

Grand Valley State University  
**Inclusive Hiring Toolkit**

Division of Inclusion and Equity  
Human Resources



**GRAND VALLEY  
STATE UNIVERSITY**  
[www.gvsu.edu](http://www.gvsu.edu)

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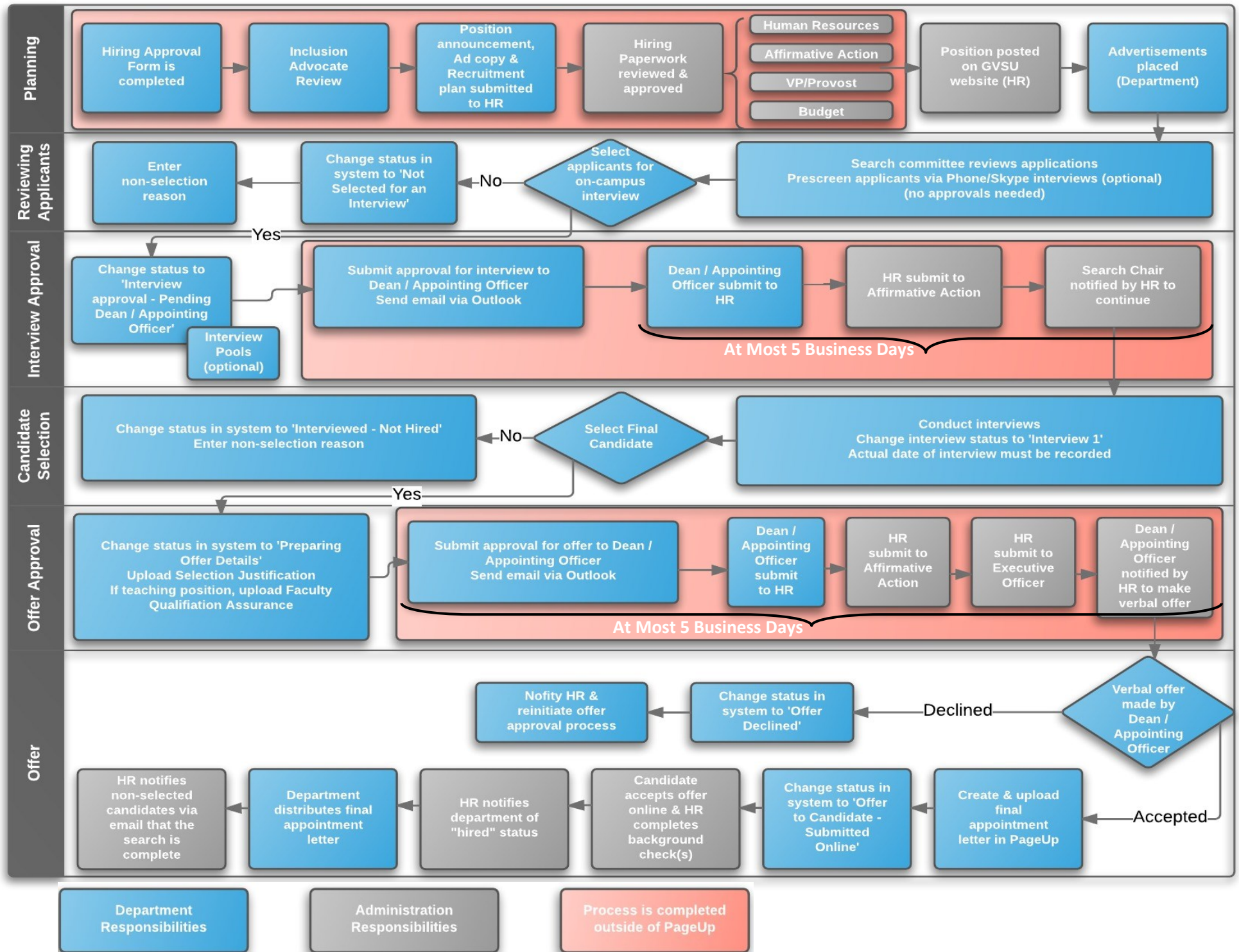
### Supplemental Resources

2008-2009 GVSU STRIDE Guide



This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook or legal stationery. The lines are thin and light blue, set against a plain white background. There is no handwriting, printed text, or other markings on the page.

# AP & Faculty Employment Process



# Hiring/Change Approval AP, Faculty, and Hourly

## Hiring /Change Approval-AP, Faculty and Hourly

### Dean/Appt Officer

Job Title: \_\_\_\_\_ Department: \_\_\_\_\_  
 Position Number: (If known) \_\_\_\_\_ Division/College: \_\_\_\_\_  
 Position Type: \_\_\_\_\_ EAP \_\_\_\_\_ PSS \_\_\_\_\_ DPS \_\_\_\_\_ FAC \_\_\_\_\_ MGS \_\_\_\_\_  
 FTE: \_\_\_\_\_  
 Faculty/AP: \_\_\_\_\_ Hourly: \_\_\_\_\_  
 12 Month \_\_\_\_\_ 1.0 FTE (40 hrs per week) \_\_\_\_\_ 1.0 FTE (40 hrs per week) \_\_\_\_\_  
 \_\_\_\_\_ Less than 1.0 FTE, \_\_\_\_\_ Hrs. per week \_\_\_\_\_ Less than 1.0 FTE, \_\_\_\_\_ hrs per week \_\_\_\_\_  
 \_\_\_\_\_ wks per year \_\_\_\_\_  
 Academic Year \_\_\_\_\_ 1.0 FTE (40 hrs per week) \_\_\_\_\_ Academic Year \_\_\_\_\_ 1.0 FTE (40 hrs per week) \_\_\_\_\_  
 \_\_\_\_\_ Less than 1.0 FTE, \_\_\_\_\_ hrs per week \_\_\_\_\_ Less than 1.0 FTE, \_\_\_\_\_ hrs per week \_\_\_\_\_  
 \_\_\_\_\_ wks per year \_\_\_\_\_  
 Other, specify \_\_\_\_\_ Other, specify \_\_\_\_\_  
 Replacement Position: \_\_\_\_\_ Replacement For: \_\_\_\_\_  
 New Position: \_\_\_\_\_ or Change: \_\_\_\_\_ or Promotion (Attach Promotion Justification Form) \_\_\_\_\_  
 Comments on Change: \_\_\_\_\_  
 Reason for Replacement: \_\_\_\_\_ Contact Person: \_\_\_\_\_  
 \_\_\_\_\_ Retirement \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ Resignation \_\_\_\_\_ Explain \_\_\_\_\_  
 Date Vacant/Effective Date: \_\_\_\_\_  
 Proposed Salary: \_\_\_\_\_ FOAP # and %: \_\_\_\_\_  
 How will the position be funded: \_\_\_\_\_  
 Is this position or any part of this position grant funded? \_\_\_\_\_  
 If so, what is the grant expiration date? \_\_\_\_\_  
**AP Positions Only** – Who will approve the vacation usage and complete performance assessment for this position? \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**HR** Employee Class: \_\_\_\_\_ Position Class: \_\_\_\_\_  
 District/Div: \_\_\_\_\_ Employee Group: \_\_\_\_\_ Department: \_\_\_\_\_  
 Department Name: \_\_\_\_\_  
 Job Location: \_\_\_\_\_  
 Hourly Only: Salary Table: \_\_\_\_\_ Salary Grade: \_\_\_\_\_  
 EEO Position Group: \_\_\_\_\_ SOC \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_ Prevailing Wage  
 Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**Budget** Position #: \_\_\_\_\_ Labor Distribution FOAP %: \_\_\_\_\_  
 Account Code: \_\_\_\_\_ Labor Distribution FOAP %: \_\_\_\_\_  
 Effective Date: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 Approval: \_\_\_\_\_ Date: \_\_\_\_\_

### Vice President

Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
 Comments: \_\_\_\_\_

### Affirmative Action

Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**Copies:** Dean/Appointing Officer Vice President Budget Academic Budget updated 03/14

# Employment Modified Search Guidelines

## Internal & Expedited

### GRAND VALLEY STATE UNIVERSITY EMPLOYMENT MODIFIED SEARCH GUIDELINES (Internal & Expedited)

**Internal Search** – an internal search is rarely done, and only when it is in the best interest of the University for the selected candidate to have specific experience that is Grand Valley related. This process must be approved by the Executive Officer and Affirmative Action before the search process begins. The appointing officer is responsible for recruiting a diverse pool of qualified applicants.

**Internal Search Criteria and Factors for Consideration:**

- Presence of any contrary provisions or restrictions in a collective bargaining agreement (if applicable);
- The subject-matter expertise/experience required for the position can only be found with an internal candidate pool;
- The position must be open to all internal applicants (may not limit applicants to specific units or departments);
- Applicants must submit their applications via the university applicant tracking system (e.g. PageUp);
- Formal recruitment plans with Inclusion Advocate participation must be submitted for approval;

**Expedited Search** – an expedited search is an abbreviated recruitment search due to insufficient time for a regular search. The posting time length is five business days. This process must be approved by the Executive Officer before the search process begins. The appointing officer is responsible for recruiting a diverse pool of qualified applicants.

Grand Valley State University values a diverse workforce. In accordance with the state and federal law and Equal Employment Opportunity (EEO) and Affirmative Action (AA) obligations, GVSU is committed to providing equal opportunity in employment through non-discriminatory open recruitment, equitable hiring practices and affirmative action programs. Exceptions to the standard recruitment practices or policies may be made where such waiver of the standard recruitment process demonstrates a compelling and extraordinary need. Collective bargaining positions must be advertised and recruited for as outlined in the applicable collective bargaining agreement.

There may be rare cases in which the university believes it is necessary to waive the search process and place an individual into a position without a regular search. In addition, this document is to clarify the process related to requesting a search waiver and outline a procedure that is designed to create uniformity in the search and selection process utilized by GVSU. A waiver of the search process occurs when the university can justify why the placement of an individual into a position with a modified search, is in the best interest of the University.

Requests for a search waiver are to be made via this form to the Director, Affirmative Action/EEO, by the appropriate Appointing Officer. Prior approval must be obtained by the Appointing Officer from their division's Vice President, or designee. Questions should be directed to the Affirmative Action office at (616) 331-3296.

#### **PROCEDURE**

- ☐ Appointing Officer and Vice President/Provost Agree to conduct an Internal Search
- ☐ Search Waiver submitted to Affirmative Action
- ☐ **If Denied, a regular search must be conducted**
- ☐ Appointing Officer completes Hiring Approval Form (HAF) and routes document for approval signatures.
- ☐ Recruitment plan & position announcement is sent to Human Resources
- ☐ Human Resources & Affirmative Action for review materials.
- ☐ Appointing Officer sends out position announcement via email to approved employee group(s).
- ☐ Job is posted in PageUp (Blind posting-only individuals with a direct link will be able to see the job)
- ☐ Human Resources & Affirmative Action reviews interview list.
  - Status' must be updated in PageUp with non-selection reasons
- ☐ Search Committee interviews candidates & recommends finalist to Appointing Officer
- ☐ Appointing Officer selects candidate and complete "Selection Justification Form". Submits notification to Human Resource
  - Status must be updated in PageUp and offer created.
- ☐ Approval Process initiated (approval by Human Resources, Affirmative Action, & Executive Officer)
- ☐ Appointing Officer notified of approval and that offer can be made.

# Employment Modified Search Request

## Internal & Expedited (cont.)

### GRAND VALLEY STATE UNIVERSITY EMPLOYMENT MODIFIED SEARCH REQUEST (Internal & Expedited)

Supervisor:	Appointing Officer:
College/Division:	School/Department
Title of Position:	
Person Being Replaced (if applicable):	
<b>Type of Search requested:</b>	
<b>Internal Search</b>	The position requires that the selected candidate must have specific experience/knowledge that is Grand Valley related.
<b>Expedited Search</b>	It is in the best interest of the University to conduct an abbreviated search to fill an open position. Position will be posted for 5 business days by HR.
Provide a justification statement explaining rationale for selection above. Attach additional pages, as needed.	

Appointing Officer: \_\_\_\_\_ (approval) Date: \_\_\_\_\_  
 Vice President/Provost: \_\_\_\_\_ (approval) Date: \_\_\_\_\_

Action: <input type="checkbox"/> approved <input type="checkbox"/> not approved	
Division of Inclusion and Equity: _____ (Director, Affirmative Action/EEO)	Date: _____
<i>Appeals to decisions may be made to the Assistant Vice President for Equity, Planning, &amp; Compliance, then the Vice President for Inclusion and Equity, then the President. Requests for waivers in the Division of Inclusion and Equity are reviewed by the Associate Vice President for Human Resources, or designee.</i>	

Grand Valley State University  
 Division of Inclusion and Equity  
 4035 Zumberge Hall • Allendale, MI 49401  
 Phone (616) 331-3296 • Fax (616) 331-3684

# Recruitment Plan Template

## RECRUITMENT PLAN TEMPLATE

**Title:** (Title of the position)  
**Department:** (Name of Department)  
**Division:** (Name of Division)

**Search Committee Chair:**  
**Search Chair/Search Assistant**  
(Can be the same person as the search chair or a designated person (typically the clerical support person in the department).)

**Role of Hiring Manager/Search Chair:**

- View details of the job posting
- View applications
- Cannot change the status of applicants

**Role of Search Chair/Search Assistant:**

- View details of the job posting
- View applications
- Change the status of applicants
- Create offer details

**Role of the Search Committee Members:**

- View details of the job posting
- View applications

\_\_\_\_\_(**check to confirm**) As the search chair, I am confirming that the Inclusion Advocate has been involved with the development of the job posting and recruitment plan.

\_\_\_\_\_(**check to confirm**) As the search chair, I am confirming that the roles, responsibilities and qualifications listed in this Position Announcement will be identical in all ads placed for this position. The only exception is when an abbreviated ad states the title, how to apply and then references the online applicant system for a detailed description.

**Demographic Data of Department:**  
Number of Females in the Department: \_\_\_\_  
Number of Males in the Department: \_\_\_\_  
  
Number of White in the Department: \_\_\_\_  
Number of Black in the Department: \_\_\_\_  
Number of Hispanic in the Department: \_\_\_\_  
Number of Asian in the Department: \_\_\_\_  
Number of American Indian in the Department: \_\_\_\_

**The following people will serve on the search committee:**  
(List members of the search committee – Indicate who will serve as the Inclusion Advocate)

**The position will be advertised in the following publications:**  
(List publications, websites, list-serves you plan to place an ad and/or posting. Include any organizations/groups you intend to send a mailing.)

# Recruitment Plan

## Template (cont.)

**The committee intends to recruit minorities, women, disabled and disabled veterans, other protected veterans, armed forces service medal veterans, and veterans recently separated from military service in the following manner:**

List how/where you intend to recruit minorities, women, disabled and veterans. Example: Advertise in trade magazines/journals with a minority emphasis and send position announcement to Affirmative Action mailing list and veteran resources listed below. See Inclusive Recruitment Resources on the Affirmative Action website at [www.gvsu.edu/affirmative](http://www.gvsu.edu/affirmative) and then click on Inclusive Recruitment Resources.

\_\_\_\_(check to confirm) **As the search chair, I am confirming that the Position Announcement will be sent to the following Veteran Resources. They are both free.**

Veteran Employment Services, State of Michigan

Contact: Chris Porter LER

Send Position Announcement to [porterc2@michigan.gov](mailto:porterc2@michigan.gov)

U.S. Department of Veterans Affairs (Vet Success)

Contact: Michael A. Poyma

Send Position Announcement to [Michael.Poyma@va.gov](mailto:Michael.Poyma@va.gov)

# Selection Justification Candidate Information

## Selection Justification Form

\*Please upload the Selection Justification form into Category “**Selection Record**”. (If the form were to be uploaded as an Appointment Letter the applicant will be able to view this form.)

Candidate Information	
Selected Candidate:	
Position Title:	Unit:
Rationale for selecting the applicant:	
Candidate's Current Position Title:	
Years in Current Position:	Years of Experience in the Profession:
Highest Degree:	Degree Date (Year Only):
Institution:	Discipline:
Position and Salary Information	
Suggested Starting Salary (indicate dollar amount): \$	
<i>Salary Justification.</i> Explain how this starting salary compares to the current salaries within the department and how this salary will impact the current salaries in the department:	
Advertised Salary Range: \$	Selected Candidate's Current Salary: \$
Other determining factors/comments:	
What is the market paying for this type of position?	
What is the source(s) of this market data?	
What steps did you take to recruit minorities? (I.e. professional networks, minority websites, etc.)	

# Selection Justification

## Candidate Information (cont.)

Search Chair Name	Search Chair Signature	Date
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Appointing Officer Name	Appointing Officer Signature	Date
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Human Resources Name	Human Resource's Signature	Date
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**To be completed by Human Resources:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_ Prevailing Wage for H-1-B      \_\_\_\_\_ Prevailing Wage for Permanent Residency

**To be completed by Affirmative Action:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

**To be completed by Executive Officer (VP):**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved starting salary: \_\_\_\_\_

Comments: \_\_\_\_\_

# Adjunct AP Information Sheet



## Adjunct AP Information Sheet

Please complete all items on this form and return to Human Resources, 1090 James H. Zumberge Hall, 1 Campus Drive, Allendale, MI 49401.

G# \_\_\_\_\_  
Date \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Social Security # \_\_\_\_ - \_\_\_\_ - \_\_\_\_  
Name \_\_\_\_\_  
Last First Middle  
Current Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
( ) - \_\_\_\_  
No. Street City State Zip  
Gender: \_\_\_\_ Male \_\_\_\_ Female Date of Birth: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ (mm/dd/yyyy)  
In Emergency, contact: \_\_\_\_\_ Telephone: ( ) \_\_\_\_ - \_\_\_\_  
Highest degree earned \_\_\_\_\_ Degree granting institution \_\_\_\_\_ Date earned \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Circle All That Apply:	American Indian or Alaska Native	Asian	Black or African American
	Native Hawaiian or Other Pacific Islander	White	
Are you Hispanic or Latino: Yes ____ No ____			

List name and relationship of all relatives employed by Grand Valley State University: \_\_\_\_\_

\_\_\_\_ Disabled veterans, other protected veterans, armed forces service medal veterans, and veterans recently separated from military service.

Disabled: \_\_\_\_ Yes \_\_\_\_ No

If you need an accommodation based on your disability, please explain \_\_\_\_\_

Michigan and federal law requires that you notify Grand Valley State University after you know or should have known that a job accommodation was needed. Failure to properly notify Grand Valley State University will preclude any claim that the employer failed to accommodate the employee.

I give my consent for a criminal history check \_\_\_\_ Yes \_\_\_\_ No  
Have you ever been convicted of a felony? \_\_\_\_ Yes \_\_\_\_ No

If yes, please explain \_\_\_\_\_

Academic Integrity: Have you ever been charged with any civil or criminal violation of any federal, state or local law or been formally charged of violating any college or university policy, not including minor traffic related violations? \_\_\_\_ Yes \_\_\_\_ No

If yes, please explain \_\_\_\_\_

Grand Valley State University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. Unlawful acts of discrimination or harassment by members of the campus community are prohibited. In addition, even if not illegal, acts are prohibited if they harass or discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation (gender identity and expression), veteran status, or weight. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, lawfully required by a grant of contract between the university and the state or federal government, or addressing domestic partner benefits. Michigan and federal law requires that you notify Grand Valley State University after you know or should have known that a job accommodation was needed. Failure to properly notify Grand Valley State University will preclude any claim that the employer failed to accommodate the employee.

In submitting this application I understand that: (1) Any falsification, misrepresentation, misleading statements, or omissions of fact, either on this application or during the pre-hire process constitutes grounds for rejection or dismissal. (2) I authorize my employer and former employers, schools, or persons named to give any information regarding my employment, together with any information they may have regarding me, whether or not it is in their records. I hereby release said employers, schools, or persons and Grand Valley State University from all liability for any damage for issuing or receiving this information. (3) Employment is contingent upon meeting the requirements imposed by the Immigration Reform and Control Act of 1986, which requires a completed Form I-9, Employment Eligibility Verification, verifying identity and work eligibility on persons hired. (4) Employment appointments are subject to the applicable probationary period, Administrative Manual Policies and/or collective bargaining contracts, and University rules as amended from time to time.

I agree that if I am employed by Grand Valley State University that in partial consideration for my employment, I shall not commence any action or other legal proceeding relating to my employment or the termination thereof more than six months after the event complained of and agree to waive any statute of limitations to the contrary.

# Adjunct AP

## Information Sheet (cont.)

I understand that as part of the employment screening process, Grand Valley State University may obtain a criminal history report of any felony convictions. I further understand that my appointment to an employment position at Grand Valley State University is not final until the University is satisfied with the criminal conviction information received, and other University requirements are satisfied.

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Signature

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Date

GVSU is committed to assisting all members of the university community in providing for their own safety and security. The Annual Security and Fire Report is available on the Grand Valley Policy Department website at [www.gvsu.edu/gvpd/](http://www.gvsu.edu/gvpd/). If you would like to receive a hard copy of the Annual Security and Fire Report you can stop by the Service Building or you can request that a copy be mailed to you by calling (616)331-3255. The website and booklet contain information regarding campus security and personal safety including topics such as: crime prevention, fire safety, university police law enforcement authority, crime reporting policies, disciplinary procedures and other matters of importance related to security and safety on campus. They also contain information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; In certain off-campus buildings or property owned or controlled by GVSU; and on public property within or immediately adjacent to and accessible from the campus. This information is required by law and is provided by the Grand Valley Policy Department.

# PageUp System Enhancements



## Increased System Access

We have increased access to hiring units. Unit heads, department chairs, and other individuals identified by the Appointing Officer can have access to jobs. Access to jobs in PageUp can be given by permission levels.



## Early Communication

There are new statuses that will allow for applicants to be notified sooner in the search process of non-selection. The stage that an applicant will be notified is determined by the search committee. Notification can either occur after interview approvals or when the position is filled.

Early notification statuses are:

***The intent is to notify candidates that are not qualified or would not be considered***

1. Not Selected for an Interview (HR email after interview approvals)
2. Pre-Screen-Not Selected (HR email after interview approvals)

Later notification statuses are:

1. Not Selected for an Interview (Notify after position filled)
2. Pre-Screen-Not Selected (Notify after position filled)



## Non-Selection Reasons

Reasons for non-selection have been grouped and updated to correlate to the step of the recruitment process. There are non-selection reasons to be used at pre-screening, interviewing, or both. They have been numbered to allow for quick identification during application review which would translate to being able to bulk move and expedite the timeline to be ready for interview approvals.



## Required Application Materials

We are now able to require specific documents in order for applicants to submit when applying. On the position announcement, the documents you list in the “How to apply” section will be required. This will increase the number of complete applications and reduce your review of applicants that do not have required materials.

# PageUp System

## Non-Selection Reasons

### KEY:

**NS** = Not selected for an interview  
**INT** = Interviewed not moving forward  
**NS/INT** = Reasoning to be used both before or after interview/pre-screen  
**DC** = Applicant declined / withdrew

### Non-Selection / Withdrawal Reasons

- |  |
|--|
| 1 - (NS/INT) Area of specialization concurrent with current department |
| 2 - (NS/INT) Work experience weaker compared to selected candidates    |
| 3 - (NS/INT) Underdeveloped research proposal                          |
| 4 - (NS/INT) Weak publication history                                  |
| 5 - (NS/INT) Weak teaching philosophy                                  |
| 6 - (NS/INT) Research focus rather than teaching focus                 |
| 7 - (NS) Does not meet the required qualifications of the position     |
| 8 - (NS) Weak application materials                                    |
| 9 - (NS) Unrelated previous work experience                            |
| 10 - (NS) Unstable work history  |
| 11 - (NS) Weak written communication skills                            |
| 12 - (INT) Weak verbal communication skills                            |
| 13 - (INT) Weak interview performance                                  |
| 14 - (INT) Candidate selected has more research experience             |
| 15 - (INT) Candidate selected has more teaching experience             |
| 16 - (INT) Limited technological competency                            |
| 17 - (DC) Interview Declined   |
| 18 - (DC) Did not meet financial requirements                          |
| 19 - (DC) Accepted another offer                                       |
| 20 - (DC) Staying with current employer                                |
| 21 - (DC) Unable to relocate   |
| 22 - (DC) Applicant Withdrew   |

# PageUp System

## Application Statuses

**Non-Selection Communication** - Make sure to select the correct communication timeframe.

Communicate to applicant after Interview Approvals or when Position is Filled.

**Interview Approvals** - Status updated in PageUp, but approvals occur outside of system and must be triggered via email. Approval progress can be tracked via Application & Job Status in PageUp.

**Department Notification** - Department will contact all interviewed candidates of non-selection.

PageUp Job Status	Application Status
Approved	New
Reviewing Applicants (Pre-Screening)	Pre-Screen Phone/Video Interview
	Phone/Video Screen Accepted
	Phone/Video Screen Declined
	Pre-Screen - Not Selected (HR email applicant after interview approval complete)
	Pre-Screen - Not Selected (Don't notify applicant until position filled)
Reviewing Applicants (Non-Selection)	Not Selected for an Interview (HR email applicant after interview approval complete)
	Not Selected for an Interview (Don't notify applicant until position filled)
<i>Interview Approvals occur via outlook. PageUp does not send a notification Email must be sent to Dean/Appointing Officer &amp; HR to initiate process</i>	
Interview Approvals	Interview Approval - Pending Dean/Appointing Officer
	Interview Approved Dean/Appointing Officer - Pending HR
	Interview Approved HR - Pending Affirmative Action
	Interview Approved Affirmative Action
<i>Use Interview 2 for 2nd round of interviews</i>	
Interviewing	Interview 1
	Interview 1 Accepted
	Interview 1 Declined
	Interviewed - Not Hired (Dept. call applicants)
Candidate Selection	Preparing Offer Details
Offer	Verbal Offer by Dean/Appointing Officer
	Offer to Candidate - Submitted Online
	Background Check(s) in Progress
	Hired
	Not Selected - Candidate Notified
	Position Filled - Candidate Not Selected

[illegible]

# Inclusion Advocate Program Overview

## Duties & Responsibilities

An Inclusion Advocate serves in a formal role on search committees, with specific responsibilities to help ensure inclusive hiring practices. At a minimum and in consultation with the search committee chair, Human Resources, and the Affirmative Action/EEO Office as appropriate, an Inclusion Advocate will:

1. Serve on search committees for all full-time positions.
2. In most cases, be selected from outside the hiring department. A closely related department, even if within the same school or division, is encouraged. See [www.gvsu.edu/affirmative/ia](http://www.gvsu.edu/affirmative/ia) for a list of Inclusion Advocates.
3. Review and approve recruitment plans and job advertisements prior to the beginning of a search.
4. Review availability and application pool data and, if necessary, suggest additional recruitment options and/or changes to the recruitment plan and/or search timeline.
5. Provide a statement reviewing the search process, and assuring full inclusive practices were implemented during the search, and/or acknowledging concerns related to the search prior to the final hire is approved.

## Criteria & Requirements

Criteria for participation and requirements for orientation and on-going learning have been developed for faculty and staff. At a minimum, Inclusion Advocates must:

1. Attain tenure (faculty) or complete probationary status and 12 months of service (staff).
2. Apply to be an Inclusion Advocate at [www.gvsu.edu/affirmative/ia](http://www.gvsu.edu/affirmative/ia).

## (cont.)

3. Attend a 2-hour Inclusion Advocate Social Justice 101 Orientation session. Register at [www.gvsu.edu/sprout](http://www.gvsu.edu/sprout).
4. Annually, attend a 2-hour Inclusion Advocate Annual Update Meeting on inclusive recruitment and selection practices, and to receive updates on GVSU's requirements for Affirmative Action/EEO.
5. Annually, attend at least one training or educational opportunity provided by the Social Justice Education program in the Division of Inclusion and Equity. See <http://www.gvsu.edu/socialjustice/>. Individuals, departments, divisions, or units outside the Division of Inclusion and Equity may submit programs, trainings, or workshops to be considered for fulfilling this requirement by emailing [inclusion@gvsu.edu](mailto:inclusion@gvsu.edu).
6. Participate in the evaluation of the program.
7. Current and ongoing Inclusion Advocates remain Inclusion Advocates by annually completing items 4 through 6 above.

### **Exceptions to Hiring Committee Requirements and Inclusion Advocate Criteria**

Appointing Officers may request exemptions from Inclusion Advocate and/or search committee responsibilities and employees may request exceptions to the criteria and requirements for becoming an Inclusion Advocate by contacting the Division of Inclusion and Equity. See <http://www.gvsu.edu/affirmative/>.

- Departments/Units which do not demonstrated underutilization or have active Affirmative Action Plan goals related to placement and promotions may request exemptions to all or individual requirements and use an alternative/expedited process. Written justification for the exemption and requested exemption(s) must be submitted to the Division of Inclusion and Equity.
- Individuals with demonstrated expertise, education, and/or experience in inclusive hiring practices, Affirmative Action, social justice education, employment law, human resources, and other fields may request exceptions to all or individual criteria. A resume/CV, other relevant materials, written justification for the exception, and requested exception(s) must be submitted to the Division of Inclusion and Equity.
- Appeals to requests that are denied may be submitted to the Assistant Vice President for Equity, Planning and Compliance then the Vice

## (cont.)

President of Inclusion and Equity, or designee. See [gvsu.edu/inclusion/staff](https://gvsu.edu/inclusion/staff)

- Requests for exemptions or exceptions made by hiring managers or employees in the Division of Inclusion and Equity will be approved by the Associate Vice President for Human Resources, or designee.

Inclusion Advocates play an important role in ensuring equitable and inclusive recruitment and hiring practices at GVSU. Work as an Inclusion Advocate should be recognized as vital service to the University in both personnel committees and staff evaluations. The Division of Inclusion and Equity will formally recognize the efforts and service of those who participate in the program.

The Division of Inclusion and Equity continues to implement mechanisms to assess the impact and effectiveness of the Inclusion Advocate Program. Inclusion Advocates, hiring committee chairs, and hiring managers/Appointing Officers are asked to be involved in the evaluation process. Feedback, suggestions and lessons-learned will be documented via web-based survey instruments, debriefing interviews and focus groups. The input obtained will serve as an important source of information needed to make continuous improvements to the Inclusion Advocate Program. On-going feedback is always welcomed by contacting [inclusion@gvsu.edu](mailto:inclusion@gvsu.edu) or at the form below.

## Inclusion Advocate

# Evaluation of the Search Process

An Inclusion Advocate serves in a formal role on search committees, with specific responsibilities to help ensure inclusive hiring practices.

### Inclusion Advocate - Evaluation Survey

An Inclusion Advocate serves in a formal role on search committees, with specific responsibilities to help ensure inclusive hiring practices.

\* denotes a required field

#### Evaluation Survey to be completed by Inclusion Advocate

Was inclusion a priority in the search process? \*

- Select Option ▼

Did you feel that you were properly equipped to offer alternative opinions on topics relating to inclusion as it pertained to the search process? \*

- Select Option ▼

Do you believe that the search committee made good faith efforts to attract qualified diverse candidates? \*

- Select Option ▼

Were you involved in the entire search process (e.g. job description development, formal posting, candidate evaluation, interviewing, offer)? \*

- Select Option ▼

What would you suggest are areas of improvement for Grand Valley State University - as far as diverse talent acquisition is concerned? \*

## Search Committee Chair

# Evaluation of the Inclusion Advocate

An Inclusion Advocate serves in a formal role on search committees, with specific responsibilities to help ensure inclusive hiring practices.

### Search Committee Chair - Evaluation Survey

An Inclusion Advocate serves in a formal role on search committees, with specific responsibilities to help ensure inclusive hiring practices.

\* denotes a required field

#### Evaluation Survey to be completed by the Search Committee Chair

Did the Inclusion Advocate facilitate discussions around inclusion and equity as it pertained to the search process? \*

- Select Option ▼

Did the Inclusion Advocate review the job description before it was posted? \*

- Select Option ▼

Was the Inclusion Advocate involved in drafting and signing off on the recruitment plan? \*

- Select Option ▼

Did the Inclusion Advocate reinforce and educate the committee on leading practices for inclusive hiring? \*

- Select Option ▼

Was the Inclusion Advocate supportive in developing methods for outreach and awareness? \*

- Select Option ▼

What would you suggest are ways we can improve upon the Inclusion Advocates program? \*

[illegible]

# Sample Interview Questions

## Inclusion Focused

### **Commitment to Diversity**

1. Describe your understanding of inclusion and diversity and why it is important to this position
2. How do you define “diversity” and “inclusion” respectively?
3. In what ways do you think inclusion is important to someone in the role of \_\_\_\_\_?
4. What does it mean for you to have a commitment to diversity?  
How have you demonstrated that commitment and how would you see yourself demonstrating it here?
5. To what extent do you believe there are significant differences in how one should work with diverse cultures within the US and diverse cultures from other nations? Are different strategies appropriate, and if so, what are they?

### **Hypothetical-Based Questions**

1. How would you [reach] [serve] diverse groups or traditionally underserved communities?
2. Why do you think it's important to address diversity and equity issues in this position, and what are some ways you might do that?
3. How would you advocate for diversity education and diversity initiatives with individuals who don't see its value?
4. Explain what you believe to be an effective strategy to introduce diversity to individuals who have only experienced a limited number of cultures.

## (cont.)

5. Explain what you believe to be an effective strategy to diversify curricula.
6. When dealing with a non-diverse environment or individuals with little experience with diversity, how would you approach making diversity relevant or valued?
7. How would you handle a situation in which someone made a sexist, racist, homophobic or otherwise prejudiced remark?
8. How would you respond to a conversation between [co-workers] [students] [colleagues] that was clearly offensive to others?
9. If you were hired, how would you use this position to increase or enhance diversity?

### **Behavioral Based Questions**

1. How has your [education] [previous work experience] prepared you for [working with] [teaching] a diverse population?
2. How has your background and experience prepared you to be effective in an environment [that values diversity] [is committed to inclusion] [where we see awareness of and respect for diversity as an important value]?
3. What is your past experience or training in [working with] [teaching] \_\_\_\_\_ populations?
4. What specific experiences have you had addressing concerns of diverse [communities] [students] [populations] at your current or previous institution? What role have you taken in addressing those concerns?
5. Please tell us about an instance when you have demonstrated leadership or commitment to equity in your work.
6. What programs or initiatives have you been part of to [work with diverse populations] [address diversity issues], and specifically what was your role in those efforts?

## (cont.)

7. GVSU, like many universities, is highly concerned with issues of diversity and equity. How has your past work demonstrated an active commitment to equity?
8. Can you describe an innovative [program] [activity] [teaching strategy] addressing diversity that you were an integral part of developing?
9. In what ways have you demonstrated commitment and sensitivity to the importance of diversity in your previous experience?
10. Describe a time when you worked to incorporate diversity issues or diverse communities into [a project or event you worked on] [a class you taught].
11. What training and experience do you have in developing and implementing [services and programs] [courses] [course objectives] [learning objectives] that incorporate diversity?
12. Describe your experiences in strategic planning related to diversity.
13. Describe your experiences in assessing diversity initiatives and their outcomes.
14. What experiences have you had with recruiting, hiring, training, and/or supervising a diverse workforce?
15. What is the most challenging situation dealing with diversity that you have faced and how did you handle it?
16. If we were to ask your colleagues or supervisor at your current position, what do you think they would say about your diversity background, experience and contributions?
17. What areas of diversity do you think you have to learn more about and how would you go about doing it?

## (cont.)

18. What have you done to further your knowledge or understanding about diversity? How have you applied your learning?
19. How has your research incorporated diverse populations?
20. What role has diversity played in your [approach to teaching \_\_\_\_\_] [teaching strategies] [management of classroom dynamics]?
21. What kinds of experiences have you had in relating with people whose backgrounds are different than your own?
22. Have you ever realized you had said or done something that may have been offensive to a [colleague] [student] [co-worker]? How did you respond to that realization, and what was the outcome?
23. In your experience, what are the challenges faced by members of historically underrepresented groups [in the workplace] [in successfully completing their education]? What strategies have you used to address these challenges, and how successful were those strategies?

## Recruitment Resources

# New Approaches to Advertising at GV

### **Native News Online**

All positions on GVSU Jobs will be posted weekly to [nativenewsonline.net](http://nativenewsonline.net) for 2017-2018.

#### **Features**

- Online publication with a focus on Native American issues
- Unlimited job postings per month
- Weekly advertisements posted to Native News Online
- Large reach to Native Americans – nearly 400,000 unique visitors per month

### **Inside Higher Ed**

To have a position posted to [insidehighered.com](http://insidehighered.com), email the GVSU Jobs posting to [inclusion@gvsu.edu](mailto:inclusion@gvsu.edu) with "Inside Higher Ed Posting Details" in the subject line.

#### **Features**

- Access to over 600,000 incremental job seekers
- Tailored searches for institutional positions (Faculty, Administration, Executive Leadership)
- Centralize searches through a robust talent acquisition portal
- Unlimited postings
- Customizable services specific to the institution
- 20 postings listed in DiversityJobs within 1st month of membership
- GVSU Diversity Profile- enhanced marketing and PR consulting for diversity recruitment

### **Veteran Resources**

The search committee chair confirms that a position announcement be shared with Veteran Employment Services (State of Michigan) and U.S. Department of Veterans Affairs (Vet Success) on the HR Recruitment Plan Template.

### **Inclusive Recruitment Resources**

Visit [gvsu.edu/affirmative/recruitmentresources](http://gvsu.edu/affirmative/recruitmentresources) for a comprehensive listing of additional recruitment resources by discipline and identity. Mailing labels for searches are also available.

## Recruitment Resources

# New Approaches to Advertising at GV (cont.)

Free inclusive employer resources to connect with job seekers who are persons with disabilities and Veterans.

	Focus	Job Bank, Postings	Recruitment Toolkit	Talent Acquisition Consulting Services	Employer Specific Applicant Tracking	Hiring Manager Email Alerts	Access Link
CareerOneStop	Vets	Yes	Yes	No	No	No	<a href="http://careeronestop.org">careeronestop.org</a>
Pure Michigan Talent Connect	Vets	Yes	Yes	No	No	No	<a href="http://mitalent.org">mitalent.org</a>
United States Department of Labor	Vets	No	Yes	Yes	No	No	<a href="http://dol.gov/vets/ahaw">dol.gov/vets/ahaw</a>
The Sierra Group – Recruit Disability	Disability	Yes	No	No	Yes	Yes	<a href="http://jobs.recruitdisability.org">jobs.recruitdisability.org</a>
WRP	Disability	Yes	No	No	Yes	Yes	<a href="http://wrp.gov">wrp.gov</a>
The Job Accommodation Network	Disability	No	No	Yes	No	No	<a href="http://askjan.org">askjan.org</a>
AbilityLinks	Disability	Yes	No	No	Yes	Yes	<a href="http://abilitylinks.org">abilitylinks.org</a>
DisABLED Person	Disability	Yes	No	No	Yes	Yes	<a href="http://Jofdav.com">Jofdav.com</a>

[illegible]

# GVSU STRIDE Guide

## for Hiring and Retaining Excellence

For more information or additional copies of this resource, please contact the GVSU STRIDE committee at:

[nsfadvance@gvsu.edu](mailto:nsfadvance@gvsu.edu)

or the NSF-ADVANCE Program's Web site at:

[www.gvsu.edu/nsfadvance](http://www.gvsu.edu/nsfadvance).

This Handbook was adapted with the permission of *ADVANCE* at the University of Michigan, and is available for download at the website above.

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# Introduction

There is a mystery to academic life. Despite the predominance of fair-minded, egalitarian faculty, departments can remain relatively homogenous. There is good research to indicate that this lack of diversity is due to bias in hiring and retention. Efforts to recruit, retain, and promote diverse faculty in science and engineering have produced slow and uneven results. This has been the case both nationally and – to a large degree – at Grand Valley State University. GVSU's record of hires in recent years is promising, although still not up to the percentage of PhDs granted to under-represented groups. (Appendix 1 provides an overview of GVSU hiring in 2007-8.) Beginning Summer 2007, under the auspices of the GVSU-UM PAID NSF ADVANCE grant, the STRIDE committee has read deeply and discussed endlessly the literature regarding this dilemma.

The goal of the STRIDE committee is to help recruit and retain women and other under-represented groups among the faculty by helping our colleagues recognize and reduce sources of bias. This handbook is designed to integrate and summarize the recruitment and hiring practices that have been identified nationally and by the STRIDE committee as effective, practical, and fair.

## Alphabet Soup

NSF = National Science Foundation

PAID = Partnerships for Adaptation, Implementation, and Dissemination

ADVANCE = Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers

STRIDE = Strategies and Tactics for Recruiting to Improve Diversity and Excellence

UM = an Unnamed Michigan research university. In Ann Arbor.

The STRIDE committee is composed of a diverse group of senior faculty who are able to advise individuals and departments on hiring practices aimed at increasing both the diversity and excellence of the faculty through presentations, detailed and targeted advice, or focused discussions as needed. Several times a year STRIDE offers an interactive workshop for search committee members and other interested faculty. Our STRIDE committee builds on a successful strategy at the University of Michigan, where several years of experience with the UM-STRIDE committee's activities have led to real progress in the recruitment of women in Engineering, Liberal Arts and Sciences, and Medicine. (See Appendix 6 for a summary of the UM results.) A current listing of STRIDE committee members can be found at [www.gvsu.edu/nsfadvance](http://www.gvsu.edu/nsfadvance).

## Not What We're Saying



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# Bias in the Workplace?

## Isn't that a 1970s problem ... like bellbottoms?

There is a mountain of evidence that gender and racial bias are still a problem in the 21<sup>st</sup> century. Some damning evidence from peer-reviewed research:

- Blind Auditions. As orchestras adopt blind auditions where only the performer's music can be heard, significantly more women are hired and advanced. Performers play from behind a screen, and there is even carpeting to muffle whether heels are worn or not.

*Orchestrating Impartiality: The impact of blind auditions on female musicians*, Golden & Rouse (2000), **American Economic Review**, 90, 715-41



- Racial information in application information.

Recommendations and Attributions of Personal Characteristics and Interpersonal Orientation as a Function of Candidate Qualifications and Race

Condition	Strength of Recommendation			Percent Recommended		
	1988-9	1998-9	Both	1988-9	1998-9	Both
Strong Qualifications						
White Candidate	6.74 (1.41)	6.21 (2.09)	6.52 (1.72)	89	79	85
Black Candidate	7.32 (1.67)	7.00 (1.60)	7.18 (1.62)	95	87	91
Moderate Qualifications						
White Candidate	6.05 (1.73)	5.69 (1.60)	5.91 (1.67)	75	77	76
Black Candidate	5.06 (1.39)	4.53 (1.64)	4.82 (1.51)	50	40	45
Weak Qualifications						
White Candidate	3.05 (1.65)	2.42 (1.68)	2.81 (1.66)	5	8	6
Black Candidate	3.29 (1.69)	3.77 (1.69)	3.50 (1.68)	12	15	13

Table 1. Mean with standard deviation in parentheses. *Aversive racism and selection decisions: 1989 and 1999*, Dovidio and Gaertner (2000) **Psychological Science**, 11, 315-319.

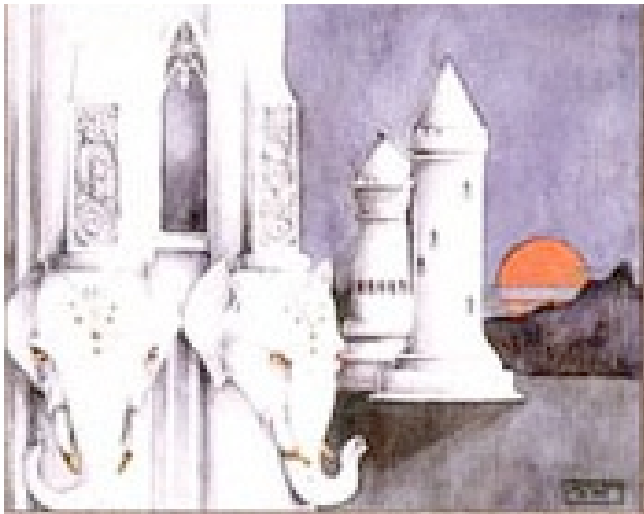
- If the applicants had ambiguous credentials, then whites recommend for hiring: black candidates 45% of the time, and white candidates 76% of the time.
- Applicants with African-American sounding names had to send 15 resumes to receive a callback, while applicants with "white" names needed to send only 10. And white names yielded as many more callbacks as an additional 8 years of experience on African-American resumes.
- The higher the resume quality, the higher the gap between callbacks for white vs. African American names.

- Negative correlation between criteria and salary. Not only were effects of the same qualifications different in magnitude, but they could also be positive or negative depending on gender!

*International business careers in the United States: Salaries, advancement, and male-female differences*, Egan, M; M. Bendick, Jr. 1994. **International Journal of Human Resource Management**, 5 (February), 33-50.



**IMPACT** Women's achievements and qualifications appear to be worth less than men's.



*Color of Glass: Letters of Recommendation for Female and Male Medical Faculty*, Frances Trix and Carolyn Psenka, **Discourse & Society** v14 (2)

But, surely it's not a problem in ... in...

## Academia!

Successful medical faculty recommendation letter study: Researchers reviewed all the letters of successful applicants at a large American medical school over a three-year period.

- Women are more likely to be referenced by first name.
- Women receive fewer and shorter professional comments and more personal comments.
- Bias did not depend on the gender of the writer.

MIT's self-study: MIT did a self-study on the percentage of women faculty in the School of Science to see if their then current efforts to promote gender diversity were having an impact.

Year	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
#	22	22	21	24	23	22	22	24	24	22
%	7.5	7.6	7.1	8.1	8.0	7.6	7.8	8.7	8.7	8.0

Nope.

Curriculum Vitae: Identical CVs with gendered names resulted in more recommendations for hiring of male candidates. Researchers submitted identical application materials with the only difference being gendered names. Specifically, when qualifications of candidates are similar, search committees tend to favor Brian over Karen 2:1 among university psychology professors.

*The impact of gender on the review of the curricula vitae of job applicants and tenure candidates*, Steinpreis, Anders & Ritzke (1999) **Sex Roles**, 41 (7/8), 509-28.

Women need to perform at a higher level than men for equal opportunities: A 1997 study of research funding by the Swedish Medical Research Council found that women had to be about 2.2 times more productive than their male counterparts to be as successful in securing research awards.

*Nepotism and sexism in peer-review*, Wennerås, C. & Wold, A., (1997) **Nature** 387, 341-343.

Very small imbalances, if encountered repeatedly, add up over time to major differences

Even very small amounts of disadvantage accumulate.

**Table 2**

Results of Computer Simulation 2: Effect Size 1% of the Variance

Level	Incumbent's mean score	Number of positions	Percentage of women
8	74.08	10	35
7	67.14	40	39
6	62.16	75	43
5	59.15	100	46
4	56.03	150	48
3	53.64	200	48
2	49.77	350	50
1	44.02	500	53

A computer simulation shows the importance of even very small amounts of bias if they are repeatedly encountered (Martell, Lane & Emrich 1996).

Maybe a little bias isn't *sooo* bad...

So maybe there is bias. But if it's just a slight bias, and we try really hard to be fair, then it won't cause too much damage. Maybe?

Accumulation of bias: A computer simulation was designed which favored one group with a 1% bias on a quantitative evaluation for promotion. After several iterations, the top levels (most promoted) were almost 2/3 from the favored group.

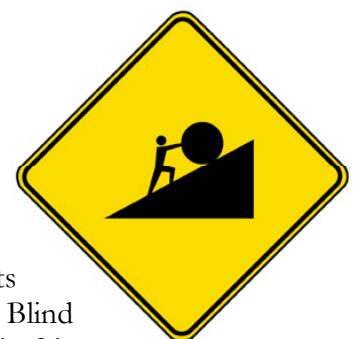
*Male-female differences: A computer simulation*, Martell, R., Lane, D. M., & Emrich, C. (1996) **American Psychologist**, 51, 157-158.

Then it must be **HOPELESS!**

After all, if bright, genuinely fair-minded people in a meritocratic system can't do a better job at eliminating bias, then there must be no way to address the problem. But there is hopeful evidence.

In addition to documenting the problem of bias, researchers have also examined its causes, mechanisms and some remedies. In addition, there are studies such as the Blind Auditions study above. Elimination of the information that enabled bias resulted in fair evaluations, and improving quality of orchestras. The blind audition has taken hold as standard practice among orchestras worldwide as a practice that increases excellence.

After the MIT self-study, the university implemented reforms. By 1999 (5 years later), there were 35 women faculty, 13.2% (up from 22, 8%; *The MIT Faculty Newsletter*, special edition XI, 4, 1999). What did they do?



“The Dean took immediate steps to redress inequities to senior women faculty. Individual issues of space, resources, equipment, previous underpayment of pensions, and responses to outside offers were rapidly addressed. Through discussions with department heads, the inclusion of women in significant departmental activities was increased. ... also made great effort to identify and recruit exceptional women at all faculty ranks.”

Furthermore, programs around the country, several of which were supported by NSF ADVANCE grants (such as the one at the University of Michigan) have been successful in beginning a shift in university culture that reduces opportunities for bias, and raises the level of excellence. The Advance programs include heavy faculty involvement, and begin with peer education about the existence and causes of bias.

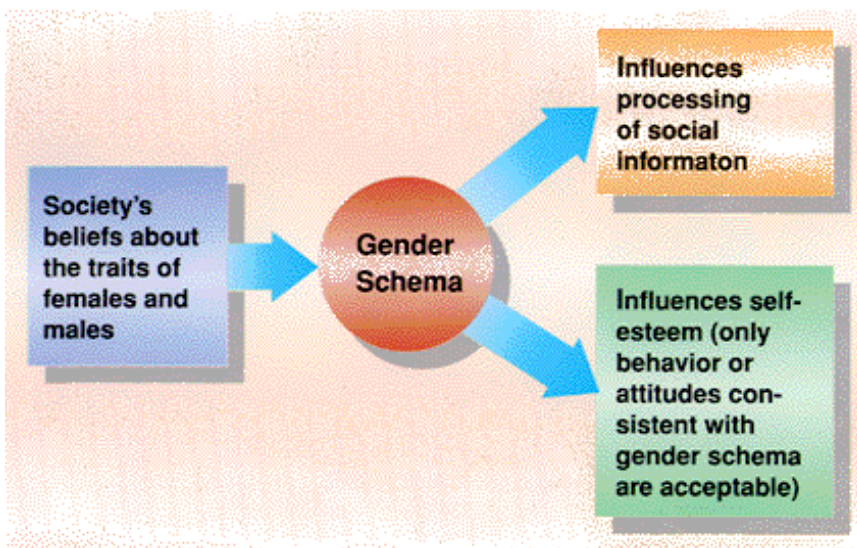
## What causes bias?

*Schema* is one mechanism that research has indicated as a cause of bias.

Schema refers to the connected web of the non-conscious hypotheses we all possess about an observable characteristic or social construct, such as height, gender, race, ethnicity, mode of dress, etc. Social scientists refer to the *activation* of schemas when we access these non-conscious hypotheses.

Schemas are activated when decisions must be made in haste, or with limited information, or in a situation with which the individual has little experience. Research shows that everyone has schema and activates them when the conditions for their activation are met. The research that Virginia Valian, Distinguished Professor at Hunter College, has collected in *Why So Slow?* suggests that much of the bias against women is from unconscious activation of gender schema. She does not suggest that we, even if it were possible, somehow remove our schema. They are a survival response, allow us to make quick decisions, and allow for rapid categorization of a collection. Valian refers to schema as “proto-scientific.” Problems arise when schemas are activated inappropriately or prevent us from achieving our goals or objectives.

**Key resource**  
**Why So Slow? The Advancement of Women.** Virginia Valian. 1998. MIT Press.



## How do schema form?

Gender schemas form from the images and portrayals of males and females in our culture and the media, as well as from our own experiences of the traits of females and males. They are reinforced constantly as we are immersed in our own culture.

## When are schema activated?

The research shows several conditions in which schema may influence decisions. Schemas are activated in situations where there is relatively little or ambiguous information. Schemas are activated when decisions need to be made quickly or a large number of decisions in a short time period. Schemas are activated when one group is rare in the context in which you are operating.

Thank goodness those situations never occur in a search process!

# Strategies for Equity in Hiring

## Before the Search Begins

Why pursue diversity? Because broadening the pool and reducing bias increases excellence. But how do you pursue diversity? It begins before you begin.

### Composition of the Committee

The composition of the search committee and its charge are factors likely to have consequences for the outcome of the search. It is important that issues of composition and charge be addressed deliberately and early. STRIDE committee members are happy to meet with department chairs or other decision-makers to help think through issues associated with the composition of, and charge to, the search committee.

#### Key Resource

It may be helpful for the committee to view the videotaped lecture by Professor Virginia Valian, of CUNY, summarizing this research, and discuss it as a group. The lecture may be viewed at the following URL:

<http://mitworld.mit.edu/video/80>

A committee could also examine Professor Valian's interactive tutorials can be accessed at the following URL:

<http://www.hunter.cuny.edu/gendertutorial/>

Search committees should include members with different perspectives and expertise, and with a demonstrated commitment to diversity. Search committees do need to be composed of people working to reduce bias. The university requires an Inclusion Advocate on the search committee as well. While diversity on committees is encouraged, attention should be paid to not overburdening unrepresented faculty. Ensure that each member of the committee has an equal voice in the proceedings.

Consider: appointing search committee members from outside the department.

### *Charge!*

The search committee should:

- Verify that its charge includes particular focus on equitable search practices, and the goal of identifying outstanding women and underrepresented minority candidates for the position.
- Discuss how to ensure that the school or department's commitment to diversifying the faculty is integrated into the search strategies.

#### WHY?

Ambiguous evaluation criteria invite subconscious sorting of candidates, which makes space for judgments based on schema.

- Identify selection criteria and develop the position description prior to beginning the search.
- Consider as important selection criteria for all candidates (regardless of their own demographic characteristics), the ability of the candidate both to add intellectual diversity to the department, and to work successfully with diverse students and colleagues.
- Establish plans for actively recruiting women and underrepresented minorities prior to beginning the search.
- Review practices that will mitigate the kinds of evaluation biases that social science research has identified that result in unfair evaluations for women and minority candidates.
- Consider having multiple members of the committee attend a STRIDE workshop.

## Defining the Position

- Define the position in the widest possible terms consistent with the department's needs. Aim for consensus on specific specialties or requirements, while planning to cast the hiring net as broadly as possible. Make sure that the position description does not needlessly limit the pool of applicants.
- Establish selection criteria and procedures for screening, interviewing candidates, and keeping records *before* advertising the position, if possible, and definitely before reviewing any applications.
- Make sure that hiring criteria are directly related to the requirements of the position, clearly understood, and accepted by all members of the committee.
- Get committee consensus on the relative importance of different selection criteria. Plan to create multiple short lists based on different key criteria. (See "Creating the Short List")
- Consider "cluster hiring," which involves hiring more than one faculty member at a time to work in the same specialization.

### WHY?

Studies show that women candidates often have an interdisciplinary focus to their research. Narrow field requirements eliminate many excellent candidates before the first application arrives!

### WHY?

Cluster hiring: If candidates are hired in areas that are not historically at the center of the department's focus and interest, it can be disadvantageous to their scholarly progress. How will the department support the development of the new hire's area within the department?

## Role of Language

Proactive language can be included in job descriptions to indicate a department's commitment to diversity. This may make the position more attractive to female and minority candidates. Examples include:

- "The college is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community."
- "The University is responsive to the needs of dual career couples."
- "Women, minorities, individuals with disabilities, and veterans are encouraged to apply."

Note: stick to the truth!

Regardless of candidates' personal characteristics, *all* candidates are interested in the policies that make GVSU a humane work setting. Position descriptions or department web pages can include links and/or information on relevant GVSU features. (See Appendix 3.)

## Cast a Wider Net

The search committee, or a larger group in the department, should engage in a relatively extended review of the wider disciplinary context, as well as the department's own past history of searching and hiring, before beginning a new search. Think of it as problem solving: how can you remove constraints that have hampered your search in the past? The department is more likely to be able to achieve a different outcome if it has some understanding of factors that may have played a role in limiting past success in recruiting diverse faculty.

### Is that legal?

Yes. It is legal to invite candidates to apply, as long as they are not given a special advantage in evaluation and the position is also promoted through conventional means.

### Review the National Pool

- Take steps to identify the national pools of qualified candidates for the field as a whole and for subfields in which you are considering hiring. Subfield pools are sometimes quite different from overall pools. There are some ADVANCE Program data resources on field and subfield pools.

- Identify any institutions or individuals that are especially successful at producing women and/or under-represented minority doctorates and/or postdoctorates in your field or the desired subfield. Recruit actively from those sources.
- It may be helpful to develop long-term strategies for recruiting diverse faculty. For example, the department might consider inviting women or minority faculty to give talks and then inviting them to apply for positions the following year.

## Statistical and Anecdotal Analysis

- Find out how many women and under-represented minorities have applied for past positions in your department, as a percentage of the total applicant pool. Find out how many women and under-represented minorities have been brought to campus for interviews in your field in previous searches. How do the percentages compare? How do your participation rates compare to the national averages for new PhDs in the relevant field?
- If women or under-represented minority candidates have been hired in recent searches, ask the search committees, the department chair, and the recently hired faculty themselves how they were successfully recruited.
- If women or under-represented minority candidates have been offered positions but have turned them down, find out why. STRIDE members are willing and able to conduct confidential interviews with such candidates, if you think they might be less than candid in talking with colleagues in the same field. Be sure, in any case, to collect multiple accounts; individual stories often differ. Listen for potential insights into departmental practices that might have been a factor in candidates' decisions. Stories that appear to be highly individual at first may reveal patterns when considered in the aggregate.
- Find out what has happened to women and under-represented minorities who were not offered positions in previous searches. Where are they now? Does it appear that something interfered with the assessment of their likely success?
- Keep what's good. Probably your unit is full of dedicated, gifted professionals. Which aspects of your search process were most helpful in identifying them and convincing them to come to Grand Valley?

### Survey says...

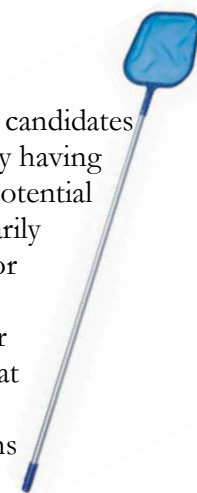
Research indicates that common causes for homogenous hiring include departmental evaluation systems that do not value interdisciplinary or collaborative work, narrow position descriptions, or single ranking based on candidate preference rather than multiple evaluation of selected criteria.

## During the Search

### Deepening the Pool

View your committee's task as including a process of building a deep pool of excellent and diverse candidates rather than merely skimming an existing pool for the best candidates. This may be accomplished by having committee members attend presentations at national meetings and develop a more diverse list of potential future candidates based on those. Candidates identified in this way may be in any field, not necessarily the one targeted for a particular search. In fact, the department may actively identify women and/or minority candidates, who can then be considered for targeted recruitment.

- Discuss how to communicate the school or department's commitment to and strategies for hiring and advancing diverse faculty. This may be of particular concern for departments that have few or no women or minority faculty.
- Beware of institutional preferences. Hiring from preferred programs may exclude programs that serve a more diverse student population.



- If the pool of applicants does not include female or minority candidates who will be seriously considered by the search committee, examine the criteria used to narrow the pool. Was there a factor that removed underrepresented candidates? Consider re-opening or intensifying the search.
- Be careful to place a suitable value on non-traditional career paths, and avoid penalties for such paths. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences.

### Why?

There is considerable evidence that evaluations of men frequently go up when they have such work experience, while evaluations of women with the same kinds of experience go down.

## Active Recruiting

In addition to customary recruiting practices, the committee might also consider the following:

- Advertise the position for at least thirty days before the application deadline.
- Use electronic job-posting services targeted at diverse groups such as minority and women's caucuses or professional networks in your discipline. Consider websites, listservs, journals, and publications aimed specifically at underrepresented minorities and women. (See Appendix 4 for Active Recruiting Resources.)
- Make personal contacts with women and minorities at professional conferences and invite them to apply.
- Ask faculty not on the search committee to help identify women and minority candidates. They can contact colleagues at other institutions to seek nominations of students nearing graduation or other faculty interested in moving laterally, making sure to request inclusion of minorities and women.
- Identify suitable women and minority faculty at other institutions, particularly faculty who may currently be under-placed, and send job announcements directly to them.

## Evaluating Candidates

The crucial phases for reducing bias in hiring are, of course, when evaluating candidates. One suggestion that applies to both narrowing the pool and evaluating the finalists is the idea of rubrics. Assessment theory has shown that assessment is more accurate and consistent, both inter- and intra-evaluator, when done with a rubric that codifies what the different levels of evaluation look like for the particular context.

- Construct evaluation tools before beginning review of any candidates' materials. In fact, design of evaluation tools may change the description of the position, so you may wish to complete at least the application assessments before placing the ads and promoting the position.
- Identify the criteria advertised for the position. If all criteria are not equally important design a weighting scheme to emphasize the most important criteria.
- Decide on how many levels of evaluation you wish for each criterion.
- Rubrics can be holistic, with a general description of the meaning of levels, or specific, with detailed information about what qualifies for the different levels for each criterion.
- See examples of rubrics for "Supporting Department Mission," "Potential or Demonstrated ability in the area of teaching," "Scholarly and Creative Activity," and a "Summary Evaluation Tool" in Appendix 2. These are meant as examples to be adapted or inspirational, not as ready-to-use tools.



## Creating the Short List

As you begin to evaluate applicants and candidates, be aware of the kinds of evaluation biases that psychological research has identified in both women's and men's judgments of job candidates. Read Virginia Valian's book *Why So Slow?* (or some key chapters), or view her videotaped lecture summarizing this research, and discuss it as a group. STRIDE committee members will be happy to help you obtain this material. (Links to Valian's videotaped lecture are noted on p. 4 above.

The most important general point about the process of creating the short list is to build in several checkpoints at which you make a considered decision about whether you are satisfied with the pool of candidates you have generated. The following are suggestions that have helped to reduce barriers to underrepresented candidates.

- Get consensus on the multiple criteria that will be used to choose candidates for interviews. Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's goals (e.g., experience working with diverse students might be one). In addition, discuss the relative weighting of the different criteria, and the likelihood that no or few candidates will rate high on all of them.
- Develop a medium list from which to generate your short list. Are there women or minority candidates on it? If not, consider intensifying the search before moving on to a short list.
- Consider creating separate short lists ranking people on different criteria, such as teaching, research potential, collaborative potential, and mentoring capacity. Develop your final shortlist by taking the top candidates across different criteria. Evaluate this step before finalizing the list; consider whether evaluation bias may still be affecting your choices.
- Alternatively, generate a separate medium list that ranks the top female and/or minority candidates if only one or two women or minorities show up on your first medium list. Consider whether evaluation bias (the tendency to underestimate women and underrepresented minority members' qualifications and overestimate white) might have played a role in the committee's judgments. One way to do this is to compare the top females and underrepresented minorities on the new medium list with the original medium lists. Create a new short list by drawing the top candidates from both "medium" lists.
- Plan to interview more than one woman and/or under-represented minority candidate. As noted earlier, research indicates that interviewers evaluate women and underrepresented minorities more fairly when there is more than one in the interview pool.

### Crucial Biases

Research indicates that common problems at this stage include

- qualitatively poorer letters of reference written for women and minorities,
- reviewer non-conscious bias when reading CVs, and
- narrow search criteria.

### Why?

When there is only one woman or underrepresented minority, she or he is far less likely to succeed than when compared to a diverse pool of candidates, probably because of the heightened salience of his or her race or gender. The research indicates that interviewers evaluate underrepresented groups more fairly when there is more than one representative in the interview pool.

## Campus Visits

The campus visit is not only an opportunity to evaluate the candidate; it is perhaps the most crucial opportunity for the candidate to evaluate the department. Consider how best to communicate three messages:

1. You are seriously interested in the candidate's professional credentials and work and their future development as a scholar and teacher;
2. Grand Valley is a good place to come because it is intellectually lively, and committed to diversity in the faculty, staff and student body;
3. Grand Valley is a good place to come because it has a variety of humane, family-friendly policies in place.

How these messages are communicated can make a critical difference in recruiting women or underrepresented individuals to departments in which they will be vastly outnumbered by male colleagues.

- Make it clear that you are interested in the candidate's scholarship and skills, rather than his or her demographic characteristics. It is generally *detrimental* to make a point with candidates that the department is eager to hire women and minorities.
- Distribute information about family-friendly policies to all job candidates regardless of gender, partner or parent status, and race or ethnicity.
- Consider how the department will represent itself as a place in which women and minority faculty can thrive. This may be difficult for departments that currently have few or no women and minority faculty members. Some things that may make the department more attractive to all candidates, but especially women and under-represented minorities are:
  - Clear and public policies and procedures for evaluation and promotion
  - Mentoring resources for junior faculty
  - Development of some practices in evaluation and annual reporting that value mentoring of women and minority faculty and students
- Schedule interviews and events with consistency in achieving outcomes, recognizing that different means may be required. For example, white male candidates may automatically be meeting with white male faculty, given the composition of your department. When recruiting candidates with different race and/or gender characteristics, it will be equally important for them to meet people who share important demographic characteristics, but you may need to make particular arrangements to ensure that this happens. Race, ethnicity and gender are not the only personal characteristics that may be important to consider; if you learn that a candidate is particularly concerned with the availability of a community identified with a particular nationality, religion, family status, sexual orientation, gender identity and expression, or other characteristic, take steps to help them meet with appropriate members of that community. One option is to create opportunities for the candidate to meet with faculty members, including members of STRIDE, who can provide relevant information to candidates.
- Introduce women and minority members of the department to all candidates, not just women and minorities. Moreover, if women and minority faculty members are expected to play an especially active role in recruiting new faculty, be sure to recognize this additional service burden in their overall service load.



- Give the candidate a chance to interact with the department's faculty in multiple venues. Formal talks may not reveal every candidate's strengths. Consider including Q & A sessions, fireside chats, or other less formal interactions.
- Be sure to offer information and access to faculty who might represent opportunities for interdisciplinary collaboration.
- Consider: Avoid leaving candidates alone with faculty who may be hostile to hiring women and underrepresented minorities.
- If a candidate is likely to be confronted with racist, sexist or homophobic remarks, take positive and assertive steps to defuse the situation. Be sure there is a practice in place in the department for dealing with the expression of biased or prejudicial attitudes, and that the candidate is made aware of it, if the situation arises.
- Be sure to gather equivalent information from all candidates, so you will be able to evaluate them all in terms of the same criteria. While this does not require use of identical questions with all candidates, it does necessitate care in obtaining comparable information.
- Evaluate candidates separately on several different criteria, rather than using a single aggregate ranking list. This helps mitigate the tendency for halo effects that result from overall impressions that allow for schema activations rather than evidence-based judgments of particular criteria.
- Focus on the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation, gender identity and expression, or veteran status.
- Ask faculty to provide feedback about specific facets of the candidate's potential, rather than just requesting generic feedback. Studies show that when people focus on particular issues of performance, they are much less likely to rely on implicit biases. A sample evaluation form follows; it can be modified to represent the key criteria for your search.
- As noted earlier, research on schemas show that when one woman and/or minority candidate is brought in for an interview, this candidate is disproportionately less likely to be hired.
- **Follow the law.** Questions that are discriminatory and often illegal include: Family status, Race, Religion, Residence, Sex, Age, Arrests or convictions, Citizenship or nationality, and Disability. This includes informal conversations, meals, social gatherings and department members not on search. This includes questions from which you could deduce the above information. This is illegal – and yet commonplace! It also communicates negatively to the candidate about department climate.

## After the Search

### Negotiating the Offer

While it concerns what happens after the campus visit, an on-campus interview is the appropriate place to inform the candidate about negotiable aspects of the position.

- The way an offer is negotiated can have huge impact not only on the immediate hiring outcome, but also on a new hire's future career. Candidates who feel that chairs conduct negotiations honestly and openly, and aim to create circumstances in which they will thrive, are more satisfied in their positions and more likely to stay at GVSU than are those who feel that a department or chair has deliberately withheld information, resources, or opportunities from them. Initial equity in both the negotiated conditions and in the department's follow-through on the commitments it makes are important factors in retention as well as recruitment.
- Women and minority candidates may have received less mentoring at previous career stages than their counterparts, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. In addition, there is some evidence that women are less inclined to negotiate for themselves than men are.

- To ensure equity, aim to empower the candidate to advocate on his or her own behalf, by providing all candidates with a complete list of things it would be possible for them to discuss in the course of negotiations. This list will vary by field, and should include those items that will maximize the likelihood of candidate success in that field.
- If a candidate voices concerns about the relocation of a partner, try to help arrange interviews or other opportunities for the spouse or partner as early in the hiring process as possible. Consult the Provost's office for further information.

## Evaluating the Search

Reflection after the search will benefit the unit and the university. If the pool included underrepresented candidates at a participation rate at or above the available rate, then consider which aspects of the position promotion affected this.

- Which candidate evaluations were the most helpful in discussing the candidates?
- What changes to the search process were tried? Can their effectiveness and worth be evaluated?
- Ask candidates how they found out about the position. Which avenues of promotion were most fruitful?



If the applicant pool was not as large, as qualified, or as diverse as was anticipated, consider:

- Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
- Could the department have recruited more actively?
- Were there criteria for this position that were consistently not met by women or people of color?
- If candidates were offered positions that they chose not to accept, what reasons did they offer? Consider as many factors as you can identify. Could you interview the declining candidate? (Or contact the STRIDE committee to interview the candidate?)
- Are there things that the department could do to make itself more attractive to such candidates in the future?

Be sure that any analysis and insight is shared with departmental decision-makers and is part of the process of initiating future searches. If you would like someone outside your department to help with a confidential interview of the candidates, or to share the results of your evaluation with other GVSU units, please contact a STRIDE committee member.

## Retaining Your Excellence

Factors shown to have positive correlation with retention or promotion of diverse faculty include features that benefit all faculty.

- Open and honest communication during the search process.
- Negotiation of starting conditions for new faculty. (See p.13.)
- Social opportunities for new faculty to get to know their new colleagues.
- Genuine mentoring programs responsive to needs of the new faculty member.
- Clear and explicit expectations on requirements for tenure and promotion.
- For women and minority faculty, opportunities to network with other women and/or minority university faculty in and out of their department.

Based on your evaluation of your search, consider advocating for diversity friendly policy at the university level with the dean or the provost. Some possible features for attracting and retaining more underrepresented faculty in academia and making academia a productive place to work for all faculty include:

- Establishing family friendly policies that provide resources to help all faculty to manage households and careers. Female faculty are both more likely not to be partnered and more likely to have a partner who is employed full time (UM Climate Study, 2001).
- Having a flexible tenure clock, or options to stop the clock to allow faculty to take care of personal life changes like the arrival of new children, divorce, elder care etc.
- Building and developing more on-campus resources such as day-care, small health clinics, on-campus programs that help faculty write competitive grant proposals in interdisciplinary fields or areas where women are under-represented.
- Counseling centers or networking facilitators that provide advice and strategies for women or other underrepresented groups in interacting with students and faculty who openly or more discreetly display their personal gender schemas.



# APPENDICES

## Appendix 1 – GVSU 2007-8 Hiring Data

The following is Equal Employment Opportunity data collected from GVSU's online application system. Not every department that conducted searches in 2007-08 used the on-line application process. Data in red represent the category from which the final hire was chosen. Totals are given at the end of the table.

Unit	Gender				Ethnicity								Hired
	Not Recorded	Male	Female	%Female	Not Recorded	American Indian	Black	Asian/Pacific	White	Hispanic	Other	Total	Ethnicity Gender
Anthropology	4	4	13	76%	6	0	1	1	13	0	0	21	N/R Male
Biology (Animal Dev)	3	7	9	56%	3	0	1	5	9	1	0	19	Asian Male
Biology (CMB)	5	23	5	18%	5	0	0	15	13	0	0	33	White Female
Biology (Genetics)	2	25	11	31%	5	0	1	7	25	0	0	38	White Female
Biology (Plant Syst)	2	17	5	23%	3	0	0	2	18	0	1	24	White Male
Biomedical Sciences	0	1	7	88%	0	0	0	0	8	0	0	8	White Female
Chemistry (Biochem)	2	14	6	30%	2	0	1	7	9	1	2	22	White Female
Chemistry (Organic)	1	36	9	20%	4	0	1	14	25	2	0	46	White Female
Classics	4	20	7	26%	3	0	0	3	24	1	0	31	White Female
Computing & Info Sys	9	43	5	10%	7	0	1	25	22	0	2	57	White Male
Engineering	1	10	0	0%	0	0	0	1	9	0	0	11	White Male
Engineering	1	43	0	0%	1	0	0	27	14	1	1	14	Asian Male
Engineering	3	22	1	4%	2	0	0	8	16	0	0	26	White Male
History (African-Am)	3	20	11	35%	6	0	6	0	22	0	0	34	Black Male
History (Latino/Chicano)	0	6	1	14%	1	0	0	0	1	5	0	7	Hispanic Male
History (Medieval Euro)	10	42	23	35%	10	1	0	0	63	1	0	75	White Female
Latin/Am Studies	0	17	5	23%	0	0	0	2	10	9	1	22	White Male
Movement Science	0	11	5	31%	0	0	0	2	13	0	1	16	White Male
Movement Science	0	9	5	36%	0	0	0	1	12	0	1	14	White Female

Unit	Gender				Ethnicity								Hired
	Not Recorded	Male	Female	%Female	Not Recorded	American Indian	Black	Asian/Pacific	White	Hispanic	Other	Total	
Movement Science	0	9	5	36%	0	0	0	1	12	0	1	14	White Male
Nursing	1	2	19	90%	1	0	1	0	19	1	0	22	White Female
Psychology (Cognitive) 1	3	25	20	44%	2	0	0	3	42	1	0	48	White Male
Psychology (Cognitive) 2	3	25	20	44%	2	0	0	3	42	1	0	48	White Male
Psychology (School/Child/Ed)	0	2	4	67%	0	0	1	1	4	0	0	6	White Female
Psychology (Social Psys)	2	20	22	52%	4	0	0	5	35	0	0	44	White Male
Sociology (Medical Soc)	2	0	11	100	2	0	1	3	7	0	0	13	White Female
Writing (Creative) 1	17	93	79	46%	28	1	7	4	142	2	5	189	White Female
Writing (Creative) 2	17	93	79	46%	28	1	7	4	142	2	5	189	White Male
Writing (Professional, Rhetoric)	3	29	31	52%	7	1	2	1	48	3	1	63	White Male
Applicants:		550	319	37%	102	3	24	138	635	28	16	917	
Applicants %		63%	37%		11%	0%	3%	15%	69%	3%	2%		
Hired:		17	12		1	0	1	2	24	1	0	29	
Hired %		85%	15%		3%	0%	3%	7%	83%	3%	0%		

**Searches not represented above:** Communications (Photo), Communications, Mathematics, Math (Math Ed), Mathematics, Modern Lang (Arabic), Music-Dance, Music (Dir of Symphony), Music (Trombone-Brass), Music (Piano), Music (Violin), Philosophy (Continental), Philosophy (18/19th Century), Physics, and Political Science. These departments did not use the online application system, which was the source of this data.

## Appendix 2 – Candidate Evaluation Tools

### Rubric for Candidate's Potential for Supporting Department Mission

E.g. Department of Mathematics Mission Statement

Our mission is to teach mathematics so as to develop our students

- an appreciation of mathematics as a driving force in society, culture and history,
- an understanding of mathematics and its applications, and
- the ability to reason and communicate mathematically

As well as to

- assimilate new mathematical ideas;
- engage in active scholarship, in mathematics and mathematics education, which supports our teaching and furthers mathematical understanding;
- build productive connections with academic and non-academic communities.

So the rubric might be:

#### Application Materials

Excellent	Good	Fair	Poor
Satisfies good conditions <i>and</i> materials demonstrate exceptional teaching (relative to stage of career) <i>or</i> materials demonstrate excellent scholarship compatible with departmental resources.	Satisfactory evidence of importance of teaching to candidate and either demonstrated teaching ability or plan for growth, <i>and</i> Candidates scholarship plans and experiences are compatible with departmental expectations	Candidate has little or irrelevant teaching experience, <i>or</i> Candidate's scholarship interests are not compatible with departmental focus or resources	Information in materials only revolves around teaching or scholarship but not both, <i>or</i> Evidence in materials to suggest that candidate is below average in scholarship or teaching or both.

#### Post-Interview

Excellent	Good	Fair	Poor	Unable to judge
Evidence of strong potential or current practice in teaching and for active scholarship <i>or</i> Evidence of positive professional attributes that would directly impact the department.	Satisfactory evidence of potential in one area of teaching and scholarship, <i>and</i> evidence of strong potential or ability in the other.	Lack of evidence that candidate will make a stronger than average teacher or scholar, <i>but</i> no evidence of issues that would prevent or hinder development of the candidate.	Lack of evidence of even potential for strong teaching and for active scholarship, <i>or</i> Evidence of negative professional attributes that would impact the department.	Insufficient time with candidate or materials to form a supported opinion

### Rubric for Potential or Demonstrated ability in the area of teaching:

Criteria	Excellent	Good	Fair	Poor	Undecided
<b>Educational background</b>	Has a terminal degree in the discipline most directly related to teaching responsibilities listed in the job description	Has a terminal degree in a discipline relevant to teaching responsibilities and has taken coursework specific to those listed in the job description	Has a degree in a related field, has not taken the specific coursework, but has scholarly experience in course-related topics	Has a degree in a related field, but has taken no coursework and has no specific experience in course-related topics.	Unable to judge
<b>Prior undergraduate teaching experience</b>	Has taught undergraduates for >3 years	Has taught undergraduates for 1-3 years	Has some undergraduate teaching experience	Has no undergraduate teaching experience	Unable to judge
<b>Prior teaching experience in specific courses in job description</b>	Has taught all or most of the courses in the job description	Has taught 1 of the courses listed in the job description	Has not taught any of the courses listed in the job description, but shows potential	Has no experience or desire to teach specific courses in the job description	Unable to judge
<b>Personal statement</b>	Discusses appropriate teaching pedagogy and shows enthusiasm for teaching undergraduates	Demonstrates some knowledge of effective teaching strategies and shows enthusiasm for teaching undergraduates	Shows limited knowledge of appropriate teaching strategies, but demonstrates an interest in teaching undergraduates	Has little to no mention of effective teaching strategies and demonstrates little interest in teaching undergraduates	Unable to judge
<b>Letters of recommendation</b>	Enthusiastically endorse the candidate's teaching record with specific examples of teaching success	Discuss the candidate's character/experience that gives him/her potential for excellent teaching	Mention the candidate's positive interest in teaching, but do not share specifics	Do not discuss teaching, or do so with little positive effect	Unable to judge
<b>Teaching seminar mechanics (audible, organized, articulate, personality, etc)</b>	Is clearly comfortable leading a classroom with all basic mechanics in place	Most teaching mechanics in place. A few minor adjustments to be made.	Some teaching mechanics in place, but a great deal of work is needed.	Teaching mechanics are not in place. Is not natural or suited to the classroom.	Unable to judge
<b>Teaching seminar pedagogy (interactive with students, questioning, group work, facilitating, etc.)</b>	Clear implementation of sound learning theory, effectively demonstrating several teaching strategies	Fair implementation of effective teaching strategies, making efforts to incorporate good learning theory	Limited implementation of effective teaching strategies, but shows potential for learning	No use of effective teaching strategies	Unable to judge
<b>Interview questions about teaching-knowledge of teaching pedagogy</b>	Has extensive knowledge of good teaching practice. Can converse easily about experience with effective teaching strategies	Has some knowledge of effective teaching strategies and some understanding of their implementation	Has limited knowledge of effective teaching strategies, but shows willingness to learn	Has no understanding of effective teaching strategies	Unable to judge
<b>Interview questions about teaching – interest or enthusiasm for teaching undergraduates</b>	Enthusiastic about teaching specified courses to undergraduates at GVSU	Some enthusiasm for teaching courses to undergraduates at GVSU	Limited interest in teaching courses to undergraduates, or interested in teaching courses other than those specified in the job description	No interest in teaching courses to undergraduates	Unable to judge
<b>Overall evaluation of teaching</b>	Excellent demonstrated teaching ability	Effective teaching skills with improvement	Has potential to be an effective teacher	Not an acceptable candidate for teaching at GVSU	Unable to judge

## Evaluation Rubric for Scholarly and Creative Activity

CRITERIA (not in any particular order):

1. Completion of a terminal degree
2. Number and impact of scholarly publications (Thompson's ISI web of Science)
3. Publications or other product of scholarly work with undergraduates
4. Actively seeking funding
5. Funding success
6. Demonstrated evidence of involvement of undergraduates in research
7. Demonstrated evidence of collaborative research, both within department and with external colleagues
8. Number and frequency of invitations as guest lecturer or colloquium speaker from other institutions and/or within Grand Valley
9. Number, frequency and quality of products from scholarly activity prepared for public outreach (blogs, popular science articles, speaking engagements)
10. Demonstrated evidence of incorporation of products from scholarly work in teaching materials, style and outreach activities.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Undecided</b>
<b>Publication</b>	Several peer reviewed publications	Some peer reviewed publications	Some peer reviewed publications in preparation	Minimal or no effort for external dissemination of scholarly activity	Unable to judge
<b>Scholarship with Undergraduates</b>	Published evidence of collaborative scholarship with undergraduates	Published evidence of mentoring undergraduate scholarship (might not be peer reviewed or be in house)	Ongoing scholarly activities with undergraduate collaborators	Minimal or no scholarly activity with undergraduates	Unable to judge
<b>Funding</b>	Consistent funding success	Evidence of submitted grant proposals, though not necessarily funded	Ongoing efforts in writing proposals for eventual funding	No effort to solicit funding to support scholarly activity	Unable to judge
<b>Conferences</b>	Demonstrated evidence of attending and presenting at regional and national academic /professional conferences	Demonstrated evidence of attending and presenting in mostly regional academic /professional conferences.	Demonstrated evidence of attending but not presenting at regional and national academic /professional conferences.	Minimal participation in regional and national academic /professional conferences	Unable to judge
<b>Speaking Engagements</b>	Frequent and prestigious invitations for speaking engagements	Occasional invitations for external speaking engagements	Invitations for in-house speaking engagements	No evidence of speaking engagements	Unable to judge
<b>Community Outreach</b>	Frequent and impactful outreach activities and engagements	Demonstrated effort in outreach activities	Minimal effort to engage in outreach activities	No demonstrated engagement in outreach activities	Unable to judge
<b>Incorporating scholarship into teaching</b>	Excellent documented use of scholarly activity and current literature in teaching materials	Demonstrated effort in incorporating scholarship-related progress in teaching materials	Demonstrated effort to incorporate current professional literature in teaching materials	Lectures and teaching materials do not incorporate current scholarly trends in literature	Unable to judge
<b>Collaboration</b>	Documented scholarly activity with external and within-institution collaborators	Demonstrated scholarly activity with in-house peer collaborators	Ongoing effort to build collaborations with external and within-institution peers	Minimal or no effort to foster collaborations	Unable to judge

## Summary Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name: \_\_\_\_\_

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

- |  |   |
|--|---|
| <input type="checkbox"/> Read candidate's CV<br><input type="checkbox"/> Read candidate's scholarship<br><input type="checkbox"/> Read candidate's letters of recommendation<br><input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate<br><input type="checkbox"/> Attended lunch or dinner with candidate<br><input type="checkbox"/> Other (please explain):<br>_____<br>_____ |
|--|---|

Please comment on the candidate's scholarship:

Please comment on the candidate's teaching ability:

Please rate the candidate on each of the following:

	excellent	good	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact					
Potential for (Evidence of) research productivity					
Potential for (Evidence of) research funding					
Potential for (Evidence of) collaboration					
Ability to make positive contribution to department's climate					
Potential (Demonstrated ability) to attract and supervise graduate students					
Potential (Demonstrated ability) to teach and supervise undergraduates					
Potential (Demonstrated ability) to be a conscientious university community member					

Other comments?

## Appendix 3 – Sample Position Description

**Position** Assistant Professor of Engineering (Mechanical)

Use a broad description to deepen your pool of applicants.

### Qualifications

Ph.D. in Information Systems or closely related computing area is desired. Candidates must be professionally active, have demonstrable teaching potential, and have a commitment to teaching and undergraduate or graduate research. Applicants should be able to work in core areas of information systems. We seek applicants with backgrounds in information systems, IT project management, or systems analysis and design. Interdisciplinary work is also valued.

**Salary** Commensurate with experience and qualifications.

### Responsibilities

This position involves teaching, professional development, and service in our Bachelor of Science in Engineering (BSE) degree program which includes computer, electrical, mechanical, and product design and manufacturing engineering majors as well as a practice-oriented masters program. The candidate must be committed to the highest quality of teaching and should have a strong interest in laboratory-based teaching and industry involvement.

GVSU offers ABET accredited BSE degrees with mandatory cooperative education experience. Continuing program expansion is anticipated. The applicant should support our strong industry interface and program to meet the needs of industry.

Showcase the strengths and expectations of your program.

The college is especially interested in qualified candidates who can contribute, through their teaching, scholarship, and/or service, to the diversity and excellence of the academic community. Women, minorities, individuals with disabilities, and veterans are encouraged to apply.

Clearly state your department's commitment to diversity.

The Grand Valley campuses are located in Allendale and the greater Grand Rapids area, which is the second largest metropolitan area in Michigan. The area offers numerous cultural and recreational opportunities, a moderate cost of living, and a high quality of life. For information related to the GVSU work/life experience, visit [www.gvsu.edu/healthwellness](http://www.gvsu.edu/healthwellness)

Provide information about the greater community and GVSU's programs for faculty support.

### How to Apply

Apply only at [www.gvsujobs.org](http://www.gvsujobs.org). Include a letter of interest, curriculum vita, statement of teaching philosophy, and contact information for at least three references. If you have questions or need assistance, call Human Resources at 616-331-2215.

**Closing Date for Applications** Application review will begin on October 14, 2008 and continue until the position is filled.

Grand Valley State University is an Affirmative Action, Equal Opportunity Institution. The university actively encourages applications and nominations of all qualified individuals.

## Appendix 4 – Active Recruiting Resources

Be aware that most fields have resources—listservs, email groups, etc.—that can help you identify or reach qualified women and minority candidates. Either seek these out on your own, or request assistance from [nsfadvance@gvsu.edu](mailto:nsfadvance@gvsu.edu) in identifying them. Some fairly broad listings are included here.

- **Guidelines for Recruiting a Diverse Workforce.** Penn State University. Available online: [www.psu.edu/dept/aaoffice/pdf/guidelines.pdf](http://www.psu.edu/dept/aaoffice/pdf/guidelines.pdf)
- **Faculty Recruitment Toolkit.** (2001). University of Washington. Available online: [www.washington.edu/admin/eoo/forms/ftk\\_01.html](http://www.washington.edu/admin/eoo/forms/ftk_01.html)
- **Guidelines for Recruiting & Appointing Academic Personnel,** Appendix A: Recruiting a Diverse, Qualified Pool of Applicants. University of Minnesota. Available online: [www.umn.edu/ohr/toolkit/hiring/academic/guidelines/appendixa.html](http://www.umn.edu/ohr/toolkit/hiring/academic/guidelines/appendixa.html)
- **Massachusetts Institute of Technology Faculty Search Committee Handbook.** (2002). Available online as pdf document: [web.mit.edu/faculty/reports/FacultySearch.pdf](http://web.mit.edu/faculty/reports/FacultySearch.pdf)
- **Search Committee Toolkit.** University of California at Los Angeles. Available Online: <http://faculty.diversity.ucla.edu/03recruit/committee/stk/index.htm>
- **Faculty Search Committee Guidelines.** Case Western Reserve University. Available Online as pdf document: <http://www.case.edu/president/aaction/Faculty%20Search%20Guide.pdf>
- **Recruitment and Retention: Guidelines for Chairs.** (Updated 2007). Hunter College, CUNY. Available online as pdf document: <http://www.hunter.cuny.edu/genderequity/equityMaterials/Jan2007/recruitretain.107.pdf>
- **Leap Recruiting Faculty Brochure.** University of Colorado, Boulder. Available online as pdf document: [http://advance.colorado.edu/leap\\_recruiting.pdf](http://advance.colorado.edu/leap_recruiting.pdf)
- **The WISE Directories** publishes free annual listings of women and minority Ph.D. recipients, downloadable as pdf documents. <http://www.cic.uiuc.edu/programs/DirectoriesOfWomenInScienceAndEngineering/>  
<http://www.cic.uiuc.edu/programs/DirectoriesOfMinorityCandidates/>
- **The Minority and Women Doctoral Directory** is a registry that maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master's degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women graduate students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities. Directories are available for purchase. [www.mwdd.com/index.asp](http://www.mwdd.com/index.asp)
- **National Science Foundation Survey of Earned Doctorates** is published yearly. While it does not list individual doctorate recipients, it is a good resource for determining how big the pool of new women and minority scholars will be in various fields. [www.nsf.gov/statistics/srvydoctorates/](http://www.nsf.gov/statistics/srvydoctorates/)
- **Ford Foundation Fellows** is an on-line directory of minority Ph.D.s in all fields, administered by the National Research Council (NRC). The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database does not include Ford Fellows whose fellowships were administered by an institution or agency other than the NRC. <http://nrc58.nas.edu/FordFellowDirect/Directory/Visitor/Main.asp>

- **Mellon Minority Undergraduate Fellowship Program** provides an on-line list of minority Ph.D.s and their dissertation, book and article titles in all fields.  
<http://www.mmuf.org/> (select Fellows Update from the menu bar on the main page)
- **The Faculty for The Future Project** is administered by WEPAN (The Women in Engineering Program and Advocates Network), and offers a free forum for students to post resumes and search for positions and for employers to post positions and search for candidates. The website focuses on linking women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities.  
<http://www.engr.psu.edu/fff/>
- **IMDiversity.com** is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.  
<http://www.imdiversity.com/>
- **Nemnet** is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.  
<http://www.nemnet.com>
- **HBCU Connect.com Career Center** is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities.  
<http://jobs.hbcuconnect.com/>
- **Society of Women Engineers** maintains an online career fair.  
[www.swe.org](http://www.swe.org)
- **Association for Women in Science** maintains a job listings page.  
[www.awis.org](http://www.awis.org)
- **American Indian Science & Engineering Society** maintains a job listings page (and a resume database available to Career Fair exhibitors).  
<http://www.aises.org>
- **American Indian Graduate Center** hosts a professional organization, fellowship and post-doctoral listings, and a magazine in which job postings can be advertised.  
<http://www.aigcs.org>
- **National Society of Black Engineers** , <http://www.nsbe.org>
- **Society of Hispanic Professional Engineers**, <http://www.shpe.org>
- **American Physical Society** Education and Outreach department maintains a roster of women and minorities in physics. It contains the names and qualifications of over 3100 women and 900 minority physicists. The Roster serves as the mailing list for [The Gazette](#), the newsletter of the APS [Committee on the Status of Women in Physics](#) (CSWP), and is widely used by prospective employers to identify women and minority physicists for job openings.  
<http://www.aps.org/programs/roster/index.cfm>
- **Recruitment Sources** page at Rutgers lists several resources that can be helpful in recruiting women and minority candidates.  
<http://uhr.rutgers.edu/ee/recruitmentsources.htm>
- **Faculty Diversity Office** page at Case Western Reserve University provides links to many specific professional organizations and diversity resources for faculty searches.  
<http://www.case.edu/president/aaction/diverse.html>

## Appendix 5 – Reading Lists

A more complete reading list and links to several of these articles may be found at the GVSU NSF ADVANCE website, [www.gvsu.edu/nsfadvance](http://www.gvsu.edu/nsfadvance). Asterisked \* readings promoted great discussion and/or understanding for the STRIDE committee, and were accessible to people outside the academic discipline of the journal. Again, the place to start is: **Virginia Valian.** (1998). *Why So Slow? The Advancement of Women.* MIT Press.

### Readings on Gender, Race, Ethnicity, and Faculty Recruitment

**Babcock, L. & Laschever, S.** (2003). “Women don’t ask: Negotiation and the gender divide.” Princeton, New Jersey: Princeton University Press.

*Women Don’t Ask* shows women how to reframe their interactions and more accurately evaluate their opportunities. The book includes examining how to ask for a desired outcome in ways that feel comfortable and possible, taking into account the impact of asking on relationships. It also discusses how to recognize the ways in which our institutions, child-rearing practices, and unspoken assumptions perpetuate inequalities--inequalities that are not only fundamentally unfair but also inefficient and economically unsound.

**\*Bertrand, M., & Mullainathan S.** (2004). “Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination.” *The American Economic Review* 94(4), 991-1013; “Employers’ Replies to Racial Names.” NBER Website. Thursday, August 31, 2006.  
<http://www.nber.org/digest/sep03/w9873.html>.

This is an empirical study demonstrating the impact of implicit discrimination by race, and not attributable to class.

**Bertrand, M., Chugh, D., & Mullainathan, D.** (2005). “Implicit discrimination.” *American Economic Review*, 95(2), 94-98.

This article is a reflective discussion of how and where implicit discrimination operates. Includes useful review of the literature, and fairly extended discussion of research needed.

**\*Caffrey, M.** (1997, May 12). “Blind auditions help women.” *Princeton Weekly Bulletin*.

Based on

**Goldin, C & Rouse, C.** (2000). “Orchestrating impartiality: The impact of ‘blind’ auditions on female musicians.” *American Economic Review*, 90, 715-741.

A change in the audition procedures of symphony orchestras—adoption of “blind” auditions with a “screen” to conceal the candidate’s identity from the jury—provides a test for gender bias in hiring and advancement. Using data from actual auditions for 8 orchestras over the period when screens were introduced, the authors found that auditions with screens substantially increased the probability that women were advanced (within the orchestra) and that women were hired. These results parallel those found in many studies of the impact of blind review of journal article submissions.

**Dovidio, J. F. and S. L. Gaertner** (2000). “Aversive racism and selection decisions: 1989 and 1999.” *Psychological Science* 11(4): 315-319.

This study investigated differences over a 10-yr period in Whites’ self-reported racial prejudice and their bias in selection decisions involving Black and White candidates for employment in a sample of 194 undergraduates. The authors examined the hypothesis, derived from the aversive-racism framework, that although overt expressions of prejudice may decline significantly across time, subtle manifestations of bias may persist. Consistent with this hypothesis, self-reported prejudice was lower in 1998-1999 than it was in 1988-1989, and at both time periods, White participants did not discriminate against Black relative to White

candidates when the candidates' qualifications were clearly strong or weak, but they did discriminate when the appropriate decision was more ambiguous. Theoretical and practical implications are considered.

**Georgi, Howard.** (2000). "Is There an Unconscious Discrimination Against Women in Science?" APS News Online. College Park, Maryland: American Physical Society.

This is an examination of the ways in which norms about what good scientists should be like are not neutral but masculine and work to disadvantage women.

**Nosek, B.A., Banaji, M.R., & Greenwald, A.G.** (2002). "Harvesting implicit group attitudes and beliefs from a demonstration web site." *Group Dynamics: Theory, Research and Practice*, 6, 101-115.

This article demonstrates widely shared schemas, particularly "implicit" or unconscious ones, about race, age and gender.

**\*Porter, N. & Geis, F. L.** (1981). "Women and nonverbal leadership cues: When seeing is not believing." In C. Mayo & N. Henley (Eds.), *Gender and nonverbal behavior*. New York: Springer Verlag.

When study participants were asked to identify the leader of the group, they reliably picked the person sitting at the head of the table whether the group was all-male, all-female, or mixed-sex with a male occupying the head; however, when the pictured group was mixed-sex and a woman was at the head of the table, both male and female observers chose a male sitting on the side of the table as the leader half of the time.

**\*Steinpreis, R., Anders, K. & Ritzke, D.** (1999). "The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study." *Sex Roles*, 41, 7/8, 509-528.

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

**Thompson, M. & Sekaquaptewa, D.** (2002). "When being different is detrimental: Solo status and the performance of women and minorities." *Analyses of Social Issues and Public Policy*, 2, 183-203.

This article spells out how the absence of "critical mass" can lead to negative performance outcomes for women and minorities. It addresses the impact on both the actor and the perceiver (evaluator).

**\*Trix, F. & Psenka, C.** (2003). "Exploring the color of glass: letters of recommendation for female and male medical faculty." *Discourse & Society* 14(2): 191-220.

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

**\*Wenneras, C. & Wold, A.** (1997). "Nepotism and sexism in peer-review." *Nature*, 387, 341-343.

This Swedish study found that female applicants for postdoctoral fellowships from the Swedish Medical Research Council had to be 2.5 times more productive than their male counterparts in order to receive the same "competence" ratings from reviewers.

## Dual career and work-family issues

**Correll, S., Benard, S., & Paik, I.** (2007). "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5), 1297–1338.

Survey research finds that mothers suffer a substantial wage penalty, although the causal mechanism producing it remains elusive. The authors employed a laboratory experiment to evaluate the hypothesis that status-based discrimination plays an important role and an audit study of actual employers to assess its real-world implications. In both studies, participants evaluated application materials for a pair of same-gender equally qualified job candidates who differed on parental status. The laboratory experiment found that mothers were penalized on a host of measures, including perceived competence and recommended starting salary. Men were not penalized for, and sometimes benefited from, being a parent. The audit study showed that actual employers discriminate against mothers, but not against fathers.

**McNeil, L., & Sher, M.** (1999). "The Dual-Career-Couple Problem." *Physics Today*. College Park, MD: American Institute of Physics.

Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the "two-body problem" when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.

**Wolf Wendel, L., Twombly, S., et al.** (2000). "Dual-career couples: keeping them together." *The Journal of Higher Education* 71(3): 291-321.

This article addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-to-day needs of running a household which, in many cases, includes caring for children or elderly parents.

## Background Readings on Scientific Careers

"A Study on the Status of Women Faculty in Science at MIT." (1999). *The MIT Faculty Newsletter*, Vol. XI, No. 4.

This is the original MIT report that has spurred so many other studies

**Etzkowitz, H., Kemelgor, C. and Uzzi, B.** (2000). "The 'Kula Ring' of Scientific Success." *Athena unbound: The advancement of women in science and technology*. Cambridge: Cambridge University Press. This chapter and book explore the ways in which the lack of critical mass for women in science disadvantages them when it comes to the kinds of networking that promotes collaboration and general flow of information needed to foster the best possible research.

## Appendix 6 – Impact of Proposition 2

President Thomas J. Haas has affirmed GVSU's mission and its relationship to a diverse faculty, student and staff population.

A liberal education has always been at the heart of Grand Valley State University's mission. A diverse environment is essential in promoting the values of this liberal education for the shaping of intellect, creativity, and intercultural competence. At Grand Valley diversity is a learning resource and must be nurtured as an intellectual asset.

The passage of Proposal 2 has presented a challenge in the university's journey to create a diverse learning community. This test of our values will ultimately strengthen Grand Valley's commitment to providing a rich learning environment as stated in the university's vision, mission, and values.

We are honoring this commitment by asking members of the Grand Valley community to be mindful of Proposal 2 while at the same time to be innovative in finding approaches for enhancing and supporting the diversity that continues to be a compelling interest in fulfilling the university's mission, in providing a quality education, and in shaping the future of the world. (See <http://www.gvsu.edu/proposal2/> for more information.)

The passage of Proposal 2 does not change our commitment, nor does it alter our employment practices or the protections and requirements of various federal and state laws including the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, and Michigan's Elliott-Larsen Civil Rights Act, which prohibit a wide array of discrimination extending far beyond issues of race and gender.

We are encouraged to continue to work diligently to recruit and retain the best faculty and staff by creating a community that seeks, welcomes and defends diversity. We will do so in compliance with state and federal laws, and federal law requires that we continue to take affirmative steps (known as affirmative action) in our employment process in order to adhere to the equal employment opportunity and affirmative action provisions of Executive Order 11246 regarding race, gender, color, religion and national origin required of all federal contractors. Proposal 2 specifically states that it does not prohibit actions that are required to establish or maintain eligibility for any federal program, if ineligibility would result in a loss of federal funds to the state. Specifically, this means that:

- The University's nondiscrimination policy remains in full force and effect  
[http://www.gvsu.edu/admin\\_manual/index.cfm?id=00095201-E3E4-1EBF-8B8C80E71566014E](http://www.gvsu.edu/admin_manual/index.cfm?id=00095201-E3E4-1EBF-8B8C80E71566014E)
- A host of federal and state civil rights laws, including those discussed above, continue to be in effect and applicable to the University.
- The University must continue to adhere to all the requirements of Executive Order 11246.
- As it relates to the employment process, Executive Order 11246 requires all federal contractors, such as GVSU, to take affirmative steps to ensure its employment process is fair and equitable and offers equal opportunity in hiring and employment. The types of affirmative steps required include a focus on recruiting and outreach, such as casting the widest net possible when conducting an employment search.
- Executive Order 11246 also requires that federal contractors not discriminate against job applicants or employees.

- The University’s standard statement in employment ads, “A Non-Discriminatory/Affirmative Action Employer” or similar language such as “Affirmative Action/Equal Opportunity Employer” is required by Executive Order 11246 and must continue to be used.

Further information regarding the University’s nondiscrimination statement, diversity, or affirmative action can be obtained from the Office of the Vice President for Inclusion and Equity

<http://www.gvsu.edu/inclusion/>

## Appendix 7 – Summary of University of Michigan Results

The University of Michigan’s ADVANCE project and STRIDE committee has had a significant impact on hiring over the past five years. As a proportion of all science and engineering tenure-track hires, 14% (N=10) of all new hires were women in AY2001 and AY2002 (the “pre-ADVANCE” years) as compared to 34% (N=57) in AY2003 – AY2006 (a statistically-significant increase). While many factors no doubt contributed to departments’ willingness and ability to hire more women, STRIDE is the intervention that most directly provided tools and ideas to aid in recruitment.

Moreover, some particular UM departments have reported especially rapid progress. For example, before the ADVANCE Program, the UM Chemistry Department’s average representation of women in their applicant pool (1998-99 to 2002–03) was 10%. After the ADVANCE Program and the Department’s adoption of “open searches,” the average representation of women in the applicant pool rose to 18%. In the Department of Astronomy, the number of women on the tenure track increased from 0 in AY2001 to 5—or 33%--in AY2006. Both departments—which participated actively in ADVANCE programs and employed recommended hiring practices—have become nationally recognized for the outstanding quality and diversity of their faculty hiring during this period.

The larger context for faculty hiring activities includes both national and federal mandates, state legal constraints, and university commitments. As President Coleman stated in her remarks to the community after the 2006 passage of Proposal 2, “The University of Michigan embraces, promotes, wants, and believes in diversity.”

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