Faculty Hiring Workshop
September 11, 2014

Office of Equity and Diversity
University Hall Room 285
Telephone (818) 677-2077
E-mail: equityanddiversity@csun.edu
http://www.csun.edu/eqd
The Office of Equity and Diversity

Our Mission

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

Equal Opportunity and Affirmative Action

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

This Guide

This guide is intended to provide you with information useful for the faculty search process, particularly with respect to establishing and maintaining an equitable process for all applicants in furtherance of CSUN’s commitment to diversity and inclusion. For further guidance and in response to more specific inquiries, please contact The Office of Equity and Diversity at (818) 677-2077.

Best wishes for a successful search!
“Diversity” is a Shared Responsibility

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

Affirmative Action and Proposition 209

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

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

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

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

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

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

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

– Association of American Colleges and Universities

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

1. Reviews and approves Faculty Position Opening Announcements (AA-1), ensuring that the announcement includes a diversity statement as an explicit minimum criterion.

2. Reviews recruitment plans and offers suggestions for broadening the pool of potential applicants.

3. Assigns a Hire Number for the search.

4. Collects and records data from applicant Affirmative Action Survey Forms (AA-2) independent from a candidate’s application materials. The AA-2 data analyses are distributed to Deans and Department Chairs after the closing date for receipt of applications. Note that we are now required to solicit self-identification of veteran status and disability!

5. Provides recruitment aids, resources and strategies to maximize efforts of attracting a diverse pool of candidates and promote diversity.

6. Reviews and certifies the Search and Screen Committees’ Search Reports for compliance with equal employment opportunity and affirmative action policies.

7. Provides ongoing guidance and support to Search and Screen Committees throughout the search process regarding issues of equity and inclusion.

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

2 For acting and interim appointments for full-time administrative positions which are covered by Section 600, Academic Personnel Policies and Procedures: The Selection Committee, if one exists, or the appropriate administrator, will meet with the Director of the Office of Equity and Diversity and describe the procedures followed in arriving at the list of final candidates for the position. The Director will certify that proper attention was paid to equity and diversity procedures during the search or suggest corrective measures be taken before the final decision regarding the appointment is made (Manual of Procedures for Search and Screen Committees for Academic-Administrative Positions, Appendix N, Step 3).
First...

Develop the Position Description

"Whenever a vacancy occurs – whether for an existing position or for a newly created position, search committees should carefully review the position description to ensure that it is aligned with the commitment to diversify the faculty."

— Association of American Colleges and Universities

A. A “diversity criterion” must appear in all position descriptions. As a general rule, the diversity criterion should be included in the “Qualifications” section. Specified in this way as an explicit qualification for the position, this criterion must be considered directly in the screening, evaluation, interview and final selection phases of the process.

B. Departments should revise all part-time job descriptions to incorporate an explicit diversity criterion as part of the Qualifications section.

C. Whenever possible, tailor the diversity criterion to the specific position, to the extent possible based upon the specific discipline and specialization of the position. In positions involving disciplines, (e.g., the sciences, mathematics, engineering, etc.) or highly-specialized content areas that would seem to mitigate the possibility of developing content-specific diversity criteria, emphasize diversity in relation to teaching and pedagogy (i.e., the ability and commitment to teaching and mentoring a diverse student population) and prospective service to the campus and community.

D. Emphasize potential and actual contributions to diversity in terms of applicants’ “demonstrated knowledge, skills and experience” in a generic diversity criterion. The diversity criterion can be extended to engender teaching effectiveness, advisement and mentoring, scholarship/research and potential service contributions both on and off campus. Potential or actual contributions to diversity should be considered as integral and not peripheral or supplemental to any discussion of merit.

E. Understand the motives and reasons for how and why women and minority applicants decide to apply for and/or accept positions in higher education.

F. Evaluate all candidates with diversity contributions as a minimum qualification (i.e., evaluation instrument) and then throughout the search.
Recruitment Strategies

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

– Association of American Colleges and Universities

A. **Use your search and screen committee’s designated Equity and Diversity Representative in proactive ways**, serving as a direct liaison to the Office of Equity and Diversity.

B. **Go beyond the “usual” range of institutions, organizations and associations from which you recruit. Use the outreach resources available to you through the Office of Equity and Diversity**, including the web-based identification tools, directories, and rosters to which E&D subscribes.

C. **Engage the assistance of resources early in your outreach and recruitment phase**: When contacting colleagues at CSUN and other institutions and organizations, specifically ask for recommendations of qualified candidates from groups that are underrepresented in your department, in addition to other recommendations. Take advantage of your individual faculty contacts. Attend conferences that provide recruiting opportunities.

D. **Hold search committees and administrators accountable in carefully and fully considering the diversity criterion throughout the search and screen process.** Remember that the diversity criterion ought to be addressed explicitly as a qualification, co-equal with all other specified requirements.

E. **Based upon all of the above, design a thorough but realistic recruitment plan. Be active and aggressive in your recruitment efforts.** Outreach must be “inclusive” in soliciting potential applicants from as broad a range of sources and communities as possible. Recruitment plans should avoid efforts aimed at narrowly “targeted” or “focused” advertising and should cast as wide a net as possible. Recruitment and outreach conducted principally through advertisements (hard copy, and/or virtual) do not often yield exceptionally diverse pools of applicants, short lists, or final selections. Networking in person, on the phone, and/or via email frequently results in recruiting a broadly diverse, qualified pool of applicants.

F. **Allow sufficient time in your recruitment period** (generally 6 weeks).

*Once you’ve successfully recruited a qualified pool of candidates, it’s time to conduct the initial screening of minimum qualifications and interview those candidates in whom you have the most interest. The following are some general guidelines concerning questions to avoid in the interview process.*
The Do’s and Don’ts of Employment Inquiries
A. California Department of Fair Employment & Housing

Fact Sheet

EMPLOYMENT INQUIRIES

WHAT CAN EMPLOYERS ASK APPLICANTS AND EMPLOYEES?

The Department of Fair Employment and Housing has developed this guide to provide employers with guidance relating to inquiries that can be made to applicants and employees.

The California Fair Employment and Housing Act (FEHA) prohibits any non-job-related inquiries of applicants or employees, either verbally or through the use of an application form, that express, directly or indirectly a limitation, specification or discrimination as to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or any intent to make such a limitation, specification, or discrimination.

The regulations of Fair Employment and Housing Commission indicate that inquiries that, directly or indirectly, identify an individual on a basis enumerated in the Act are unlawful. However, it is not unlawful for an employer to collect applicant flow data and other record keeping data for statistical purposes. Misuse of this data constitutes a violation of the Fair Employment and Housing Act.

APPLICANTS

The FEHA also prohibits an employer from requiring any medical or psychological examination or inquiry of any applicant or to make any inquiry whether an applicant has a mental or physical disability or medical condition. It is also unlawful to make an inquiry regarding the nature and severity of a mental or physical disability or medical condition. However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation.

Once an employment offer has been made to an applicant, but prior to the commencement of employment duties, an employer may require a medical or psychological examination provided that:

- the examination or inquiry is job-related and consistent with business necessity and;
  - that all entering employees in the same job classification are subject to the same examination or inquiry.

EMPLOYEES

An employer may not require any medical or psychological examination or make any inquiry of an employee, or inquire whether an employee has a mental or physical disability or medical condition or inquire into the severity of the disability or condition.

However, an employer may require any medical or psychological examination or make inquiries that it can show are job-related and consistent with business necessity. An employer may conduct voluntary medical
# Employment Inquiries

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<tr>
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<th>Subject</th>
<th>Unacceptable</th>
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<tbody>
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<td>Name</td>
<td>NAME</td>
<td>Maiden name</td>
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<tr>
<td>Place of residence</td>
<td>RESIDENCE</td>
<td>Questions regarding owning or</td>
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<td>Statements that hire is subject to verification that applicants meet legal age requirements.</td>
<td>AGE</td>
<td>Age</td>
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<tr>
<td>Birth date</td>
<td>Date of attendance/completion of school</td>
<td>Questions which tend to identify</td>
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<tr>
<td>Requirements that applicant produce naturalization or alien card prior to employment.</td>
<td>Birthplace of applicant or applicant's parents, spouse or other relatives.</td>
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<tr>
<td>Languages applicant reads, speaks or writes if use of language other than English is relevant to the job for which applicant is applying.</td>
<td>NATIONAL ORIGIN</td>
<td>Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's spouse, parent or relative.</td>
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<td>Statement by employer of regular days, hours, or shifts to be worked.</td>
<td>RELIGION</td>
<td>Questions regarding applicant's religion.</td>
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<td>Name and address of parent or guardian if applicant is a minor.</td>
<td>SEX, MARITAL STATUS, FAMILY</td>
<td>Questions to indicate applicant's sex, marital status, number/ages of children or dependents.</td>
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<td>Statement of company policy regarding work assignment of employees who are related.</td>
<td>RACE, COLOR, SEXUAL ORIENTATION</td>
<td>Questions regarding applicant's complexion, color of eyes, hair or sexual orientation.</td>
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<td></td>
<td>CREDIT REPORT</td>
<td>Any report which would indicate information which is otherwise illegal to ask, e.g., marital status, age, residency, etc.</td>
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<td>Statement that a photograph may be required after employment.</td>
<td>PHYSICAL DESCRIPTION, PHOTOGRAPHS, FINGERPRINTS</td>
<td>Questions as to applicant's height/weight.</td>
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<td>Employer may inquire if applicant can perform job-related functions.</td>
<td>MENTAL/PHYSICAL DISABILITY, MENTAL CONDITION (APPLICANTS)</td>
<td>Any inquiry into the applicant's general health, medical condition, or mental/physical disability. Requiring a psychological/medical examination of any applicant.</td>
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<td>Inquiry Description</td>
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<td>MENTALPHYSICAL DISABILITY</td>
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<td>MENTALPHYSICAL DISABILITY MEDICAL CONDITION</td>
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<td>General questions regarding arrest record.</td>
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<tr>
<td>MILITARY SERVICE</td>
<td>General questions regarding military service such as dates/type of discharge.</td>
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<tr>
<td>MILITARY SERVICE</td>
<td>Questions regarding service in a foreign military.</td>
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<tr>
<td>ORGANIZATIONS, ACTIVITIES</td>
<td>General questions regarding organizations, clubs, societies and lodges.</td>
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<tr>
<td>REFERENCES</td>
<td>Questions of applicant's former employers or acquaintances which elicit information specifying applicant's race, etc.</td>
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<td>NOTICE IN CASE OF EMERGENCY</td>
<td>Name, address, and relationship of relative to be notified in case of accident or emergency.</td>
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NOTE: Any inquiry, even though neutral on its face, which has an adverse impact on persons on a basis enumerated in the Fair Employment and Housing Act, is permissible only if it is sufficiently related to an essential job function to warrant its use.

For more information, contact the Department
toll free at: (800) 884-1684

TTY Number: (800) 700-2320
or visit our Web site at: www.dfeh.ca.gov

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

STATE OF CALIFORNIA
DEPARTMENT OF FAIR EMPLOYMENT & HOUSING
2218 Kausen Drive, Suite 100
Elk Grove, CA, 95758

DFEH-161 (8/01)
Additional Questions to Avoid

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

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

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

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

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

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

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

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

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

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

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

**A.** Concentrate on and be thorough in describing the search **PROCESS**.

**B.** Questions to address:

- How many applications were received (initially and in total)?
- How many applicants did/did not meet the minimum qualifications?
- Who conducted a review of the applications? Who conducted the telephone interviews?
- How was the pool narrowed down to those who were interviewed by telephone (if applicable) and those who were invited to campus (for serious consideration)?
- If the candidates were ranked, please describe the ranking system as well as the rationale for the rankings.
- What were the criteria used to evaluate each candidate during 1) the screening process; 2) the telephone interviews; 3) the campus interviews? Was an evaluation instrument used? If so, is it attached to the report?
- Describe what the candidate(s) did during their campus visit.
  - Did they all do the same thing (e.g., a class demonstration? Met with the Dean? The Chair? Faculty? Students? Meals?)
  - If all candidates did not follow the same process, describe the differences and explain why there were differences.
- Briefly, what were the strengths and weaknesses of the final candidates?
- How did the search committee arrive at its final consensus regarding its recommended candidate(s)?
HOW DO YOU DETERMINE IF A CANDIDATE MEETS THE DIVERSITY CRITERION?

As “demonstrated commitment to diversity” is a minimum qualification, we hope that some of the considerations below are helpful in determining if a candidate meets that criterion. A more in-depth evaluation of a candidate’s demonstrated commitment to diversity should be acquired through follow-up inquiries or interviews.

Search committees may consider the following as contributions to diversity:

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

- candidates who have significant experience teaching students who are under-represented
  in higher education. For example:
  - teaching at a minority serving institution;
  - record of success advising women and minority graduate students;
  - experience teaching students with disabilities;
candidates who evidence drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;

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

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

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

candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education. For example,
  • research that addresses issues of diversity and inclusion;
  • research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, or civil and human rights;
  • research that addresses questions of interest to communities historically excluded by or underserved by higher education;
  • artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities.
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<th>Website</th>
<th>Faculty Affairs</th>
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Comments: Website, Membership database with candidate access, Cost for posting, Membership needed.
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<td>Dedicated to linking a diverse pool of science, and business minority candidates from under-represented women and under-represented women</td>
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<td>Doctoral Graduates like discipline lists for U's. Universities who are placed for a fee</td>
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<td>Diverse Program CSU Forgivable Loan/Doctoral</td>
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<tr>
<td></td>
<td><a href="http://www.hireterrificjobs.com">www.hireterrificjobs.com</a></td>
<td>n/a</td>
<td>Faculty Affairs</td>
<td>Done via</td>
<td>HispanicTerrificJobs.com</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.hireterrificjobs.com">www.hireterrificjobs.com</a></td>
<td>yes</td>
<td>Does not seem to</td>
<td>No</td>
<td>Faculty Database (FDDB)</td>
</tr>
</tbody>
</table>

Faculty Database (FDDB) for future University's National Future.

Equity and Diversity Recruitment Resources
<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
<th>Database Access</th>
<th>Cost of Posting</th>
<th>Membership Cost</th>
<th>Site Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society of Women Engineers</td>
<td><a href="http://www.mwengineers.org">www.mwengineers.org</a></td>
<td>Yes - depending on number of entries</td>
<td>No - depend on fee</td>
<td>NA</td>
<td>Site is the recruitment site for diversity professionals. Fee to post and apply.</td>
</tr>
<tr>
<td>Native American Studies</td>
<td><a href="http://www.na-indians.org">www.na-indians.org</a></td>
<td>No database</td>
<td>No</td>
<td>NA</td>
<td>Native American Studies Association is the site for native american candidates. Fee - post only.</td>
</tr>
<tr>
<td>National Women's Studies</td>
<td><a href="http://www.nationalwomen.org">www.nationalwomen.org</a></td>
<td>Yes</td>
<td>Only for members</td>
<td>Membership cost</td>
<td>Women's Studies for women in the national field. Only for members.</td>
</tr>
<tr>
<td>National Latino/a Psychological Network</td>
<td><a href="http://www.nlpetwork.org">www.nlpetwork.org</a></td>
<td>Yes</td>
<td>NA</td>
<td>Membership cost</td>
<td>National Latino/a Psychological Network is the site for members.</td>
</tr>
<tr>
<td>American Studies and Affiliates for African American Studies</td>
<td><a href="http://www.americanstudies.org">www.americanstudies.org</a></td>
<td>NA</td>
<td>Membership cost</td>
<td>Membership cost</td>
<td>American Studies and Affiliates is the site for women in African American Studies.</td>
</tr>
</tbody>
</table>

Comments: Works similarly to Career Builder or Monster.com.
<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
<th>Database</th>
<th>Cost for Posting</th>
<th>Membership Needed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in Higher Education</td>
<td><a href="http://www.white.com">www.white.com</a></td>
<td>No database</td>
<td>Yes</td>
<td>Subscription</td>
<td></td>
</tr>
<tr>
<td>UCOP Fellowship Program</td>
<td></td>
<td></td>
<td>Free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian American Studies</td>
<td></td>
<td>Available</td>
<td>Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCLA Center for Equity and Research</td>
<td></td>
<td>Available</td>
<td>Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Registry - National Registry of Diverse &amp; Strategic Faculty</td>
<td></td>
<td>Available</td>
<td>Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board (SRIP)</td>
<td></td>
<td>Available</td>
<td>Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Regional Education</td>
<td></td>
<td>Available</td>
<td>Available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equity and Diversity Recruitment Resources
Dear Applicant:

Thank you for your interest in employment with California State University, Northridge.

Our University strives to recruit the broadest possible group of qualified applicants. As an Equal Opportunity/Affirmative Action Employer, we are also required to request and maintain data on applicants to assess the effectiveness of our recruitment efforts and ensure compliance with federal and state reporting requirements.

Return of this form is entirely voluntary. The information you provide will not be a consideration in any decision about your candidacy for the position for which you have applied. Individually-identifiable information will not be provided to the hiring department conducting the search or to any member of the search committee for this position. This form will be exclusively retained in the Office of Equity and Diversity, separately from your application for employment.

A self-addressed stamped envelope has been enclosed for your convenience, or you may utilize the emailing option by returning this form to equityanddiversity@csun.edu.

Your timely completion and return of this form is most appreciated.

AREA OF RESIDENCE:  □ Southern California  □ Northern California  □ Other

GENDER:  □ Female  □ Male  □ Decline to State  DISABILITY:  □ Yes  □ No  □ Decline to State

ETHNIC/RACIAL ORIGIN: Please check the box corresponding to the ethnic origin with which you most closely identify. Check one box only. The minimum categories for data on race and ethnicity for federal statistics are defined as follows:

 □ African American/Black – Having origins in any of the Black racial groups of Africa.
 □ Asian – Person of Japanese, Chinese, Korean, Vietnamese, Asian Indian, Thai or similar descent other than Pacific Islander or Filipino.
 □ Hispanic/Latino – Person of Mexican, Puerto Rican, Cuban, South or Central American or other Spanish descent.
 □ White (Not Hispanic) – Person of European, North African or Middle Eastern descent.
 □ Pacific Islander – Person of Hawaiian, Samoan, Guamanian, Polynesian, Fiji or Tahitian descent.
 □ Native American – Person of American Indian, Eskimo, or persons of origins in any of the original peoples of North and South America (including Central America), who maintains a tribal affiliation and community attachment.
 □ Filipino – Person of Filipino descent.
 □ Other / Unknown

VETERAN:  □ Yes  □ No  □ Decline to State

HOW DID YOU LEARN ABOUT THIS VACANCY?

□ Publication (Online or Paper) Which?
□ Internet Website Which?
□ Professional Meeting Which?
□ Word of Mouth □ Colleague □ Relative □ Friend □ CSUN Faculty □ CSUN Staff
□ Other Source Which?

Faculty Hire Number Identification (To be filled in by the department prior to mailing):

Faculty Hire No:  Department:  

Revised: 01/2014  
**Definition**

This employer is a Government contractor subject to the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended by the Jobs for Veterans Act of 2002, 38 U. S. C. 4212 (VEVRAA), which requires Government contractors to take affirmative action to employ and advance in employment: (1) disabled veterans; (2) recently separated veterans; (3) active duty wartime or campaign badge veterans; and (4) Armed Forces service medal veterans. These classifications are defined as follows:

A "disabled veteran" is one of the following:
- A veteran of the U.S. military ground, naval or air service who is entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or
- A person who was discharged or released from active duty because of a service connected disability.

A "recently separated veteran" means any veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military ground, naval or air service.

An "active duty wartime or campaign badge veteran" means a veteran who served on active duty in the U.S. military ground, naval, or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.

An "Armed forces service medal veteran" means a veteran who, while serving on active duty in the U.S. military ground, naval, or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985.

Protected veterans may have additional rights under USERRA - the Uniformed Services Employment and Reemployment Rights Act. In particular, if you were absent from employment in order to perform service in the uniformed service, you may be entitled to be reemployed by your employer in the position you would have obtained with reasonable certainty if not for the absence due to service. For more information, call the U.S. Department of Labor's Veterans Employment and Training Service (VETS), toll-free, at 1-866-4-USA-DOL.

**Self Identification**

If you believe you belong to any of the categories of protected veterans listed above, please indicate by checking the appropriate box below. As a Government contractor subject to VEVRAA, we request this information in order to measure the effectiveness of the outreach and positive recruitment efforts we undertake pursuant to VEVRAA.

- [ ] I identify as one or more of the classifications of protected veteran listed
  - [ ] Disabled veteran
  - [ ] Recently separated veteran
  - [ ] Active wartime or campaign badge veteran
  - [ ] Armed forces service medal veteran

- [ ] I am a protected veteran, but I choose not to self-identify the classification to which I belong

- [ ] I am not a protected veteran

- [ ] I am not a veteran

**Applicant's Name** (Last, First, Middle Initial)

*Position Applied for:

*Indicate Recruitment Number (if a recruitment number is not provided, indicate job title)

Clear Form  Print Form
Voluntary Self-Identification of Disability

Why are you being asked to complete this form?

Because we do business with the government, we must reach out to, hire, and provide equal opportunity to qualified people with disabilities. To help us measure how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for a job, any answer you give will be kept private and will not be used against you in any way.

If you already work for us, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our employees to update their information every five years. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

How do I know if I have a disability?

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition.

Disabilities include, but are not limited to:

- Blindness
- Deafness
- Cancer
- Diabetes
- Epilepsy
- Autism
- Cerebral palsy
- HIV/AIDS
- Schizophrenia
- Muscular dystrophy
- Bipolar disorder
- Major depression
- Multiple sclerosis (MS)
- Missing limbs or partially missing limbs
- Post-traumatic stress disorder (PTSD)
- Obsessive compulsive disorder
- Impairments requiring the use of a wheelchair
- Intellectual disability (previously called mental retardation)

Please check one of the boxes below:

☐ YES, I HAVE A DISABILITY (or previously had a disability)
☐ NO, I DON’T HAVE A DISABILITY
☐ I DON’T WISH TO ANSWER

________________________________________  __________________________
Your Name                                         Today’s Date
Federal law requires employers to provide reasonable accommodation to qualified individuals with disabilities. Please tell us if you require a reasonable accommodation to apply for a job or to perform your job. Examples of reasonable accommodation include making a change to the application process or work procedures, providing documents in an alternate format, using a sign language interpreter, or using specialized equipment.

\[\text{Section 503 of the Rehabilitation Act of 1973, as amended. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) website at www.dol.gov/ofccp.}\]

PUBLIC BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995 no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This survey should take about 5 minutes to complete.