

Best Practices for a Successful Academic Search

Practical Tips & Resources for Recruiting & Selecting a Diverse Faculty

“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*



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

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MSU is an affirmative action, equal opportunity employer

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 provided in detail in the manual, *“Handbook for Faculty Searches with Special Reference to Affirmative Action.”* This document is a compilation of practical tips and resources that will 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 hope to help you think about what is working for you as you conduct your searches for a competitive group of candidates who meet desired qualifications. 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 is prepared to assist you in your recruitment and selection process. To seek assistance with developing your recruitment strategies, please contact our office by calling 353-3922.

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 result in eliminating the underutilization of women and minorities in particular departments.
- To emphasize active recruitment of traditionally underrepresented groups – persons with disabilities, persons of color, women and veterans.

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, disability, height, marital status, national origin, political persuasion, race, religion, sexual orientation¹, 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."

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.

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.

¹ For the purposes of the harassment clause of Article II, the reference to "gender identity" prohibits harassment based on (a) any gender-specific behavior, appearance or expression of an individual that departs from the harasser's expectations for gender-specific behavior, appearance or expression or (b) any change of gender, completed or in process.

Recruiting for A Diverse Faculty

Myths and Realities²

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.*

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: Wealthy and prestigious institutions having resources with which ordinary institutions cannot compete are continually recruiting individuals. This creates a revolving door that limits progress for any single institution in diversifying its faculty.

Reality: *Minorities and women have a wide range of preferences for desired positions, regions of the country, and institutional types.*

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

Reality: *Reasons for moving focus on unresolved issues with the institution, dual-career choices and appropriate fit.*

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

Reality: *White men have a wide variety of choices. Where white men have difficulty in finding a regular faculty appointment, the fields in which they specialized had virtually no openings.*

² 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.

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 Recruitment Plan

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 you a diverse and good-sized pool of candidates; and
2. Allow you to choose from a competitive group of candidates who meet your desired minimum 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:³

- 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

³ American Psychological Association Commission on Ethnic Minority Recruitment, Retention and Training in Psychology; "Valuing Diversity in Faculty: A Guide," Washington, D.C. 1996

- 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.

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. See Appendix C, "Tips for Recruiting a Diverse Faculty" for additional assistance in developing your recruitment plan, and Appendix E for a list of recruitment sources for women and persons of color.

What I³ Monitors in the Academic Hiring Process

The Office for Inclusion and Intercultural Initiatives (I³) 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 I³'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 I³ when reviewing the hiring process for filling an academic position.

Recruitment Plan

I³ 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 underutilization exists for women and/or minorities, the recruitment plan should include sources to target the underutilized group(s). I³ is prepared to assist departments in identifying specific recruitment sources.

Unit-Level Hiring Patterns

When underutilization of minorities and women continues to exist over time, I³ 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

I³ looks for evidence of a diverse pool of qualified applicants.

Final (On-Campus Interview) Pools

I³ looks for evidence of a diverse interview pool. If the unit is underutilized for women and/or minorities, and no member(s) of the underutilized group 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 I³ approves the final candidate list.

APPENDIX A

QUESTIONS YOU MAY AND MAY NOT ASK OF A CANDIDATE

Questions asked during 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

Subject	Lawful Pre-employment Inquiries	Unlawful Pre-employment Inquiries
Name	For access purposes, inquiry whether applicant's work records are under another name.	Original name of an applicant whose name has been changed by court order or otherwise. Applicant's maiden name.
Address	To request place and length of current and previous address. To ask for applicant's phone number or how he/she can be reached.	
Birthplace		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.
Age	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.)	How old are you? What is your date of birth?
Religion or creed		Inquiry into an applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed
Race or color		Complexion or color of skin.
Photograph		Any requirement for a photograph prior to hire
Height		Inquiry regarding applicant's height
Weight		Inquiry regarding applicant's weight
Marital/parental status	Is your spouse employed by this employer?	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?
Sex		Mr., Miss or Mrs. or an inquiry regarding sex. Inquiry as to the ability to reproduce or advocacy of any form of birth control. Requirement that women be given pelvic examinations.

Subject	Lawful Pre-employment Inquiry	Unlawful Pre-employment Inquiry
Disability	Can you perform the essential duties of the job in which you wish to be employed, with or without accommodation?	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.
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 emergency	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
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

Federal and State Laws & Regulations on Equal Opportunity, Affirmative Action and Nondiscrimination

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.

Civil Rights Act of 1991 provides monetary damages in cases of intentional employment discrimination. The U.S. Equal Employment Opportunity Commission is the agency charged with enforcing the CRA of 1991.

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 C

Tips for Recruiting A Diverse Faculty

PREPARATION

1. Carefully analyze the hiring department's programmatic needs. This promotes long-range planning and counters the tendency to replicate current faculty members.
2. Discuss hiring 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.
3. Treat every faculty vacancy as if it is the only opportunity you will have to find and hire underrepresented women and minority faculty.
4. You have to continually recruit, not wait for searches for announced vacancies.
5. Diversity should be framed as an essential component of educational excellence and should be given consideration when making hiring decisions.

ENLARGING THE POOL

6. Write directly to colleagues to request nominations of minority and women candidates.
7. 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.
8. 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.
9. Consider women and persons of color who have performed successfully as lecturers, instructors, or research associates in the department and at other institutions
10. 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.
11. 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.

12. Follow up contacts at professional meetings with recruitment letters that describe your department and demonstrate interest in an individual's candidacy for faculty positions.
13. 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.
14. Consider a faculty exchange program with a Historically Black, Hispanic or tribal college. Consider cooperative working arrangements with such institutions.
15. 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.
16. Send small teams of faculty, students, and administrators for visits to campuses where potential minority and women students/applicants reside.
17. Keep resumes of prospective candidates on file.
18. 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.
19. Contact women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars.
20. 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

21. 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.
22. 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

23. Practicing affirmative action means practicing inclusion. Race and gender should be considered as positive criteria that enhance a candidate's opportunity to be considered for a position.
24. 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.
25. 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.
26. 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.
27. 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.
28. Screen to **include** candidates. Screening with the primary purpose of excluding candidates may cause you to miss very attractive candidates.
29. Think about the new dimensions that diverse candidates will bring to the department.

APPENDIX D

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.
- Academic Couples: Problems and Promises, edited by Ferber, Marianne A., and Jane W. Loeb, University of Illinois Press, 1997.
- 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 underrepresentation (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.
- The Impact of Social Interaction and Reward System on Underrepresented Faculty, Gubitosi-White, Annie - This case study examines the institution's cultural norms and how these norms affect underrepresented faculty. Study results identify social interaction and reward process norms and indicate that underrepresented faculty experiences these norms differently than majority faculty. It also suggests that underrepresented faculty are often disadvantaged by these norms.
- Through My Lens - (video) - This 15-minute video describes the experiences, challenges, and strategies of women of color faculty at the University of Michigan. Target audience: administrators and university leaders. Goal: to define and document experiences of women of color, building upon the positive and seeking to eliminate the negative. Explores institutional climate, isolation, lack of community, and maintaining balance between career and family. Describes successful strategies for effective recruitment, support, and retention for faculty women of color.

APPENDIX E

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

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

The I³ website, www.inclusion.msu.edu, provides access to the *Academic Recruitment Resources Database*, which includes links to internet resources for recruiting and advertising of faculty and academic staff positions. The *Database* is organized by academic discipline, and contains contact information for special interest groups, divisions, or committees for women and minorities 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.

I³ frequently conducts specialized searches by identifying women and minorities at other institutions who meet unit-established criteria for senior level faculty and administrative positions. For additional information or assistance, please contact I³ at 353-3925.

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 I³ website, <http://www.inclusion.msu.edu> for updated links to obtain contact information for discipline-specific recruiting resources.