Best Practices for a Successful Academic Search

Practical Tips & Resources for Recruiting & Selecting a Diverse Faculty

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MSU is an affirmative action, equal opportunity employer
“Our university community is a rich tapestry, woven from many different pieces, many different textures and many different colors. We are connected in the fabric of everything that we do and must continue to consider how our daily activities affect and connect with what others are doing. Diversity within community at Michigan State gives strength and substance to our ideas and programs and has a powerful impact that extends to people and to places far beyond our campus.”

President Lou Anna Kimsey Simon
January 17, 2005
# Best Practices for a Successful Academic Search

"Practical Tips & Resources for Recruiting & Selecting A Diverse Faculty"

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Introduction

This manual is intended as a general guide to recruitment of faculty and academic staff at Michigan State University. It is not a step-by-step explanation of the steps you should take to conduct a search. Search procedures are summarized in Appendix D, and are available in detail in the “Academic Hiring Manual” at http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Hiring/.

This document is a compilation of practical tips and resources to ensure a diverse pool of applicants for academic positions that will lead to greater overall diversity of Michigan State University’s faculty. In publishing these pointers, we encourage you to evaluate the strategies you are currently using to determine if other approaches may better assist the college and department to achieve its goal of increased faculty diversity.

The Office for Inclusion and Intercultural Initiatives (I-3) is prepared to assist in the recruitment and selection process. To seek assistance with developing recruitment strategies, please contact our office by calling 353-3922.

Diversity and Inclusion at MSU

“At MSU, we take great pride in our diversity. Valuing inclusion means providing all who live, learn and work at the university the opportunity to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives. To benefit from our campus’ diversity, we must embrace the opportunity to learn from each other. At MSU we welcome a full spectrum of experiences, viewpoints and intellectual approaches because it enriches the conversation and benefits everyone, even as it challenges us to grow and think differently.”

Source: President’s Statement on Diversity and Inclusion
Lou Anna K. Simon, President
Effect of Proposal 2 on MSU Employment and Hiring Decisions

The passage of Proposal 2 in November 2006 raised many questions about the status of affirmative action programs in faculty recruitment, employment, and retention at Michigan State University. Proposal 2 resulted in a state constitutional amendment which took effect December 23, 2006. The amendment provides that the university shall not “discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”

However, Proposal 2 contains language stating that the constitutional amendment “does not prohibit actions that must be taken to establish or maintain eligibility for any federal program, if ineligibility would result in a loss of federal funds to the state.” Michigan State University is, and likely will continue to be, the recipient of federal funds. As such, the university is obligated to have an affirmative action program in place. As expected by the federal government, our plan includes active outreach efforts and analysis of many aspects of the recruitment, employment, and retention of MSU employees.

The university’s affirmative action recruitment efforts will continue. Departments and units in the process of recruiting faculty and academic staff for employment at MSU should continue to seek a diverse pool of candidates for positions and to select the person who best meets departmental needs.

Michigan State University's Anti-Discrimination Policy

*MSU Anti-Discrimination Policy* (1993) prohibits acts of discrimination and harassment against any university community member(s) by inappropriately limiting employment opportunities, access to university residential facilities, or participating in educational, athletic, social, cultural, or other university activities on the basis of age, color, gender, gender identity, disability, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status or weight. Complaints under this policy may be submitted for non-disciplinary adjudication according to the provisions of the "Procedures of the Anti-Discrimination Judicial Board."

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1 For the purposes of this Policy, the reference to “gender identity” shall be interpreted to include protection against gender stereotyping based on a person’s gender expression. In other words, gender stereotyping is impermissible discrimination or harassment based on a failure to conform to stereotypical gender norms.
Goals of the Search and Selection Process

Recruitment

- To attract highly qualified individuals to Michigan State University.
- To provide an equal opportunity for potential candidates to apply for openings.

Selection

- To systematically collect information about each candidate’s ability to meet the requirements of the advertised position.
- To select a candidate who will be highly successful in performing the tasks and meeting the responsibilities of that position.

Diverse Faculty and Academic Staff

- To engage in hiring activities that will meet placement goals for women and minorities in particular departments.
- To emphasize active recruitment of traditionally underrepresented groups – persons with disabilities, persons of color, women and veterans.

Preparation for the Search

- Carefully analyze the department’s programmatic needs. This promotes long-range planning and counters the tendency to replicate current faculty members.
- Discuss placement goals prior to any departmental screening activity. The profile of the department and the availability figures for women and minorities should be reviewed and understood by all members of the search committee.
- Treat every faculty vacancy as if it is the only opportunity you will have to find and hire underrepresented women and minority faculty.
- You have to continually recruit, not wait for searches for announced vacancies.
- Diversity should be framed as an essential component of educational excellence and should be given consideration when making hiring decisions.
Role of the Affirmative Action Advocate

Each search committee must have a member (of any gender or race/ethnicity) designated to act as affirmative action advocate. This member shall evaluate the search on an ongoing basis, in terms of the goals and principles of affirmative action, equal opportunity, nondiscrimination and diversity and bring deficiencies to the attention of the search committee (or as necessary to the attention of the Chairperson) for corrective action, including but not limited to:

- discriminatory bias, prejudice or stereotyping in communications, including but not limited to committee discussions, written communications, and interview questions
- inadequate/ineffective search strategies for identifying qualified individuals of underutilized groups, and soliciting applications from such individuals
- inadequate representation of underutilized groups in applicant or candidate pools
- discriminatory bias, prejudice or stereotyping in criteria for the evaluation of applicants' materials and candidates' interviews
- little or no weight given to placement goals as a factor in the decision making process

Principles of Good Practice for Hiring a Diverse Faculty

- Exerting leadership for diversity includes not only administrative leadership, but also recognition by all who participate in the search process that they share in the responsibility for achieving faculty diversity.

- Utilize networking to identify appropriate candidates.

- Champion desirable candidates.

- Avoid exclusionary thinking in hiring, e.g., hiring a faculty member from a less well-known or less highly ranked school means "lowering our standards," and will lead to problems, minority scholars excel only in "their subjects."

- Invite women and minority scholars from other institutions to participate in unit-sponsored symposia and visiting professorships.

- Direct contacts, direct contacts, directs contacts…Expand beyond traditional recruiting sources and utilize aggressive, creative, proactive outreach to recruit for diversity.
The Position Announcement

An effective recruitment plan begins with a well-written position announcement. You will want to write a position announcement that will accomplish two goals:

1. Ensure a diverse and good-sized pool of candidates; and
2. Allow you to choose from a competitive group of candidates who meet your desired qualifications.

Persons of color and women are attracted to an academic position for many of the same reasons that white male candidates are. However, other salient factors also distinguish or enhance a job applicant’s interest and a position’s attractiveness for persons of color and women candidates. The following are factors for the search committee to think about as it prepares to develop the position announcements:2

- Campus and community demographics
- Special research opportunities with specific groups or in specific situations, e.g., migrant farmers, inner city communities, special library collections, state/federal prisons, American Indian reservations, industrial plants
- Availability of persons of color and women to serve as research subjects
- Presence of women and faculty of color
- Administrative support for people of color and women to assume leadership positions
- Possibility of achieving tenure and being promoted in rank
- Faculty development opportunities and mentors
- Success of other faculty of color and women in the program and/or on campus
- Infusion of diversity issues into the curriculum
- Social support network in the community
- Community resources that include ethnic churches, stores, restaurants, hair stylists, and professionals of color to provide medical, dental, and legal services, and
- Availability of a large metropolitan area within a short traveling distance when institutions are located in small communities.

Affirmative Action/Equal Opportunity Statement

MSU units should include language in job postings encouraging women and persons of color to apply for positions. As a federal contractor, the university is required to take affirmative steps in the employment process in order to be in compliance with the equal employment opportunity and affirmative action provisions of Executive Order 11246. Encouraging women and persons of color to apply for positions at MSU is considered an affirmative step in the employment process.

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All ads, vacancy announcements, job listings and mailings must include the following equal opportunity statements.

*MSU is an affirmative action, equal opportunity employer*

*MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.*

These statements reflect the university’s obligation as a federal contractor to advertise that all qualified applicants will receive consideration for employment without regard to race, ethnicity, color, religion, sex, or national origin.

**Recruitment Methods**

Publicity for a position should be designed to attract a reasonably large pool of highly qualified candidates. There should be a good-faith effort to reach out to competitive individuals who are members of underrepresented groups.

*The most effective advertising plan combines a variety of sources, both written and personal.*

It is strongly recommended that departments utilize as many of the following recruitment techniques as possible:

- Direct mailing to departments, programs, or institutes
- Sending job postings to advocacy groups/offices on campus
- Posting in diversity/equal opportunity publications (electronic or hard-copy)
- Posting to electronic job-lists for specific disciplines
- Networking and posting at professional meetings
- Networking with colleagues
- Contacting minority or women’s caucuses of professional organizations
- Establishing a recruitment relationship with Historically Black Colleges & Universities, and universities and colleges with large numbers of Latino/a students

Tenure system positions must be advertised nationally. Other continuing appointment system positions must be advertised nationally or within the geographic area customary for the appointment.

**Enlarging the Pool**

- Write directly to colleagues to request nominations of minority and women candidates.
• Write to Historically Black Colleges and Universities, Hispanic-Serving Institutions, and tribal colleges to secure lists of faculty in various disciplines and doctoral students graduating.

• Write to persons of color and women one year prior to their completion of a terminal degree program to inform them of upcoming job openings. Letters should clearly state needs and interests of the program and be followed up by telephone calls.

• Consider women and persons of color who have performed successfully as lecturers, instructors, or research associates in the department and at other institutions.

• Use the visiting scholar program to create opportunities for women and minorities. This contact may pave the way for recruitment to a regular tenure-system position.

• Write position postings to ensure that they attract the widest possible range of candidates. For example, a labor history position might be written to indicate a specialty in labor and/or women’s history. An urban sociology position might include familiarity with urban minority groups as one of its desired qualifications.

• Follow up contacts at professional meetings with recruitment letters that describe your department and demonstrate interest in an individual’s candidacy for faculty positions.

• Contact women and persons of color directly to inform them of vacancies or anticipated vacancies and invite their application, as opposed to sending a letter to a school asking that they communicate the vacancy to potential women and minority candidates. Often, outstanding potential candidates do not apply for advertised positions; a member of the search committee must approach them. If an individual declines a nomination or does not respond to your letter of inquiry, you should telephone the person to determine if the reasons for declining can be addressed and resolved. A telephone call will help demonstrate to a potential candidate that Michigan State University is serious about its efforts to have a diverse faculty.

• Consider a faculty exchange program with a Historically Black, Hispanic or tribal college. Consider cooperative working arrangements with such institutions.

• Encourage faculty who will be attending conferences, particularly ones that attract large numbers of women and persons of color, to combine visits with recruitment efforts for present and future positions.

• Send small teams of faculty, students, and administrators for visits to campuses where potential minority and women students/applicants reside.

• Keep resumes of prospective candidates on file.

• Search for senior scholars who may be employed outside of academe but who, through cutbacks or simply the desire for a career change, may be well suited to a faculty position.
• Contact women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars.

• Maintain contact with women and minorities whom your unit has unsuccessfully attempted to recruit for graduate study at MSU. As they complete their graduate studies at other universities, they may become candidates for a faculty position at MSU. They may also have women and persons of color among their colleagues who are potential candidates for open positions.

These invitations, including personal contacts, are desirable during the application period. Formal or informal interviews, however, must not take place until after the advertised closing date of a vacant position.

Recruiting Candidates

• Recognize that women and minorities need to be aggressively recruited. Competition is intense and candidates must be recruited as you would any other outstanding candidate.

• Women and minority faculty must also feel that they will be truly welcome at the institution; that they will find a place in the university community. Encourage other faculty, including other minority/women faculty, to meet informally with candidates to give them a sense of the institution. It also helps if deans and other academic administrators make themselves available to meet with minority and women candidates during the recruitment process.

Screening Candidates

• Resist the impulse to label one or more candidates the “most promising” because this may make it difficult for other candidates to be fully considered.

• Do not make assumptions about candidates. Assumptions that a member of a particular racial group would not feel welcome in the community, that a woman who pursued her degree part-time is not a serious scholar, that a military background would make one less acceptable in the classroom or as a colleague, concluding that an individual who looks like an excellent candidate will be heavily recruited and, therefore, make no effort to recruit them, are all damaging to the candidates and will work against diversity efforts. Also, do not make assumptions about a person’s willingness to move, their spouse/partner’s willingness to move, etc. Let candidates decide these issues for themselves.

• Committee members need to continually examine whether their judgment on a dissertation, a person’s character, experience, or publications, is being affected by subjective factors, stereotypes, or other assumptions.
• Resist the tendency to measure individuals and their credentials against one standard. Candidates who received their degrees later in life, who worked part-time when their children were young, or whose teaching and publication experience is not “mainstream” may bring rich experiences and diverse backgrounds to the campus.

• Screen to include candidates. Screening with the primary purpose of excluding candidates may cause you to miss very attractive candidates.

• Think about the new dimensions that diverse candidates will bring to the department.

What I-3 Monitors in the Academic Hiring Process

The Office for Inclusion and Intercultural Initiatives (I-3) has been delegated the responsibility for ensuring that Michigan State University is in compliance with relevant Federal and State of Michigan laws and regulations, as well as University policies and procedures for equal opportunity, affirmative action and nondiscrimination.

One of I-3’s responsibilities is to monitor academic hiring, search and selection procedures, in cooperation with the Office of Academic Human Resources. The following is a summary of the monitoring activities of I-3 when reviewing the hiring process for filling an academic position.

Recruitment Plan

I-3 looks for evidence of recruitment sources used to attract a highly qualified, diverse and good-sized pool of candidates. Positions within the tenure system, unless limited to an internal search, should be advertised nationally. Other continuing appointment system positions should be advertised nationally or within an appropriate geographic area for the appointment. When placement goals exist for women and/or minorities, the recruitment plan should include sources to target that population. I-3 is prepared to assist departments in identifying specific recruitment sources.

Unit-Level Hiring Patterns

When placement goals for minorities and women continue to exist over time, I-3 will look for evidence of creative recruitment strategies. Advertising a position only in traditional publications frequently results in creating only a traditional applicant pool. A position should be publicized in a manner that will bring it to the attention of women and minorities, and the search committee should actively seek to identify qualified applicants from these groups.
**Applicant Pools**

I-3 looks for evidence of a diverse pool of qualified applicants.

**Final (On-Campus Interview) Pools**

I-3 looks for evidence of a diverse interview pool. If the unit has placement goals for women and/or minorities, and no member(s) of the goal population are included in the interview pool, the unit should be prepared to provide a description of efforts made to increase the diversity of the applicant pool.

The Academic Hiring Procedures state that search committees **must not** contact final candidates to set up interviews and **must not** send letters of rejection until after I-3 approves the final candidate list.
APPENDIX A

Questions You May and May Not Ask of A Candidate

All aspects of the search process, including discussions at search committee meetings, conversations with referees and interview questions, must be job-related and should flow from the elements of the position description. Questions should focus on a candidate's abilities and professional experiences related to the responsibilities of the open position. Questions about any of the following may only be asked when these factors are bona fide occupational qualifications (BFOQ). It is imperative, therefore that persons interviewing candidates, participating in the interview process, or checking references be aware of and follow these guidelines on information which should NOT be sought from applicants or references.

### Pre-employment Inquiry Guide

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lawful Pre-employment Inquiries</th>
<th>Unlawful Pre-employment Inquiries</th>
</tr>
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<tbody>
<tr>
<td>Name</td>
<td>For access purposes, inquiry whether applicant’s work records are under another name.</td>
<td>Original name of an applicant whose name has been changed by court order or otherwise. Applicant’s maiden name.</td>
</tr>
<tr>
<td>Address</td>
<td>To request place and length of current and previous address. To ask for applicant’s phone number or how he/she can be reached.</td>
<td>Birthplace of applicant. Birthplace of applicant’s parents, spouse or other close relatives. Requirement that applicant submit birth certificate, naturalization or baptismal record, unless as part of I-9 form.</td>
</tr>
<tr>
<td>Birthplace</td>
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<tr>
<td>Age</td>
<td>Are you 18 years or older? (This question may be asked only for the purpose of determining whether applicants are of legal age for employment.)</td>
<td>How old are you? What is your date of birth?</td>
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<tr>
<td>Religion or creed</td>
<td>Inquiry into an applicant’s religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed</td>
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<td>Race or color</td>
<td>Complexion or color of skin.</td>
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<td>Photograph</td>
<td>Any requirement for a photograph prior to hire</td>
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<tr>
<td>Height</td>
<td>Inquiry regarding applicant’s height</td>
<td></td>
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<tr>
<td>Weight</td>
<td>Inquiry regarding applicant’s weight</td>
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<tr>
<td>Marital/parental status</td>
<td>Is your spouse employed by this employer?</td>
<td>Requirement that an applicant provide any information regarding marital status or children. Are you single or married? Do you have any children? Is your spouse employed? What is your spouse’s name?</td>
</tr>
<tr>
<td>Sex</td>
<td>Mr., Miss or Mrs. or an inquiry regarding sex.</td>
<td>Requirement that women be given pelvic examinations.</td>
</tr>
<tr>
<td>Subject</td>
<td>Lawful Pre-employment Inquiry</td>
<td>Unlawful Pre-employment Inquiry</td>
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<tr>
<td>Disability</td>
<td>Can you perform the essential duties of the job in which you wish to be employed, with or without accommodation?</td>
<td>Inquiries regarding an individual’s physical or mental condition which are not directly related to the requirements of a specific job and which are used as a factor in making employment decisions in a way which is contrary to the provisions or purposes of the Persons with Disabilities Civil Rights Act.</td>
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</table>
| Citizenship             | If not a citizen of the United States, does applicant intend to become a citizen of the United States?  
                         | If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States? (To avoid discrimination based on national origin, the questions above should be asked after the individual has been hired, even if it is related to the Federal I-9 process.) | (Questions below are unlawful unless asked as part of the Federal I-9 process.)  
                         | Of what country are you a citizen?  
                         | Whether an applicant is naturalized or a native-born citizen: the date when the applicant acquired citizenship.  
                         | Requirement that an applicant produce naturalization papers or first papers.  
                         | Whether applicant’s parents or spouse are naturalized or native born citizens of the United States; the date when such parent or spouse acquired citizenship. |
| National Origin         | Inquiry into languages applicant speaks and writes fluently.                                   | Inquiry into applicant’s lineage, ancestry, national origin, descent; parentage, or nationality, unless pursuant to Federal I-9 process.  
                         |                                                                                               | Nationality of applicant’s parent or spouse  
                         | Inquiry into how applicant acquired ability to read, write or speak a foreign language        |
| Education               | Inquiry into the academic, vocational, or professional education of an applicant and the public and private schools attended. | Specifically ask the nationality, racial, or religious affiliation of schools attended.         |
| Experience              | Inquiry into work experience.  
                         | Inquiry into countries applicant has visited.                                                 |                                                                                     |
| Arrests                 | Have you ever been convicted of a crime?  
                         | Are there any felony charges pending against you?                                             | Inquiry regarding arrests which did not result in conviction. (Except for law enforcement agencies.) |
| Work schedules          | To ask willingness to work required work schedule.  
                         | To ask if applicant has military reservist obligations.                                      | To ask willingness to work any particular religious holiday.                          |
| Relatives               | Names of applicant’s relatives already employed by this company?                               | Address of any relative of applicant, other than address (within the United States) of applicant’s father and mother, husband or wife and minor dependent children |
| Notice in case of       | Name and address of person to be notified in case of accident or emergency                     | Name and address of nearest relative to be notified in case of accident or emergency       |
| emergency               |                                                                                               |                                                                                     |
| Organizations           | Inquiry into the organizations of which an applicant is a member, excluding names or characters which indicate the race, color, religion, national origin or ancestry of its members. | List all clubs, societies and lodges to which you belong.                                  |

Source: Michigan Department of Civil Rights Pre-employment Inquiry Guide
## APPENDIX B

### Summary of Academic Hiring Procedures

<table>
<thead>
<tr>
<th>Search Plan and Position Request</th>
<th>Advertising, Recruiting and Screening</th>
<th>Final Selection</th>
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<tr>
<td>Get Dean's informal confirmation that position will be approved.</td>
<td>Make sure Provost has approved the position before advertising. If the Office for Inclusion and Intercultural Initiatives (I-3) requires or suggests additional steps to identify a diverse set of candidates, make sure these steps are taken.</td>
<td>Search committee makes its final recommendation, submits its report to the Chairperson, and ensures that all the required documentation for the search is ready to be filed.</td>
</tr>
<tr>
<td>Set up search committee (usually 5-9 members) and designate one member to be affirmative action advocate. See &quot;Academic Hiring Procedures&quot; for charge to the affirmative action advocate.</td>
<td>Continuing system positions must be advertised nationally or within the geographical area customary for the appointment. Positions may also be posted locally and/or internationally.</td>
<td>Dean approves final selection and terms of appointment ensuring consistency with the Academic Position Request, and ensuring clear and convincing evidence of affirmative action, equal opportunity and nondiscrimination in the decisions which have been made. (Academic Hiring Report, E)</td>
</tr>
<tr>
<td>Include (preferably tenured) women and minorities whenever possible on search committees.</td>
<td>Application deadline date must be at least 2 weeks after posting date but preferably longer. Allow ample time (usually at least 1 month but preferably longer) for the period between posting and hiring.</td>
<td>Prior approval from Provost and President must be obtained to appoint as associate professor with tenure; prior approval from Provost must be obtained to appoint as senior academic specialist with continuing appointment.</td>
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<tr>
<td>Chairperson conducts affirmative action session with search committee, including identification of all underutilization. Chairperson gives charge to committee and affirmative action advocate, and explains documentation requirements. Chairperson makes the &quot;Handbook for Faculty Searches ...&quot; which contains information on documentation, a checklist of search committee activities, legal guidelines for interviews, etc. available to the search committee.</td>
<td>Chairperson has primary responsibility to ensure adequate representation based on current availability percentages of women and minority groups among the initial applicants and in the candidates remaining after each screening process. Dean approves initial applicant pool.</td>
<td>Chairperson writes letter of offer making sure all the required information is included.</td>
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<tr>
<td>Write position advertisement utilizing directions on the pink Academic Position Request.</td>
<td>Search committee screens all candidates on the basis of 1) programmatic need, 2) excellence of qualifications and credentials based on clearly delineated job-related criteria, 3) placement goals and 4) diversity considerations, and recommends a list of final (on-campus interview) candidates.</td>
<td>When candidate accepts offer, fill out &quot;Exposure to Health Risks / Physical Demands form&quot; form if any conditions listed on the form apply to the position, send the form to the applicable office, schedule an appointment for evaluation before the employee begins work.</td>
</tr>
<tr>
<td>Chairperson submits Academic Position Request and Parts A, B, and C of the Academic Hiring Report to Dean for approval.</td>
<td>Chairperson, Dean and I-3 approve the final (on-campus interview) candidate list (Academic Hiring Report, part D). If I-3 determines that the final candidate list is not adequate, take the necessary steps to achieve appropriate representation on the list.</td>
<td>Chairperson submits Appointment, Academic Hiring Report, Search Committee Report and all other required attachments to Dean. See &quot;Academic Hiring Procedures&quot; for required attachments.</td>
</tr>
<tr>
<td>Provost approves Academic Position Request. Office for Inclusion and Intercultural Initiatives (the form Office for Affirmative Action, Compliance and Monitoring) approves the Academic Hiring Report.</td>
<td>Search committee must not send any letters of rejection nor schedule any interviews until after I-3 has approved the final candidate list.</td>
<td>Department keeps documentation of the search for 3 years after the effective date of the hire.</td>
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<td></td>
<td>Search committee and others interview all the candidates on the final list making sure legal guidelines are followed and that treatment and standards for evaluation (including reference checks) are consistent for all candidates.</td>
<td>I-3 makes an affirmative action evaluation of selection of new hires and terms of appointment, and submits annual report to the Provost with a copy to the Dean.</td>
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<td></td>
<td>Complete information is available in the Academic Hiring Manual.</td>
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APPENDIX C

Applicant Identification

As a federal contractor, MSU has an obligation under Executive Order 11246 to identify the gender, race and ethnicity of applicants. Specifically, the revised regulations for affirmative action programs issued by the Office of Federal Contract Compliance Programs (OFCCP) in November 2000, Section 60-1.12(c) states: “For any record the contractor maintains…the contractor must be able to identify…where possible, the gender, race, and ethnicity of each applicant.” It is clearly stated in all federal guidance and regulations that self-identification is the preferred method of collecting applicant data.

An applicant self-identification form (displayed on the following page) has been developed to assist units in completing the Academic Hiring Report form, Section D.

Guidelines for Administration

- The “Applicant Self-Identification Form” should be customized for each position. Hiring units should fill in the position number, rank or title, and hiring department.
- A department contact person, preferably the individual responsible for completing Section D of the Academic Hiring Report Form, should be designated.
- The “Applicant Self-Identification Form” may be administered in electronic format via email or unit web sites.
- The preamble statement (MSU is subject to certain governmental recordkeeping and reporting requirements…) uses the language suggested by the Equal Employment Opportunity Commission and should not be changed.
- The order and language of the questions used to solicit gender and race/ethnicity information follows the guidelines issued by the Office of Management and Budget, and should not be changed.
- Questions on an individual’s disability, veteran status, or sexual orientation should not be added to the form.
- Questions on an individual’s national origin should not be added without consulting the Office for Inclusion and Intercultural Initiatives (I-3).
- While the invitation to self-identify may be extended at any time prior to interviews, it is recommended that units send the form when acknowledging receipt of applications.

Guidelines for Tabulating Data

- The form reflects the racial/ethnic categories as revised by the U.S. Office of Management and Budget in 1997. MSU will begin converting to the 1997 classifications within the next year. In the meantime, responses of "Asian" and "Native Hawaiian or Other Pacific Islander" should be reported on the Academic Hiring Report form as "Asian/Pacific Islanders".
- Visual observation can supplement self-identification if individuals do not to respond to the invitation to self-identify.
- Individuals selecting Hispanic or Latino ethnicity should be reported as Hispanic, regardless of race.
- For guidance on reporting data for individuals who identify more than one race, contact the Office for Inclusion and Intercultural Initiatives (I-3).
APPLICANT SELF IDENTIFICATION FORM

Name _______________________________________________________________________
Last      First    Middle

Posting Number _______________________________________________________________

Rank/Title of Position ___________________________________________________________

Department ___________________________________________________________________

Michigan State University is subject to certain governmental recordkeeping and reporting requirements for the administration of civil rights laws and regulations. In order to comply with these laws, MSU invites applicants to voluntarily self-identify their race and ethnicity. Submission of this information is voluntary and refusal to provide it will not subject you to any adverse treatment. The information will be kept confidential and will only be used in accordance with the provisions of applicable laws, executive orders, and regulations, including those that require the information to be summarized and reported to the federal government for civil rights enforcement.

Gender:
__ Male
__ Female

Race/Ethnicity:
Are you Hispanic or Latino? SELECT ONE.

___ No, Not Hispanic or Latino
___ Yes, Hispanic or Latino: a person of Cuban, Mexican, Chicano, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race

What is your race? SELECT ONE OR MORE.

___ White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
___ Black or African American: a person having origins in any of the Black racial groups of Africa.
___ American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment
___ Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
___ Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Michigan State University is an Affirmative Action/Equal Opportunity Employer

Return to:
Contact Name
Contact Address
Title I of the Americans with Disabilities Act of 1990 prohibits employment discrimination against qualified individuals with disabilities by employers with 15 or more employees. The U.S. Equal Employment Opportunity Commission and the Office for Civil Rights are the agencies assigned to enforce Title I of the ADA.

Title II of the Americans with Disabilities Act of 1990 prohibits disability discrimination by public entities, including public colleges and universities, whether or not they receive Federal financial assistance. The Office for Civil Rights (U.S. Department of Education) is the agency charged with enforcing Title II of the ADA.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance and Title VII of the Civil Rights Act of 1964 prohibits discrimination. Programs and activities that receive Federal financial assistance from the U.S. Department of Education are covered by Title VI. The Office for Civil Rights (Department of Education), is the law enforcement agency charged with enforcing Title VI.

Title VII of the Civil Rights Act of 1964 protects individuals against unlawful employment practices based on their race, color, sex, and national origin. The Civil Rights Act of 1991 significantly extended plaintiffs' rights under Title VII. The U.S. Equal Employment Opportunity Commission is the law enforcement agency charged with enforcing Title VII.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities and extends coverage to employment and admission to institutions that receive Federal financial assistance. The Office for Civil Rights (U.S. Department of Education) is the law enforcement agency charged with enforcing Title IX.

Age Discrimination Act of 1975 protects people from discrimination based on age in programs or activities receiving Federal financial assistance. The U.S. Equal Employment Opportunity Commission is the law enforcement agency charged with enforcing the ADA of 1975.

Age Discrimination in Employment Act of 1967 protects individuals who are 40 years of age or older. The U.S. Equal Employment Opportunity Commission is the agency charged with enforcing the ADEA.

**Equal Pay Act of 1963** protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination. The U.S. Equal Employment Opportunity Commission is the agency charged with enforcing the EPA.

**Section 504 of the Rehabilitation Act of 1973** protects people from discrimination in admission, employment, treatment or access based on disability in programs or activities receiving Federal financial assistance. The Office for Civil Rights (U.S. Department of Education) is the agency charged with enforcing Title VI.

**Executive Order 11246** requires certain government contractors to engage in affirmative action and prohibits discrimination based on race, sex, or national origin. The Office of Federal Contract Compliance Programs (U.S. Department of Labor) is the agency charged with enforcing EO 11246 and ensuring that federal contractors are in compliance.

**Elliott-Larsen Civil Rights Act (1976)** of the State of Michigan prohibits "discrimination practices, policies, and customs in the exercise of those rights based upon religion, race, color, national origin, age, sex, height, weight, or marital status." The Michigan Department of Civil Rights is the agency assigned to handle complaints of discrimination.

**Michigan Persons with Disabilities Civil Rights Act of 1976** provides individuals "the opportunity to obtain employment, housing, and other real estate and full and equal utilization of public accommodations, public services, and educational facilities without discrimination because of a disability is guaranteed by this act and is a civil right."
APPENDIX E

Myths and Realities

Myth: Because there are so few faculty of color in the pipeline, they are being sought out by numerous institutions that must compete against one another in the hiring process.

Reality: The supply and bidding arguments are grossly overstated. Even in this highly select group of doctoral recipients, the difficulties of the job market and limited options affect most candidates.

Myth: The scarcity of faculty of color in the sciences means that few are available and those who are available are in high demand.

Reality: Fifty-four percent of the scientists in the study (all persons of color) were not pursued for faculty positions by academic institutions and continue to pursue postdoctoral study.

Myth: The kind of scholars represented in the study, both because of their competitive positioning in the market, and their elite education, are only interested in being considered by the most prestigious institutions, making it virtually impossible for other institutions to recruit them.

Reality: Study participants demonstrated a wide range of preference for desired positions, regions of the country, and institutional types. Some of these choices were based on limited mobility, but others were based on the environment the person wished to be in, a desire to teach a diverse student body, or the desire to be a part of an institution that had a mission related to the individual's professional goals.

Myth: Individuals are being continually recruited by wealthy and prestigious institutions with which ordinary institutions cannot compete. This creates a revolving door that limits progress for any single institution in diversifying its faculty.

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3 Excerpted from the report "Achieving Faculty Diversity: Debunking The Myths," by Daryl G. Smith, with Lisa E. Wolf and Bonnie E. Busenberg, Association of American Colleges and Universities, 1996. Three hundred ninety three (393) recipients of Ford, Mellon, and Spencer fellowships who completed their Ph.D.'s since 1989 were invited to participate in extended telephone interviews about their job market experiences. Seventy-eight percent of the interviews were completed: 26% African American, 4% Asian or Pacific Islanders, 35% white, 32% Latino, 3% American Indian, approximately half of the sample were women. Fields of study included the humanities, social sciences, education, and fields related to ethnic/gender studies. Most subjects of the study, regardless of race or gender, are in regular faculty positions (70 percent) or in postdoctoral positions appropriate to their fields (17 percent). Of those in faculty positions, 92 percent are in regular tenure-track positions or faculty posts at Ivy League institutions that do not have tenure. By and large, those who are now faculty members obtained their positions by traditional means: attending prestigious graduate institutions, delivering papers at conferences, and publishing.
Reality: When people move, the reasons often focused on unresolved issues with the institution, dual-career choices, and questions of appropriate fit more than on financial packages and institutional prestige.

Myth: Faculty of color are leaving academe altogether for more lucrative positions in government and industry.

Reality: Choices to leave academe were as often a function of the problems of academe (such as the need to establish a career before the age of forty, inhumane search processes, and the difficult job market), as they were the result of irresistible temptations from the outside.

Myth: Campuses are so focused on diversifying the faculty that heterosexual white males have no chance.

Reality: White men have a wide variety of experiences. While 20 percent were underutilized, 24 percent had a good experience in the labor market. In most of the cases where White men had difficulty finding a regular faculty appointment, the fields in which they specialized had virtually no openings. White men who had expertise related to diversity had a significant advantage on the job market.
APPENDIX F

Educational Resources

Achieving Faculty Diversity: Debunking the Myths, Smith, Daryl G., with Lisa E. Wolf and Bonnie E. Bursengerg, Association of American Colleges and Universities, 1996.


Faculty of Color in Academe: Bittersweet Success, Sotello Viernes Turner, Caroline and Samuel L. Myers, Jr - provides an in-depth look at the continuing problem of under-representation (or, in some instances, exclusion) of faculty of color in the nation’s colleges and universities, Allyn & Bacon, A Pearson Education Company, 2000.

Faculty Recruitment in Higher Education: Research Findings on Diversity and Affirmative Action, Debra Humphreys, AAC&U - This briefing paper debunks several myths about affirmative action and faculty hiring in higher education. It provides facts about the history of diversity in higher education, the actual numbers of women and minority faculty members in colleges and universities today, and how the recruitment process works.

How to Recruit and Promote Minority Faculty: Start By Playing Fair, Alger, Jonathan R., American Association of University Professors - While recent legal attacks on affirmative action have made colleges and universities nervous about their efforts to recruit faculty (and students) from underrepresented minority groups, some institutions also feel that their own faculties may create the highest hurdles to minority faculty recruitment and retention. With this in mind, Alger asks, "What can be done to ensure that the rules [of recruitment and retention] are fair and fairly applied?" He suggests that before pursuing new programs that might be legally susceptible, faculty members should first examine how they evaluate candidates for appointment and promotion.

Abstracts


This book attempts to uncover the invisible barriers that prevent women from achieving the same professional success as men. Valian’s arguments are based on statistical laboratory and field studies and center around gender schemas – our implicit hypotheses about sex differences. Though gender schemas are not entirely inaccurate, Valian argues that schemas alter our ability to evaluate men and women without bias. In general, the schema of a woman is incompatible with the schema of a successful professional. The consequence is that professional women are often underrated, while

4 Prepared by the University of Michigan for Summer Institute 2006 – Setting the stage for change: Using theatre to improve institutional climate, June 2006.
their male counterparts are overrated. Because of these imbalances, however slight, women accumulate advantage at a slower rate than men.


This study investigated reactions of subjects to a woman’s success in a male gender-typed job. The results showed that when women were acknowledged to have been successful, they were less liked and more personally derogated than equivalently successful men. The data also showed that being disliked can affect career outcome, both for performance evaluation and reward allocation.


The authors of this study submitted the same c.v. for consideration by academic psychologists, sometimes with a man’s name at the top, sometimes with a woman’s. In one comparison, applicants for an entry-level faculty position were evaluated. Both men and women were more likely to hire the “male” candidate than the “female” candidate, and rated his qualifications as higher, despite identical credentials. In contrast, men and women were equally likely to recommend tenure for the “male” and “female” candidates (and rated their qualifications equally), though there were signs that they were more tentative in their conclusions about the (identical) “female” candidates for tenure.


This study compares over 300 letters of recommendation for successful candidates for medical school faculty position. Letters written for female applicants differed systematically from those written for male applicants in terms of length, in the percentages lacking basic features, in the percentages with “doubt raising” language, and in the frequency of mention of status terms. In addition, the most common possessive phrases for female and male applicants (“her teaching” and “his research”) reinforce gender schemas that emphasize women’s roles as teachers and students and men’s as researchers and professionals.
APPENDIX G

Suggested Recruiting Resources to Enlarge Pools of Qualified and Diverse Applicants for Faculty Positions

The Office for Inclusion and Intercultural Initiatives (I-3) offers a number of specialized services to assist departments in expanding applicant pools for faculty and academic staff positions through advertising and networking.

The I-3 website, www.inclusion.msu.edu, provides access to the Recruitment Resources Directory, which includes links to internet resources for recruiting and advertising of faculty and academic staff positions. The Directory may be searched for resources by keyword (academic discipline) or target audience, and contains contact information for special interest groups, divisions, or committees for women, minorities, persons with disabilities, and lesbian/gay/bisexual or transgender individuals within professional organizations (for example, Directory of Women in Astronomy compiled by the American Astronomical Society). The database currently contains over 1,600 links, and is expanded and updated on a regular basis.

I-3 frequently assists units by identifying diverse individuals at other institutions or organizations who may meet unit-established criteria for senior level faculty and administrative positions. For additional information or assistance, please contact I-3 at 353-3922.

INTERNAL ADVERTISING

Current contact names and addresses for the following organizations can be located under contributing organizations in the front of the MSU Faculty & Staff Directory:

- EAGLE (American Indian Faculty & Staff Association)
- Asian and Pacific American Faculty and Staff Association
- Black Faculty, Staff and Administrators Association
- Chicano/Latino Association
- Native American Indian Faculty/Staff Organization
- Women’s Advisory Committee to the Provost
- Faculty & Professional Women’s Association
- Colleagues at MSU

Since contact information (mailing addresses, website URLs, e-mail addresses, and telephone numbers) frequently changes, search committees are encouraged to visit the Recruitment Resources Directory available on the I-3 website at www.inclusion.msu.edu for updated links to contact information for discipline-specific recruiting resources.