism and Mass Communication
234 Outlet Pointe Blvd.
Columbia, SC 29210-5667
Phone: (803) 798-0271
Fax: (803) 772-3509
http://www.aejmc.org

Association for Women in Science
1321 Duke Street, Ste 210
Alexandria, VA 22314
Phone: (703) 894-4490
Email: awis@awis.org
http://www.awis.org

Diverse: Issues In Higher Education
10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030-3136
Phone: (800) 783-3199 or (703) 385-2981
Fax: (703) 385-1839
Email: editor@diverseeducation.com
http://diverseeducation.com

Employment Development Department
P.O. Box 826880, MIC 83
Sacramento, CA 94280-0001
Phone: (800) 300-5616
http://www.edd.ca.gov
The Chronicle of Higher Education
Career Network
1255 23rd Street, NW
Washington, DC 20037
Phone: (202) 466-1000
Fax: (202) 296-2691
Email: jobs@chronicle.com
http://chronicle.com/section/Jobs/61/

DiversityInc.com Phone:
(973) 494-0500
http://www.diversityinc.com

EDUCAUSE Job Posting Service
282 Century Place, Suite 5000
Louisville, CO 80027
Phone: (303) 449-4430
Fax: (303) 440-0461
Email: info@educause.edu
http://www.educause.edu

Higher Education Jobs Online
328 Innovation Blvd., Suite 300
State College, PA 16803
Phone: (814) 861-3080
Fax: (814) 861-3082
Email: sales@higheredjobs.com
http://www.higheredjobs.com

HireDiversity.com
425 Pine Avenue
Santa Barbara, CA 93117-3709
Phone: (800) 810-7521
Fax: (805) 964-7239
Email: hd@hirediversity.com
http://www.hirediversity.com

The Hispanic Outlook in Higher Education
80 Route 4 East, Suite 203
Paramus, NJ 07652
Phone: (800) 549-8280
Fax: (201) 587-9105
Email: avo.derbalian@hispanicoutlook.com
http://www.hispanicoutlook.com
H-Net: Humanities and Social Sciences Online
141h Old Horticulture
506 East Circle Drive
East Lansing, MI 48824
Phone: (517) 432-5134
Fax: (517) 884-6994
Email: help@mail.h-net.msu.edu.
https://www.h-net.org

Indian Country Today
590 Madison Avenue
New York, NY 10022
Phone: (212) 600-2086
http://indiancountrytodaymedianetwork.com

INSIGHT Into Diversity replaces Affirmative Action Register
11132 South Towne Square, Suite 203
St. Louis, Missouri 63123
Phone: (800) 537-0655
Fax: (314) 200-9956
http://www.insightintodiversity.com

MonsterTRAK
1964 Westwood Blvd., 3rd Floor
Los Angeles, CA 90025
Phone: (800) 999-8725
Fax: (310) 474-2537
Email: employer.itrak@monster.com
http://www.monstertrak.com/

The REGISTRY
Texas Tech University
P.O. Box 45024
Lubbock, TX 79409-5024
Phone: (806) 742-2369
Email: theregistry@ttu.edu
http://www.theregistry.ttu.edu

National Organization for the Professional Advancement of Black Chemists and Chemical Engineers
P.O. Box 77040
Washington, DC 20013
Phone: (800) 776-1419
Email: secretary@nobcche.org
http://www.nobcche.org
Native American Jobs
P.O. Box 1641
Auburn, WA 98071-1641
Phone: (253) 350-4114
Email: jc@nativeamericanjobs.com
http://www.nativeamericanjobs.com

News from Indian Country
8558 N. County Road K&E
Hayward, WI 54843-5800
Phone: (715) 634-5226
http://www.indiancountrynews.com

Society for Advancement of Chicanos and Native Americans in Science
P.O. Box 8526
Santa Cruz, CA 95061-8526
Phone: (831) 459-0170
Fax: (831) 459-0194
Email: INFO@SACNAS.ORG
http://sacnas.org

University Job Bank
1400 Broadfield, Ste 200-18
Houston, TX 77084
Phone: (281) 886-8538
Fax: (517) 813-6106
Email: staff@universityjobs.com
http://www.universityjobs.com

Women in Higher Education
5376 Farmco Drive
Madison, WI 53704
Phone: (608) 251-3232
Fax: (608) 284-0601
Email: career@wihe.com
http://www.wihe.com

For a more extensive list of recruitment resources preview the Faculty Search Directory of Advertising Resources at http://oerc.sdsu.edu/oderecruit.htm.
ADVERTISEMENT ELEMENTS
ADVERTISEMENTS ELEMENTS

Advertisements should include the following items:

A. Name of position (instructional faculty, administrative title), department and rank (the appointment cannot be made at a level above the advertised position.) Appointment is subject to the final budget.

B. Responsibilities and duties to be performed, classes to be taught, department collaborations expected, and specialties desired.

C. Qualifications and Departmental expectations should be specified and include:

1. Insure that all qualifications are job related;
2. Required educational background, determine if related field will qualify;
3. Areas of expertise and experiences, required, desirable or strongly desired;
4. Date by when Ph.D must be received; and
5. Any requirements that will serve for basis of evaluating an application.

D. Web addresses for the department and the University.

E. Salary or salary range.

F. Include the close date or date review begins. Indicate how long applications will be accepted.

G. Name of individual to contact for information about the position.

H. Statement of equal opportunity policy:

    SDSU is a Title IX, equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

I. Statement of mandatory reporting:

    The person holding this position is considered a “mandated reporter” under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.
J. Statement of diversity:

SDSU is a large, diverse, urban university and Hispanic-Serving Institution with a commitment to diversity, equity, and inclusive excellence. Our campus community is diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. We strive to build and sustain a welcoming environment for all.

SDSU is seeking applicants with demonstrated experience in and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups.
SAMPLE ADS AND CRITERIA
Assistant/Associate Professor of Communication

The School of Communication invites applications for a tenure track position in the area of social media analytics, social network analysis, and big data analytics, with exceptional candidates considered at Associate Professor rank, to begin Fall 2015. Suitable applicants for this position must have a terminal degree in communication or allied field, and are engaged in analyses of web- and/or social media data and network analytics and visualization in applied and theoretical applications in the communication and social sciences. Candidates would benefit from abilities to integrate quantitative and qualitative methods. Significant emphasis will be placed on demonstrated lines of work capable of studying applied problems in which communication and geography influence important social priorities (e.g., health, institutions, policy, politics, personal relationships), and are therefore viable agendas for external funding. Emphasis will be on scholars who will teach courses such as persuasion, organizational communication, social network influence, social media, and depending on qualifications, courses on big data methodology, quantitative methods, social network analysis, diffusion of innovations, and the scholar’s own applied areas of research (e.g., health campaigns, political communication, organizational communication, group process, and other related areas).

This position is rooted in SDSU's new research cluster initiative in the area of *Human Dynamics in the Mobile Age* ([http://humandynamics.sdsu.edu/](http://humandynamics.sdsu.edu/)), which springs from the convergence of new developments in spatial science, mobile technology, social web, and big data. It aims to foster transdisciplinary research collaborations to understand dynamic patterns, relationships, organizations, narrative, and changes in human activities and behavior across space and time (e.g., health, migration, economic development, land use). The holder of this position will be eager to creatively engage with the heterogeneous data sources and analytical approaches of diverse disciplines, especially within the cluster of excellence. The successful candidate will have a record of excellence in scholarly research, with demonstrable potential to establish a competitively-funded research program. The person appointed will be expected to collaborate with faculty members in developing the cluster's research agenda and pursuing external funding opportunities existing in this area. Candidates must have strong communication skills and teaching interests that complement and strengthen current curricular offerings of the School of Communication, bringing to the classroom expertise in data engineering and analytics.

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diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status. We strive to build and sustain a welcoming environment for all. SDSU is seeking applicants with demonstrated experience in and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups.

Review of applications will begin September 15, 2014, and continue until the position is filled. A Ph.D. should be in-hand at the start of the appointment. Applicants should apply via Interfolio at: www.apply.interfolio.com/25521. Candidates making the second stage of evaluation will be asked to submit 3 letters of recommendation.

Requests for additional information should be directed to Dr. Brian H. Spitzberg, Search Committee Chair, School of Communication, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-4560. Email: spitz@mail.sdsu.edu, Phone: (619) 594-7097, Fax: (619) 594-0704. communication.sdsu.edu

The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirement set forth in CSU Executive Order 1083 as a condition of employment.

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POSITION DESCRIPTION AND RESPONSIBILITIES:
The School of Music and Dance is seeking a tenure-track faculty member at the assistant professor level for a Fall 2015 appointment. The position is for a dance artist/educator with expertise teaching contemporary dance technique in ways that consider and creatively approach training for today’s emerging dance artists. The candidate will provide leadership and vision in teaching in all areas of dance curriculum including technique(s), dance-making, theory and performance and provide leadership in the technique(s) area of our integrated and evolving curriculum. The candidate is expected to provide leadership in recruiting outstanding students to the dance program and to maintain active and collaborative relationships with public school, community college and university dance programs throughout the state of California and beyond. The candidate will also promote collaborative relationships among the dance area, music area, and across other university disciplines. Active and sustained involvement in professional growth beyond the university is expected, as is participation in faculty committees and governance. Possible additional coursework depending upon candidate strengths include: embodied anatomy, hip hop/urban dance, technology for dancers, and development of General Education coursework. The candidate will mentor and direct student work, and integrate somatic practice into technique class.

Qualifications:
Earned Master in Fine Arts Dance required with at least one of the following: certification in a somatic modality, on-going engagement with contemplative practice(s), experience facilitating interdisciplinary art-making processes, experience facilitating collaborative dance-making processes, history implementing initiatives connecting dance in/to community(ies). The successful candidate will possess teaching and performing abilities at the highest artistic level. The successful candidate must demonstrate a history of successful recruiting at the university level. The successful candidate will have an ongoing commitment to advancing the profession as reflected in an active research agenda in the area of modern dance. Evidence of commitment to university, public school, and community collaborations is required. The successful candidate must possess superior administrative and organizational skills.

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and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups.

RANK AND SALARY:
Appointment will be at the rank of assistant professor with salary commensurate with qualifications and experience.

APPLICATION:
Screening for the position will begin on October 1, 2014 and continue until the position is filled. Evidence of the earned MFA Dance should be in-hand at the start of the appointment. Applicants should apply via Interfolio at: http://apply.interfolio.com/25677 and submit the following documents.

- Cover letter
- Curriculum vita
- Statement of Teaching Philosophy
- Three current letters of reference that outline the candidate’s fit for this position
- Reference list of five individuals familiar with the candidate’s current professional background and experience
- URLs to at least 2 online video clips (YouTube or Vimeo) of 20-30 minutes of material that (1) demonstrate the candidate’s teaching skills and techniques and (2) links to a live performance of candidates contemporary modern dance artistic level. Candidates may also submit up to two additional URLs to online videos of unedited (non-commercial) live performances demonstrating their choreographic/performance skills.

SAN DIEGO STATE UNIVERSITY:
SDSU is an established and acknowledged leader in the twenty-three-campus California State University system. With more than 6,400 faculty and staff and over 34,000 students, it is one of the largest universities in the western United States. Web site: www.sdsu.edu.

COLLEGE OF PROFESSIONAL STUDIES AND FINE ARTS:
The College of Professional Studies and Fine Arts comprises 10 diverse departments/schools committed to the pursuit of excellence in academic and artistic endeavors geared to enhancing the human enterprise. The College is recognized for its excellent academic programs that prepare students for professional careers in a wide spectrum of artistic, cultural, educational, social and technical fields. Web site: www.psfa.sdsu.edu

SCHOOL OF MUSIC AND DANCE:
The School of Music and Dance offers undergraduate and graduate degrees in music (BA, BM, MA, MM, Advanced Graduate Artist Diploma) and dance (BA, BFA.) The School enrolls over 325 majors and serves thousands of general students each academic year through its general education courses, performing ensemble opportunities and public performances. 16 full-time, 15 part-time, and approximately
30 studio instructors deliver comprehensive professional curricula. Web site: www.musicdance.sdsu.edu

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FOUNDATIONS AND CRITERIA FOR FACULTY SEARCH
Graduate School of Public Health
San Diego State University
Assistant Professor: Biostatistics/Statistics
VPAA#2015/2016-23 - Biostatistician

Foundations
The Graduate School of Public Health’s Epidemiology and Biostatistics Division provides core epidemiology and biostatistics instruction to graduate students from all disciplines, instruction to undergraduate students and in collaboration with UCSD, offers a Ph.D. Epidemiology. Graduates with an MPH in Epidemiology or Biometry represent a significant proportion of the public health workforce for San Diego County and greater southern California.

The Division of Epidemiology and Biostatistics consistently enrolls the largest number of graduate students in the GSPH per year in their 2-year master’s program. A recent head count done for accreditation noted that the student head count in the school year 2012-2013 was 136 for Epidemiology and Biometry compared to 105 for Health Promotion and Behavioral Sciences, 44 for Health Management and Policy, and 43 for Environmental Health.

MPH students in the Division of Epidemiology and Biostatistics all complete either a comprehensive five chapter master’s thesis or a journal ready manuscript with a comprehensive literature review. These capstone experiences are labor intensive both for the students and the faculty mentors who serve as their thesis chairs. Thesis committee membership load continues to increase as the number of TT faculty declines; all MPH thesis committees require two TT faculty from within the student’s own division. In addition, all 27 students in the Epidemiology doctoral program requires a division TT faculty either chairing or as a member of their dissertation committee. Faculty are also responsible for the supervision of all epidemiology/biometry student internships and research practicum. Unless hires are made, as of the fall of 2015, there will only be 3 TT epidemiology faculty and 1 TT biostatistics faculty eligible for these critical teaching functions.

The new biostatistics faculty member would teach the following courses: PH 627 (Advanced Statistical Methods in Public Health), PH 827 (Analysis of Cohort Studies), and PH700A (Applied Data Analysis). PH 627 is a required course for epidemiology and biometry students, and PH 827 is a prescribed elective for the Biometry MPH degree and for the PhD in Epidemiology. PH 700A, Applied Data Analysis, is a popular seminar which students have found to be immensely helpful for thesis preparation. Additionally, a substantial teaching contribution would be committee membership on master’s theses and doctoral dissertations, which lecturers can only contribute to in a limited way. The faculty member would also contribute to graduate student advising and supervision of field placement.
The new faculty member would be expected to contribute to the extensive grant activity carried out within the GSPH and have some collaborative extramural grant experience. In the area of Chronic Diseases, for example, there are substantial NIH and CDC funding opportunities in obesity, diabetes, nutritional epidemiology and cardiovascular diseases. This would synergize with the current research programs within the GSPH with Health Promotion and Behavioral Sciences and the new Cluster between GSPH and the Department of Geography. Collaborative contributions could also occur with other Departments within the College, such as Exercise and Nutritional Sciences. In addition, the new faculty member would be expected to develop an independent research focus in biostatistics, particularly in statistical methods for epidemiology and methods for behavioral community intervention studies.

Screening and Selection Criteria for
TT Biometry Position

<table>
<thead>
<tr>
<th>Degree Priorities (required)</th>
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<tbody>
<tr>
<td>PhD or other doctoral degree with emphasis in biostatistics or related fields</td>
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<table>
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<tr>
<th>Teaching:</th>
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<tbody>
<tr>
<td>Overall teaching [rate on scale of 1 (low) to 5 (high)]</td>
<td></td>
</tr>
<tr>
<td>• Academic teaching in biostatistics; teaching of courses at masters and doctoral level</td>
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<tr>
<td>• Development of courses for masters and doctoral programs</td>
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<tr>
<td>• Student evaluation summaries</td>
<td></td>
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<td>• Peer evaluations/recommendations</td>
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<tr>
<td>• Honors and awards</td>
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<tr>
<td>• Experience with supervision of theses, dissertations</td>
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<tr>
<td>• Experience with student mentoring</td>
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<tr>
<td>• Development of field practicum experiences</td>
<td></td>
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<tr>
<td>• Presentation at interview</td>
<td></td>
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<tr>
<td>• Student rating of presentation and consensus input from student council representatives</td>
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<tr>
<th>Research:</th>
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<tbody>
<tr>
<td>Overall research [rate on scale 1 (low) to 5 (high)]</td>
<td></td>
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<tr>
<td>• Research experience on highly relevant contemporary issues</td>
<td></td>
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<tr>
<td>• Relevance of research interest to Divisional priority areas</td>
<td></td>
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<tr>
<td>• Research in international settings</td>
<td></td>
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<tr>
<td>• Grants (funded, PI, as co-PI)</td>
<td></td>
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<tr>
<td>• Presentations (peer-reviewed, international/national conferences)</td>
<td></td>
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<tr>
<td>• Research plan (clear, relevant, potential for</td>
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</tbody>
</table>
- Evidence of inter-disciplinary, collaborative, community-based research activities

**Specialization/ Expertise Priorities:** one or more of the following expected

<table>
<thead>
<tr>
<th>Expertise areas overall rating [1 (low) to 5 (high)]</th>
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</thead>
<tbody>
<tr>
<td>• Statistical methods</td>
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<tr>
<td>• Analysis of surveys</td>
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<tr>
<td>• Hierarchical modeling</td>
</tr>
<tr>
<td>• Longitudinal analysis</td>
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<tr>
<td>• Community based research and evaluation</td>
</tr>
<tr>
<td>• Other relevant/needed area of topical expertise</td>
</tr>
</tbody>
</table>

**Other Attributes**

<table>
<thead>
<tr>
<th>Other attributes [rate 1 (low) to 5 (high)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Experienced with academic public health environment</td>
</tr>
<tr>
<td>• Balance of teaching, research, service</td>
</tr>
<tr>
<td>• Collegiality (from letters of recommendations, interviews, reports from colleagues, and interviewees)</td>
</tr>
<tr>
<td>• Commitment to work in communities, including international settings</td>
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</tbody>
</table>

**Service**

<table>
<thead>
<tr>
<th>Overall service [rate on scale 1 (low) to 5 (high)]</th>
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<tbody>
<tr>
<td>• University</td>
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<tr>
<td>• Professional</td>
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<tr>
<td>• Community</td>
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<tr>
<td>• Other</td>
</tr>
</tbody>
</table>
Criteria to Assess Applicants for

Prevention-to-Intervention Health Science - VPAA # 2015/16-19

Department of Psychology

Name of Applicant:
Current Institution:
Current Rank:

Step 1. Pre-screening of all applications: The Search Committee will evaluate each applicant using the following pre-screening form and criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Doctorate in an Appropriate Scientific Field</td>
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<tr>
<td>Research Experience in Prevention to Intervention Health Science</td>
<td></td>
<td></td>
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<tr>
<td>Acceptable Publication Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential for Independent, Funded Research Program</td>
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<td></td>
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<tr>
<td>Teaching Effectiveness or Potential</td>
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</tbody>
</table>

Doctorate in an Appropriate Scientific Field: A doctorate in psychology (any emphasis) or other health related field, such as public health (or others) (or evidence that relevant doctorate will be conferred by 09/2015).

Research in Prevention to Intervention Health Science with a Translational Focus: The applicant must have a research program addressing prevention or intervention in relation to any aspect of physical health. The research must be translational in nature, i.e., must involve real world, practical applications that help individuals and society.

Publications: The applicant must have a publication record commensurate with the appointment at the Assistant Professor rank (e.g., peer reviewed publications in journals relevant to the content area).

Independent, Funded Research Potential: The applicant’s record should indicate current or high potential for obtaining external funding for research commensurate with appointment at the Assistant Professor rank. Examples of such potential include prior independent or co-investigator funding, a robust publication record, evidence of a well-conceived research plan, and experience with grant writing and submission.
Teaching Effectiveness or Potential: The applicant should present evidence of teaching effectiveness or potential to teach effectively within the department of Psychology (i.e., relevant experience or expertise).

Failure to meet any one of these criteria eliminates the candidate from further consideration.

Criteria Checklist

Step 2. Rating Acceptable Candidates: The search committee will rank the applicants that pass the pre-screening requirements according to the following criteria, on a scale of 0 (poor) to 10 (excellent).

I. Appropriate Research Interests: Applicant must have a research program in prevention to intervention health science with a translational emphasis, addressing any aspect of physical health. The optimal candidate will have expertise or interests in developing and implementing research in diverse populations. The optimal candidate will have a research emphasis that builds upon or complements existing departmental strengths in health science.

SCORE:_______(0-10)
Comments:

II. Research Experience: Rated according to:
- quality of work, journals, authorship order, number of peer reviewed publications
- other publications (chapters, books)
- participation in national and international meetings
- research statement
- letters of recommendation

SCORE_________ (0-10)
Comments:

III. Ability to teach courses at the undergraduate and graduate level in the Department of Psychology and ability to mentor the research activities of undergraduate, master’s, and doctoral students (particularly within the Behavioral Medicine track): Rated according to:
- previous teaching experience (all courses, student mentoring, workshops, and guest lectures considered)
- experience in teaching Psychology courses
- previous research mentoring experience
- teaching statement
- letters of recommendation

SCORE__________ (0-10)
Comments:

**IV. Potential to establish an independent, funded research program:** Judged by:
- experience writing grant proposals
- previous research funding
- research plan
- quality and productivity of previous research and publication record
- letters of recommendations

SCORE_________ (0-10)

Comments:

**V. Ability to interact with a diverse student body, including mentoring ability:**
Rated according to:
- previous mentoring experience (number of students, student diversity)
- teaching and research statement
- letters of recommendation
- other teaching experience (courses, workshops/lectures outside university venue)

SCORE_________ (0-10)

Comments:

Based on the above criteria, I rank this applicant as a (circle one):

Tier 1 candidate     Tier 2 candidate     Tier 3 candidate

*(If the applicant has high scores on most or all of the above criteria, indicate Tier 1. If the applicant appears to be a possible candidate, but more information is needed or one more areas show lower scores, indicate Tier 2. If the applicant has lower scores in several or all areas, or an unacceptable score in any area, indicate Tier 3.)*

Concluding Comments:

Signature of the Evaluator: ________________________________
Sample Justification for Interview and Reasons for Rejection
The search committee (chaired by XXXXX) received and reviewed 10 applications for this position. We determined how well each applicant’s qualifications met the job description which called for 1) a PhD (or equivalent) in Ecology; 2) research specialization in trace gas fluxes, biogeochemical cycling, and the ecology of natural ecosystems; 3) an outstanding publication record; and 4) a potential for independent funded research to build an active interdisciplinary research program in biogeochemical ecology. Demonstrated research experience in the Arctic was also identified as desirable. The Search Committee met once to review the applications. All committee members read all files, and evaluated the candidates based on the specified criteria above and ranked each candidate into a three-tier ranking with 1 being considered for an interview, 2 being on hold, and 3 being rejected. One candidate was in Tier 1, one candidate in Tier 2 and three in Tier 3. On June 16, 2014, the hiring committee decided that the one Tier 1 candidate warranted an interview. Our request is to interview the one Tier 1 candidate. If this candidate becomes unavailable, the search committee will meet again to decide whether to request an interview with the Tier 2 candidate. Tier 3 candidates did not meet position criteria in one or more areas and will not be considered further.

**Tier 1: One candidate for interview**

**Dr. XYZ.** Dr. XYZ is an ecologist who we feel is an excellent fit to both the position and AoE C2S2. Her research areas include the impact of climate change on biodiversity and greenhouse gas emissions in the Arctic. She has been a field leader in large field manipulative experiments on methane production and annual methane budgets in the Arctic. Her publication record is strong – her CV lists 24 papers since 2004 with 10 lead authored papers in excellent journals, including *Global Biogeochemical Cycles, Ecology,* and *Global Change Biology.* She is the PI of three projects (one NSF $1 million and two smaller grants from UK organizations). She has several other very large grants pending (NERC and ERC). She is currently a Research Fellow and Lecturer at University of Sheffield, UK. Her three letters are from established scientists in the field and all extremely positive in support of her application. In her letters, she was described as “outstanding”, “innovative”, “productive” and a “grant getter”. Based on her research excellence and established funding record, as well as her fit to the position, Dr. XYZ is recommended for interview for a tenured Associate Professor position.
Tier 2: Reserve for possible interview

**Dr. JKL.** Dr. JKL is Senior Research Scientist and Research Team Leader at CSIRO in Australia. CSIRO is a government sponsored research agency with an international reputation for research excellence. Dr. JKL leads research on soil and water biogeochemistry, exploring the anthropogenic effects on carbon and nutrient cycles. Since receiving his degree from UC Berkeley, he has 24 papers published in very good journals on which he is a lead author of eleven. He has another 8 papers in review, including one in *Nature* and *Nature Geoscience*. Dr. JKL research portfolio is well funded. However, the committee noted that the majority of these funds are all internal through CSIRO. This lack of external funding was viewed as a potential concern by the committee. Dr. JKL’s research has focused largely on subtropical, tropical and Mediterranean ecosystems.

**Tier 3: Reject**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Reason for not considering further</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>1234</td>
<td>Very relevant research and accomplished but has not demonstrated ability to secure funds required to support the 25% position. For this position, ABC is ranked Tier 3 although we recognize he would be a competitive candidate for a traditional tenure track position.</td>
</tr>
<tr>
<td>DEF</td>
<td>4567</td>
<td>Incomplete application file</td>
</tr>
<tr>
<td>GHI</td>
<td>8901</td>
<td>No clear demonstration of significant or established funding for research program. An early career scientist with no proven grant success. No letters of reference</td>
</tr>
<tr>
<td>MNO</td>
<td>4321</td>
<td>A promising applicant but young and has not yet demonstrated her ability in the field</td>
</tr>
<tr>
<td>PQR</td>
<td>7654</td>
<td>Not relevant research</td>
</tr>
<tr>
<td>STU</td>
<td>0987</td>
<td>Relevant research in Arctic but no clear demonstration of significant or established funding for research.</td>
</tr>
<tr>
<td>VWX</td>
<td>2468</td>
<td>Incomplete application file</td>
</tr>
<tr>
<td>YZA</td>
<td>3579</td>
<td>Accomplished but research focus on nano particles is not a good fit based on the application specifications</td>
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</tbody>
</table>
The search committee for the Criminal Justice position on the Imperial Valley Campus reviewed, discussed, and ranked applicants between December 14, 2013, and January 30, 2014, in order to arrive at a semi-finalist list. This process was carried out through email exchanges and telephone conversations among committee members. There were 13 applicants in the search. Committee members ranked all applicants on the required and preferred hiring criteria. Because of the diversity of background and focus in the candidate pool, the committee opted to conduct telephone interviews with Tier 1 candidates before inviting any candidates to campus. The rankings were used to categorize candidates into three tiers: Tier 1, the best candidates who would be telephone interviewed; Tier 2: candidates who were acceptable and should remain under consideration in case the committee is unable to identify three candidates for visits from Tier 1; and, Tier 3: candidates who clearly did not meet the qualifications/needs for the position. Tier 3 candidates would be sent letters of rejection. All search committee members agreed on the rankings.

Telephone interviews were conducted with five of the six Tier 1 candidates on March 4 and March 6, 2014. One of the six candidates, ***** (ABD), had already taken another position. Of the remaining five candidates, two were judged by the committee to be the best fits for the position based on the telephone interviews (### and ^^^). Two were judged “acceptable”, but not nearly as qualified for the position (@@@ and &&&). A third, Dr. %%%, was judged unacceptable and placed in Tier 3. The committee decided that it would be best to bring the top two telephone-interviewed candidates to the campus for an interview as soon as possible and to place the two candidates judged as “acceptable” into a Tier 2 along with $$$ and +++ for purposes of a campus visit. Tier 2 candidates would only be considered if the committee was unable to secure one of the top two candidates.

Individual justifications for the placement of candidates in the tiers for campus visits are summarized below:

**TIER 1 CANDIDATES** (who should be invited to campus; no priority order):

123 ABCD

Dr. ABCD received his PhD in Political Science from the University of Michigan in 2003. He is currently an associate professor at CSU –Fullerton (Division of Politics, Administration and Justice). He also has a law degree from UCLA. He has published three peer-reviewed articles in non-mainstream criminal justice journals (mostly related to slavery and undocumented persons) and two others that are forthcoming; several
articles in juried publications; a published book review; and three publications in process. His teaching and research interests are in law and crime, borderland studies, immigration law, and critical theory. Much of his research focuses on borderlands issues. He expresses a strong interest in teaching courses related to law and society, constitutional law, criminal law, policing and society, intergovernmental relations, policing, and research methods. He describes himself as highly adaptable, has a strong interest in coming to SDSU-IV and working on border-related issues. During the telephone interview, the committee recognized the strong fit between Dr. ABCD’s research agenda involving immigration/border issues and the location of the campus on the US Mexico-Border; as well as Dr. ABCD’s strong teaching and service experience in the areas of law and criminal justice. All saw him as a seasoned academic and very strong candidate who would be able to meet SDSU promotion and tenure standards and fare well professionally in the context of Imperial Valley.

345 DEFG

Dr. DEFG has a PhD in Criminology, Law and Society from the School of Social Ecology at the University of California, Irvine (2013). Dr. DEFG is currently an adjunct professor at Southern Oregon University. He indicates a book project in progress and two peer-reviewed articles submitted for publication, but no publications. He has given four conference presentations (including ACJS, and ASC). His research areas include corrections, prisoner re-entry, policing and immigration. During the telephone interview, the committee recognized Dr. DEFG’s extensive interest and knowledge of offender re-entry issues and California’s correctional realignment efforts. His proposed research agenda was seen as greatly complementing the efforts of local justice agencies involved in addressing the needs of Imperial County’s AB109 offender population and relevant to the two state prisons in the county. Given his background and recent teaching experience, the committee felt he would be able to work well with students/local justice agencies and be able to teach a range of courses sorely needed to be covered in the criminal justice program. All saw him as a very good fit for the Imperial Valley campus and capable of meeting SDSU promotion and tenure standards.

TIER 2 CANDIDATES (who should remain in the pool for possible consideration):

456 GHIJ

456 GHIJ – ABD in criminal justice from University of North Dakota in 2014. Also has a JD from the University of North Dakota School of Law (2009). She has a background working in counseling, corrections and law. Has taught policing and intro to criminal justice at UND. She has given three conference presentations, one at ACJS and one at the American Society of Criminology. She has no peer-reviewed research publications. After the telephone interview, committee members saw Ms. GHIJ as a good fit with some departmental teaching needs. There was concern about how her
research agenda might fit into the context of the region and concerns about her ability to meet the tenure and promotion requirements of the university given the state of her research agenda, limited access to colleagues and other support on the Imperial Valley campus, and her ABD status. Ms. GHIJ indicated that she planned to have her degree completed by August, 2014. The search committee does not recommend a campus visit at this time.

567 HIJK
Dr. HIJK received her PhD in Public Policy Analysis from the University of North Carolina – Charlotte in 2011. She also has an MPA from UNC-Pembroke. She is presently a post-doctoral fellow in the School of Political Science and Public Administration at Beihang University in Beijing, and was the volunteer associate director for the International Center for China Studies, Department of Criminal Justice and Criminology at University of North Carolina during the previous year. Dr. HIJK has only taught introduction to criminal justice (in the area of criminal justice), but indicates she is prepared to teach courses in international criminal justice, criminological theory, white collar crime, victimology, research methods, and program evaluation. She has also taught an MPA course on global connections. Her academic interests include public policy, criminal justice and anti-corruption studies. She has published a book on corruption in China 2013 (Wolf Legal Publishers, Netherlands); published one book chapter with another forthcoming; and has a journal resubmission to the International Criminal Justice Review. She has presented four conference papers including one at a victimology conference in the Netherlands. Following the telephone interview, committee members concluded that Dr. HIJK would be able to teach several courses in the public administration area, but a limited number of courses needed in the criminal justice area. Her research agenda (Chinese government corruption) was seen as productive and likely to meet tenure and promotion requirements, but not a good fit with the needs or issues of the region. Dr. HIJK could not articulate how her research agenda/interests might fit into the US-Mexico border context. On balance, the committee felt she was a better candidate for a public administration position and much less so for a position in mainstream criminal justice/criminology. The search committee does not recommend a campus visit at this time.

678 JKLM
Dr. JKLM received his PhD in Sociology (criminology minor) from the University of Stokholm (no date indicated). He is presently an assistant professor at Lees McRae College (North Carolina) where he teaches in the department of criminal justice. He teaches corrections, juvenile delinquency, and terrorism. He has taught at over ten different institutions over the past thirty years including at community colleges and CSU campuses, often in an adjunct or visiting capacity. His teaching interests include hate crimes, intro to criminology, international crime, qualitative methods, victimology, and white collar crime. He has published four books,
mostly of an investigative nature. He has two or three others in progress. He has two book chapters published and several journal articles (many in Portuguese) but, for the most part, not in mainstream justice journals. Dr. Rose has given a number of conference presentations (ACJS and ASA) over the years. His greatest strength is that he can support teaching needs of the department, but there is concern about the currency of his research and publications, particularly refereed articles in journals more directly related to the field. The search committee does not recommend a campus visit at this time.

789 KLMN
Dr. KLMN received his PhD in Sociology from the University of New Mexico (1995). It is not clear from his vitae where he is currently employed. He has taught courses for Wiley College, the Tamaulipas State University Law School in Tampico –Mexico, University of Texas- Pan American, and a few other institutions. He indicates he can teach intro to criminal justice, statistics, research methods, organized crime, victimology, terrorism, homeland security. He is Spanish-English bilingual and familiar with the border region. He has published a book (2009) on the life of Alejandro Fedorenko, a Russian émigré in Mexico. He has authored/ co-authored three articles in the *Journal of Contemporary Criminal Justice* and one in *Criminology* (between 1992 and 2001). His teaching interests coincide with some department needs, but there is concern about the currency of his research efforts. The search committee does not recommend a campus visit at this time.

890 LMNO
Dr. LMNO is a sociology PhD from University of Iowa (2013). He has an MA in sociology from University of Iowa as well, and a BA in sociology and criminology from the University of Minnesota. He is currently a visiting assistant professor in the Department of Sociology at the University of Iowa. Dr. Levchak has teaching experience, but with few courses directly in the criminal justice area. He has taught sociology of criminal punishment, research methods, and quantitative analysis. A major area of interest is quantitative criminology. Being a recent graduate, he has no publications, but several works in progress, mostly dealing with homicide rates or ethnic issues. He has presented at four professional association meetings, mostly sociological meetings. The search committee does not recommend a campus visit at this time.

**TIER 3 CANDIDATES: (No longer under consideration)**

(Will be sent letters thanking them for applying):

321 MNOP
Dr. MNOP received his PhD in Sociology in 1998 from the University of Nevada – Las Vegas. His dissertation focused on visual surveillance. He is
currently an assistant professor of criminology and sociology at Upper Iowa University and was a lecturer/visiting assistant professor at UNLV between 2001 and 2009. He has taught a wide range of criminal justice related courses including introduction to criminal justice, criminal law, juvenile justice, sociology of law, sociology of policing, social deviance, justice administration, complex organizations, and statistics. He has an interest in distance education and has worked in the southwest region. He has presented papers at several professional conferences, mostly at sociological associations. Dr. MNOP has a few writing projects related to teaching criminal justice/criminology. Dr. MNOP’s greatest strength is his teaching experience and teaching areas that fit the needs of the Imperial Valley campus. Following the telephone interview, committee members agreed that while Dr. MNOP has a wide range of teaching experience that he lacks sufficient focus in his teaching and research. The latter would pose problems for meeting tenure and promotion requirements. The search committee does not recommend pursuing this candidate further.

432 NOPQ

432 NOPQ – ABD, PhD candidate in Sociology at University of Colorado, Boulder. Also has an MSW. NOPQ is a licensed addictions counselor with some sociology teaching experience as an adjunct or graduate student. She also has experience working with justice and justice-related agencies. She indicates that she can teach juvenile delinquency, criminology, policing, corrections, drug and alcohol policy and research methods. She has one paper under review with the *Journal of Family Violence* and given five presentations at the American Society of Criminology between 2008 and 2013. She has some grant experience. Is seen as being a good candidate and fit for department needs, except that she is ABD. Ms. NOPQ has taken a position elsewhere.

(Have sent letters thanking them for applying at time of telephone interviews):

543 OPQR has an ABD in Psychology from Florida International University (expected April 2014). She also has a BA in Criminology, Law and Society from UC-Irvine. She has experience working with justice and justice-related agencies. She has taught intro to criminal justice and research methods. Her area of research focuses on issues related to witness behavior, especially memory issues. She has two coauthored articles, one accepted to *Memory* and one published in *Applied Cognitive Psychology*. She has four manuscripts in preparation and presented papers at eleven professional meetings in the past four years (one at ACJS, the rest mainly at the American Psychology – Law Society). Her greatest strength is her potential as a productive researcher; her greatest weakness is her narrow range of teaching focus. The search committee does not think she is a good fit, given department needs.

654 PQRS – JD West Virginia University (1979). Currently, is a US Immigration judge in the border region. He has taught three courses related
to law and evidence for the local community college. Was a contributing author to a National Judicial College publication in 2005, however, has no publications in peer-reviewed journals or work in progress. Does not have a PhD. His teaching experience and areas are not seen as a good fit with department needs.

765 QRST has a JD from Dayton School of Law (no date). Presently, an assistant professor and program coordinator at University of St. Francis. Has also worked as an attorney and taught as an instructor at the Dayton Correctional Institute and as an adjunct with two other universities over the years. He has no publications in peer-reviewed journals or work in progress. He does not have a PhD. Not seen as a good fit with department needs.

876 RSTU has a JD from Brooklyn Law School (1973). Mr. RSTU has held a number of positions in the legal profession including superior court commissioner, private lawyer, judge pro-tem, public defender, hearing officer, and legal director. He indicates no publications, works in progress, or teaching experience. He does not have a PhD. Not seen as a good fit with department needs.
Interview Tips
GUIDELINES FOR ASKING QUESTIONS DURING SEARCH PROCESSES

Questions of the nature indicated below are not job related. Thus, these types of questions are inappropriate and illegal during all phases of the search process, including formal interviews, informal interactions between candidates and search representatives, and reference checks.

- You may not ask questions of one sex and not of the other.
- Questions about race, color, place of birth, national and family origin, religion, sex, sexual orientation, disability, age or ancestry.
- Questions about past, present, or future marital status, pregnancy, plans for a family or child care issues.
- Questions about weight and height.
- Questions about the candidate's state of health.
- Questions about disabilities.
- Questions about a foreign address that would indicate national origin.
- Questions about a candidate's native-born or naturalized status.
- Questions about a candidate's native tongue or how foreign language ability has been acquired. You may ask about foreign language skills if the position requires such ability.
- Questions about a candidate's willingness to work on religious holidays. You may ask about willingness to work a required schedule.
- Age or date of birth.
- Religion.
- Age of children or how many children or who will care for the children.
- Loans or financial obligations or about wage attachments or personal bankruptcies.
- Race or membership in social organizations.
Suggested Interview Format & Procedures

Implement at the earliest possible time during the search process.

___ Carefully design interview process and campus visit to eliminate bias toward any candidate.

___ Identify all persons and groups to be involved in the interview process.

___ Develop interview schedule.

___ Develop interview format.

- Welcome
- Questions asked of the candidate
- Questions from the candidate
- Closing and review of the rest of the search process

___ Develop questions that relate to the position, based upon job description.

___ Insure that the interview protocol is not biased.

___ Develop interview-rating sheet and distribute to all interviewers.

___ Consider having each candidate teach a class, make a presentation or perform other relevant job skills during the interview.

___ Review interview process with all interviewers.

- Provide relevant information about the position description, essential functions of the job, necessary areas of inquiry
- Responsibility for facilitation of interview
- Responsibility to emphasize positive aspects of the university; as candidates are interviewed, they are assessing the university
- Interview format/schedule
- Importance of consistency of questions for all candidates
- Confidentiality expectations
- Guidelines for Asking Questions During Search Processes
- Rating sheets and timeline for return

___ Schedule and reserve appropriate spaces for interviews and communicate to interviewers.
Suggested Interview Format & Procedures

___Confirm interviews and campus visits, including information packet about position, department, and the university. The university will provide reasonable accommodations to qualified individuals with disabilities.

___Conduct interviews.

___Provide transportation to and from airport and hotels and an individual to escort the candidate to and from interviews.

___Collect and synthesize rating sheets for each candidate from all interviewers.

THE CAMPUS VISIT

___Provide opportunities for candidates to request meetings with particular individuals or groups in the university or local community.

___Insure candidates are given equal opportunities to meet and interact with campus colleagues. Plan schedules that are similar in format to insure an equitable basis for evaluation.

___Identify opportunities and organizations that could provide community and university resources for candidates.

CHECKING REFERENCES

___Determine stage of search process at which reference checks will occur.

___Confirm with candidates that references will be checked.

___Develop procedures if references are not available or cannot be reached.

___Talk with candidate prior to contacting references.

___Request letters of recommendation.

___Identify individuals to conduct reference checks.

___Determine questions to be asked of references.

___Identify approximate time frame of reference check (i.e. 20-30 minutes), to insure equity and consistency of reference checks.
Suggested Interview Format & Procedures

DOCUMENTING THE SEARCH

___ Maintain a file of applicants including all materials submitted (Interfolio).

___ Design form to track candidates at each step of the search process (Interfolio).

___ Create a file for each candidate. Include tracking form, correspondence, materials submitted, and documentation that pertains to the candidate (Interfolio).

___ Keep official minutes of Search Committee meetings.

___ Develop form letters for each stage of the search process.

___ Send initial thank you letter to all applicants.

___ Send rejection letters to applicants who do not meet minimum criteria, and who will not possibly be considered.

___ Insure that documentation provides rationale for Search Committee decisions and recommendations.

___ Search records should be kept for 2 years.
Frequently Asked Questions
 Employee Relations and Compliance
Frequently Asked Search Questions

**WHO CAN PARTICIPATE and VOTE**

Q. Can non-tenure track faculty participate and vote on search committees?

A. Non-tenure track faculty can participate on search committees as participants only. They do not have voting privileges and cannot vote on candidates. They also cannot be present during an actual vote.

Q. Can probationary and other tenure/track faculty vote on search committees?

A. Yes. Probationary and other tenure/track faculty have full voting privileges and thus, can vote on search committees.

Q. Can a non SDSU affiliated individual serve on a search committee as a subject matter expert and vote?

A. An individual from outside SDSU may serve as a subject matter expert on a search committee, and may prove an invaluable resource. However, the individual is precluded from voting.

Q. Can doctoral students and external faculty participate and vote on the search committee?

A. To participate they must first be voted on by the other members of the search committee. They will have no voting privileges and cannot vote on a candidate and shouldn’t be present during an actual vote.

**ADVERTISING**

Q. What materials must the search committee submit to Employee Relations and Compliance before a position can be advertised?

A. The search committee must submit a copy of the ad (an electronic copy must be submitted as a word document), recruitment plan and criteria to be used to evaluate applicants. All these items must be approved by Employee Relations and Compliance prior to advertising.

**CERTIFICATION**

Q. What materials must a search committee submit to Employee Relations and Compliance before on campus interviews can take place?

A. Prior to inviting candidates to an on-campus interview, the search must be certified. To certify a search, the committee should submit their “justifications” explaining why certain candidates were selected for on-campus interview (how they met stated criteria), why others were selected as "second tier" or "back-up"
candidates (met stated criteria but less qualified than top tier) and how all other applicants failed to meet stated criteria.

**Q.** Our search has already been certified, but our top candidates have all declined the position. Does the search committee need to submit additional justifications or documentation to invite the second tier candidates to an on-campus interview?

**A.** No. Once a search has been certified, the search committee may go to the second tier/backup candidates after exhausting the list of top tier candidates without further approval from Employee Relations and Compliance. However, the committee may not bring an applicant from the “reject” list for an on-campus interview without submitting additional documentation to Employee Relations and Compliance for additional certification.

**INTERVIEWING**

**Q.** What questions can we ask during an interview?

**A.** You can ask any job related questions. Refrain from asking any personal questions that will solicit information regarding age, national origin/citizenship, immigration status, race/ethnicity, marital status, veteran status, disability, sexual orientation, etc.

**Q.** Can the search committee conduct phone interviews?

**A.** Yes. There are two instances in which phone interviews are permitted. Many committees conduct phone interviews as part of the screening process to help in determining which applicants will be invited to an on-campus interview. Phone interviews may also take place in lieu of on-campus interviews as long as 1) all applicants are interviewed via telephone OR 2) an applicant is unable to come to campus for a visit and opts for a telephone interview. It is important that ALL candidates be treated equally, therefore, if any in-person interviews will be conducted, it is best to have all interviews conducted in the same manner.

**INTERVIEW SCHEDULES**

**Q.** The search committee only has two (2) weeks in which to complete all on-campus interviews. One of the candidates is unable to come during those two (2) weeks. Does the search committee have to wait for this candidate to become available?

**A.** No. The search committee may set whatever time frame they think appropriate to complete interviews. If a candidate cannot make the time frames, then the committee is not required to make any exceptions. However, if an exception is made for one candidate, then it must be made for all candidates.
**FAIR PROCESS**

Q. One of the top candidates for a position is a lecturer for SDSU. Can the committee review all of his/her student evaluations as part of the application review process?

A. The committee may only review student evaluations if it is reviewing student evaluations for all other applicants as well. The committee must remember to treat all applicants equitably. If the search committee wants to review student evaluations for one applicant, it must do so for all applicants.

**APPLICANT’S FILE**

Q. Can I distribute the original copies of Curriculum Vitae to other members of the department involved in a search?

A. It is preferable to distribute a copy of the document. If the original is either lost or misplaced, there could be significant disruption of the search process, and others’ ability to immediately review the documents.

**CITIZENSHIP**

Q. During the recruitment phase, can we ask the applicants questions regarding their authorization to work in the United States?

A. The applicant should not be asked questions regarding their work authorization during the recruitment stage. This could later be the basis for claims of discrimination.

**TAGLINE REQUIREMENT**

Q. How have the required advertisement "taglines" been changed to conform to current law?

A. The advertisement "taglines" should read as follows:

SDSU is a Title IX, equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

The person holding this position is considered a “mandated reporter” under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.
Tenure Track Request Form
Tenure Track Request for ________

College: ___________________________ Department: ___________________________

Expected Date of appointment: __________________________________________________

Expected Rank of appointment: ________________________________________________

Specific justification for and description of position to be filled (attach detailed statement if necessary):

Department Chair ___________________________ Date __________

Dean of the College's endorsement and comment (attach detailed statement if necessary):

Dean of the College ___________________________ Date __________

Provost's Office

Associate Vice President for Academic Affairs ___________________________ Date __________

Provost's Response:

You have provisional approval to proceed with the Office of Diversity & Equity on advertising the position.

You are hereby authorized to begin the process of filling the position described above.

I cannot authorize the filling of this position at this time. Please see me.

Provost ___________________________ Date __________

NOTE: A position cannot be advertised until the Provost has approved the position in writing and the Office of Diversity and Equity has approved the advertisement.

This form must be completed for each tenure track position requested, regardless of whether the tenure track position was approved in a prior academic year or whether you are requesting an additional hire from a currently certified pool. A request for an additional hire from a currently certified pool requires a statement with specific justifications.

DISTRIBUTION: WHITE-Academic Affairs; GREEN-Office of Diversity and Equity; CANARY-Dean's Office
PINK-Department; GOLDENROD-To accompany Academic Transaction Form and Statement of Terms and Conditions
Sample Rejection Letter
Sample-Letter of Rejection

Date

Name
Address
City, State, Zip Code

Dear:

Thank you for applying for the position of ______________ in our department of ______________ at San Diego State University. Your qualifications have been carefully reviewed. After careful review and assessment, it has been determined that we will not be proceeding further with your candidacy at this time for the position in question.

My colleagues and I greatly appreciate the interest you showed in San Diego State University. We want to congratulate you for your past accomplishments and to thank you sincerely for allowing us the opportunity to evaluate your credentials.

I wish you the best for a continued successful career.

Sincerely,

Chairperson, Search Committee
College of XXXXXXXXXXXX
San Diego State University
Approval to Negotiate a Faculty Appointment Offer, Form
APPROVAL TO NEGOTIATE A FACULTY APPOINTMENT OFFER

Department: ____________________________  Position Description/Title: ____________________________

VPAA Number: __________________________  Proposed Rank: __________________________

Name of Candidate with whom you want to negotiate an offer of appointment [1]:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
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<th>Names of Finalists/Interviewees</th>
<th>Reason for Non-Selection of Finalists/Interviewees</th>
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Department Chair(s)  Date  Chair, Search Committee  Date

Dean(s)  Date  Approved, Provost  Date

Date of Office of Employee Relations & Compliance Certification

[1] Please forward the curriculum vitae of the candidate with this form. A new form, along with a curriculum vitae, must be submitted for approval to negotiate a faculty appointment offer for a candidate not previously approved.

A final written University offer may not be tendered until the Academic Transaction Form, a Letter of Offer for your signature, a copy of this form, and a curriculum vitae have been forwarded to the Associate Vice President for Academic Affairs for approval.

This form can be found on Academic Affairs home page.
Employment Eligibility Checklist for Foreign Nationals
EMPLOYMENT ELIGIBILITY CHECKLIST FOR FOREIGN NATIONALS

When considering hiring a foreign national into a tenure-track position, please submit this form and the Approval to Negotiate a Faculty Appointment Offer form (with accompanying required information) to your Dean’s Office who will forward to Provost Marlin.

NAME: ____________________________________________

( ) Male  ( ) Female

COUNTY OF BIRTH: ____________________________________________

COUNTY OF CITIZENSHIP: ____________________________________________

DEPT/COLLEGE: ____________________________________________

ACADEMIC RANK OF APPOINTMENT: ( )Full Prof.  ( )Assoc. Prof.  ( )Assist. Prof.

EXPECTED SEMESTER OF APPOINTMENT:  ( ) Fall  ( ) Spring

CURRENT VISA TYPE  VALID DATES OF VISA  SPONSORED BY

☐ H-1B Visa From _____ To _____ _________________________

☐ O Visa From _____ To _____ _________________________

☐ TN Visa From _____ To _____ _________________________

☐ F-1 Visa From _____ To _____ _________________________

☐ Other _____ From _____ To _____ _________________________

☐ Does not currently have a Visa

☐ Current vita and any other supporting information with this form.

FACULTY AFFAIRS WILL REVIEW THIS INFORMATION AND WILL RESPOND TO COLLEGE AND DEPARTMENT. BY LETTER, LISTING THE CONDITIONS THAT NEED TO BE SATISFIED TO ENABLE THIS APPLICANT TO BE ELIGIBLE FOR EMPLOYMENT AT SDSU.
Academic Transaction Form (ATF)
1. Name Last
2. Red ID
3. Present Mailing Address
4. City Zip
5. Type of Transaction
   - Change in Appointment (see 16 & 17 below)
   - Virtual Terminal Year
   - Faculty Early Retirement Program
   - New Appointment (see 22 & 23 below)
   - Probationary Period Extended
   - Teaching Sems: Fall & Spring
   - Reappraisal (no break in service)
   - Resignation
   - Declined/Canceled
   - Reduced Worktime Program
   - Pre-retirement Reduction in Time Base
   - Former Employee (break in service 1 semester or more)
   - Retirement
   - Office (explained in remarks below)

6. Type of Appointment
   - Tenured
   - Full time Temporary
   - Part time Temporary
   - One Semester: (do not abbreviate Institutions)
   - Spring to be determined (B.A., B.S. etc.)
   - Summer
   - 10-month
   - Adjunct (Volunteer Employee)
   - Retired Amulant
   - Position Number

7. If name change, formerly?
8. Present Mailing Address
9. College
10. Home Department
11. For a New or Former Employee List
12. Effective Date (month/day/year)
13. Appointment to the Class and Rank of
   - Assistant

14. FIMs includes current year
   - Division
   - DSS
   - OFMI

15. If new probationary or tenured faculty, please state
    - New Employer U.S. Citizen?

16. Current Faculty Workload

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<th>Department</th>
<th>% Instructional Faculty Fraction</th>
<th>% Other Support</th>
<th>% Instructional Administration Fraction</th>
<th>% Other Support Instructional Administration Fraction</th>
<th>TOTAL SUPPORT</th>
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17. Change to Faculty Workload

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<th>% Instructional Faculty Fraction</th>
<th>% Other Support</th>
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<th>TOTAL SUPPORT</th>
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18a. Appointment with tenure or b. Normal date tenure to be achieved (Month & Year)
19. Earliest probable date for Sabbatical Eligibility (Month & Year)
20. Change from temporary to probationary status? d. Yes o. No
21. Recommend number of years to count toward tenure and sabbatical: 
    - 2-3 years
    - 4-5 years
    - 6-7 years
    - 8-9 years
    - 10-11 years
    - 12-13 years
    - 14-15 years
    - 16-17 years
    - 18-19 years

22. Sabbatical or AY
23. Leave Approval
   - Faculty
   - Spring
   - AY

24. Department Chair Stipend

25. Remarks, Comments, Special Conditions

26. Date of Office of Diversity and Equity Certification of Pool

27. Signatures and Dates

Approved

Dean

Date

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Sample SDSU
COLLEAGUE LETTER
Dear Colleague,

We invite your assistance in soliciting qualified candidates for a tenure-track position as an Assistant, Associate or Full professor of Mathematics Education in the Department of Mathematics and Statistics at San Diego State University. Enclosed are a notice of the position, which has a starting date of August 2015 and a closing date of November 24, 2014 for applications. Although the academic rank is open, special consideration will be given to experienced applicants at the Associate or Full Professor levels.

We have a strong mathematics education faculty at SDSU. In the Department of Mathematics and Statistics, faculty includes Janet Bowers, Nicholas Branca, Brian Greer, Joanne Lobato, Susan Nickerson, and Chris Rasmussen. In the College of Education, mathematics educators include Nadine Bezuk, Lisa Clement, Vicki Jacobs, Rachelle Feiler, Kate Masarik, Randy Philipp, and Rafaela Santa Cruz. Faculty has the opportunity to join the Center for Research in Mathematics and Science Education (CRMSE). CRMSE is an interdisciplinary center with College of Science faculty from departments of mathematics, physics, biology, geology, and psychology, and College of Education faculty from the School of Teacher Education. Faculty often collaborate on research projects on the learning and teaching of mathematics and science, on research-based curriculum development projects, and on professional development for teachers in K-12 schools throughout the state. There are 29 currently funded projects totaling approximately $28 million for multiple years. Emeritus faculty, like Judy Sowder and Larry Sowder, continue to be active at CRMSE.

Our interdisciplinary doctoral program in Mathematics and Science Education, offered jointly with the University of California at San Diego, is administered through CRMSE. Guershon Harel and Alfred Manaster, both mathematics educators from the Mathematics Department at the University of California at San Diego, are also involved in the doctoral program. Visit our web sites for additional information about CRMSE (http://public.sdsu.edu/CRMSE/), the doctoral program (http://www.sci.sdsu.edu/CRMSE/msed/), and the Department of Mathematics and Statistics (http://www.sci.sdsu.edu/math/).

We hope that you will share this letter and position announcement with anyone who may be interested. We seek your help especially in identifying applicants from underrepresented groups. Please call me at 619-594-#### or email me at xxx@saturn.sdsu.edu if you have any questions.

Thanks!