# Faculty Search Toolkit

*A Resource for Search Committees and Administrators*
*at Michigan State University*

**MICHIGAN STATE**
U N I V E R S I T Y

**ADVANCE**

The Michigan State University Faculty Search Toolkit was co-edited by Mark Roehling and Paulette Granberry Russell, with assistance from Jodi Linley. Other contributors include: Theodore Curry, Melissa McDaniels, and Karen Woehlert.

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# Welcome to the Michigan State University FACULTY SEARCH TOOLKIT

This toolkit is designed to assist units within Michigan State University (colleges, departments, schools) in conducting successful faculty searches. It provides guidance that supplements, but does not replace, the MSU *Academic Hiring Manual.*

It is essential that unit heads and all search committee chairs be thoroughly familiar with the policies and procedures described in the MSU faculty search requirements identified in the MSU *Academic Hiring Manual* (www.hr.msu.edu/documents/facacadhandbooks/academichiring/index.htm).

The practical guidance and resources provided in this toolkit will help ensure that your unit's faculty searches:

- Comply with all MSU requirements relating to searches;
- Comply with all federal and state laws;
- Reflect the MSU core value of inclusiveness;
- Are perceived as fair by candidates and faculty within the unit; and
- Result in the hiring of high quality faculty members (as defined by the stated requirements/qualifications for the position).

Whereas the MSU *Academic Hiring Manual* includes a number of requirements that must be followed when conducting faculty searches, it is expected that you modify or adapt the recommendations and tools provided in this toolkit in accordance with relevant circumstances in your unit or discipline(s).

## Additional Information or Assistance

Academic Human Resources, the Office for Inclusion and Intercultural Initiatives (I3) and ADAPP-ADVANCE are prepared to assist in the recruitment and selection process. For more information, or to seek assistance with developing search strategies, tools, etc., please contact:

- Academic Human Resources (517-353-5300)
- Office for Inclusion and Intercultural Initiatives (517-353-3922); and/or
- ADAPP-ADVANCE (517-353-8818 or adapp@msu.edu); and/or
- Your college's Faculty Excellence Advocate (FEA)

# PREPARING FOR A SUCCESSFUL FACULTY SEARCH

## 1.1  The Importance of a Scientific or Structured Approach to Faculty Searches

A large body of research[1] demonstrates that traditional faculty searches often fail to adequately focus decision makers on position relevant criteria, involve low levels of reliability (e.g., candidates treated differently in the process, interviewers assessing the same candidates very differently), and are susceptible to the influence of various biases (e.g., similarity bias, stereotypes). Fortunately, research also demonstrates that relatively modest efforts to increase the structure of the faculty search process can produce significant benefits in terms of focusing decision makers on job relevant information, increasing the diversity of applicant pools, and reducing the influence of conscious and unconscious biases. In short, adopting a scientific or structured approach is the key to conducting successful faculty searches. This toolkit provides you guidance and tools that will assist you in developing and implementing such an approach.

## 1.2  MSU's Continuing Commitment to Inclusiveness and Diversity

Faculty search activities within units are expected to reflect MSU values, including the values of quality and inclusiveness. Search activities must also, of course, comply with all relevant federal and state laws, including non-discrimination laws.

MSU remains committed to attracting and retaining a diverse faculty, and the University's Anti-Discrimination Policy remains in full force and effect. The policy 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.

Federal and state laws that prohibit discrimination in employment or educational settings (e.g., Civil Rights Act of 1991, Americans with Disabilities Act) remain in effect. As a recipient of federal funds, MSU must adhere to the requirements of Executive Order 11246[2], which includes taking affirmative steps to ensure our employment process is fair, equitable, and offers equal opportunity.

The University's affirmative action recruitment efforts will continue.

For further information regarding MSU's obligation to provide equal employment opportunity, nondiscrimination, or affirmative action, contact the Office for Inclusion and Intercultural Initiatives (www.inclusion.msu.edu or 517-353-3922).

## 1.3  What is a Successful Faculty Search?

Given that the broader context for faculty searches includes University values, legal requirements, and ongoing faculty relations within units, success is not defined by the outcome of a search alone. Rather, a successful faculty search is one that:

- Complies with all MSU requirements relating to searches;
- Complies with all applicable federal and state laws;
- Reflects the MSU commitment to diversity and core value of inclusiveness;
- Is perceived as fair by candidates and faculty within the unit; AND
- Results in the hiring of a high quality faculty member (as defined by the stated requirements/qualifications for the position).

## 1.4  Summary of the Keys to a Successful Faculty Search

The following list identifies the search characteristics and strategies that play a key role in ensuring a successful faculty search. Subsequent sections of this toolkit elaborate on these key factors, and discuss other search characteristics or strategies that, although perhaps less critical, also increase the likelihood of a successful search. The keys to achieving a successful faculty search are:

- Carefully selecting the search committee and getting it off to a good start.
- Search committee knowledge of and adherence to MSU hiring procedures.
- Structuring the recruitment and selection processes.
    - ❏ Carefully planned.
    - ❏ Explicitly identifies all job and organizationally relevant criteria to be used in screening and selecting candidates (and communicates the criteria to all participants in the recruitment and selection processes).
    - ❏ Focus on identified criteria in recruiting applicants, screening candidates, interview questions, discussions of candidates, and selection decisions.
    - ❏ Systematic and consistently followed from start to finish.
- Proactive recruiting to generate a reasonably large and diverse pool of qualified applicants.
- A timely and well managed process that results in an excellent faculty hire and good experience for applicants and finalists.

## 1.5  Flowchart Overview of the Search Process

This flowchart provides an overview of the primary stages in the faculty search process in which the search committee will be involved. The primary stages are identified in the left column. To the right of each stage is a description that:

- Briefly discusses the stage, highlighting particularly important tasks;
- Identifies sections of the MSU *Academic Hiring Manual*[β] that specify MSU requirements that directly pertain to that stage of the search; and
- Identifies sections of this toolkit that address the stage in question.

### Overview of the Search Committee Role in the Faculty Search Process

| | |
|---|---|
| PREPARE THE SEARCH COMMITTEE | Establish a diverse search committee and ensure that they understand the purpose of the search, the general search process, and their respective roles. An "affirmative action advocate" must be designated.<br>**MSU *Academic Hiring Manual*: 2.1, 2.2**<br>*Faculty Search Toolkit: 2.2* |
| DESCRIBE THE POSITION & IDENTIFY SELECTION CRITERIA | Analyze the position needs and identify the selection criteria that will be used to evaluate the applicants. An Academic Position Request must be submitted to the Dean for approval before the search begins.<br>**MSU *Academic Hiring Manual*: 2.1, 2.2**<br>*Faculty Search Toolkit: 3.1, 3.2, 3.3* |
| RECRUIT HIGH QUALITY & DIVERSE APPLICANT POOL | A thoughtful recruiting plan that proactively seeks to promote a diverse applicant pool must be developed. The Academic Hiring Availability Data & Recruitment Activities Form and the Academic Position Request must be approved before recruiting begins. I3 may require additional efforts to promote a diverse pool.<br>**MSU *Academic Hiring Manual*: 2.2, 2.3**<br>*Faculty Search Toolkit: 4.1, 4.2, 4.3, 4.4* |
| PRELIMINARY SCREENING | Applying the identified criteria, the pool is narrowed to a small group in whom the committee is seriously interested. The Chairperson, Dean, and I3 approve the applicant pool list, that includes an identification of the final (on-campus interview) candidates BEFORE on campus interviews.<br>**MSU *Academic Hiring Manual*: 2.3**<br>*Faculty Search Toolkit: 5.3* |
| CAMPUS VISITS AND ON-SITE INTERVIEWS | After the narrowed list of final candidates is approved, the final candidates are invited for campus visits. The visits, including interviews, should be carefully planned to ensure that all candidates receive the same treatment and are evaluated in the same manner.<br>**MSU *Academic Hiring Manual*: 2.4, 2.6**<br>*Faculty Search Toolkit: 5.6, 5.7* |
| EVALUATE FINALISTS AND RECOMMEND | Using the agreed upon decision making process and selection criteria, the final candidates are evaluated and the committee's final recommendation(s) is/are submitted to the Chair for review and forwarding to the Dean.<br>**MSU *Academic Hiring Manual*: 2.4, 2.6**<br>*Faculty Search Toolkit: 5.8* |

# RESOURCES FOR SEARCH COMMITTEES

## 2.1 Master Checklist for Conducting MSU Academic Faculty Searches

The following checklist is intended to provide search committees and department chairs a single-source, easy to track, chronological listing of the things they are required to do when conducting an academic faculty search, integrated with best practices they should very seriously consider adopting - even though not formally required. Required elements of searches are in **bold**, and section numbers are provided to relevant sections of the MSU *Academic Hiring Manual*. In addition, references are provided to more specific checklists, or other tools included in this *Faculty Search Toolkit* that will assist units in effectively accomplishing these items.

**Preliminary Preparation and Formation of the Search Committee**

_____ Unit administrator (chair or director) gets Dean's informal permission to go forward with the formal process of search plan and position request.

_____ Unit administrator reviews the *Academic Hiring Manual*, with special attention initially paid to sections pertaining to the formation of the search committee and its charge. (*Sections 2.1, 2.2*)

_____ **Unit administrator appoints the search committee.** *(Academic Hiring Manual, Section 2.2A.1)*

_____ **Unit administrator meets with search committee and conducts an affirmative action review session. This session must occur prior to the initiation of the posting and recruitment process.** *(Academic Hiring Manual, Section 2.2A.2)*

_____ **A member of the search committee must be designated to serve in the role of Affirmative Action Advocate.** *(Academic Hiring Manual, Section 2.2A.1b)*

**Initial Search Committee Tasks/Activities**

_____ Discuss and agree upon the role of search committee members and the procedures the committee will follow. (*Faculty Search Toolkit, 2.2*)

_____ The *Faculty Search Toolkit* should be reviewed by all members of the search committee.

_____ Draft and agree upon a position description following the guidance provided in the *Faculty Search Toolkit, 3.1, 3.2, 3.3*.

_____ Identify and record the position-related criteria that will be used in screening applicants, evaluating candidates, and making selection recommendations (derived directly from the position description).

_____ Establish a search plan that is intended to attract a high quality and diverse pool of applicants. (*Faculty Search Toolkit, 4.1, 4.2, 4.3, 4.4*)

_____ Write the position advertisement utilizing the directions on the Academic Position Request Form (http://www.hr.msu.edu/forms/faculty_forms/FormInfoAPRC.htm) and taking into account guidance for generating a high quality and diverse applicant pool. *(Faculty Search Toolkit, 4.4)*

_____ Complete the Academic Position Request including the position advertisement.

_____ Complete parts A (Availability Data), and B (Search and Recruitment Activities) of the **Academic Hiring Availability Data & Recruitment Activities Form** (https://facacadplacementgoals.hr.msu.edu/application/ AcademicHiringReport.jsf).

_____ Get the unit administrator's approval of the Academic Position Request and parts A and B of the **Academic Hiring Availability & Recruitment Activities Form**.

_____ **After the unit administrator has approved the Academic Position Request and parts A and B of the Academic Hiring Availability Data & Recruitment Activities Form, the unit administrator sends the documents to the Dean for approval**. *(Academic Hiring Manual, section 2.2.B)*

_____ **If approved, the Dean forwards the documents to the Provost and the Office of Inclusion and Intercultural Initiatives (I3) for approval**. *(Academic Hiring Manual, section 2.2.C)*

_____ **If I3 indicates there is a need for a more extensive search than was indicated on the Academic Hiring Availability Data & Recruitment Activities Form, revise the search strategies in accordance with I3 comments, and redo Part B of the Academic Hiring Availability Data & Recruitment Activities Form**. *(Academic Hiring Manual, section 2.2.F)* The unit administrator will again submit the form for I3 approval. This process is repeated until I3 approves the form. Consultation with I3 at the start of the search process for resources or strategies to attract a diverse applicant pool is recommended.

_____ **Provost approves Academic Position Request**. *(Academic Hiring Manual, section 2.2.D)*

**After Position is Approved: Recruiting Applicants**

_____ Set timeline for close of applications, screenings, interviews, and final selection.

_____ Set a schedule of search committee meeting times and places.

_____ **Advertise the position and conduct all the other search and recruiting activities indicated on the Academic Hiring Availability Data & Recruitment Activities Form. All academic vacancies must be posted locally; tenure stream positions must be advertised nationally**. *(Academic Hiring Manual, section 2.3.1)*

_____ Chair of **search committee acknowledges all communication from applicants and from others who suggest candidates**. *(Academic Hiring Manual, section 2.3.3)*

____ As applications are received, in addition to acknowledging receipt of the applications, send all applicants a general description of the search process and timeline.

____ After applications have been received, the chair of the search committee should check the diversity of the pool against the availability data shown in part A of the Academic Hiring Report. If underutilized groups are not represented in the applicant pool in proportion to their labor market availability, revisit the search plan and make additional efforts to create a diverse pool.

____ **Obtain your unit administrator's approval of the pool of applicants**. (*Academic Hiring Manual, section 2.3.F)* If approval is not given, reassess the search strategies to find ways to correct deficiencies.

____ **If your unit administrator approves the pool of applicants, he/she must then obtain Dean's approval**. *(Academic Hiring Manual, section 2.3.6)*

### Screening and Selection of Finalists

____ Screen applicants based on agreed upon selection criteria and following the screening procedures established previously by the committee. *(Faculty Search Toolkit, section 5.3)*

____ After each screening, give your unit administrator a list of those to be dropped from further screening. Provide numerical summaries of the gender/ethnicity of 1) all those who will be off the list, and 2) those remaining on the list. Maintain documentation of reasons for dropping applicants from further screening.

____ Obtain your unit administrator's approval of the list of applicants to be eliminated from further consideration after each screening.

____ Select final (on-campus interview) candidates and maintain documentation supporting the selection.

____ In the Human Resources COMPASS system, change the status of applicants who are final candidates to be invited to interview.

____ **Obtain your unit administrator's approval of the finalists**. *(Academic Hiring Manual, section 2.3.6)*

____ **Your unit administrator then submits the Interview List to the Dean and to I3 for approval**. *(Academic Hiring Manual, section 2.3.6)* If there is disapproval at any point, take the necessary steps to correct the problem and revise the interview list accordingly. Once I3 has approved the initial applicant and interview list, approval is conveyed to the Dean and search committee chair.

### After Approval of the Final Candidate Pool

____ Send letters to candidates who do not meet minimal criteria.

____ Finalize plans for the campus visits. *(Faculty Search Toolkit, 5.7)*

____ Conduct structured interviews for all final candidates. *(Faculty Search Toolkit, 5.5)*

____ **Search committee interviews all candidates on the final list, makes its recommendation to the unit administrator, and submits the following to its unit administrator** *(Academic Hiring Manual, section 2.4A):*

> ___ Interview dates for final candidates (entered in COMPASS);
> ___ Documentation of special efforts to include women and minorities in all phases of the selection process, in addition to efforts already listed on the Academic Hiring Availability Data & Recruitment Activities form;
> ___ The search committee's evaluation of final candidates;
> ___ For each applicant who is not on the final candidate list, specific position-related reason(s) along with supporting documentation;
> ___ Any applicant materials not available in COMPASS system;
> ___ A file of the search committee's procedures, including copies of sample letters, screening criteria, core questions asked in the interview, meeting minutes if kept, etc.

____ **Dean reviews the final selection for convincing evidence of affirmative action, equal opportunity, and non-discrimination in all decisions**. *(Academic Hiring Manual, section 2.4.B)*

____ **The unit administrator and the Dean approve a final selection and the appointment terms**. *(Academic Hiring Manual, section 2.4.B)*

____ **Prior approval must be obtained from the Provost and President to make an offer of Associate Professor with tenure**. *(Academic Hiring Manual, section 2.4.C)*

____ Unit administrator sends letter of offer, reflecting the guidelines established by the Office of the Provost, and secures a letter from the selected candidate that he or she accepts the position. *(Academic Hiring Manual, section 2.4.D)*

____ If the preferred candidate rejects the offer, the unit administrator may offer the position to the next final candidate and so on. *(Academic Hiring Manual, section 2.4.E)*

____ If none of the final candidates accept the job, the search committee goes back to the applicants who met the minimum criteria and determines whether a new list of final candidates can be selected. If so, the interview list must again be approved by the Dean and I3 and the process continues from there. If not, the unit may declare a failed search and start the process all over again.

**After a candidate has accepted the position:**

____ Notify the remaining applicants who were not on the final candidate list.
____ Notify the final candidates who were not selected.
____ **Maintain records of the search process for three years after the date of appointment**. *(Academic Hiring Manual, section 2.6)*

## 2.2 Checklist for Preparing the Search Committee

**Composition of the Committee**

\_\_\_\_ Search committee includes members with different perspectives and expertise, and a demonstrated commitment to MSU core values (e.g., quality, inclusiveness, connectivity).

\_\_\_\_ Women and faculty of color are fairly represented on the committee, or if not, the potential need to add more members, including individuals from outside of the unit, is considered.

**MSU Values and Commitment**

\_\_\_\_ The unit administrator conducts an affirmative action session with the search committee at which:

    \_\_\_\_ The charge to the search committee is delivered;

    \_\_\_\_ The role of the Affirmative Action Advocate is discussed *(Academic Hiring Manual, section 2.2);* and

    \_\_\_\_ The fact that quality and inclusivity are MSU core values and that the University is committed to pursuing both simultaneously in faculty searches is discussed.

**Operation of the Committee**

\_\_\_\_ Discuss and establish ground rules for the committee's operation, addressing such items as:

    \_\_\_\_ *Attendance:* Due to the cumulative nature of the search committee's work it is a good idea to require all members to attend all search committee meetings and activities.

    \_\_\_\_ *Decision-making:* How will your committee make decisions? By consensus? By voting? Robert's Rules of Order? It is important to determine this at the outset.

    \_\_\_\_ *Confidentiality:* Search committee members must commit to the confidentiality expectations of the search. Ground rules should clarify such issues as the need to maintain confidentiality in casual and private conversations about the search, and the imperative to honor the confidentiality request of candidates in perpetuity (not just until the search is over).

\_\_\_\_ Record (i.e., write down) agreed upon ground rules and distribute to committee members.

**Roles and Other Expectations**

____  Designate an Affirmative Action Advocate of any gender or race/ethnicity. *(Academic Hiring Manual, section 2.2)*

____  Discuss other roles that committee members may be expected to fulfill, including the extent to which they are expected to help with: a) developing applicant screening criteria and candidate evaluation criteria, b) recruiting candidates, c) developing interview questions, d) interviewing candidates, e) hosting candidates who interview on campus, or f) assuring that the search process is fair and equitable.

____  The search committee members should be informed of the influence of bias in the selection process.

____  All search committee members should review a copy of this *Faculty Search Toolkit*.

# DESCRIBING THE POSITION AND DETERMINING CANDIDATE QUALIFICATIONS

A clear understanding and explicit specification of the qualifications that the search committee will be looking for in candidates provides the necessary foundation for all aspects of the search process. Essential qualifications must be identified in the MSU Academic Position Request to be completed by the unit. In addition, a statement of essential and preferred qualifications:

- Informs the search committee regarding the pool of applicants that should be targeted;
- Identifies the qualifications that are communicated to potential applicants in job postings so that they may evaluate their interest in and qualifications for the position; and
- Provides the criteria to be applied in the screening of applicants, interview questions, and the final selection decision.

**Identifying the desired qualifications for the position involves a two-step process:**

STEP 1: Determine what the primary responsibilities and other expectations will be for the person hired to fill the position. (What is the job?)

STEP 2: Answer the question "Given the duties and other expectations for the person in this position, what knowledge, skills, abilities, experiences, traits, or other characteristics should the successful candidate possess?" (What does it take to do the job?)

## 3.1 General Guidelines for Developing Position Descriptions & Specifying Qualifications

- *Consult key stakeholders*. Consulting key stakeholders (e.g., unit faculty not on the search committee, your chair, your dean) incorporates multiple perspectives that help ensure important aspects of the job are not overlooked, and builds buy-in.

- *Consider the possibility that the needs of the position have changed, or will be changing in the foreseeable future.* In today's dynamic academic environments, it is simply unreasonable to assume that faculty positions have remained, and will remain, static.

- *Distinguish between "essential" and "preferred or valued" responsibilities and qualifications.* The Americans with Disabilities Act prohibits employers from excluding disabled individuals because of their inability to perform non-essential responsibilities of a job. Explicitly acknowledging that some qualifications are merely "preferred or valued," but not required, also helps ensure that the information about candidates is properly weighted in the decision making process, and has the tendency to promote a more diverse applicant pool.

- *Consider whether the description of responsibilities and specification of qualifications reflect MSU values.* The sections that follow provide specific guidance for drafting position descriptions and statements of qualifications that reflect MSU's commitment to inclusivity and a diverse faculty.
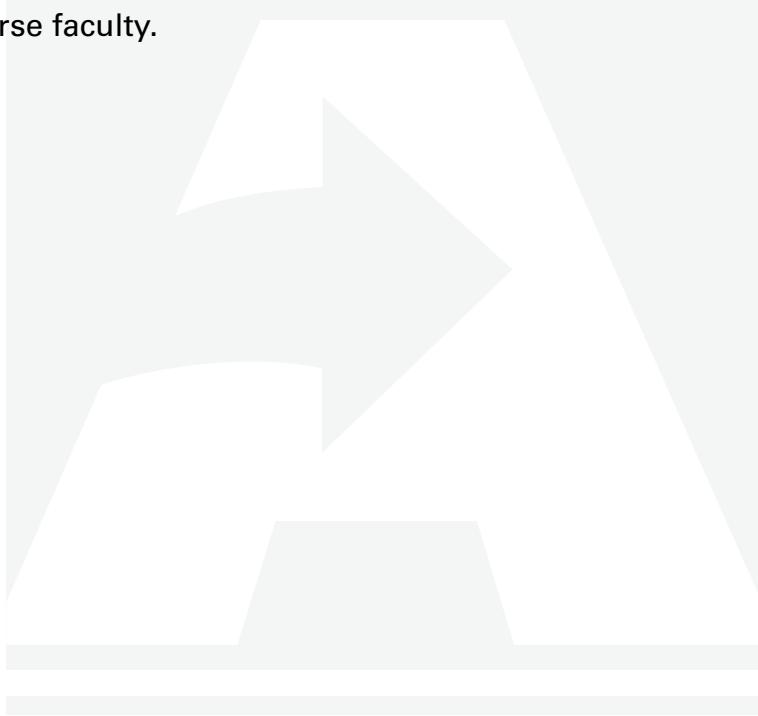
## 3.2  Position Descriptions: Basic Characteristics, Duties, and Other Expectations

***Basic characteristics of the position.*** The position description should include the following basic information about the position:

- Rank and/or title. You may wish to remain flexible on the rank; e.g., "associate or full professor." A position request for a tenure system position at the rank of associate or full professor requires special justification.
- Department of the position, including the identification of any other department if a joint appointment is intended.
- Appointment basis (academic year or annual year).
- Appointment status (e.g., tenure system, fixed term, continuing appointment system, fixed term but potentially tenure system).
- Percent employment, if less than 100%.

***Common duty categories.*** Specific duties vary by position, but common duty categories for faculty positions include:

### TEACHING
- ❏ Is the new hire expected to teach in specific area(s)?
- ❏ At what level(s) is the new hire expected to teach: undergraduate, masters, doctoral?

### RESEARCH
- ❏ Is the new hire expected to conduct research in specific area(s)?
- ❏ What are expectations in terms of publishing?

### OBTAINING GRANTS OR OTHER EXTERNAL FUNDING
- ❏ Is obtaining external funding required? Or, if not required, how is it valued?
- ❏ Will the new hire be expected to obtain certain types of grants, or grants exceeding a specified dollar value?

### SERVICE
- ❏ Specific areas of service expected?
- ❏ Is the new hire expected to take a leadership role in a service area?
- ❏ Is service to the discipline expected (e.g., serving on editorial boards, active in professional associations)?

### ADMINISTRATIVE, MANAGERIAL, OR LEADERSHIP RESPONSIBILITIES

***Diversity considerations.*** Narrower position descriptions tend to differentially exclude women and minorities because of pipeline issues. Conversely, a broader or more general description of the responsibilities of the position increases the likelihood of obtaining a diverse pool of qualified candidates. In addition to avoiding narrow position descriptions, consideration should be given to including specific responsibilities that more directly reflect MSU's inclusivity value and commitment to diversity. Examples of such responsibilities include working with diverse students, or working with diverse colleagues.

## 3.3  Identifying the Necessary and Preferred (or Valued) Qualifications

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

• Each identified qualification *must* be clearly linked to one or more of the identified responsibilities or expectations for the position.

• Examples of qualifications that may be relevant to academic positions, including qualifications that reflect values of inclusivity and diversity:

❏ The ability or demonstrated ability to conduct scholarly research in a specific area, or at a specific level;

❏ Degree requirements;

❏ License requirements;

❏ Experience requirements;

❏ Demonstrated ability to work in diverse teams;

❏ Teaching interests, experiences, or ability;

❏ Ability to manage a laboratory;

❏ Ability to mentor diverse doctoral students or junior faculty;

❏ Experience working with diverse groups;

❏ Experience working with diverse students;

❏ Experience with a variety of teaching methods and curricular perspectives (studies[4] suggest that many women and faculty of color use a variety of pedagogical techniques, and this kind of flexibility in pedagogy can be especially effective in addressing the varying learning styles of increasingly diverse student bodies);

❏ Research, teaching, or service that has prepared the candidate to contribute to MSU's/the unit's commitment to inclusion and diversity;

❏ The ability to add intellectual diversity and cultural richness to a unit.

# RECRUITMENT PROCESS

## 4.1  General Principles of Effective Recruiting

- A systematic, highly structured approach is the key to effective recruiting. Such an approach promotes the consistent treatment of all applicants during the recruiting process, increases the organizational relevance of the criteria used to identify a target applicant pool, and reduces the likelihood of recruiting delays (discussed further below).

- Search committees should not attempt to make fine distinctions among applicants/candidates during the recruiting process. In most situations, the risk of casting too narrow of a recruiting net (missing qualified applicants, less diverse applicant pool, increase likelihood of a failed search) is much greater than the administrative inconvenience potentially associated with casting too broad of a recruiting net.

- Adopt a realistic job preview approach (i.e., provide information that allows candidates to make an informed judgment as to their fit within the unit and university).

- With very rare exceptions, you will not be able to generate a highly diverse applicant pool without proactively taking steps to generate a diverse applicant pool.

- Candidates want to feel welcomed and valued. Beyond what might be expected based on rational models of decision making, the feeling of being welcomed and valued (or not welcome and not valued) exerts a significant influence on candidates' willingness to accept a job offer.

- To the extent possible, avoid delays in the search process. Try to schedule campus visits as closely together as practical, and if there are unavoidable delays in the search process, keep candidates informed. Long, unexplained delays in the search process lead candidates to infer that the unit is not interested in them (they are not valued), or that the unit is disorganized and lacks administrative competence.

## 4.2  Additional Considerations When Recruiting Women and Faculty of Color[5]

There are also some additional considerations with regard to the recruitment of women and faculty of color that search committees should recognize and attempt to address at the various stages of the recruitment process (e.g., when writing advertisements, planning campus visits):

- In many academic disciplines, there is a relative scarcity of women and/or faculty of color. As a result, search committees need to be proactive and engage in creative outreach efforts to recruit for diversity.
- Although women and persons of color are attracted to an academic position for many of the same reasons as white male candidates, there are some factors that have been identified as particularly salient for many women and persons of color. Search committees should consider providing information regarding the following:
  - ❏ Campus and community demographics;
  - ❏ Special research opportunities with specific groups or in specific situations, e.g., migrant farmers, urban or rural communities, special library collections, community based research opportunities, partnerships with minority serving institutions, industrial plants;
  - ❏ Presence of women faculty and staff and faculty and staff 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;
  - ❏ Infusion of multicultural issues into the curriculum;
  - ❏ Social support network in the community;
  - ❏ Community resources that include various faith based organizations, specialty food stores, restaurants, diverse businesses for a wide range of personal services (e.g., hair stylists), and women professionals 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.
- All candidates want to feel welcomed and valued. However, women and faculty of color may have greater reason to be concerned about whether they will be truly welcomed and valued at the institutions recruiting them. As a result, efforts to make the recruiting process very welcoming to all candidates are likely to have a differentially positive benefit on the attraction of women and faculty of color. Examples of ways to make candidates feel welcomed and valued include: arranging for candidates to meet with deans and/or other high level administrators, inquiring about the candidates' interest in meeting with people outside of the unit during their campus visit and arrange for the meetings to take place, and prompt follow-up communications following the campus visits.

## 4.3  Writing the Position Advertisement

The position advertisement, or job posting, is the document that communicates the position opening to potential applicants. While it incorporates information from the position description and specification of qualifications, the position advertisement:

- Typically includes less detail regarding responsibilities of the position;
- May provide more information regarding the organization (e.g., MSU) and the broader community (e.g., the East Lansing area);
- Must include an Affirmative Action/Equal Opportunity Statement.

In addition to the qualifications for the position that have been identified (required and preferred), and some description of the primary responsibilities, the following information *must* be included in the job posting used to advertise the position:

- Deadline for receipt of application. The stated deadline for the receipt of applications must be strictly followed. Usually, the postmark of the applicant's letter of application must precede or be the same as the deadline in the advertisement. Flexibility in posting can be achieved by referencing "preferably by" before the closing date. This provides for posting deadline flexibility while giving applicants a reasonably precise closing date; or the statement "Late submissions will be considered if suitable candidates are not identified by the deadline."
- Name, address, and telephone number of contact person at Michigan State University (usually the search committee chairperson).
- An affirmative action/EEO statement (described further below).

The following information *may* be included in the job posting used to advertise the position:

- Position start date.
- Salary range. Salary information may be omitted, or phrases such as; salary is "competitive," "commensurate with qualifications," or "commensurate with degree and experience" can be used.
- A brief description of Michigan State University, with emphasis on the diversity among faculty, students and surrounding community.
- The credentials which each applicant is expected to submit (e.g., curriculum vitae, publications, number and types of references) may be included in the position description or in a letter to be sent to applicants who apply for the position or who have been nominated.
- Request for references.
- The statement, "Applicants who are not U.S. citizens or permanent residents must provide documentation evidencing employment authorization in the United States."
- A statement regarding the availability of a large metropolitan area within a short traveling distance of MSU.

***Affirmative Action/Equal Opportunity Statement.*** As a recipient of federal funds, MSU 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[6]. Encouraging women and persons of color to apply for positions at MSU is considered an affirmative step in the employment process. All ads, position 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.*

Deviation from the statements above may be approved through consultation with the Office for Inclusion and Intercultural Initiatives. Other optional statements that reflect institutional or unit commitment to diversity are:

- MSU "seeks to recruit and retain a diverse workforce as a reflection of our commitment to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and ways of knowing and learning"[7];
- "The department is particularly interested in candidates who have experience working with students from a diverse background and demonstrated commitment to improving access to higher education for [all] students"[8];
- The department is particularly interested in individuals with a history of promoting diversity in their research, teaching, and service;
- Experience in mentoring women, persons of color, and persons with disabilities in STEM fields is desired.

***Required approval before posting.*** The position advertisement, along with the MSU Position Request Form and a plan for generating a diverse set of candidates, must be submitted to the unit administrator for approval. After the unit administrator approves the documents, he/she sends the documents to the Dean for approval, and then to the Provost and the Office for Inclusion and Intercultural Initiatives for approval. The position must not be advertised by a unit until the Office for Inclusion and Intercultural Initiatives has reviewed the position advertisement and the Provost has formally approved the position.

***Required posting.*** All academic vacancies must be posted locally; tenure stream positions must be advertised nationally.
*(Academic Hiring Manual, section 2.3.1)*

## 4.4  Generating a Diverse Applicant Pool

As a result of MSU's commitment to inclusivity and diversity, and its status as a recipient of federal funds that must adhere to the requirements of Executive Order 11246, it is important that units seeking to fill a faculty opening create a recruitment plan that is proactive in its efforts to generate a diverse applicant pool. Accordingly, the Office for Inclusion and Intercultural Initiatives will review a unit's recruitment plan for evidence that the identified recruitment sources and strategies can be expected to attract a pool of candidates that is both qualified and diverse. If the plan is determined to be deficient in that regard, the unit will be required to revise and resubmit the plan before proceeding with the search. Recruitment sources and strategies that have been found to promote a diverse applicant pool, and therefore should be considered in formulating a recruiting plan, include:

***Advertising with organizations and publications that are likely to yield a diverse applicant pool.*** Examples include historically Black colleges and universities, tribal colleges, Hispanic-serving institutions, and professional associations for women or minorities and associated publications. These are just a few of the many types of potential advertising outlets that are likely to contribute to a diverse applicant pool. Identifying the many other potential outlets could be a daunting task for a search committee. Fortunately, the Office for Inclusion and Intercultural Initiatives' website (www.inclusion.msu.edu) provides access to the *Recruitment Resources Directory*[9], what is believed to be the most comprehensive directory 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. The database currently contains over 1,600 links, and is expanded and updated on a regular basis. I3 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 I3 at 517-353-3922.

### Internal Advertising
Contact your MSU colleagues involved in the following organizations:
- EAGLE American Indian Faculty & Staff Association
- Asian and Pacific American Faculty and Staff Association
- Black Faculty, Staff and Administrators Association (www.msu.edu/~bfsaa/mission.htm)
- Chicano/Latino Association (www.msu.edu/~chila/)
- Women's Advisory Committee to the Provost (provost.msu.edu/planning/WACP.html)
- Faculty & Professional Women's Association (www.msu.edu/~fpwa/)
- Gay, Lesbian, Bisexual, Transgender Faculty, Staff & Graduate Student Association (www.msu.edu/~glfsa/)

**External Advertising**
The University of Washington maintains a list of discipline-based organizations and publications/websites that are appropriate for faculty recruitment[10].

*Individual recruitment contacts*. It is common for search committee members, or other faculty within a unit, to make contact (calls, emails, letters) with individuals who may either be personally interested in the position, or able to identify other individuals who might be interested. Such individual contacts can be effective in identifying qualified candidates. However, a well-documented limitation of the use of individual recruiting contacts is that relying on individual contacts tends to yield applicants demographically similar to those making the contacts[11]. Thus, unless a diverse group of people are involved in making individual recruiting contacts, or a special effort is made to use individual contacts to identify a diverse group of potential applicants, the use of individual recruiting contacts to increase the applicant pool *may negatively impact the diversity of the applicant pool*. To use individual recruiting contacts to help generate a diverse applicant pool it is suggested that search committees:

- Identify contacts who have diverse backgrounds and experiences. Such contacts may be more likely to help you identify highly qualified women and minority candidates.
- Specifically ask for recommendations of candidates from groups that are underrepresented in your department (in addition to other recommendations) when contacting colleagues and other professional associates.
- Consider contacting:
  - ❏ Persons of color and women one year prior to their completion of a terminal degree program to inform them of upcoming job openings.
  - ❏ Women and persons of color who have performed successfully as lecturers, instructors, or research associates in the department and at other institutions.
  - ❏ 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.
  - ❏ Women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars.
- Telephone individuals who decline a nomination or do not respond to your letter of inquiry to determine if their reason for declining is based on accurate information, or otherwise 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.

***Encourage your Dean to contact potential candidates to ask them to apply***.
This is an effective practice for recruiting any potential candidate[12].
However, given the challenges of recruiting women or faculty of color in
some disciplines, the practice of having your Dean call to encourage potential
candidates to apply is especially important when attempting to generate
a diverse pool of applicants.

***Seek expert advice and assistance***. The Office for Inclusion and Intercultural
Initiatives offers a number of specialized services to assist departments in
expanding applicant pools for faculty and is eager to work with search
committees to identify the most effective strategies for recruiting a diverse
pool of high quality candidates in their respective units. The Faculty Excellence
Advocates in your college and Academic Human Resources are also sources
of assistance to the search committee in its efforts to attract women and
minority candidates.

There are also a number of longer term recruiting strategies[13]  that will help
develop a unit's ability to attract a diverse pool of applicants in the future.
They include:

- Using a visiting scholar program to create opportunities for women
  and minorities, and build ties with a diverse group of potential
  future faculty.
- Initiating a faculty exchange program with a minority serving
  institution, i.e., Historically Black, Hispanic or tribal college.
- Maintaining 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.

It should be emphasized that all efforts to generate a diverse applicant pool,
including individual recruiting contacts (calls, emails, letters), should be
documented.

# THE SELECTION PROCESS

## 5.1 Principles of Effective Selection

- All criteria used in making selection decisions (screening CVs, determining who will be invited for campus visits, final recommendations) should be manifestly linked to the formally identified job qualifications.

- The same criteria and standards must be consistently applied to all candidates.

- The basis for decisions should be documented.

- No applicant should be screened out based on a review conducted by a single person (i.e., each selection decision should be based on the review of multiple search committee members).

- General or global assessments of a candidate's fit should not be allowed to influence decisions (e.g., "Although her record looks good, I just don't think she would be a good fit for the department"). Individuals making such assessments should be required to identify the basis for their assessment. If they are unable to do so, or if the factor(s) they identify are not directly linked to the stated qualifications for the position, then their assessment of "lack of fit" should be disregarded.

## 5.2 Other Recommended Selection Practices

- Input from search committee members and other faculty who have interacted with the candidates should be obtained using a candidate evaluation form to help ensure consistency in the criteria that are applied in evaluating applicants. See section 5.8 for an example of a candidate evaluation form.

- Avoid ranking candidates early in the process, when information remains to be collected (to help avoid the influence of confirmation bias).

- Anonymous or otherwise unsupported statements about applicants should not be given any weight in the selection process. Information relied on must be evidence based (i.e., documented by materials in the file).

- The search committee members should be informed on the influence of bias in the selection process[14].

## 5.3  Screening Applicants

There is more than one appropriate approach to screening applicants, and it may be useful for search committees to conduct multiple screenings. Typically the first screening will be for minimal, objective qualifications (e.g., highest degree). Thereafter, screening interviews may be conducted (via phone, or at a professional conference) to further assess candidates before determining which candidates will be invited for on-campus interviews. Whatever approach is adopted, the following guidelines should be adhered to:

- The screening process should not begin until the qualifications for the position have been explicitly identified and agreed upon.
- The search committee should determine the number of screenings that will be performed (e.g., screening criteria applied to applicants at association conference interviews, telephone, or on-campus interviews) and the level of each screening (what specific criteria will be applied) before applications are accepted.
- A screening rubric or other form that charts each applicant's qualifications vis-à-vis the specific screening criteria should be used in the screening process.
- At each screening, documentation of reasons for dropping applicants from further consideration should be maintained.

## 5.4  Letters of Reference

Significant concerns have been raised regarding the reliability and validity of letters of reference[15]. However, a search committee can significantly enhance the reliability and validity of letters of reference by applying the following guidelines (based on the principles outlined in section 5.1):

- Letter writers should be advised of the criteria you would like them to address.
- Discussions of the content of a letter should be limited to those sections of the letter that address the identified criteria. Personal information revealed about the candidate, or comments addressing characteristics or qualities that are not directly related to the agreed upon qualifications for the position should be disregarded.
- The search committee should be consistent in the number of letters of reference it requires, and actually reviews, for each candidate.
- Never reject a candidate based solely on the information provided in a single letter of reference. If a single letter of reference raises a significant issue relating to an agreed upon qualification for the position, then further steps should be taken to investigate and resolve the issue that has been raised (corroborate or refute it).

## 5.5 Conducting Interviews

A large body of research[16] demonstrates that the effectiveness and fairness of job interviews depends on how the interview process is constructed and implemented. Informal, unstructured interviews that leave it to individual search committee members (or other faculty participating in the search) to determine what questions they ask, and what constitutes a "good" or "bad" answer, have low reliability and low validity in terms of predicting successful on the job performance. Of additional concern, informal interviews are susceptible to the operation of systematic biases, conscious and unconscious, that tend to operate to the disadvantage of women and candidates of color. The reliability and validity of interview assessments can be substantially enhanced, and their susceptibility to bias significantly reduced, by a carefully structured interview process that focuses interviewers on position relevant information and promotes consistency in how interviews are conducted. The basic elements of a structured interview process are set forth below.

- All questions should be based on the position description, required qualifications, or preferred qualifications.
- The search committee should agree in advance on what constitutes "good," "acceptable," and "unacceptable" answers to proposed questions. If the search committee cannot agree on the characterization of answers to a question, then the question should not be asked.
- All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant's experience or qualifications as related to the initial question.
- Interviewers' assessments of the interviewee's response to the questions should be recorded in writing.

Search committees are strongly encouraged to develop a written interview protocol that incorporates the above basic elements of interview structure, and further promotes the reliability and validity of the interview process by:

- Helping ensure that introductory and closing comments intended to make the candidate feel comfortable did not touch on topics or inquiries that might be inappropriate or unlawful in an interview context.
- Providing all candidates the same information about the process, the unit's schedule for filling the position, and when the candidate could expect to hear from the unit again.
- Facilitating the recording of interviewee responses and interviewer assessments (for example, by providing common response categories that could be circled or checked for some questions).

Finally, everyone participating in the interview process should be made aware of interview questions that are either illegal to ask, or otherwise raise a risk of creating a legal claim. Section 5.10 provides a summary of legally appropriate and inappropriate interview questions.

## 5.6  Campus Visits

After the short list of candidates (those to be interviewed on campus) has been approved by the Office for Inclusion and Intercultural Initiatives, the candidates on the list may be invited to visit the campus. Campus visits should be carefully and consistently planned so that candidates' on-campus experiences are, if not identical, equivalent. The Checklist for a Successful Campus Visit (section 5.7) is intended to assist units in planning and executing campus visits by candidates.

Companies in the private sector have long recognized a key to success in recruiting candidates who are in high demand is to move quickly to avoid long delays between the time of candidate interviews and the time an offer is made[17]. In academic settings, this requires that candidates' campus visits be scheduled as closely together as is practical.

## 5.7  Checklist for Successful Campus Visits[18]

_____ Identify primary staff support to coordinate all necessary documentation, travel arrangements and reimbursements.
- ❏ Offer to pre-purchase airline tickets for candidate
- ❏ Offer accommodations for length of stay
- ❏ Travel advances may be available

_____ Develop an agenda for the visit that includes (when relevant) the names of individuals who will be helping the candidate move from one location to another, and provide the cell phone numbers of those individuals.

_____ If a job talk is expected, notify each candidate and give them clear guidance about what is expected. For example, indicate the anticipated length of the talk, and clarify whether the unit is interested in a specific research topic or a broad overview of the candidate's research program and future research plans.

_____ Schedule candidate's interview with the unit administrator (chair or director).

_____ Schedule interviews with search committee and faculty; consider group or panel interviews to improve the reliability and efficiency of the interview process.

_____ Determine if the candidate will have individuals accompanying them during the campus visit; if so, prepare an agenda for the spouse, partner, or guest.

_____ Determine if the candidate has an interest in developing interdisciplinary collaborations on campus, and if so, offer information and access to faculty outside of your unit who might offer opportunities for interdisciplinary collaborations.

_____ If the candidate is from a group underrepresented in the unit, make an effort to include a broad cross-section of the campus community in the visit.

_____ Send the agenda to the candidate ahead of time.

_____ Send the candidate: department and school brochures, campus map, University publications, resource guide and faculty handbook (and/or provide them with links to relevant websites, including the I3 *Community Resources Directory*[19] to assist in identifying community resources for diverse candidates).

_____ Meet any special needs of the candidate (physical, dietary, etc.).

_____ Be sure that faculty are aware of the criteria to be used in evaluating candidates before the candidates are brought to campus.

_____ If general faculty input about the candidates is to be solicited (beyond the faculty serving on the search committee), provide faculty a candidate evaluation prior to the campus visit (see section 5.8 for an example evaluation).

_____ Arrange to have the candidates traveling by plane picked up at the airport.

_____ Prepare the escort who will be going to the airport to pick up the candidate. The escort should, for example, know how to pronounce the candidate's name, review the candidate's vitae and have a sense of the candidate's academic interests. Also, instead of filling the time from the airport to the University with idle chatter that may lead to the discussion of inappropriate topics, the escort may wish to inform the candidate about cultural events and entertainment facilities in central Michigan, as well as provide a brief overview of the University.

_____ Ensure that each candidate receives the same welcome and introduction to the department, and comparable (if not the same) opportunities to interact socially with department members. For example, if one candidate is taken out to dinner, then all candidates should be taken out to dinner.

_____ Before candidates leave campus the search committee should let them know when a decision is expected and how they will be notified.

### 5.8 Example of a Candidate Evaluation Form – Including Diversity Competency[20]

*(Candidate Evaluation Form for Assistant Professor of Human Resource Mgt.)*

**Candidate's name:** _____

**Rater's name** *(person completing the evaluation):* _____

**Please indicate which of the following are true for you (check all that apply):**

- ❏ Read candidate's CV
- ❏ Met with candidate
- ❏ Read candidate's scholarship
- ❏ Attended lunch or dinner with candidate
- ❏ Read candidate's letters of recommendation
- ❏ Attended candidate's job talk
- ❏ Other (please explain): _____

_____

_____

| PLEASE RATE THE CANDIDATE ON EACH OF THE FOLLOWING: | EXCELLENT | GOOD | NEUTRAL | POOR | UNABLE TO JUDGE |
|---|---|---|---|---|---|
| Ability to conduct scholarly research as *reflected in the job talk.* | | | | | |
| Ability to conduct scholarly research as *reflected in the candidate's current publication record* (e.g., quality publications). | | | | | |
| Potential for scholarly impact (all things considered). | | | | | |
| Record of obtaining external research funding. | | | | | |
| Potential for obtaining external research funding (willing and able). | | | | | |
| Ability to teach as *reflected in the job talk.* | | | | | |
| Ability to teach as *reflected in candidate's past experiences* (e.g., student ratings, awards, course materials that may be provided). | | | | | |
| Fit with department priorities as reflected in the job posting (ability to teach HR finance or international HRM). | | | | | |
| The ability to work with diverse students and diverse groups, and contribute to a climate of inclusion. | | | | | |

**OVERALL RATING:** ❏ ACCEPTABLE  ❏ ACCEPTABLE WITH CONDITIONS  ❏ UNACCEPTABLE

## 5.9  Sample Diversity-Related Interview Questions[21]

- *Candidate's background:* What has been your previous experience in mentoring?

- *About candidate & college:* MSU is committed to building a culturally diverse environment. How would you further this goal? How have multicultural issues influenced and/or been a part of your teaching, research and outreach/service?

- *Teaching:* Describe strategies (that you've used or considered) for creating an inclusive learning environment for your students? Provide us with examples of how you managed diversity in your classroom setting? Has diversity played a role in shaping your teaching and advising styles?

- *Research/Service:* As a faculty member, have you done any research in the area of diversity?  Describe any experience you've had to advance diversity among graduate students. As a higher education professional, have you done any work in the area of diversity in the community?

- *General:* What do you see as the most challenging aspects of an increasingly diverse academic community? Follow-up question: What initiatives have you taken in your previous capacities to meet such challenges?

## 5.10  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), consistent with state and federal equal employment opportunity law. That is, the employer must be able to show that the factor relates to a qualification that a job applicant **must** possess in order to successfully perform essential duties of the job in question. For example, an applicant's age should generally not be the subject of inquiry, but it may be asked about in an interview if it can be shown that age is a BFOQ for the job in question (for example, bartenders must be 18 years old to serve liquor in Michigan). 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[22]

| SUBJECT | LAWFUL PRE-EMPLOYMENT INQUIRIES | UNLAWFUL 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. |
| PHOTO | | Any requirement for a photograph prior to hire. |
| HEIGHT | | Inquiry regarding applicant's height. |
| WEIGHT | | Inquiry regarding applicant's weight. |
| MARITAL/ PARENTAL STATUS | Do you have any relatives 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. |

# PRE-EMPLOYMENT INQUIRY GUIDE[22]

| SUBJECT | LAWFUL PRE-EMPLOYMENT INQUIRIES | UNLAWFUL EMPLOYMENT INQUIRIES |
|---|---|---|
| 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 natural-ized 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.) |

# PRE-EMPLOYMENT INQUIRY GUIDE[22]

| SUBJECT | LAWFUL PRE-EMPLOYMENT INQUIRIES | UNLAWFUL EMPLOYMENT INQUIRIES |
|---|---|---|
| WORK SCHEDULES | To ask willingness to work required work schedule.<br><br>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 parents, spouse 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. |

## 5.11  Search Committee Recommendations and Follow-Up

To act upon information while it is fresh in people's minds, and avoid the type of delays in getting back to candidates that research[23] shows may have a significant negative impact on their assessment of an organization and their willingness to accept an offer, the search committee should meet as soon as possible after the completion of interviews. There are many reasonable approaches that the search committee should take in arriving at its recommendations, and there are a number of factors that influence what might be considered the best for a given unit (e.g., the role of input from the general faculty in the unit). The important point is that whatever the approach that is taken, the process for making a decision should be discussed and agreed upon at the beginning of the search.

Once the search committee's recommendations have been arrived at following the agreed upon procedures, the *Academic Hiring Manual, section 2.4 A*, requires that the search committee submits it recommendations to the unit administrator, along with the following:

- Interview dates (entered into the COMPASS system).

- Documentation of special efforts to include women and minorities in all phases of the selection process, in addition to efforts already listed on the Academic Hiring Report.

- The search committee's evaluation of final candidates (Sample Search Committee Report available at www.hr.msu.edu/documents/facacadhandbooks/aa_searches/samplereport.htm).

- For each applicant who is not on the final candidate list, specific position-related reason(s) along with supporting documentation.

- Any applicant materials not included in the COMPASS system.

- A file of the search committee's procedures including copies of sample letters, screening criteria, core questions asked in the interview, meeting minutes if kept, etc.

The unit administrator and the Dean approve a final selection and the appointment terms (*Academic Hiring Manual, section 2.4.B)*. Before doing so, the Dean is required to review the final selection process for convincing evidence of affirmative action, equal opportunity, and non-discrimination in all decisions *(Academic Hiring Manual, section 2.4.B)*. If the appointment terms involve making an offer of Associate Professor with tenure, prior approval must be obtained from the Provost and President *(Academic Hiring Manual, section 2.4.C)*.

After a candidate has accepted the position, the search committee should conclude its responsibilities by:

- Notifying the remaining applicants who were not on the final candidate list.

- Notifying the final candidates who were not selected.

- Organize the candidate files and verify that the records of the search process will be maintained for three years after the date of appointment, as required by *Academic Hiring Manual, section 2.4.D.* These records include all the materials provided by the search committee with their evaluations of final candidates.

- If more than one candidate is offered the position and the initial salary offers were different, the reason(s) for the difference must be documented and added to the records which are kept for three years.

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