2024-2025

FACULTY SEARCH HANDBOOK

Cleveland State University

Office of the Provost

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INTRODUCTION

This handbook is designed to provide faculty members and administrators the necessary tools for conducting successful searches for faculty positions, consistent with Cleveland State University's legal obligations. It contains a step-by-step process for conducting faculty searches and additional information on best practices for conducting searches.

As a Dean, Associate Dean, Department Chair/School Director, search committee chair, or member of a search committee, it is crucial that you are familiar with relevant policies to ensure equal and open access to employment opportunities for all potential candidates. Search committees and administrators should also be familiar with any hiring needs in their area.

Part of CSU's vision is to become "A beacon institution whose vitality attracts diverse and talented students, faculty, and staff from within and outside the region, thereby enhancing our distinctive and inclusive living, learning, and working environments." Faculty searches are the primary way CSU recruits faculty and contributes directly to the CSU 2.0 strategic plan.

This handbook is a living document, updated annually to ensure that it includes the most recent and relevant information. Please ensure that you are reviewing the most current version. Additional recruitment and faculty development resources are available on the Faculty Affairs website: https://www.csuohio.edu/faculty-affairs/faculty-affairs.

Should you have questions regarding the recruitment and search process, please contact the Vice Provost for Faculty Affairs or the Director of Faculty Affairs.

Roles in the Faculty Hiring Process

Overall responsibility for faculty hiring falls to the Office of the Provost, Vice Provost for Faculty Affairs and Development.

Within each College, the Dean shall identify the operational lead in hiring (or may assume the role), usually an Associate Dean or a similar senior leader. These **Dean's designees** should be trained periodically on the processes, effective recruiting and credential review /interview best practices.

The search process is administered through the **PeopleAdmin software system**. The link to PeopleAdmin is https://hrjobs.csuohio.edu/hr/

The **Office for Institutional Equity** has specific, limited responsibilities in each search related to nondiscriminatory hiring, such as approving the search committee composition or certifying the pool of applicants.

Questions During the Search Process

Based on the roles described above, search committee chairs should refer to the following common types of questions as follows:

- Questions regarding the hiring process, such as search timetables, acceptable documentation, etc. should be addressed to the Dean's designee. **The Dean's designee** shall consult with the Vice Provost for Faculty Affairs as needed.

- Questions regarding appropriate minimum /preferred qualifications, the rating tool and other "quality control" issues should be addressed to the **Vice Provost for Faculty Affairs or Director of Faculty Affairs.**

- Questions regarding the search process and use of PeopleAdmin should be referred to **the Director of Faculty Affairs.**

- Questions regarding search committee training, appropriate interview questions, strategies to hire for positions that are needed or difficult to fill or issues related to discrimination should be referred to **OIE.**

STEP BY STEP PROCEDURE FOR FACULTY HIRING

1. PREPARING FOR THE SEARCH

STEP COMPLETED	ACTION	RESPONSIBLE PARTIES
☐	Hold department meeting to select search committee. **See Page 9.**	Department Chair/School Director.
☐	Secure OIE approval of search committee membership. **See Page 10.**	Department Chair/School Director or Committee Chairperson.
☐	Complete mandatory search committee training. **See Page 10.**	All Search Committee Members.
☐	Search Committee meets. **See Pages 10-11.**	All Search Committee Members.
☐	Develop Position Description. **See Page 12-13.**	All Search Committee Members.
☐	Create a Recruitment Plan. **See Pages 14.**	All Search Committee Members.

☐	Submit Recruiting Plan to Department Chair for review and recommendations (if required by Department Chair).	Committee Chairperson.
☐	Develop Rating Tool based on the minimum and preferred qualifications outlined in the advertisement. **See Page 15 and Appendix One.**	All Search Committee Members.
☐	Create posting requisition in PeopleAdmin – insert position description and upload Recruitment Plan and Rating Tool. Send requisition to Department Chair/School Director for review. **See Page 15 and Appendix Two.**	Committee Chairperson.
☐	Posting is routed and reviewed and approved.	Department Chair / Dean / Vice Provost / OIE.
☐	Post position and list ad in approved external posting outlined in Recruiting Plan.	Provost's Office.

2. CONDUCT APPLICATION/CREDENTIAL REVIEW

STEP COMPLETED	ACTION	RESPONSIBLE PARTIES
☐	Review applicants for minimum criteria. **See Page 16.**	All search committee members. The Dept. Chair/Director also reviews applications.
☐	Disposition applicants in PeopleAdmin to "Meets Minimums" or "Does Not Meet Minimums". **See Page 16.**	Committee Chairperson.
☐	Certify pool of applicants consistent with EEOC federal and DOL standards. **See Page 16.**	OIE.
☐	Review and score pool for preferred qualifications. **See Page 16.**	All search committee members.
☐	Update PeopleAdmin with candidate scores. **See Page 16.**	Committee Chairperson.
☐	Conduct telephone or Skype Interviews. **See Page 18.**	All search committee members.
☐	Review or contact candidates' references before finalizing candidates to invite campus**.** **See Pages 18-19 and Appendix Four.**	All search committee members.
☐	Discuss finalists with Chair/Director; agree on candidates to be interviewed and schedule faculty meeting.	Committee Chairperson and Dept. Chair/Director.

☐	Disposition applicants in PeopleAdmin to "Selected for Interview – Finalist" or Not Selected for Interview – Not a Finalist".	Committee Chairperson.
☐	Submit finalists to OIE for review and approval of the applicant pool prior to campus interviews.	Committee Chairperson.

3. INTERVIEWING

STEP COMPLETED	ACTION	RESPONSIBLE PARTIES
☐	Conduct on campus interviews. **See Pages 20-27.**	Search Committee PLUS meetings with Department Chair/Dean/Provost.
☐	Create an interview schedule for each candidate - be sure each candidate is given the same instructions and on campus experience. **See Page 21.**	Search Committee, Committee Chairperson, and Department Chair.
☐	Invite candidates to campus - send them a copy of Interview Schedule and the link to New and Prospective Employees. **See Pages 21.**	Committee Chairperson and Department Chair/School Director.
☐	Email names and contact information of finalists to Vice Provost of Faculty Affairs.	Committee Chairperson.

4. DECIDING WHO TO OFFER THE POSITION/DECISION MAKING

STEP COMPLETED	ACTION	RESPONSIBLE PARTIES
☐	Hold faculty meeting with bargaining unit faculty members to vote on acceptability (acceptable vs. unacceptable) of interviewed candidates (only a search committee meeting required for visiting faculty). The vote tally for each candidate should be recorded. **See Page 28.**	Department Chair/School Director.
☐	Notify the Dean of the Chair/Director's and faculty's recommended candidate(s), with faculty vote, salary range, and rank (Chair/Director may recommend only candidates voted acceptable by faculty).	Department Chair/School Director.
☐	Notify the Provost of the Dean's recommendation, along with the recommendation of the faculty and Chairperson.	Dean.
☐	Contact the candidate and make the offer. **See Pages 28-31.**	Department Chair/School Director.
☐	Approve research start-up funding if applicable. **See Page 32.**	Dean/VP for Research.

5. COMPLETE HIRING PROCESS

STEP COMPLETED	ACTION	RESPONSIBLE PARTIES
☐	Once the offer is accepted, draft the Letter of Intent (LOI). Associate Dean should send to Director of Faculty Affairs. **See Page 33 and Appendix Five.**	Department Chair and Dean's designee.
☐	Review and approve the draft LOI. **See Page 33.**	Vice Provost of Faculty Affairs.
☐	LOI is sent to the candidate (and copied internally) for signature.	Provost's Office.
☐	Complete Hiring Proposal and background check. **See Page 33.**	Provost's Office.
☐	Disposition all applicants and finalists in PeopleAdmin workflows and send all search records to Director of Faculty Affairs. **See Page 33.**	Committee Chairperson
☐	Notify candidates who were not selected for the position. **See Page 33.**	Committee Chairperson or Department Chair.
☐	Upload search committee records retention to PeopleAdmin. **See Page 33.**	Provost's Office.
☐	Prepare an assessment report on the success of the original search plan for submission to Dean. **See Page 34.**	Committee Chairperson/ Dean's office complies reports and forwards to Vice Provost
☐	Prepare the contract. **See Page 35 and Appendix 6.**	Dean's Office.

THE SEARCH PROCESS

I. Preparing for the Search

Once a position is approved by the Provost, the Department Chair shall convene a department meeting to select a search committee in accordance with the applicable Collective Bargaining Agreement or Faculty Personnel Policy. The selection is a joint process between the faculty and chair, with advice from the dean as appropriate.

Review hiring procedures in AAUP-CSU Collective Bargaining Agreement (Articles 12.8-12.10 for tenure track positions and 12.2, 12.3 and 12.4 for college lecturers, professors of practice and visitors).

Within the stated requirements, the search committee should reflect as many different experiences and viewpoints as possible.

Search committees that include women are more likely to have women as semifinalists and to make an offer to a woman. (Inside Higher Education, 2008)

For every additional woman serving on a seven-member panel reviewing a hire (or promotion at the full professor level), the chances of success by a female candidate increased by 14%. (Inside Higher Education, 2011)

Search Committee Composition

The composition of the search committee, the charge to the search committee, and the definition/description of the faculty position are factors likely to have consequences for the outcome of the search. It is important that these issues be addressed deliberately and early.

The search committee should include faculty from varied or wide-ranging backgrounds reflecting racial, ethnicity, age, gender, rank/tenure, and thought diversity who may have helpful—and divergent—ideas that can enhance efforts to recruit and evaluate candidates. If everyone on the committee thought the same way or had similar backgrounds and experiences, a committee of one would suffice. Research shows that committees of individuals with such wide-ranging and diverse perspectives make better decisions. Pragmatically, it also increases the likelihood that issues that will ultimately surface in broader Department and School discussions will have been identified and discussed earlier on.

The identity of the Search Committee Chair impacts the applicant pool. Kazmi et al (2021) found that when women and URM faculty serve as search committee chair, the applicant pools result in higher numbers of women in the applicant pools with a woman chair and over more URM applicants for a URM chair.

- Include people with varied backgrounds and experience on the committee, paying attention to sub-discipline.
- Consider including faculty from outside your department, especially if you are searching in a field in which your department lacks deep expertise, or that is emerging or interdisciplinary. CSU faculty from related departments bring new perspectives to your search. It's also a great strategy for engaging with colleagues from outside your department on substantive topics of common interest. This is highly recommended for cluster hires.
- Consider forming a graduate student advisory group to work with the faculty search committee. Graduate students, especially those interested in faculty positions, find this to be a superb experience that gives them insight into the academic job market. Experience shows that graduate students—who are early career themselves—can be especially good at identifying emerging scholars. (If your department has postdoctoral fellows, consider including some of them on the advisory group for the same reasons.) For example, graduate students can attend job talks/research talks, meet with candidates, and provide feedback to the search committee.
- The chair of the search committee should be familiar with the relevant sub-discipline but need not be the faculty member whose field is closest to that of the position to be filled. The most important quality in a chair is the capacity to ensure that diverse points of view are honored throughout the committee's deliberation.

- **The Department Chair /School Director or Committee Chairperson shall contact OIE for approval of the search committee.**

- **Once OIE has approved the composition of the search committee and before commencing with the search process, the search committee should complete the mandatory Search Committee Training, which addresses the search process and overcoming biases in the search process.**

Search Committee Meets / Establishing the Search Process Guidelines

Setting the Ground Rules

The chair should lead the committee in a discussion of ground rules for the search:

• Consensus or Votes. The committee should decide how decisions will be made, either by consensus or by voting. If the latter, then the committee should also decide if absentee votes will be allowed, and if the votes will be open or confidential.

• Confidentiality. All search committee members must be sure that they can confidentially share their views with colleagues. Limit casual discussions with colleagues not on the committee about how the search is progressing.

• The New York Times Rule. Don't write anything in an email that you wouldn't want attributed to you on the front page of a major newspaper. Email is great for distributing information, but deliberations about candidates should be done in person. Email is not a subtle medium and emails can be forwarded or requested via a public records request.

• Record keeping. The committee must keep complete records, including all job advertisements, postings, lists of nominators and nominees, candidate dossiers, rating sheets, long and shortlists, and interview notes which are provided to the Office of Institutional Equity at the end of the search.

• Decorum. During committee meetings, agree to turn off phones and laptops, to interact respectfully, and to allow for all points of view to be heard.

Dealing with Common Committee Problems.

All committee members share responsibility for everyone's full engagement in the search.

• Imbalances of power among committee members can silence some members while allowing for others to control too much of the search process. Dealing with these dynamics and the behavior of colleagues are some of the search committee chair's primary responsibilities. It is helpful when other committee members draw colleagues into the discussion since it is the committee, not an individual (or even pair of individuals), which is making all decisions.

• Without intending to, senior faculty may intimidate untenured faculty on the committee. Untenured faculty may not feel comfortable disagreeing with their senior colleagues who later will be evaluating them. Periodically, the search chair should ask untenured colleagues outside official committee meetings about their opinions of the candidates and the search process. If so, the chair can serve as the "official source" of their alternative points of view during committee meetings.

• Encourage an open airing of ideas and opinions by all committee members on the topic of excellence and its many dimensions. Learn how to persuade colleagues to be open to new ideas.

For Search Committee Training:

Log into Blackboard to access the Faculty Search Committee Training – once OIE has approved the committee, CSU Online will add it to your Blackboard.

Contact the CSU Online (Center for eLearning) if you encounter any issues.

Allow all members of the search committee may voice their opinions, participate in a discussion on equity and inclusion, and the search committee's roles and responsibilities in recruiting and evaluating an inclusive pool of applicants.

Remind the search committee that they represent the interests of the department as a whole and, in a broader context, the interests of the school or college, and the university.

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Issues to Cover in the First Search Committee Meeting

The Committee's Charge (provided merely as examples)

a. Review essential characteristics of the position with the expectation that the committee will fine-tune the position description. These might include:

i. Distinguished or promising record of scholarship; success in core academic functions (research and teaching); need to avoid over reliance on single indicators of excellence

ii. Tenurable at professor level (if applicable)

iii. Strong administrative experience and skills (if applicable)

iv. Commitment to the core values of the University

v. Ability to mentor a broad student base and junior colleagues from various backgrounds and experiences.

b. Set a clear expectation that the committee will cast a broad net for prospective candidates (local /national/international search).

c. Detail the required outcome. This should be consistent with the CSU-AAUP agreement Article 12.8. Recommendations (acceptable or unacceptable) and include individual vote totals on each candidate should be forwarded to the department chair/school director.

d. The Dean/Department Chair would like recommendations by [date].

Search Process

e. Outline time frame and frequency of meetings as well as expectations concerning attendance and confidentiality.

f. Discuss what materials will be requested and where they will be kept.

g. Discuss process to be used to set criteria for the job posting.

h. Discuss process the committee will use to generate shortlist/interview/campus visit candidates and campus visit of candidates for approval.

i. Discuss the role that evaluation bias can play in searches, and the specific steps the committee will take to mitigate it.

j. Decide what role, if any, internet searches are to play in the selection process and determine how equity and privacy concerns can be addressed if they are used.

k. Discuss any approvals, such as approval to interview, that the committee must seek before proceeding.

l. Remind committee members that internal candidates, if there are any, should be treated the same as external candidates throughout the process.

m. Discuss how the search will be concluded.

Develop a realistic timeline for recruiting and interviewing, working backwards from a target completion date or offer letter date, recognizing that some fields have specific job market periods.

Be sure to account for holidays, grading periods, and other times when it will be difficult to get faculty members' attention.

NOTES

Developing the Position Description

A Position Description includes a job summary and minimum and preferred qualifications.

1. The position description should be as broad as possible, while obviously noting the desired area(s) of scholarship, experience, and disciplinary background. In identifying areas, distinguish between teaching needs and research needs to enhance your ability to attract candidates, particularly highly qualified candidates of all backgrounds.

2. Avoid characterizing any search as a "replacement" for a departed or retired faculty member. Searches provide an opportunity to look forward, not backward.

3. Think carefully about the qualifications you list. What is required? What is simply preferred? Detailed lists may deter otherwise qualified candidates. The search committee should consider only those candidates who meet all "required" qualifications.

4. Make the advertisement welcoming to all candidates. Barriers to entry, both perceived and real, may deter some of the best candidates from applying. Research shows that advertisements for untenured positions that include superlatives such as "exceptional" or "distinguished" may deter very qualified individuals from applying (because they assume—incorrectly—that they must have already achieved great acclaim). Instead use language that encourages all candidates with strong records and promise to apply.

5. Style guide on appropriate and accurate language to use when writing or talking about people living with disabilities: https://ncdj.org/style-guide/

6. **Include the following statement within the first paragraph of the job summary:**

"*CSU is committed to academic excellence and diversity within the faculty, staff, and student body in all of its dimensions. CSU is striving to be a nationally recognized and student focused public research institution that provides accessible, affordable, and Engaged Learning opportunities for all.*"

<u>Note on application deadline instruction</u>:
If the committee does not want to establish a firm closing date for applications, it will have the most flexibility if the ad states that "preference will be given" to applications that are completed by a certain date. That allows the committee to review applications received after that date but does not require it to do so. Ads that state that a position is "open until filled" or that "review will begin" on a certain date are ambiguous and may result in the committee having to review more applications than needed to develop a strong pool.

"Decide what information the most desirable and qualified candidates need to know in order to be encouraged to apply for the position" (Buller, 2017).

Define the position in broad terms. A good place to start is with the definition of the position.

Provide cues of belonging. If we hope to attract a wide range of applicants, we should describe our jobs in the broadest terms that are accurate.

Express Institutional Values.

Identifying the Minimum and Preferred Qualifications

Once the responsibilities and expectations for the position have been identified and agreed upon, the search committee must then address the question, **"Given the required duties and other expectations for the person in this position, what knowledge, skills, abilities, experiences, traits, or other characteristics should the successful candidate possess?"**

The search committee should answer that question with the following in mind:

- Each identified qualification must be clearly linked to one or more of the identified responsibilities or including expectations (including teaching and research) for the position.
- Examples of qualifications that may be relevant to academic positions:
- The ability or demonstrated ability to conduct scholarly research in a specific area, or at a specific level.
- Degree requirements.
- License requirements.
- Professional experience requirements (especially for Professors of Practice see CSUAAUP Article 12.3 C for the specific requirements);
- Ability to manage a laboratory.
- Ability to mentor doctoral students and/or junior faculty.
- Experience with a variety of teaching methods and curricular perspectives.
- Research, teaching, or service that demonstrates a candidate's experience.

Note on degree requirement minimum qualification:
All decisions made during the search must be consistent with the advertisement, so it must properly reflect the requirements and the process. For example, if the ad says that a Ph.D. is required by a certain date, the committee will not be able to recommend a candidate who will not have his or her Ph.D. by that date. *If a department wants to hire with the option of selecting an ABD, one can list the minimum degree requirement as "Completion of all requirement for the Ph.D. by July 1 for appointment as Assistant Professor; ABDs will be considered for appointment as an instructor."*

In order for a job advertisement to meet the US federal requirements for use in a labor certification process, the ad must follow the following:

- Be publicly posted for at least 30 calendar days with the start and end dates of the posting clearly documented.
- Be placed in a national professional journal targeted at an appropriate audience for higher education positions as opposed to a general purpose jobs website (Buller, 2017).

Developing a Recruitment Plan

The search committee should develop a recruitment plan and advertisement to ensure the broadest possible pool of applicants. The plan should include a list of publications and websites where the position should be advertised.

The recruitment plan should create an outreach plan to reach candidates**.** Given the high cost of adverting, whenever feasible, select online rather than print outlets and advertise only the position, not the department or university (provide web links that showcase your department and the university).

When developing a plan for outreach, consider the following:

1. Adopt an advertising strategy that includes announcements to a broad audience, seeking candidates from a variety of backgrounds and experiences :
• National journals
• Departments at other universities
• Academic and professional associations (including committees within
• these associations)
• Listservs
• Websites

2. Consult with colleagues and ask them to identify potential applicants consistent with the unit's needs. Make personal contact by email, telephone, or letter.
Consider:
• Faculty and academic administrators at other universities
• Faculty and academic administrators at HBCUs and largely diverse institutions
• Former students and alumni

3. Create opportunities to recruit applicants, including women at conferences you attend. Cultivate contacts with excellent future candidates, both for current and future searches.

4. Identify individuals who have achieved excellence outside academia and contact them or send the position announcement to them.

5. Market the department and the campus — showcase CSU as an "employer of choice."

6. Ensure that all candidates and those invited for interviews are treated equitably and with respect. Remember, the way candidates are treated at CSU is an important factor in attracting future applicants.

7. Evaluate the effectiveness of the committee's outreach and search efforts. Sharing the evaluation with your department and other search committees will help them do a better job.

Questions for the search committee to consider when preparing the recruitment plan:

Why is the position open?

What characteristics/qualifications/ credentials would an individual in this role need to have to be successful?

What experiences would give them immediate credibility in the role?

What are the top three "must-haves" for the ideal candidate?

NOTES

Developing the Rating Tool

Before reviewing candidates, the search committee should develop a rating tool. Minimum qualifications, as described in the advertisement, are assessed on a "yes/no" basis. Any candidate that does not meet all of the minimum qualifications does not progress in the search. Points should be allocated to each of the preferred qualifications, reflecting the relative importance of the qualification.

A qualification may be both a minimum qualification and a preferred qualification. For example, a position may require one peer-reviewed publication, but the committee may also want peer reviewed publications to be a preferred qualification on the rating tool so that it can give additional points for more or stronger publications.

A sample rating tool is included in Appendix One.

Creating the Posting in PeopleAdmin

Now that the position description, recruitment plan and rating tool have been developed, the search chair should now create the posting in the PeopleAdmin software system. The link for PeopleAdmin is https://hrjobs.csuohio.edu/hr/.

Instructions on how to create a faculty posting are located in the lower right-hand corner of the Home page under "Useful Links" – see the Creating a Faculty Posting link. Please note you will need to scroll down the page to see the "Useful links."

In the posting, insert the information from the position description, i.e. job summary, minimum and preferred qualifications. You'll also upload the Recruitment Plan and Rating Tool to the Posting Documents.

The posting should be sent to the Department Chair for review and approval. The posting will also be reviewed and approved by the Dean, Vice Provost and OIE before it is posted and advertised.

A check list of the posting requirements is included in Appendix Two.

NOTES

II. Conduct Application/Credential Review

Committee members may review applications as they are received in the PeopleAdmin system, determining whether they meet minimum qualifications, and scoring the preferred qualifications. The link for PeopleAdmin is https://hrjobs.csuohio.edu/hr/. **Instructions on how to review candidates' applications are located in the lower right-hand corner of the Home page under "Useful Links" – see the Reviewing Candidates' Application Documents link.** Please note you will need to scroll down the page to see the "Useful links."

Once a position has closed, or the preferred review date has passed, the search committee shall meet to compare evaluations. If necessary, the committee should discuss candidates for whom it is unclear if minimum qualifications are met in order to reach consensus on those candidates.

Once a pool of candidates who meet minimum qualifications is established, the search committee chair should update each applicant's status in PeopleAdmin and inform OIE the pool is ready to be certified. Instructions on how to disposition candidates are located in the lower right-hand corner of the Home page under "Useful Links" – see the Dispositioning Candidates link. Please note you will need to scroll down the page to see the "Useful links."

Once the pool is approved by OIE, the committee should meet to discuss the candidates who received the highest scores on the preferred qualifications.

The search committee chair shall then update PeopleAdmin with the candidate scores and interview finalists and contact OIE to review the pool of finalists. Also refer to the Dispositioning Candidates link above.

In addition, the Committee Chairperson will present the finalists to department bargaining unit faculty for approval.

In reviewing candidates consider value added characteristics of the applicants:

- Mentoring and advising experience.
- Prior experience with accreditation.
- Evidence of partnering with the community or businesses.

Rating the Candidates: Ensuring a Fair Search

How a search is conducted influences the quality of the applicants, the ability to select the individual best suited for the position, the possibility of any legal liability because of the process, and the positive image of CSU. Below are OIE guidelines that will help you conduct a fair search.

Implicit Bias

Implicit bias (aka unconscious, or inherent bias) refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. It is important to acknowledge that even people who are strongly committed to egalitarian values and believe they are not biased can hold implicit bias that influences judgment.

No preference may be given to friends, family, or professional peers of search committee members, nor may preference be given to applicants with similar cultural , social, or academic institutional backgrounds (i.e. graduate school classmates). Applicants with disabilities must be assessed in terms of the essential functions of the job posting. The university must provide reasonable accommodations for any applicants with disabilities during the application process or who are selected to fill the position.

Possible Red Flags when reviewing applicants:

- Your own tendency to fixate on a single attribute or qualification.
- The candidate does not hold any one position for very long.
- Lack of respect or hostility towards current or prior institution.
- Evidence of interpersonal conflict. (Buller, 2017)

A Few Key Characteristics of Implicit Biases.

- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own in-group, though research has shown that we can still hold implicit biases against our in-group.

Some examples of how bias may manifest are:
- Trying to find someone who "fits in" with your group. This is different than finding someone who is a good fit for the position.
- Making judgments too early in the process
- Stereotyping
- Favoring someone because they are similar to you, personally
- Halo/Horn effect- It is a cognitive bias that causes you to allow one trait, either good (halo or bad (horns), to overshadow other traits, behaviors, actions, or beliefs To help ensure that all candidates are reviewed fairly, discuss the precise meaning of the position qualifications and how they will be assessed before beginning to screen applications.

Criteria used to identify top candidates should be the same for each applicant.

Confidentiality

Confidentiality is required to be understood and honored by everyone on the search team, from the first meeting until the conclusion of the search. As such, the search process is treated with the greatest degree of confidentiality by law, consistent with the University's obligations as a public university to release information pursuant to the Ohio Public Records Act [During the period of the open search no communication can occur with applicants or about applicants except through the formal mechanisms of the search process]. Any unsolicited inquiries from applicants should be directed to the search committee chair for response.

Confidentiality also means that members of the search committee do not discuss the candidates with candidates who may be employed in another position or colleagues not on the search committee. The deliberations of the search committee are confidential. Members of the search committee should not discuss the reactions or assessments of search committee members to the applicants or provide updates about whether particular candidates have been moved ahead in the process or not selected to do so, with colleagues not on the search committee. Breaching confidentiality in this way destroys the integrity of the process, damages relationships, and can be harmful to the reputation of the University.

A breach in confidentiality can result in:

1. The immediate termination of the search, a serious loss of time and money.

2. The most qualified candidates withdrawing from the search, fearing that a premature disclosure of their candidacy will jeopardize their current positions. All information about a search should remain amongst the committee. Any inquiries about a search should be referred to the Dean or the Dean's designee.

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Minimizing Bias

What not to do:
1. Suppressing bias and assumptions from one's mind (or trying to.)

2. Rely on a presumably "objective" ranking or ratings system to reduce bias.

What to do:
1. Replace your self-image as an objective person with recognition and acceptance that you are subject to the influence of bias and assumption.

2. Strive to increase the diversity of the search committee in all of its dimensions.

3. Strive to increase the number of scholars with broad and varied experiences in your applicant pool.

4. Develop a well – defined evaluation criteria prior to reviewing applications.

5. Prioritize the evaluation criteria BEFORE reviewing the applicants.

6. Engage in counter stereotyping imaging (take time to consciously think about highly successful, highly competent, well regarded faculty in their department, college, or university).

7. Spend sufficient time reviewing each application while minimizing distractions.

8. Focus on each applicant as an individual and evaluate their entire application package.

9. Rely on inclusion rather than exclusion strategies in selection decisions.

10. Stop periodically to evaluate your criteria and their application.

11. Be able to defend every decision.

Pre-Screening Candidates / Reference Check

Once you have established an initial shortlist of candidates who match the preferred qualifications, the search committee should continue to screen candidates before extending an on-campus interview. This should include conducting phone or Skype interviews and checking references.

Telephone/Skype Pre-Screening

Telephone/Skype pre-screening interviews can be conducted as the first step in the search process, especially when there is a "long list" of potential interviewees. Certain rules of uniformity should be followed when conducting telephone interviews: The same questions should be asked of all candidates, the same information about the process should be given to the candidates, and the same members of the Search Committee should participate in all telephone/skype interviews.

Telephone pre-screening interviews with the Search Committee should be planned. The candidates should be given a brief description of the process so that they can be prepared. The interview should be conducted in a room large enough for all committee members to sit comfortably and within hearing and speaking range of the telephone. There should be no distractions -- cell phones and pagers should be turned off, the door should be closed, telephone extensions should be forwarded to other lines -- and committee members should be seated and ready before the interview begins.

Be sure to check your connection before the interview if you are using Skype.
Planning and arranging the telephone pre-screening.

- Schedule a call of no more than 30 minutes with the interviewee and committee.
- Review the interviewee's application materials.
- Prepare questions.
- Determine the order in which interviewers will introduce themselves.
- Determine the order in which interviewers will ask questions.
- Test the speakerphone.
- Make sure there are no scheduling conflicts with the interviewing room.
- Agree on an evaluation tool

Checking References for Faculty Applicants

All reference letters should be submitted directly into the PeopleAdmin software by the candidate's listed references. The candidates provide contact information for references when they apply and the PeopleAdmin will automatically generate a request for reference letters from those individuals.

In addition to letters of recommendation, search committees and/or department chairs/ school directors may choose to also contact references directly. The group of candidates subject to reference checks should be identified at the beginning of the search process.

Identified as part of the 'A' interview pool will be subject to a reference check, OR only the 'A' candidates that progress to the 2nd round of interviews (campus visits).It is important that regardless of the group of candidates subject to reference checks, all reference checks are handled in a manner consistent for each candidate.

You can learn things in a reference call that may not be accessible to the search committee otherwise. Consider asking each reference about these aspects of the candidate:

- Level of confidence
- Level of enthusiasm
- Reliability
- Ability to handle criticism and cope with change
- Detail orientation versus big-picture orientation

NOTES

In addition, the following should be considered for all reference checks:

- The same individual or individuals should conduct all reference checks to ensure consistency in the evaluation. The same method of reference checking should also be used for each reference; phone interviews are recommended as it allows for follow-up questions.

- All references for all candidates should be asked the same or similar questions.

- Do not stop at one reference regardless of how negative or positive it may be; contact all references for each candidate.

- Questions that are legally prohibited to ask of the candidate are also legally prohibited to ask of a reference.

- Questions must be related to the specific position and should be relevant to the candidate's skills and qualifications.

Sample Reference Check Questions

(Be sure to complete the from in Appendix Four if you collect references manually)

1. How long have you known the candidate and in what capacity?

2. Please explain your understanding of the candidate's background in (position).

3. Please discuss the work experience this person has in an applied setting.

4. What research or grants are you aware of with which they have been most recently involved?

5. What are your perceptions of this person as an instructor in the (subject area) classroom? **Give examples of the course taught.**

6. How well does this person interact and relate to undergraduate and graduate students?

7. Is there anything else you would want us to know about this candidate?

8. Given the opportunity, would you hire this person again (if reference is a prior employer)?

9. Would you recommend this person as a colleague?

Never reveal to the candidate the information received from a previous employer or other reference. This information should be kept confidential.

During reference checks ask questions that only the reference can answer for you and that you can not learn from the applicant's CV or other application materials.

NOTES

III. The On-Campus Interview

Inviting Candidates to Campus = Ensuring that all faculty candidates feel welcome when they come to Cleveland State's campus.

Additional resources:

When inviting candidates to campus, send them the link for New and Prospective Employees - https://www.csuohio.edu/faculty-affairs/new-and-prospective-employees

This site has useful information for a candidate to navigate campus and understand resources and benefits available to new employees.

Additional information:

Faculty candidates might have needs related to diet, a disability, or other circumstances that should be accommodated during an interview. We recommend that a staff member supporting the faculty search:

- Ask all candidates if there are arrangements that would make the visit more comfortable, welcoming, and successful. For example, a candidate may need to minimize travel among different locations, require materials printed in a larger font size, sit instead of stand when giving presentations, or prefer a particular type of hotel room.
- Routinely include information on the building and relevant rooms, and on any restaurants, in communication with all candidates. Note that several local restaurants have restrooms that can be reached only by a stairway. Don't forget the room in which the candidate will be giving the job talk; some of these have steps up to stages or podiums. For example: Accessibility: A ramp, leading to power doors, is located at the north entrance of the University Building. Your seminar will be in room 200, accessible by elevator or stairs. The room has a small stage for the speaker that is reached via three steps. A gender inclusive restroom is located on the third floor next to the elevator.
- Ask all candidates about dietary preferences.
- While inquiries regarding gender, gender expression or gender identity are inappropriate for interviewers, it may be important to know someone's pronouns so they can be treated respectfully and appropriately throughout the interview. **Encourage the staff member or other person involved with the interview to state his/her/their preferred pronouns and then ask candidates if they wish to share their preferred pronouns with those they will be interacting with during the interview process.**

"Think of the interview process as a kind of audition. Candidates shouldn't just tell you want they can do. They should also show you." (Buller, 2017, pg 73)

Procedures for Internal Candidates:

- Do not extend courtesy interview.
- Internal candidates should be interviewed BEFORE external candidates.
- Internal candidates should have an interview experience as close possible to the other candidates.
- Internal candidates should not be involved in the search process – other than participating in their own interview.

Candidate Presentations

The obligatory "job talk" for tenure-track candidates is usually a presentation of one's current research and future research agenda, before an audience of faculty from the hiring unit. Candidates for teaching positions are expected to give a teaching demonstration, usually before a group or classroom of students with faculty observers from the search committee. A teaching demonstration is also strongly recommended for tenure-track candidates.

Interviewing

Conducting effective interviews is essential for selecting the right candidate. Search committee members should have a complete understanding of the knowledge, skills and abilities needed to successfully perform the job and be thoroughly familiar with the applicant(s) being interviewed. The interview should be a well-planned process that makes the candidate feel comfortable and will encourage a productive dialogue about the candidate's work experience, skills set, and character.

All candidates for faculty positions, including visiting and term appointments, from instructor to full professor, should meet with an Associate Dean. The curricula vitae and reference letters should be provided prior to authorizing the interview.

In addition to meeting with an Associate Dean, the Provost's Office may wish to meet with candidates for senior positions. The Committee Chair should make any arrangements for appointments directly with the Provost's Office, and also provide them with a curriculum vitae, letters of reference, and the itinerary. On some occasions, the President likes to interview candidates for Full Professor, even those already interviewed by the Provost. The Committee Chair should check with the President's office when making up the itinerary/ interview schedule.

The search committee should consider having candidates meet with faculty from cognate disciplines. This can be helpful to all parties and give you valuable information about how the person will fit into programs in your Department-School with cross disciplinary lines. *Meetings with students and/or a guest classroom lecture can be very useful and are encouraged.*

<u>If the start-up package request is likely to exceed $100,000, the candidate must be interviewed by the Vice President of Research during the campus interview. Instruct the candidates to prepare a budget and description of their research plan that can be discussed during the interview.</u>

Key aims of the Interview

Interviews allow hiring departments/ schools to determine whether candidates possess the knowledge, skills, abilities, and other attributes required for the position, and

Interviews allow candidates to assess whether the hiring department/school and CSU offer the opportunities, facilities, colleges, and other factors that meet both their professional and personal needs

Planning candidates interview process

- The search committee should articulate their interview goals
- Develop a core set of interview questions
- Be sure all the interviewers are aware of what questions are inappropriate (see pages 24-26)
- Prepare for the possibility of interviewing internal candidates
- Develop plans to evaluate candidates during and after the interview

Interview Tips

Outlined below are key steps to conducting a successful interview:

1. Create Rapport

- Use a private area that's comfortable and conducive to a good interview.
- Set the stage for good candid communication. A relaxed atmosphere allows the conversation to take on a natural feeling and flow.
- Make the applicant feel welcome and at-ease by having a moment of introductions and non-job-related conversation.
- Give the candidate your undivided attention; be warm and courteous.
- Take necessary precautions to eliminate or minimize disruptions by turning off electronic communication devices and not taking phone calls.

2. Setting the Stage

- Explain the sequence of recruitment and interview process. By doing so, the applicant knows what to expect, and it shows that you are organized and in control of the interview process.
- Inform the applicant that you will be taking notes and may occasionally look down to write a comment.
- Ask the candidate if they need additional assistance to make him/her feel comfortable.

3. Inform applicant about Cleveland State University and the position

- The search chair should facilitate discussion and be sure the committee members are well prepared for the interview.
- Keep in mind that candidates are assessing Cleveland State University (CSU) and the interview experience just as you are evaluating them . Therefore, you must provide information on the benefits to becoming a CSU faculty member.
- The committee should state clear expectations for the prospective hire by describing core responsibilities of the position, reporting structure, and working environment/conditions that affect the position.

4. Collecting Information - The Interview

- Lawful questions. It is important to understand what questions are and are not lawful. The listing provided below is taken from the Ohio Civil Rights Commission Employment Guide and should be used in developing lawful questions. Please note that Cleveland State University has a policy against discrimination based on sexual orientation, gender identity, and gender expression. All inquiries that seek information on sexual orientation, gender identity, and gender expression are forbidden.
- Appropriate questions. A successful method of developing appropriate questions comes from a careful analysis of the position and the development of questions about the experiences the candidate possesses that relate to the position requirements. The candidate responds as to how he/she meets each requirement. If the basic question is well-phrased, the candidate's response should lead to additional questions about the basic requirements.

Things to consider when planning on-campus interviews:

- Make travel plans in consultations with candidates
- Remember to communicate how the candidate will travel to and from the airport
- Share the interview schedule with the candidate a couple days before they depart
- Allow for some flexibility into the candidate schedule
- Keep the candidate's comfort and convenience in mind – allow walking and preparation time between meetings and presentations
- Provide an opportunity for candidates to seek information about CSU and greater Cleveland community

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5. Closing the Interview

1. Permit the applicant to ask last-minute questions or provide additional comments relevant to his or her professional or personal experiences and qualifications.

2. Provide the candidate with general timeline for selecting decision (interview period, deadline for final recommendations/decision). Tell the candidate who will be communicating the decision and when. In the event of a delay in the employment decision, the Dean's designee will inform the candidate.

3. Thank the applicant for the interview, their interest in the position and the possibility of becoming part of the university's workforce.

4. Do not make any promises or interferences about a job offer. Actions of this nature can lead to university liabilities.

This is the time for you to ask questions, reflect, summarize, and evaluate what was said.

- Ask probing questions. The objective is to ascertain specific and detailed information about the candidate.

- Ask behavioral type questions. Behavioral interviewing allows the interviewer to ask open-ended, thought provoking questions. These questions engage candidates and require them to give detailed responses about themselves, their performance, and conduct in previous work-related roles and situations. It's a very effective technique which can reveal what an applicant actually accomplished, thought, decided, created, and led.

- An easy way to formulate a behavioral question would be to start the question with: "Tell me about a time when..." Example: "Tell me about a time when you had to work really hard to complete a project." Listen closely to the applicant. The candidate should do most of the talking. Maintain eye contact.

- BE SILENT - don't rush the applicant to respond. Slow responses do not mean that the candidate is less qualified than those who respond quickly.

- Observe the applicant's body language. Body language will reveal much about his/her enthusiasm, boredom, disagreement, disinterest, awareness, knowledge, skills, abilities, etc.

- Avoid asking leading questions - this encourages the applicant to slant answers to your satisfaction.

- Keep an open mind and try not to prejudge the candidate. (See Implicit Bias on page 17).

- Try to avoid writing profusely; jot down brief comments. It can be hard to remember candidates but don't write notes to distinguish candidates that could also be discriminatory ("Black ," "fat," or "older one"). Also, give some eye contact to the candidate even when taking notes.

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Rather than ask universal or philosophical questions, present hypothetical situations and ask for a response.

Examples of appropriate and useful interview questions for candidates:

- What do you consider your greatest achievement at work?
- Describe the university environment in which you will most effectively be able to contribute.
- Discuss a time when you had to overcome a major obstacle that stood in the way of you accomplishing a goal or commitment. How did you approach the situation?
- What prompted you to apply for this job?
- What interests you the most about this position and CSU? Why are you leaving your current position?
- What are the three most important attributes or skills that you believe you would bring to CSU?
- What are the first three things you would do at CSU if you were offered and accepted the position?
- How would your colleagues at your current job describe your interaction with them, and how would your colleagues describe you?
- How would your current chair describe your work and contribution?
- Describe your ability or experience in working or teaching diverse student populations in all dimensions?
- How do you continue to develop your professional skills and knowledge?

Interview questions are most effective when they contain specific performance – based elements.
For example:

1. Tell us about a time when a specific weakness caused you problems professionally and then discuss how you handled the situation.

2. Give an example of an instance when you changed something in one of the courses you were teaching so the students engaged in more active learning.

3. Identify three or four challenges you had to overcome in your research so far and describe how you overcame them.

4. Guide me through your decision-making process when you decide which committee to serve on.

5. Describe a recent situation in which you had to build consensus. What caused the initial lack of agreement, and how did you respond.

INQUIRY	LAWFUL	UNLAWFUL
Name	• Whether the applicant has worked under another name. • Have you ever worked for this college under a different name? Is any additional information relative to change of name or use of an assumed name or nickname necessary to enable a check on your work record? If yes, explain. • What name(s) are your work records listed under?	Inquiry into any title which indicates race, color, religion, sex, national origin, disability, age, military status, or ancestry.
Address	Inquiry into place and length of time at current address.	Inquiry into any foreign address which would indicate national origin.
Age	No acceptable inquiry.	• Requirement of birth certificate or baptismal record. • Any inquiry that reveals the date of high school graduation. • Any other inquiry that reveals whether applicant is at least 40 years of age. • How old are you? What is your date of birth? What are the ages of your children, if any?
Race, Color, Physical Features	Voluntary submission of Equal Employment Opportunity (EEO) information made directly via Human Resources EEO.	All questions about race and color including: • Inquiry as to applicant's race, color of skin, eyes, or hair to other questions directly or indirectly indicating race or color. • Applicant's height or weight when it is not relevant to the job. • What race are you? • Are you a member of a minority group? • What is your national origin?

INQUIRY	LAWFUL	UNLAWFUL
Religion or Creed	No acceptable inquiry	• Any question requesting the applicant's religious denomination, religious affiliations and church, parish, pastor, or religious holidays observed. •What religion are you? Which religious holidays will you be taking off from work? What church do you attend? Do you attend church regularly?
Height and Weight	Inquiry as to a person's ability to perform actual job duties and responsibilities.	A requirement that a certain height or weight will not be considered to be a job requirement unless the employer can show that o employee with the ineligible height or weight could do the work.
Birthplace	No acceptable inquiry	• Any inquiry into place of birth. • Any inquiry into place of birth or parents, grandparents, or spouse.
Residence, Nationality	• Place of residence. •Length of residence in this city. •About foreign language skills (reading, speaking, and/or writing) if relevant to this job.	• Specific inquires in to foreign address that would indicate national origin or nationally of applicant. • Whether applicant owns or rents home. • Inquiry into applicant's lineage, ancestry, national origin, decent, parentage, or nationality. • Nationality of applicant's spouse or parents. • What is your mother's tongue?
Pregnancy	No acceptable inquiry.	• Any question concerning pregnancy, birth control, or capacity to reproduce. • Advocacy of any form of birth control or family planning.

INQUIRY	LAWFUL	UNLAWFUL
Gender	• Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists.	• Applicant's gender cannot be used as a factor for determining whether an applicant ill be "satisfied" in a particular job (e.g., because the job involves physical labor, travel away from home, or is traditionally labeled "men's work" or "women's work"). • Any inquiry that would indicate gender of applicant. • Any inquiry into an applicant's care giving responsibilities (e.g., what childcare arrangements would you make if offered this position?).
Marital and family status, sexual orientation	No acceptable inquiry.	• Marital status or number of dependents. Name, age, job, address, or other information about. • Questions about sexual identity, orientation, or preference. What is your sexual preference? • Are you married? Are you single? Divorced? Separated? Widowed? • Do you have a boyfriend/girlfriend? • What is your maiden name? • Child care arrangements. • Plans to have children.

IV.Deciding Who to Offer the Position/ Decision Making

Making Recommendations

After the interview process has been completed, the Department Chair shall hold a meeting with departmental bargaining unit faculty members to determine which candidates are acceptable and, of those, which is preferred.

Prior to this meeting, the Committee Chair should obtain feedback from everyone who interviewed the candidates. The faculty may want to consider the following when making recommendation decisions:

Potential: CAN the applicant do the job? You should feel confident that the applicant possesses the experience, skills, knowledge, and abilities needed to perform the essential duties of the job.

Motivation: WILL the applicant do the job? You want to hire someone who truly wants to do this job and for good reasons. Having the skills to do the job is not enough. Ask yourself: does the job fit in with the applicant's career goals? Does it offer challenges that would interest them?

Fit: Does the applicant possess the other key characteristics and work behaviors that are in line with the University's and department's mission and values, to make him/her the best FIT for the job in relation to judgment, personality, attitude and interpersonal skills? These factors usually "tip the scale" when comparing applicants who otherwise may be equally qualified.

Diversity/Inclusion: Does the candidate have experience and interest working with a broad, varied or diverse student population?

Candidates must be approved by the dean

Once departmental faculty have determined which candidates are acceptable/ recommended, the Department Chair will present those recommendations to the Dean. After discussion with the Department Chair, the Dean will approve a verbal offer for the selected candidate.

Making the Offer

The following framework outlines the elements of a strong, effective informal job offer to make candidates cancel their job search and begin the on boarding process with your organization:

1. **State Your Excitement.** Everyone likes to feel wanted, and your newest potential hire is no different. Let them know how excited you are to have them join the team.

2. **Remind Them Why They like Cleveland State and your department/school.** Talk to them about how they'll fit in at your organization. What made you realize they'd be a good match for your culture?

3. **Show Them the Money.** Let them know the base salary you're prepared to offer, as well as any other major benefits. You don't need to list everything here, because it's an informal offer. If the position is a tenure track position, ask them to prepare a budget for start-up funds.

4. **Get a Response.** Whether you're communicating via email or phone, it's completely appropriate to ask for the recipient's initial response. Be aware, however, that many people may want to see the official, formal offer before making a commitment.

The department chair / school director or dean makes the offer to the selected candidate.

Only vote "acceptable" for candidates who would want to be your colleague and who can meet the criteria appropriate for reappointment, promotion, and tenure.

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Conversation Scripts for Extending a Job Offer

Extending a job offer is a very important step in the hiring and selection process and should be well thought through and organized. The talking points below will help you make a good impression with and provide the right information to your top candidate. You will find checklists and example conversations for extending the offer, plus additional details on how to handle three different potential situations (candidate accepts, needs time to think, or declines offer). A voicemail checklist and example script is also included at the end of this document.

Making a verbal job offer should be like delivering a sales pitch. The best candidates will have their pick of employers, so you want to stand out as their top choice. Jump ahead of your competitors and get the best hires by keeping candidates in the loop and letting them know their official job offer is on the way!

Conversation for extending a verbal job offer: (Use situations #1-3 below to continue the conversation after the candidate's initial response to the offer.)

Extending a Job Offer Checklist:

- Ask for the candidate.
- Introduce yourself by providing your full name and your department/school at Cleveland State University.
- Confirm if it is a good time to talk with the candidate.
- Thank the candidate for taking time to interview.
- Highlight the reasons why the candidate is a good fit for the position. (This should be customized based on the candidate's experience and skills.)
- Extend the offer.
- Provide salary details.
- Remind them of Cleveland State University's total compensation package.

Script Example:
"Hi, may I speak to (candidate name)? Hi (candidate name) this is (your name) calling from the (department/school name) at the Cleveland State University. Is now a good time to talk? First, I want to thank you again for taking the time to interview for the (position title). Based on the requirements of this position and your experience and education, we feel you would be a great fit for the position and department/school. I'm pleased to offer you the position, with a starting annual salary of $XX. In addition to your salary, CSU offers a tremendous benefits package that we discussed during our interview. So, what do you think?"

The way an offer is negotiated can have huge impact not only on the immediate hiring outcome, but also on a new hire's future career. Candidates who feel that chairs conduct negotiations honestly and openly, and aim to create circumstances in which they will thrive, are more satisfied in their positions and more likely to stay at the CSU than are those who feel that a department or chair has deliberately withheld information, resources, or opportunities from them. Initial equity and inclusion in both the negotiated conditions and in the department's follow-through on the commitments it makes are important factors in retention as well as recruitment.

To ensure equity and inclusion, aim to empower the candidate to advocate on his or her own behalf, by providing all candidates with a complete list of things it would be possible for them to discuss in the course of negotiations.

This list will vary by field and should include those items that will maximize the likelihood of candidate success in that field.

For some fields these might include:

- Salary
- Course release time
- Lab equipment
- Lab space
- Renovation of lab space
- Research assistant
- Clerical / administrative support
- Attractive teaching opportunity
- Travel funds
- Assistance with partner / spouse position
- Other issues of concern to the candidate

Situation #1 - Candidate accepts offer

Checklist:

- State your enthusiasm about them joining your team.
- Inform the candidate that the offer is contingent on pre-employment screening, if applicable.
- Confirm what number the HR Pre-Employment Screening office should use to reach the candidate.
- Ask the candidate if they have any questions.
- Give the candidate a timeframe of when you will be back in touch.
- Congratulate the candidate.

Script Example: "Wonderful, we are so excited about you joining our team! At this point, the offer is contingent upon the University's verification of credentials and other information required by state law and CSU policies, including the completion of a national criminal history check. **Our HR Pre-Employment Screening office will be contacting you to complete the appropriate paperwork. What is the email for them to reach you? The background check process typically takes anywhere from 5 – 7 days. Do you have any questions regarding the position or the offer?**

Congratulations, again we are excited about you joining our team! Don't hesitate to contact me at (your phone number) if any questions arise. I will let you know as soon as I receive information back on your pre-employment screening then we can finalize your start date and the next steps."

Details about CSU's start-up funds policy are available at:

https://www.csuohio.edu/research/faculty-start-fund-policy

The start-up amount should be approved before send the Letter of Intent.

Situation #2 - Candidate needs time to think about offer:

Checklist:

- State your understanding of his/her need for time to consider the offer.
- Discuss timeframe the candidate needs to make a decision.
- Agree on a specific date that the candidate will contact you regarding their decision.
- Confirm that the candidate has your contact information.
- Highlight reasons why the candidate is a good fit for the position and the opportunities this position offers the candidate.
- Ask what information you can provide to help the candidate in his or her decision-making process.
- Thank the candidate again for his/her time.

Script Example:
"I definitely understand and know that this is a very important decision. I want you to take the time you need to think about all that we've discussed and make the best decision for you. How long do you think you need to make a final decision? Two days is more than reasonable. Can we agree that you will call me by the end of (agreed day and time)? To confirm, you may contact me at (your phone number). Again, based on the requirements for the (position title) position, we feel that your experience would be a great fit for this role in our department. This position has many opportunities for growth, and I believe our team is positioned to have many accomplishments in the next year! In addition, Cleveland State University is a wonderful place to work! Is there any information I can provide or questions I can answer to help you in your decision making? < short pause> Thank you again for your time and I look forward to hearing from you with your final decision on (agreed day and time)."

Situation #3 - Candidate declines offer:

Checklist:
- State your regret.
- Ask why the candidate made his/her decision.
- Thank the candidate again for his/her time.
- Encourage him/her to consider CSU for other opportunities in the future.
- Wish the candidate luck.
- Document the reason why the candidate declined the offer.

Script Example:
"I'm sorry that you have decided not to join our team. May I ask how you arrived at your decision? I appreciate you sharing that information with me. This is a very important decision and you need to do what you believe is in your best interest. Thank you again for all of your time and consideration. Although I had hoped you felt this position would be a good fit for you, I hope that you will continue to consider CSU for other opportunities. I wish you the best of luck in your career."

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Leaving a voicemail for your top candidate

Checklist:
- State your name and your department at the Cleveland State University.
- State who the message is for.
- Provide your contact information.
- Thank the candidate.

Script Example:
"Hi! My name is (your name). I'm calling from the (department/school name) at Cleveland State University. This message is for (candidate's name) regarding the (position title) position. Please call me back at your earliest convenience. You can reach me at (your phone number). Thank you, and I look forward to hearing from you soon.".

Authorizing the Research Start-Up Package (for Tenure-Track/Tenured Faculty only)

The finalist candidate approved by the Dean should have an approved start -up research proposal, as signified by the completion of steps 1-6 below:

1. Regardless of the start-up amount requested, before making an offer, deans must have a signed Faculty Start-Up Request Form.- Available at: https://www.csuohio.edu/sites/default/files/CSU-Faculty-Startup-Request-Form.pdf

2. In order to obtain a signed Faculty Start-Up Request Form, the dean (or chair or chair of the search committee) sends the properly executed Faculty Start -Up Request Form, the candidate's CV, a brief description of the candidate's research program, and the estimated itemized budget to the Office of Research (via email to the Associate VP for Research).

3. The Associate VP for Research obtains approval from the Vice President for Research After the VP for Research approves the request (which may require some back-and-forth, perhaps even a meeting with the dean, chair, etc.), then the Vice President for Research gives the Associate VP for Research a copy of the Faculty Start-Up Request Form with the signature of the VP for Research.

4. If the request start-up exceeds $50,000, the Provost must also sign the Faculty Start-U Request Form. If so, the Associate VP for Research sends the form - with the signature of the VP for Research - to the Provost, who returns the form to the Associate VP for Research with the Provost's signature.

5. The Associate VP for Research then returns the completely signed Faculty Start-Up Request Form to the dean (and /or chair, chair of the search committee, etc. - depending on who sent the original request).

6. At that point, the dean of the hiring college sends a request to the Vice Provost for Faculty Affairs for approval of the LOI - along with a copy of the signed Faculty Start-Up Request Form - and any other materials the Vice Provost requires for approval of the LOI. The LOI should not be approved unless there is a signed (by the VP for Research) Faculty Start-Up Request Form. The Director of Research Services, Office of Research, must be included in the list of persons receiving a copy of the final approved LOI.

If the start-up request is likely to exceed $100,000, the candidate must be interviewed by the Vice President for Research during the Campus Interview. Affected candidates should prepare for this by drafting and bringing with them a budget and a description of their research plan that can be discussed during the interview.

V. Completing the Hiring Process

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Writing the Letter of Intent

If the candidate accepts your offer and after the specifics are approved by the Dean, the Department Chair or Dean's designee shall complete the Letter of Intent (LOI). The LOI is not the vehicle for negotiating the terms of the position-offer with the selected candidate. The specific terms are to be agreed upon with the candidate (with the prior approval of the Dean's Office) before the LOI is composed. The LOI is written and signed by the Department Chair / School Director and printed on the Departmental / School letterhead. The LOI indicates that an appointment is being recommended and specifies the details.

The draft LOI must be sent to the Director for Faculty Affairs for approval once approved by the Dean's office. The Provost's Office will send the candidate the LOI and save a copy for the contract packet.

Additional information and resources regarding Letters of Intent can be found in Appendix Five.

Completing the Hiring Proposal and Background Check

Once a candidate has accepted your offer and has returned the signed LOI, the candidate will be required to complete a background check. The Provost's Office will conduct the background check and complete the hiring proposal.

Search Committee Records Retention Procedure

Once the offer has been made and the search is over, the search committee chair should ensure that the status of all candidates is updated in PeopleAdmin (withdraws, rejected offers, the reason for selection/not selected, etc.). The search committee chair should also collect all search committee records and email them to the Director of Faculty Affairs.

CSU's retention policy requires all search records to be kept for 6 years.

"Search committee records" include any substantive document that was exchanged among search committee members, the department, or with the candidates including: Rating sheets, reference questionnaires, interview sheets, department feedback, and information provided to candidates are search committee records, as is the Committee's memo to the Department Chair containing its recommendation.

Interview notes that are not shared, but are kept by a search committee member for his or her own use are personal notes and not search committee records, are not subject to the records retention procedure. Scheduling emails and other non-substantive communications are transitory records that are not search committee records.

Questions about what to keep may be directed to the Provost's Office.

Notify Candidates Not Selected for the Position

Candidates who are not selected for the position will not be notified via automated email. Therefore, it's highly recommended that candidates who were interviewed on campus but not selected for the position should be notified that they weren't selected. It is recommended that this be done via a phone call and not by email. The Committee Chairperson or Chair of the department may give the notification.

Search Assessment Report

Some searches are deemed totally successful, others are partially successful, and now and then a search fails without any of the finalists accepting the position.

In order to enable collective learning from these variable search experiences, the final activity for each search committee chair is to prepare a brief and confidential evaluation report. This report should be submitted to the associate dean or dean about one week after the LOI for a particular search has been signed and returned (or in rare cases, not returned).

While an assessment report may seem only like extra work, this feedback is urgently needed and will be utilized for future searches. For the search committee chair, it is also an opportunity to "clear one's mind" before moving on to the many other new challenges of academia. Your cooperation will be appreciated.

In general, the report should directly assess those aspects of the approved search plan that worked well and those that did not. Most helpful will be thoughtful commentary on what may need to be done differently in the next search. Although the evaluation should minimize use of applicant identifying information, the associate dean will be responsible for final editing of the report to remove any possible personal identifiers. **Address the following issues:**

1. The adequacy of the size, quality, and diversity of the applicant pool in all of its dimension. Discuss what outreach efforts in the search plan proved most effective, and what further outreach activity may be necessary next time.

2. The adequacy of the screening process used to select finalists. Assess the rating forms and the committee decision processes.

3. The on-campus experience for the three finalists. Assess how well the research/scholarship/creative activity presentation and/or the real/simulated teaching demonstration allowed each candidate to compete fairly for the position.

4. Assess the steps taken to allow each of the interviewees to leave with a positive feeling about the career development opportunities available to them by becoming a member of your department.

5. The adequacy of the overall package of the offer made available for this search-including compensation, resources for teaching and research, and the attractiveness of colleagues, students, and the university setting. Explain what aspects were most competitive, and what other aspects will need to be made more competitive.

6. In your judgment, briefly describe the single item or experience that most "made the difference" for your finalist, or perhaps might have made the difference if done correctly. Once all reports for the college have been received, the associate dean should prepare a cover memo that makes whatever additional comments will be helpful as we attempt to learn from and build on our experience. This memo should be addressed to the Vice Provost for Faculty Affairs, attaching each search committee chair's report.

Dean's offices should collect the search assessments and send them to the Vice Provost for Faculty Affairs and Development.

NOTES

Preparing the Contract

The search committee and the department chair/school director provide the following contents to the Dean's office for the new employee's contract:

1) Memo from the search committee recommending the successful candidate
2) Signed letter of Intent
3) Three letters of Reference (notes from reference check should also be submitted if applicable)
4) Copy of CV
5) Official Transcript
5) Hiring Proposal and New Hire Approval Memo (needs to be downloaded from PeopleAdmin)

The dean's office / Budget manager will provide the following:

1) Cover memo
2) PAW form

See Appendix Six for the contract preparation check list.

NOTES

APPENDIX ONE

Sample Rating Tool

Cleveland State University
Rating tool

Title:

Department:

Search Committee Member:

	Minimum Qualifications					Preferred Qualifications (0-5 rating) for each area				
Applicant Name	Doctoral degree (PhD, EdD, DNP) in nursing or related field required. If ABD, must have earned doctorate by August 15, 2024;	Five (5) years of clinical practice as a nurse practitioner is require	Current, unencumbered RN and APRN licensure in Ohio;	Current knowledge of nursing practice at the program level	**Meets Minimum Qualifications. (YES/NO)**	Two (2) years of teaching experience is preferred	Experience with Blackboard or other Learning Management System	Excellent interpersonal skills and experience leading in a team environment	Experience in online curriculum development and program development, including a concept-based curriculum	**Preferred Qualifications Total**

0 - No evidence/experience for this qualification
1 - Very limited evidence/experience
2 - Some evidence/experience, but lacking details or depth
3 - Moderate evidence/experience demonstrated
4 - Strong evidence/experience provided, exceeding minimum
5 - Exceptional qualifications and evidence far exceeding expectations

APPENDIX TWO

Checklist for Faculty Posting

Job Summary:

_____ Description of position, school, rank, duties and start date [*Fall 2025 start date = August 18, 2025]*

_____**Required CSU Statement (2nd or 3rd sentence)**: *"CSU is committed to academic excellence and diversity within the faculty, staff, and student body in all of its dimensions. CSU is striving to be a nationally recognized and student focused public research institution that provides accessible, affordable, and Engaged Learning opportunities for all."*

Minimum Qualifications:

_____ List all Minimum Qualifications (bulleted and with semi colons and include the following)

- For Tenure Track position, add "*Appropriate terminal degree completed by July 1, 2025. Persons who are ABD will be hired at the rank of Instructor."*
- For non-Tenure Track position, use correct minimum criteria based on rank identified in CBA

Preferred Qualifications:

_____ List all Preferred Qualifications (bulleted and with semi colons)

Special Applicant Instructions: (should be left blank)

Applicant Instructions (in this order)**:**

_____ Applications will only be accepted online at (insert link to posting). Mailed or emailed application materials will not be accepted. Preference will be given to applications received by (insert date). All inquiries about the position should be directed to the Search Committee Chair, (insert name and @ email).

_____ List of documents applicant is required to submit:

- Cover Letter
- Curriculum Vitae
- Contact information for three references – references will be contacted via email and asked to upload a letter of support on your behalf
- Optional - License/Certificate (if applicable)
- Optional - Unofficial transcript (as part of the application process or a statement about graduate courses). Note: the successful candidate is required to submit an official transcript before their contract can be prepared.

____ **Required Statement about CSU**: "*CSU is an urban university with more than 14,000 students located in the heart of Cleveland, OH. According to the Brookings Institution, CSU is No. 18 in the U.S. among public universities that fulfill a critical dual mission: providing upward mobility and conducting impactful research. CSU is the only Ohio university in the top tier of the Brookings list. For additional information about the city of Cleveland, see https://www.thisiscleveland.com/"*

____ **Required Statement Addressing CSU's hiring requirements:** "*Hire is contingent upon the maintenance of existing levels of funding from the State of Ohio. Offer of employment is contingent on satisfactory completion of the University's verification of credentials (including evidence of a Ph.D.) and other information required by law and/or University policies or practices, including but not limited to a criminal background check."*

____ **Required Equal Opportunity Statement:** "It is the policy of Cleveland State University to provide equal opportunity to all qualified applicants and employees without regard to race, color, religion, sex, sexual orientation, gender identity and/or expression, national origin, age, disability, protected veteran, or genetic information."

Advertising Copy (in this order)**:**

_____ **Job Summary –** copy and paste Job Summary from above.

_____ **Minimum qualifications –** copy and paste Minimum Qualifications from above

_____ **Preferred qualifications –** copy and paste Preferred Qualifications from above

_____ **Applicant Instructions: -** copy and paste Applicant Instructions from above

Also included in Posting:

_____ Listed Advertising Outlets
_____ Identified a minimum of one inclusive advertising outlet
_____ Upload Recruitment/Outreach Plan
_____ Upload Rating Tool

APPENDIX THREE

Interview Questions

Interview questions relating to a candidate's ability to contribute to diversity in all of its dimensions

- What are qualities of a university that create an inclusive environment?
- How will you contribute to CSU's efforts to demonstrate these qualities?
- What are challenges associated with working in a diverse environment?
- Which of these challenges have you faced? How did you overcome these challenges, or if you did not, what did you learn?
- From what you know of CSU, which of these challenges may exist here at CSU and how will you successfully address them?
- Share an example that demonstrates your respect for people and their differences.
- Describe a time that you worked to understand others' perspectives.
- What tools or techniques do you possess that promote success for members of socio-economically challenged individuals?
- How will you employ those tools or techniques at CSU?
- What tools or techniques have you previously employed to ensure an equitable and inclusive workplace?
- How effective were those tools or techniques?
- Would you use them again? Why or why not?
- What qualities do you possess that will enable you to perform effectively with students from various backgrounds?
- Describe a time that you were able to facilitate the success of socio-economically challenged individuals or groups?

What Not to Do to Increase Diversity

- DO NOT give extra points to a candidate because of the candidate's race, sex (including pregnancy), religion, color, age, national origin, veteran and/or military status, genetic information, disability, sexual orientation, gender identity and/or expression, marital status or parental status.
- DO NOT use any protected classification as a plus factor in the hiring process. (e.g. She is black so I will rate her more highly. He has a Hispanic name so I will give him an extra few points.
- DO NOT use information as a proxy for a candidate's race, sex, pregnancy, religion, color, age, national origin, veteran and/or military status, genetic information, disability, sexual orientation, gender identity and/or expression, marital status or parental status. For example, don't assume that because someone went to an HBC, they are black, or that someone named "Raul" is Hispanic.
- DO NOT make assumptions about a candidate based on the candidate's name, visa status, associations (e.g. a member of the Korean Student Association) or other things which might suggest a likelihood that the candidate is a member of an underrepresented group.
- DO NOT value diversity to the exclusion of other important factors necessary for the candidate, if selected as the finalist, to be successful at CSU

APPENDIX FOUR

REFERENCE CHECK FORM
(if checking references manually)

Instructions

- Introduction example: "CSU is considering [NAME OF CANDIDATE] for a position with the [_NAME OF AREA/COLLEGE]. S/he provided you as a reference and has given us permission to verify information received during the recruitment process."

- Provide a brief overview of the position to which the candidate is being considered.

- Ask questions related to duties and responsibilities of the position. Refrain from prohibited pre-employment inquires (see pages 23- 25 of the Faculty Search Handbook).

- Ask the same questions of all references (there may be some variation based on the relationship of the reference to the candidate or follow-up questions for clarification purposes). The attached questions are suggestions.

- Pay attention to unusual hesitations, ambiguous or evasive responses, overly negative or overly enthusiastic responses. Ask follow-up questions if necessary for clarification.

- Take notes on relevant info. Carefully evaluate and assess the reference after the phone call. These notes are a part of the search record and must be submitted with the search retention records.

<u>Cleveland State University Faculty Search Reference Check Form</u>

Candidate Name ____

Position Applied ____

Person Contacted Title ____

Working Relationship to Candidate ______________________________________

Organization/University ____

Reference Checked by ______________________ **Date** ________________________

1. How long have you known the candidate? In what capacity?

2. Would you recommend the candidate as a colleague? Why or why not?

3. Is the candidate easy to get along with? If not, why not? If not, in what situations is the candidate not easy to get along with?

4. Does the candidate work effectively with colleagues of diverse backgrounds, experiences and thought?

5. Does the candidate interact successfully with students of diverse backgrounds?

6. Does the candidate have a track record of successfully bringing in grants or other research dollars? What about the candidate contributes to this success/lack of success?

7. Has the candidate canceled class on short notice in the past year? If yes, how many times?

8. Does the candidate regularly attend department meetings or meetings of committees on which the candidate serves?

9. Are you aware whether students have sought assistance from a department chair, other faculty or dean with concerns relating to the candidate? If yes, about how many students (More than 3? More than 8? More than 12?)?

10. Can you rely on this candidate to finish projects to the best of their ability and within a timely manner?

11. Does the candidate always respect others in the workplace? If no, explain.

12. Is the candidate always respectful to students? If no, explain.

13. If it was up to you, would you rehire the candidate?

APPENDIX FIVE

Letter of Intent Process

- Once a candidate accepts a verbal offer, the Chair should complete the LOI and send it to the Associate Dean for review.
- The Associate Dean will review the LOI and send the final version (with department or college letterhead) to the Director of Faculty Affairs in the Provost's Office.
  - If the position includes start-up funds, a copy of the approved Faculty Start-Up Request Form should also be sent to the Provost's Office, along with the LOI. For further information regarding start-ups, review the Faculty Start-Up Fund Policy.
- The Provost's Office will review and approve the LOI. If significant changes are made, the Provost's Office will send it back to the Chair and Associate Dean for review.
- Once the LOI is final, the Provost's Office will send the LOI to the Chair and the candidate to sign through Adobe sign. The Dean, Associate Dean and Budget Manager will be cc'd on the document. For bargaining unit represented positions, the appropriate union representative should also be cc'd. And for positions with start-up funds, the appropriate representative from Research should also be cc'd.
- Once the Chair and the candidate signs it, everyone cc'd will receive a copy of the final document.
- The signed LOI should be uploaded to the Provost's Lanyard and the department should begin preparing the contract for the candidate.

Letters of Intent (LOI) templates for tenure track faculty (primarily Assistant Professors), Clinical Faculty, College Lecturers, Professor of Practice, Visiting faculty, and Instructor Appointments can be found on the Faculty Affairs webpage.

See https://www.csuohio.edu/faculty-affairs/letter-intent-loi-templates

APPENDIX SIX

Contract Preparation Materials

☐ 1. Search Committee Recommendation to Chair, Chair Recommendation, and Dean memo to Provost.

☐ 2. Signed Letter of Intent

☐ 3. Current curriculum vitae

☐ 4. 3 Reference letters

☐ 5. Official transcript showing highest degree earned

☐ 6. New Hire Approval Memo (Downloaded from REPORTS in PeopleAdmin)

☐ 7. Personnel Action Worksheet (PAW) effective date equals 1st day of employment

** All items must be uploaded to the Lanyard

** Items 1-5 must be printed and included in the new hire's personnel file in the Provost's Office

NOTES