Academic Search Guidelines 2015-16

Presented by Academic Human Resources
And the Office of Diversity and Affirmative Action
Tuesday, 15 September 2015 @ 9:00am / 310A Student Ctr.
Today’s topics

- Important factors and considerations before you begin your search
- Review of search committee guidelines
- Outline of diversity “touch points”
- Procedures for announcing and posting new positions
- Process timing and checkpoints along the way
- The Code of Ethics
- Questions and answers
Important Factors

- We have forty-nine (49) faculty searches approved for 2015-16.
- We hired thirty-two (32) new faculty positions for Fall 2015.
  - Thirty-nine (39) searches were originally approved.
  - There were seven (7) failed or postponed searches.
- Currently, we have thirty-eight (38) faculty on Voluntary Phased Retirement.
- Considerations:
  - Search based upon programmatic needs, not to replace “the person.”
  - Cast a wide net within the discipline, and in consideration of diversity within the department and discipline.
Forming a Search Committee

- Refer to the Department Input Document (if applicable) for any provisions regarding the composition of search committees. If no provisions exist in the DID, consult your Department Personnel Committee.
- Establish the search committee as early as possible.
- Make an effort to ensure that the committee reflects the diversity of the department, college, and university and in particular the university’s strategic goals. You may wish to consider including a “diversity advocate.”
- Search committees may include people from both within the department as well as outside of the department.
- Review departmental and university goals for areas that are underutilizing females and minorities.
- As soon as the search committee is determined, each member of the committee should review the Code of Ethics form and return it to the Office of Academic Human Resources.
This requirement was introduced for administrative and staff positions several years ago. This is the first year we are including it in faculty searches.

Its inclusion is designed to protect the integrity and confidentiality of the search, as well as the rights of the candidates.

“As a member of the search advisory committee, I accept my responsibility to protect the integrity of every prospect and candidate.”

Reviewing the “Code of Ethics” form...
Creating the Personnel Requisition

- Once a search has been approved by the Provost’s Office, a personnel requisition must be created in NEOGOV to officially open the search. (See page 3 of the NEOGOV user guide:
  - [http://www.emich.edu/hr/employment/documents/NEOGOV_Department>User.pdf](http://www.emich.edu/hr/employment/documents/NEOGOV_Department_User.pdf)
- The Hiring Authority (typically, the department head or school director) creates the requisition and attaches the search committee/chair information, the ad description, and recruiting plan form. All forms can be attached to the requisition in NEOGOV, or can be sent in a separate email.
- Academic HR reviews the requisition, inserts the position control number from University Budget, edits/updates the ad, and posts it. We’ll provide you with a final draft of the ad to use for advertising.
Educational Diversity as a Strategic Goal

EMU Strategic Themes

Institutional Effectiveness

- **Goal 1:** Foster a diverse, ethical, safe and respectful workplace with effective and transparent communications that support the university’s mission and values.
  
  **Objective 1.1:** Develop and recruit leadership that reflects the diversity of the student body.

Student Engagement and Success

- **Goal 3:** Prepare students to successfully and meaningfully interact with people from diverse backgrounds.
  
  - **Objective 3.1:** Support students in becoming actively engaged global citizens with strong cultural awareness.
  
  - **Objective 3.2:** Build a university culture in which respect, responsibility, pride and diversity are valued, encouraged and celebrated.
AAP Audit Review
EMU Total Workforce
As of September 19, 2014

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th></th>
<th>Minorities</th>
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<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Faculty</td>
<td>777</td>
<td>401</td>
<td>51.6%</td>
<td>145</td>
</tr>
<tr>
<td>Staff</td>
<td>1,140</td>
<td>644</td>
<td>56.5%</td>
<td>239</td>
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<tr>
<td>Total</td>
<td>1,917</td>
<td>1,045</td>
<td>54.5%</td>
<td>384</td>
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Note: Regular, full & part time; not seasonal or temporary

Employment Activities: 9/20/2013 to 9/19/2014
AAP Audit Review

Student to Workforce Comparisons

Gender Comparison

The U.S. Department of Education projects that in 2018, schools granting degrees will have an increase in student enrollment by 16% for Females and 9% for Males.

Source: National Center for Education Statistics (nces.ed.gov/pubs)
## AAP Audit Review

### Workforce Comparisons and Benchmarks

#### Gender

<table>
<thead>
<tr>
<th></th>
<th>Total Wkfc</th>
<th>Total Females</th>
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<tbody>
<tr>
<td><strong>Total EMU 09/19/14</strong></td>
<td>1,917</td>
<td>54.1%</td>
</tr>
<tr>
<td><strong>LABOR FORCE STATISTICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detroit, Ann Arbor, &amp; Flint CMSA (Source: 2010 Census)</td>
<td>2,349,760</td>
<td>46.0%</td>
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<tr>
<td>United States (Source: 2010 Census)</td>
<td>137,369,340</td>
<td>47.4%</td>
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<tr>
<td>Employed at 4-yr Public Universities in United States 2012 (IPEDS) (FT)</td>
<td>1,875,354</td>
<td>54.4%</td>
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<tr>
<td>Employed at 4-yr Public Universities in Michigan 2012 (IPEDS) (FT)</td>
<td>44,976</td>
<td>53.0%</td>
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</tbody>
</table>

1. Counties: Lapeer, Livingston, Macomb, Oakland, St. Clair, Washtenaw, Wayne
2. 2010 US Census, All occupations
3. From 2007 to 2012, Females at US 4-yr Public Univ increased from 53%
4. From 2007 to 2012, Females at Michigan Univ remained unchanged at 53%
5. 2012: CMU, MTU, & WMU not reporting
AAP Audit Review

Student to Workforce Comparisons

Race and Ethnicity Comparison

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<thead>
<tr>
<th></th>
<th>Minorities</th>
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<tbody>
<tr>
<td></td>
<td>EMU</td>
</tr>
<tr>
<td>Total Workforce</td>
<td>Total</td>
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<tr>
<td>Total Students</td>
<td>Total</td>
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</tbody>
</table>

The U.S. Department of Education projects that in 2018, schools granting degrees will have an increase in student enrollment by 38% for Hispanic students, 26% for Black students and 4% for White students.

Source: National Center for Education Statistics (nces.ed.gov/pubs)
### AAP Audit Review

#### Workforce Comparisons and Benchmarks

##### Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Total Workforce</th>
<th>Total Minority*</th>
<th>Black</th>
<th>Hisp</th>
<th>Asian Amer</th>
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<td>1,917</td>
<td>19.9%</td>
<td>11.5%</td>
<td>2.1%</td>
<td>5.8%</td>
<td>0.6%</td>
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#### LABOR FORCE STATISTICS

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Workforce</th>
<th>Total Minority*</th>
<th>Black</th>
<th>Hisp</th>
<th>Asian Amer</th>
<th>Native Amer</th>
<th>Two or More Races</th>
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</thead>
<tbody>
<tr>
<td>Detroit, Ann Arbor, &amp; Flint CMSA (Source: 2010 Census) 1</td>
<td>2,349,760</td>
<td>27.9%</td>
<td>19.9%</td>
<td>3.4%</td>
<td>3.9%</td>
<td>0.6%</td>
<td>0.1%</td>
</tr>
<tr>
<td>United States (Source: 2010 Census) 2</td>
<td>137,369,340</td>
<td>31.5%</td>
<td>10.6%</td>
<td>14.4%</td>
<td>5.1%</td>
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<td>0.9%</td>
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<td>Employed at 4-yr Public Universities in United States 2012 (IPEDS) (FT) 3</td>
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<td>26.3%</td>
<td>10.9%</td>
<td>7.5%</td>
<td>6.5%</td>
<td>0.6%</td>
<td>0.8%</td>
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<tr>
<td>Employed at 4-yr Public Universities in Michigan 2012 (IPEDS) (FT) 4, 5</td>
<td>44,976</td>
<td>20.0%</td>
<td>8.6%</td>
<td>3.1%</td>
<td>7.0%</td>
<td>0.4%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

**Notes:**
- Counties: Lapeer, Livingston, Macomb, Oakland, St. Clair, Washtenaw, Wayne
- 2010 US Census, All occupations
- 2000 to 2010, Minorities in US increased from 27%
- 2009 to 2012, Minorities at US 4-yr Public Universities increased from 22%
- 2009 to 2012, Minorities at Mich 4-yr Public Universities increased from 17%
- 2012: CMU, MTU, & WMU not reporting
Educational Case for Diversity

- Diversity success does not require extra effort, only what is appropriate
- Better prepares students to live and work in a globally diverse society
- Increases college satisfaction, student development, intellectual engagement and growth of students
- Positive impact on educational outcomes of both minority and majority student populations
- Presence of women faculty correlated with greater success for women graduates

Advertising/Recruiting

- Recruitment Tips:
  - [http://www.emich.edu/hr/diversity/recruitment-tips.php](http://www.emich.edu/hr/diversity/recruitment-tips.php)
- Use the Recruiting Plan form to identify the publications where the advertisement should appear.
- Departments are now responsible for posting their ads in any additional publications that you list on the approved recruiting plan.
- There is a $2,000 recruitment budget to place advertisements. (This amount includes any travel related to recruiting at conferences.)
- When the expenses hit Concur, re-route the expenses to account #114150.
- Expenses will NOT be approved unless you’ve received prior approval from AHR.
Defining Position Expectations

- When clearly defining the expectations of the position, include an expectation for the person to work with multicultural populations (students, employees, communities, etc.)

- Can make it a competency requirement for selection. Research has shown that creating variables like this increases the probability of minority candidate selection (Smith, Turner, Osei-Kofi, & Richards, 2004)

- Sample requirement: “Require/Prefer experience with students similar to the ones we serve...or...experience with multicultural/multilingual communities like ours.”

- Correlates to diversity-focused interview question
  - “Please describe your experiences with diversity in and/or outside the classroom.”
Advertising/Recruiting, continued...

- Minimum qualifications stated in the advertisement must be consistent with those defined in the Department Evaluation Document. Please review your DED before submitting your posting language.
- Include responsibilities and qualifications for the position in the advertisement.
- Once approved by AHR, distribute advertisement/job posting as widely as possible, using a wide variety of approaches.
- Passive recruitment strategies...
- Active recruitment strategies...
Passive Recruitment Strategies

- Expand your reach beyond traditional Passive Recruitment Techniques:
  - Posting advertisements
  - Relying to EMU’s brand to attract the talent we need.
  - Minority recruitment is like “fishing in the same lake with the same bait and same technique and expecting to catch a different type of fish.”
- Targeted, outreached-focused networking by individuals (as opposed to by the organization) is more effective.
Active Recruitment Strategies

- No true *sourcing* strategy is complete without targeting diverse populations.
  - Just as faculty search committees target candidates with certain skills and expertise, those with specific backgrounds and enriching experiences that the college is lacking should be sought after as well.

- Continuous Recruitment Strategy
  - Develop relationships and seek referrals inside and outside EMU for potential faculty:
    - Local organizations
    - Conferences and professional events
    - University groups
    - Minority organizations and publications
Tips for Diverse Recruitment

- **TIP**: Create a welcoming institution image from the first communication with the candidate
  
  - **Looking Forward: Diversity Statement**

- **TIP**: Use Professional Organizations in your discipline for women or people of color
  
  - **Disciplinary Example: Association for Women in Science**
    
    - [http://awis.associationcareernetwork.com/](http://awis.associationcareernetwork.com/)
  
  - **Publication Example: Diverse Issues In Higher Education**
    
    - [http://diverseeducation.com](http://diverseeducation.com)
AHR’s Automatic, No-cost, Ad Sites

- EMU Jobs Website
- ABILITYJobs
- Diversity Jobs
- Higher Ed Jobs
- Hire Veterans
- Hispanic Jobs
- Inside Higher Ed
- Michigan HERC
- Pure Michigan Talent Bank
Developing the Screening Matrix

- The screening matrix must be consistent with the minimum qualifications outlined in the advertisement and DED.
- Once the advertisement is open, it will be posted for a minimum of fifteen (15) days in an effort to generate a diverse applicant pool.
- Before viewing the pool, the following will happen:
  - DH/SD (along with the search chair, if available) must attend the Fall Faculty Search meeting. (And here we are...!)
  - DH/SD, Search Chair, and Search Committee members must read and sign a Code of Ethics Form.
  - The candidate screening matrix must be reviewed and approved by Academic HR.
- Once access is granted to the committee for pool review, new applications will be available on a weekly basis for review.
Screening Candidates

- The debate on using social media and Google to pre-screen candidates
  - Pros: Can learn important information, can view preparation and commit to the field
  - Cons: Can reveal private or protected class information, influence unconscious bias and promote gossip
- Same process should be used for all candidates
  - Structured pre-screen questionnaire should be developed so the same questions should be asked of all candidates
  - If reference checks are done, the search committee must apply process to all candidates
  - Document all processes; rationale for all decisions should be given in writing
New this Year: The Short List Review

- Committees are to use the search matrix to narrow down the pool to a short list of 10-12 applicants (estimate, this number can vary).
- This short list must be submitted to AHR for review and approval.
- Once the short list is reviewed and approved by AHR, search committees have the option of conducting phone interviews using a standard set of questions (which must be approved by AHR beforehand). *Consistency is key during this step.*
  - Considerations...
Interviewing and the Campus Visit

- Committees are to submit a ranking of the top candidates they intend to bring to campus for interviews.
  - Rationale for the inclusion of these candidates must be submitted to AHR along with the completed matrices for the search.
    - Considerations...
- Screening materials, including a matrix and written rationale for selection of the applicant pool must be attached to the Interview Pool Recommendation form.
  - A screening/interview matrix must be used to evaluate all applicants who meet the minimum qualifications for the position.
- AHR will review the Interview Pool prior to approval and authorization to bring finalists to campus.
Scheduling Interviews

- Faculty searches are allotted $2,000 for interviews. This includes:
  - Travel expenses
  - Lodging
  - Meals
- When the expenses hit Concur, please re-route the interviewing expenses (not to exceed $2,000) to account #114150.
- Expenses that exceed the budget will be charged to your home account.
Travel Arrangements

- See the Academic Search Guidelines, pp. 7-8 for details...
Guidelines for Interviewing Candidates

- Treat all applicants consistently by asking the same general questions and by following a structured interview plan.
- Establish rapport with the applicant - your first role is that of host.
- Explain the purpose of the interview and set an agenda informing the candidate that you will be taking notes during the interview.
- Gather predictive information by using skills of listening, probing, reflecting, summarizing, and evaluating.
- Consider using behavioral-based questions when appropriate.
- Use open-ended questions; avoid “yes” and “no” questions.
- Avoid leading questions.
Guidelines for Interviewing Candidates, continued...

- Describe the responsibilities of the position.
- Share pertinent information about the University.
- Answer questions and allow the applicant to add information.
- Conclude the interview by giving the applicant an estimated timeframe by which decisions will be made, if possible.
- Do not ask personal questions regarding age, marital status, children, relatives, birthplace, ancestry, etc.
  - Review the Michigan Department of Civil Rights Inquiry Guide:
Guidelines for Interviewing Candidates, continued...

- If candidate begins to reveal protected category information, steer conversation back to job-related issues.
  - If the candidate is not chosen for the job they can claim they were not hired based off of any personal information they revealed.
- Candidate “fit” is often misinterpreted as someone who “blends in.”
  - “Fit” should be evaluated objectively using previously agreed-upon criteria that is measurable and observable.
Confidentiality and Professional Reference Checks

- Do not breach the confidentiality of applicants:
  - Share information about an applicant on a need-to-know basis.
  - Never discuss an applicant with other applicants.
  - Never share information about unsuccessful applicants, even with department colleagues external to the search process.
- Seek permission of the applicant(s) prior to contacting professional references provided.
- Prior to contacting references whose names were NOT provided (i.e., “off list”) by an applicant, contact the candidate (in writing or via email) for permission to do so.
- Reference checks must be completed for all finalists scheduled for interview.
Making the Offer

- Hiring authorities (Department Head or School Director) should submit the Appointment Recommendation Form to AHR for review and approval PRIOR TO MAKING AN OFFER.
- Once approval has been granted, hiring authorities may make offers based upon the target salaries provided to the Dean of the college.
- All letters of offer must be reviewed by the Dean of the college prior to submission to AHR for approval.
- Once the offer has been extended and accepted in writing, the search is closed.
Additional “Need to Know” Information

- See Academic Search Committee Guidelines 2015, but the “biggies” are:
  - Moving Expenses
  - Making an offer to a non-U.S. citizen
  - Offering a higher salary
  - Offering a higher rank
  - Offering service rank credit
- Considerations...
After the Hire…Welcoming and Retaining Colleagues

- Welcome any questions in advance regarding quality of life issues. We want to give them the most realistic job preview we can as well as a realistic assessment of the community.
  - Family care leaves, maternal/paternal leave, housing, schools, community, etc.
- Inform employees about local attractions and/or provide resources
  - Ypsilanti Visitors Bureau, Ann Arbor Family Resources List
- Provide examples of EMU’s commitment to diversity.
  - Chinese recruitment efforts tripled number of Chinese students over 3 years.
  - EMU recognized as #1 organization in Michigan to increase efforts to gain Hispanic applicants through the bilingual job posting website, Hispanic-jobs.com
  - EMU recognized as one of the top 2 LGBT-friendly colleges in the nation by the Campus Pride Index.
Welcoming and Retaining Colleagues, continued...

- Introduce new employees to leadership and team members.
- Match them with an appropriate mentor from the same department.
  - Assists in acclimating the person to the new work environment, culture, mission, and vision.
- Have employee meet with a group of students that are representative of the diverse audience they would regularly service.
We hope that we have equipped you with some tools to be an Agent of Change in our Search Committee Process.

“We need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitute a dynamic intellectual community.”

Benefits and Challenges of Diversity in Academic Settings
Eve Fine and Joe Handelsman, University of Wisconsin, 2010
Q&A

- Contact Information
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  - Sharon Abraham: sabraha1@emich.edu, 7-1166