ACHIEVING STRUCTURAL DIVERSITY AT ARKANSAS STATE UNIVERSITY: THE SEARCH PROCESS

AN UPDATE TO THE UNIVERSITY'S AFFIRMATIVE ACTION MANUAL

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ACHIEVING STRUCTURAL DIVERSITY AT ARKANSAS STATE UNIVERSITY: THE SEARCH PROCESS

Arkansas State University is committed to achieving excellence and diversity among its faculty and staff. The university remains firm in its commitment to hire the best applicant in each applicant pool. In furtherance of this commitment, this document establishes a process that ensures all resources have been exhausted to secure a diverse applicant pool. Once applicant pools are complete, all candidates should receive equal treatment and consideration. The goal of this process is to increase the number of qualified minority[1] candidates in every job applicant pool. An ancillary goal is to minimize the likelihood that candidates will eliminate themselves from an applicant pool based upon actions by Arkansas State University. Rather, the desire is for the university to eliminate the candidate based upon an objective and good-faith evaluation of the candidate's qualifications. This process does not seek to exclude "majority" applicants from the employment process if they are deemed to be the best applicants.

I. The Job Description

Most searches occur due to the departure of a current staff or faculty member. The natural tendency is to seek a replacement comparable, if not identical to, the departing employee. Seeking to hire a replica of the departing employee is not realistic and may be harmful to the university. Instead, ASU seeks someone with the qualifications to perform the duties as outlined in the job description. Both the requirements and the responsibilities of the position can and should be reconsidered to be certain that they are not simply the result of traditional practices, but are genuinely related to the current and future needs of the unit, including the need to enhance diversity among faculty or staff. A position description should be written to include the following considerations:

- A manner which attracts a diversified and broad range of candidates.
- Qualifications should be defined broadly when possible. Given the historical exclusion of minority groups from many graduate programs or other sources of preparation, requirements that are too rigid or narrowly defined may unnecessarily exclude potentially successful candidates from serious consideration (e.g., numbers 1 and 2 of the following).
- Select and utilize qualifiers or adjectives with care. They may cause potential applicants to select themselves out of consideration (e.g., number 4 of the following).

Examples of flexible wording in the position description:

1. "Candidates should posses an advanced or terminal degree, preferably the doctorate," rather than, "Ph.D. required."

[1]Minority includes American Indian or Alaskan Native – origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition; Asian or Pacific Islander – original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands; Black, not of Hispanic origin – origins in any black racial group; Hispanic – Origins or Mexican, Puerto Rican, Central or South America or other Spanish culture, regardless of race; persons with disabilities; and women.

2. "Candidates should have an advanced degree in counseling or a related discipline" rather than "degree in counseling required."

3. "Candidates should have a MA degree and three years work experience, or BA degree and five years experience" rather than "a MA and three years work experience required."

4. "Candidates should have a solid record of scholarship and research" rather than "candidates should have a distinguished or nationally recognized body of research and scholarship."

The University's commitment to diversity can be emphasized by the strategic placement of the EEO/Affirmative Action statement. The following statement better reflects the goals of ASU than the traditional *AA/EOE WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY*:

> **Arkansas State University is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff.**

Placement within the body of the announcement, particularly as part of the listing of qualifications, indicates a high level of sincerity and commitment to diversity.

Prior to advertising any vacancy, the position announcement, Appendix A, and the Request for Personnel Form must be forwarded to the Dean. The Dean will forward the entire packet to Research and Academic Affairs (RAA). Documents are reviewed by RAA and the Assistant to the President for Diversity Initiatives (APDI). No search can proceed and no ad posted until these documents have been approved by RAA and APDI.

II. The Search Committee

It is important that search committees include representation from minority groups because search committees play pivotal roles in diversifying campus faculty and staff. Such persons can provide diverse perspectives and access to non-traditional networks and contacts, and lend general expertise and credibility to the work of the committee. It is important that committee members from minority groups be of the same general rank or status as other members of the committee and have general familiarity with the position and with the unit doing the hiring. Ideally, such representation can come from within the unit. If no one is available, every effort should be made to identify persons from other units who have the expertise and time to serve on the committee. While student representation on committees may be required or desired, students should not be expected to serve as the lone representatives of diversity on campus search committees. Such a practice inherently places the students at a distinct disadvantage, whether undergraduate or graduate, and serves neither the interests of the hiring unit nor the campus affirmative action goals.

III. Search Procedures

All search committees are required to complete Diversity Search Process documents for permanent non-classified full-time positions.

In Appendix A – The Recruitment and Selection Plan, describe all of the ways in which candidates will be recruited for the position, as well as special efforts to attract minorities. It should also define the criteria by which applicants will be evaluated and the procedures for selecting finalists. Specifically, the plan should address: (a) advertisement related activities; (b) special actions to identify minority candidates; and (c) procedures for assessing candidates that give appropriate emphases to affirmative action considerations. The recommended format for Recruitment and Selection Plans is provided in Appendix A. *No search can proceed until the plan has been approved.*

Creating a broad, diverse pool of candidates is one of the most important functions of the search process. To be effective, the committee must be creative and aggressive in seeking to identify candidates. The following points should be considered:

- Relying on "traditional" or "mainstream" publications to announce a position will typically result in a "traditional" and "mainstream" pool of applications. Utilize publications targeted at specific populations.

- People contacts are much more effective in generating candidates than paper contacts. Call colleagues and other professionals to inform them of the vacancy and to request nominations, then follow up with a letter and position announcement that they can share with others.

- Forward the announcement, with a cover letter, to professional associations serving specific populations. For example, Women in Engineering, Association of Black Psychologists, etc. Also, consider recruiting a person at national meetings. Remember that your presence has a much greater impact than your announcement on a job placement board or in a newsletter. Many national associations also have caucuses for specific populations. Contact them as well, ask them to share the information, and ask for nominations of possible candidates.

- Where applicable, send announcements and a cover letter seeking assistance to Historically Black Colleges and Universities (HBCU) and Hispanic Colleges and Universities (HCU). Send them to specific departments, rather than to a President or Vice President's office. Again, ask for nominations.

- Utilize annual directories of recent doctoral degree recipients. Contact potential candidates by phone to inform them of the position and follow up with an announcement and a cover letter. If the persons contacted are not available or interested, ask for nominations of other potential candidates.

- Whenever you ask for nominations, be sure to follow up. The degree and timeliness of the follow-up are perceived as an indication of the seriousness of the university's commitment to diversity. Unfortunately, this perception is typically generalized to the entire campus and can affect future searches. Careful attention to this stage of the recruiting process is required.

- For upper level administrative positions, contact the American Council on Education's Women in Higher Education Project in Washington, D.C. The project has a network extending across the country and can both disseminate the announcement and offer nominations of prospective candidates.

- Arkansas State University is a participant in the National Minority Faculty Identification Program. Resumes of potential applicants can be viewed online by visiting www.southwestern.edu/natfacid/ Our username is "arkansa" and our password is "33d768." This website is also a good location to post announcements. Please contact Marilyn Brewer at 972-3030 to have your announcement posted to this website.

- Arkansas State University will make every effort to advertise job openings in group form and not individually. For example, the university will no longer incur four separate costs to advertise for an Assistant Professor in Journalism, a Chair of the History Department, Dean of Library and Assistant Professor or Management. Rather, we would announce that ASU has the preceding positions available and encourage the reader to visit the ASU website for more information. Appendix B contains an example of this process. The cost savings generated by this activity allow departments and colleges to engage in some of the non-traditional measures discussed above.

- The members of the Strong-Turner Alumni Chapter (African-American Alumni) have expressed a desire to serve on search committees and to visit with minority candidates selected for campus interviews. Additionally, the Chapter has offered to host small receptions for minority candidates in hopes of encouraging them to accept a position should one be offered.

Remember that effective searches utilize creative and aggressive strategies to identify qualified applicants. The more aggressive the search committee's efforts, the more successful the recruitment.

IV. Screening and Evaluating Applicants

The search committee should make every effort to include members of minority groups among the persons to be interviewed. Before identifying the group, however, the committee should discuss and come to some consensus about the standards for evaluating the applications.

Screening Applicants

In their evaluations, members of the committee should be sensitive to the following:

1. Biases against individuals from lesser known Historically Black Colleges and Universities, Hispanic Colleges and Universities, and other minority-based institutions. Insistence on considering only candidates with degrees or prior work experience at large, mainstream, or elite universities is incompatible with affirmative action goals, since such schools may be historically denied admission and professional opportunities to minorities. While assessing the merit of credentials from lesser known institutions may require more work, failure to do so may penalize individuals for a lack of access over which they had no control.

2. Biases against candidates who are not well known in their respective fields.

3. Devaluing research and scholarship which focuses on minority concerns, or which is published in journals considered outside to the "mainstream." Historical biases against work focusing on minority populations are well documented. Hence, much of this work has not been accepted by mainstream publishers until recently and barriers continue to exist. Consequently, minority applicants should not be evaluated primarily by where they have published, but on the quality of their research including such dimensions as: methodological and/or quantitative skills of analyses, the depth and scope of their research agenda, and their potential for future activity. (It also should be noted that while the numbers of journals willing to accept such research remain small, several major external agencies are interested in funding such research, and thus minority applicants may make a unique contribution to the department in terms of attracting outside support of their research).

4. Devaluing candidates with non-stellar letters of recommendation from professional or graduate school references. Minorities have historically had greater difficulty in attracting mentors in both the graduate school and professional setting. The lack of a mentor or close working relationship with faculty or management is not always a reflection of the student's level of competence or performance. Consequently, uninspired letters of recommendation may be more a function of a lack of knowledge about the candidate than a reflection of the candidate's true ability. The committee may wish to contact the reference by phone to get a better understanding of the relationship between her/him and the candidate.

5. Devaluing candidates whose prior professional experience focused on working with special populations. Frequently, there is an incorrect assumption that such positions call for a narrow or restrictive set of skills that are not transferable to other positions. These

assumptions presuppose that only marginally, qualified persons or persons with limited, professional interests accept such positions. These assumptions also ignore the reality that the majority of minorities in academe enter higher education initially through affirmative action or special population positions, and that this phenomenon is a function of hiring practices rather than candidates' professional interests.

In order to safeguard again such biases, committees may wish to employ one or more of the following strategies:

- Invite all minority applicants, provided there are three or fewer meeting the minimum requirements, to campus for interviews.

- Ask the AAO or the APDI to review the applications of all minority applicants. This review should be done in the context of other candidates selected for interviews

- Conduct telephone interviews with minority applicants as a means of gathering more information when determining who should be invited for campus interviews.

- Ask other members of the hiring unit to conduct "blind reviews" of the applicants, with names, gender, and ethnicity concealed where possible.

- Where some questions persist about candidates' credentials, ask for additional references, copies of research articles or other samples of work, etc. to assist in the evaluation.

- Resist eliminating any minority applicants exclusively on the basis of a paper review, i.e., without at least one "personal" contact, whether it is through a telephone call to a reference, a nominator, or to the candidate.

A descriptive listing (name, education/degree, race/gender, and employment experience) of all applicants for interview consideration should be sent to the AAO and APDI. Where minority applicants are not included among the candidates to be considered for an interview, complete Appendix D – the Pre-Interview Statement, obtain the appropriate signatures, and send to the appropriate Vice President, who will forward the document to the APDI. The search committee chair and the hiring official must be prepared to discuss with the APDI and AAO how the qualifications of the candidates for interviews exceed the minority candidates who met the minimum qualifications.

Interviewing applicants

The goals of the interviewing process should include selling the candidates on the merits of the position, as well as offering a more thorough opportunity for evaluating the candidates' credentials. To make the most of the time-intensive interview process, advance preparation on the part of the committee should be utilized as much as possible. The following steps are useful in preparing for interviews and conveying a sincere interest to the candidates:

A. Preparation

1. Be as thorough in attention to detail as possible when making arrangements for campus visits; haphazard planning communicates a lack of genuine interest in the candidate.

2. Confirm arrangements for campus visits as far in advance as possible, and in writing. The advent of fax machines allows written confirmation of last-minute arrangements. The arrangements should include where the candidates will be picked up and by whom, where

she/he will be housed during the visit, and when she/he can expect the visit to formally conclude. An itinerary for the day should be included or made available as soon as the candidate arrives.

3. Be thoughtful in determining whom candidates will meet. Do not necessarily extend the interview by including numerous "courtesy calls." Do include persons with whom the candidate may interact, and do explain to the candidate the relevance of each person on the interview schedule. Ask candidates if there are individuals with whom they may like to meet or if there are particular questions that may best be answered by individuals outside of the interview process.

4. Prepare a list of questions that will be posed to all the candidates. Review the questions in advance to be certain that they do not reflect any hidden biases or assumptions, and that they will not unfairly penalize minority applicants.

5. Avoid altering the agreed-upon itinerary. Confirm appointments with persons on the interview schedule the day before each interview to avoid no shows and, if necessary, to identify possible replacements.

6. Avoid large unscheduled gaps of time. However, be careful to schedule breaks during the day for the candidate to relax and reflect on the day.

In order to facilitate full participation, it is useful to distribute a schedule, listing all interviews, dates, and times to affected individuals including the hiring official, search committee, department staff and others on the interview schedule.

B. Conducting the Interviews

1. Encourage candidates to ask questions and be prepared to answer them as candidly as possible.

2. Do not attempt to ignore a candidate's gender or ethnicity out of politeness; acknowledge these characteristics. However, it does not entitle the committee members to ask questions that may potentially violate applicable state and federal employments laws. Examples of such questions may be found in ***Appendix C.*** It does mean that the candidate should be exposed to other members of the campus community with similar backgrounds and that the committee should be prepared to respond to concerns or questions that are specifically related to the candidate's ethnicity or gender.

   Such questions may relate to the number of minorities on campus, opportunities for advancement, the quality of life on the campus and in the community, and professional, educational, and personal opportunities for their spouse and children where applicable.

3. For faculty searches, discuss the standards for promotion and tenure with all candidates. Be specific about expectations concerning research, teaching, and service.

4. Inform candidates of the process and time line for making a decision. Ask if there are any mitigating circumstances, other offers, extended travel plans, etc. of which the committee should be apprised. Offer the candidate the name and telephone number of the committee chair, in the event there are further questions about the position.

5. Refrain from using culturally insensitive language or making culturally insensitive remarks (i.e., "you are articulate," "you sound intelligent," "you people").

V. The Selection Process

The committee should identify preferably three finalists whom they will recommend to the hiring official. They should identify, in written memorandum form, each candidate's relative strengths and weaknesses, and indicate ways in which the candidate could contribute to the unit. Again, the commitment to diversity must be an essential factor in this decision-making process. Therefore, assessing a potential candidate's contributions might include consideration of one or more of the following:

1. Ability to enhance services to meet the needs of previously unserved or under-served populations.

2. Ability to diversify curriculum and pedagogy to meet multiple or different interests.

3. Ability to be a role model or mentor to majority and minority students.

4. Ability to extend the boundaries of current research by directing or supervising in non-traditional areas.

5. Ability to attract targeted external funds.

Upon conclusion of the evaluation process, the search committee must forward its recommendations and the Affirmative Action Data Forms (AADF) to the department unit head. Search committee minutes must be attached to the AADF and may include meeting dates, attendance, and votes of the committee. The unit head should review the documents and then forward them to the Affirmative Action Officer, who will then conduct a review and advise the Major Unit Head (Dean, V.P. or President) as to whether the search was bona fide, i.e., conformed to campus guidelines and other relevant laws, statues, etc. At this point, the Major Unit Head signs the AADF and forwards it to the department unit head.

When a minority candidate(s) is interviewed, but not recommended for the position, complete Appendix E – the Post-Interview Statement, obtain the signatures, and send to the appropriate Vice President, who will forward the document to the APDI. The search committee chair and the hiring authority must be prepared to discuss with the AAO and APDI how the qualifications of the recommended candidate exceed those of the minority candidate(s).

VI. The Offer

No offer may be made by the Vice Chancellor (or other appropriate Unit Heads) until all required diversity search process documents; the applicant pool, the offer, and ***Appendix F – the Recruitment Summary Form*** have been reviewed and approved by RAA, the AAO, and the APDI. Once approval has been obtained, the unit head may then initiate the employment process. Following the selection of a recommended candidate, the department unit head must attach a signed copy of the AADF with the letter of offer and distribute copies of the AADF to the appropriate officials. *The offer also should be reviewed by Human Resources for the appropriateness of the initial salary.*

VII. Ethics and Confidentiality

The conduct of a search process has inherently opposing tensions which relate directly to issues of ethics and confidentiality. The appearance of impropriety during the search process is of paramount concern. Therefore, the search committee should maintain accurate records and information which should be available for review and scrutiny by the AAO and APDI. The policy of not sharing certain information regarding the search, i.e, how each member evaluated each candidate, what information references volunteers about candidates, etc. is important to encourage open and honest dialogue in the applicant review process.

However, the best way to avoid any appearance of impropriety is to publicly and aggressively seek qualified minority candidates.

The bounds of confidentiality as they relate to committee deliberations should be not breached. The issue of "qualified" applicants is an important one. Retaining questionably qualified minority applicants in order to assure token representation will be quickly be recognized as such and will discredit the search process as a whole. On the other hand, token consideration of qualified minority applicants will become apparent as well. Both practices are unethical and may severely compromise the integrity of the hiring process at Arkansas State University.

A quick summary of this document is provided in the *Best Practices in Recruitment* page attached as ***Appendix G.***

(This document has been adopted from the University of Maryland and the University of Arkansas).

Appendix A

Arkansas State University
Administrative/Faculty/Other Professional Non-Classified Positions

RECRUITMENT AND SELECTION PLAN

Position #_____

Position Title_____ **Department**_____

Please check the recruiting activities you will use in your search, paying particular attention to the attachments requested for certain activities.

I.

_____ 1. Place advertisements in appropriate professional journals, newsletters, and job registries. **(Please attach a copy of the position description and wording for ad and list the publications).**

_____ 2. Specifically geared to the attention of minority persons. **(Please list the publications and attach copy of the ad).**

_____ 3. Place advertisements in local and regional news media. **(Please provide names of media sources and attach copy).**

_____ 4. Send letters to academic departments that might have degree candidates who qualify as candidates for the position. **(Please attach copy of form letter and list departments).**

_____ 5. Utilize personal professional contacts to solicit the names of potential candidates specifically. **(Please list contacts on a separate sheet).**

_____ 6. Identify minority candidates specifically.

_____ 7. Contact potential candidates at professional meetings. **(Please list professional meetings and dates).**

_____ 8. Contact minorities who are presently candidates for degrees. **(May not be applicable to faculty positions).**

_____ 9. Contact individuals referred by minorities presently on the staff or faculty.

_____ 10. Utilize relevant professional files, registries, and data banks to identify potential minority candidates.

_____ 11. Utilize lists of names from previous searches for a similar position in the department.

_____ 12. Consider candidates currently in temporary or non-tenure positions.

_____ 13. Utilize relevant organizations, associations, and agencies in making individual referrals for the position. **(Please list on a separate sheet).**

_____ 14. Utilize assistance of Offices of Affirmative Action and Diversity in identification of qualified minorities.

_____ 15. Contact minorities teaching at predominantly minority colleges.

_____ 16. Contact minorities currently holding professional positions in independent research institutions, industry, government, law firms, hospitals, etc.

_____ 17. Register the position with Human Resources for advertising. **(Automatic through OAA).**

_____ 18. Other **(Please specify).** _____

_____

_____

II.

A description of the Committee screening and selection procedures. This should include the committee policy on quorum, voting procedures, and criteria to be used in judging applicants.

A. Membership of Search Committee; include name, race, and gender.

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

Name _____Race _____Gender_____

B. Quorum Policy.

_____

_____

_____

_____

_____

C. Voting Procedures

_____

_____

_____

_____

_____

D. Criteria to be used in judging applicants.

_____

_____

_____

_____

_____

_____

Unit Head Date

_____

Vice President for Student Affairs Date

_____

Assistant to the President for Diversity Initiatives Date

APPENDIX B

Arkansas State University-Jonesboro campus invites applications and nominations for the following positions:

Dean of Library and Information Resources (Closes Sept. 3)
Assistant Professor of Journalism (Closes Oct. 10)
Assistant Professor of Management (Begins Oct. 15, Closes Nov. 30)
Chair of History Department (Forthcoming)

The ASU-Jonesboro campus, with more than 10,000 students and covering 800 acres, is a public, Carnegie IIA Comprehensive Masters institution. Arkansas State University is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among the faculty and staff. Nominations are welcomed and encouraged. Please visit www.astate.edu for more information about each position, the application process, and Arkansas State University.

APPENDIX C
Interview Topics

TOPIC	UNACCEPTABLE	ACCEPTABLE
Reliability, Attendance	Number of children? Who is going to baby-sit? What religion are you? Do you have pre-school age children at home? What is your marital status? Do you have a car?	What hours and days can you work? Are there specific times that you cannot work? Do you have responsibilities other than work that will interfere with specific job requirements such as travel?
Citizenship, National Origin	What is your national origin? Where are your parents from?	Are you legally eligible for employment in the United States?
For Reference Checking	What is your maiden name? What is your father's surname? What are the names of your relatives?	Have you ever worked under a different name?
Arrest and Conviction	Have you ever been arrested?	Have you ever been convicted of a crime? If so, when, where, and what was the disposition of the case?
Disabilities	Do you have any disabilities?	Can you perform the duties of the job you are applying for with or without reasonable accommodations?
Birth Date	What is the date of your birth?	If hired, can you furnish proof that you are over age 18?
Credit Record	Do you own your own home? Have your wages ever been garnished? Have you ever declared bankruptcy?	Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996.
Military Record	What type of discharge did you receive?	What type of education, training, work experience did you receive while in the military?
Language	What is your native language? How did you learn to read, write, or speak a foreign language?	Inquiry into languages applicant speaks and writes fluently (if the job requires additional languages).
Organizations	List all clubs, societies, and lodges to which you belong. Are you a union member?	Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform the job.
Workers' Compensation	Have you ever filed for workers' compensation? Have you had any prior work injuries?	None
Religion or Creed	Inquiries into applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed.	None
Gender	Do you wish to be addressed as Mr., Mrs., Miss, or Ms.?	None
Address	What was your previous address? How long did you reside there? How long have you lived at your current address? Do you own your own home?	None
Education	When did you graduate from high school or college?	Do you have a high school diploma or equivalent? Do you have a university or college degree?
Personal	What color are your eyes, hair? What is your weight? What is your height?	Only permissible if there is a bona fide occupational qualification.
Race or Color	Complexion or color of skin	None.

Appendix D

Position #_____

Position Title_____

AFFIRMATIVE ACTION PRE-INTERVIEW STATEMENT

Identify below minority applicants who will not be interviewed, but meet the minimum qualifications for the position. Attach additional pages, if needed.

Name:_____ Race/Sex:_____

Reason for not interviewing: _____

_____

Name:_____ Race/Sex:_____

Reason for not interviewing:_____

_____

Name:_____ Race/Sex:_____

Reason for not interviewing:_____

_____

Name:_____ Race/Sex:_____

Reason for not interviewing:_____

_____

Name:_____ Race/Sex:_____

Reason for not interviewing:_____

_____

Unit Head_____ Date:_____

Committee Chair_____ Date:_____

Appendix E

Position #_____

Position Title_____

AFFIRMATIVE ACTION POST-INTERVIEW STATEMENT

Identify below minority applicants who were interviewed and met minimum qualifications for the position, but were not recommended.

Name:_____ Race/Sex:_____

Reason for not recommending:_____

_____

Name:_____ Race/Sex:_____

Reason for not recommending:_____

_____

Name:_____ Race/Sex:_____

Reason for not recommending:_____

_____

Name:_____ Race/Sex:_____

Reason for not recommending:_____

_____

Name:_____ Race/Sex:_____

Reason for not recommending:_____

_____

Unit Head_____ Date:_____

Committee Chair_____ Date:_____

Appendix F

RECRUITMENT SUMMARY FORM
Administrative/Faculty/Other Professional Non-classified Positions
Arkansas State University
Affirmative Action

Position Title: _____ Position #: _____

Department: _____

Number of Applicants: _____ **Person Recommended:** _____

Date Employment for this position begins (Hire Date): _____

Annual Salary to be Offered: $_____U.S. Citizen or Perm. Resident: _____

Type of Appointment: Regular _____ Adjunct _____ Visiting _____ Temp. _____

Full Time _____ Part Time _____ % of Appt. _____Promotion____ Transfer _____

SUMMARY OF RECRUITMENT PROCEDURES
Please check below, by number, which of the recruitment plan items or activities you used.
(See Recruitment Plan form for description)

__1 __2 __3 __4 __5 __6 __7 __8

__9 __10 __11 __12 __13 __14 __15 __16

__17 __18

Please attach to this form:

A list of any additional contacts, applicants, or other materials developed during the recruiting process and list any additional resources you became aware of and/used that were not included in your recruitment plans. (If there were none, please indicate).

_____ _____
Signature of Person Filling Out Form Date Dean/Director/Dept. Head Date

_____ _____
Vice Chancellor/Vice President Date Asst. to the President-Diversity Initiatives Date

_____
Director of Affirmative Action Date

APPENDIX G

BEST PRACTICES IN RECRUITMENT

For Achieving Diversified Applicant and Candidate Pools in Faculty Recruitments

In order to achieve **diversified applicant and candidate pools** in recruiting faculty, academic units are encouraged to utilize the "Best Practice" strategies outlined below.

Advertise Position	Widely advertise job opening by sending announcements to: • National Journals • Departments at other campuses/institutions • Academic and professional associations (including committees within these associations) • Listservs • Websites
Contact Individuals	To measure the effectiveness of the above advertising methods, use a distinct code in each job posting to identify applicants generated from that posting. • Make personal contact with academic administrators and faculty at non-ASU institutions to identify a possible pool of diverse candidates. • Specifically target job announcements and application information to those with doctorates relevant to the job requirements. Utilize directories and rosters of prestigious fellowship programs at both the dissertation and post-doctoral levels that support individuals from diverse backgrounds. • Attend conferences that provide opportunities to recruit applicants. • Identify individuals who have achieved excellence outside academe.
Expand Equal Opportunity/Affirmative Action Statement	*"Arkansas State University is an Equal Opportunity/Affirmative Acton Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff."* Place this statement in the body of the position announcement prior to listing the job requirements.
Utilize Department Resources	• Include the department internet address in job postings. • Use the department web page to inform applicants of employment resources for spouses/partners. • Showcase the academic excellence of the department by featuring faculty and research programs. • Create a visiting scholars program, distinguished lecturer series, or other mechanisms that will attract diverse faculty. • Have department chairs attend orientation sessions that include guidance on administering searches. • Seek to form search committees with diverse memberships.
Assess Applicant Pool	Review the applicant pool prior to beginning the selection process to determine if minority applicants are represented in the pool. If minority applicants are not present in the pool, then review whether recruitment and outreach procedures were sufficiently broad, and if not, consider reopening the search with expanded inclusive recruitment efforts.