

As part of the larger CANR diversity / inclusion efforts, the following language has been drafted to help academic units identify faculty candidates who are committed to inclusive excellence, and to craft job descriptions to highlight our commitment to a diverse and inclusive CANR.

Inclusion Statements

In order to create and maintain an inclusive environment for faculty, staff, and students, CANR must make sure that we are hiring faculty who can represent CANR's inclusive values in their classrooms, labs, and work environments. It will be a requirement of our faculty that they recognize the need for a diverse and inclusive CANR as well as the role of faculty in that effort.

Representation of diverse faculty will always be a priority. In addition, the requirement of an inclusion statement as part of the faculty application process will allow search committees to evaluate candidates' commitment to inclusion using measurable indicators. This will center commitment to a diverse and inclusive CANR as a primary qualification. Each search committee can determine, based on the needs of the department and the position, how that commitment should manifest in the experience and interest of candidates. The language below allows candidates to express that qualification in research focus, experience mentoring students or junior faculty, recruitment of graduate students, or additional indicators determined by the search committee.

The language below is a template for requiring a diversity statement as part of an applicant's research/teaching philosophy as well as for requesting a diversity statement separately from the other materials. Committees can request either, though each method has limitations. While all search committees at CANR undertake a rigorous review process, some procedures are more effective at allowing a comprehensive review of the materials depending on the situation. When requested separately, it is important to note the danger that diversity statements will be considered only after the traditional application materials – at most breaking a tie between candidates who are frontrunners. When requested as part of the research and teaching philosophy, recognize that the statement may not allow for an accurate presentation of diversity focus that does not fit neatly into teaching or research (e.g. participation on diversity committees or as part of a service appointment).

Whichever method the search committee uses, it should draft measurements in evaluative materials that are related to the desired qualifications for the specific position and the needs of the unit. A draft evaluation rubric is below, though the criteria can be re-crafted for each position.

Language for requesting a diversity statement as part of research / teaching philosophy:

- 1) Qualified applicants should submit a) a cover letter b) CV c) a statement of teaching/research philosophy that specifically addresses the alignment between your goals and CANR's focus on excellence through diversity and inclusion, including summary of your experience with, or interest in working in diverse classrooms and communities. d) Names and contact information for up to three professional references.

Diversity-Focused
Faculty Hiring Process

Language for requesting a separate diversity statement:

- 1) Qualified applicant should submit a) a cover letter b) current curriculum vitae c) a statement of teaching / research philosophy that highlights your alignment with our desired qualifications d) a summary of your experience with diversity in the classroom and/or in your research endeavors, any experience mentoring diverse students, and an explanation of how you will contribute to our goals of inclusive excellence.

Draft rubric:

Rating 1-5	Criteria	Evidence / comments
	Provides a statement of contributions to diversity.	
	Shows awareness of structural inequities in academia generally or in discipline of study.	
	Has demonstrated success in areas such as mentoring, outreach, or service - towards diversifying pipeline or reducing barriers to success faced by students / colleagues from underserved backgrounds.	
	Previous and continued interest and/or participation in professional development related to inclusivity.	
	Existing or proposed research profile that reflects the needs of minority or underserved populations.	

Inclusive language & Qualifications

In addition to the above, our position descriptions should contain language that accurately reflects the culture of inclusive excellence we strive for. In addition to the legally required equal opportunity language, descriptions are an opportunity to make the case for CANR to professionals who may be unsure of taking a position in a professional environment in which they are underrepresented in the faculty ranks.

The language below is in addition to an expectation that there will be robust outreach efforts and networking specifically designed to increase the applicant pool for faculty positions.

Robust replacement for equal opportunity language:

The College of Agriculture and Natural Resources at Michigan State University is committed to achieving excellence by creating and sustaining an accessible and inclusive culture that values cultural and academic diversity. We are an equal opportunity / affirmative action employer. The CANR is particularly interested in candidates of all backgrounds who are committed to the principle that academic excellence is achieved through open access and proactive inclusion.

Additional descriptive language re: MSU and CANR

MSU enjoys a park-like campus with outlying research facilities and natural areas. The campus is located in the city of East Lansing, adjacent to the capital city of Lansing. The Lansing metropolitan area has a diverse population of approximately 450,000. Local communities have excellent school systems and place a high value on education. The University is proactive about its obligations under the ADA, and provides individual accessibility plans to students and employees with disabilities. Michigan State University is also proactive in exploring opportunities for employment for dual career families, both inside and outside the University, and respects all family forms. Information about MSU's dual career support can be found at <http://miwin.msu.edu/>. Information about WorkLife at MSU can be found <http://worklife.msu.edu/>

Specific to each unit: Mention ongoing research projects in partnerships with specific local or international populations, or community-based research opportunities; mentoring or faculty development opportunities specific to the unit; teaching and outreach opportunities specific to the unit or the position.

Draft desired qualifications

Units make widely varying use of the "desired qualifications" section of job descriptions. There are a number of competencies that many units value that also contribute to the inclusive culture of CANR. Here are some examples of qualifications that can be included in this section of a job description if appropriate to the position.

- Experience incorporating multicultural perspectives into teaching for 21st century leadership.
- Demonstrated ability to articulate the historical, economic, and political context of a scientific curriculum.
- Experience working in a diverse environment and/or utilizing a variety of teaching methods designed for broad student success.
- Demonstrated participation in programs designed to promote inclusion.
- A record of promoting inclusivity in classrooms and academic work environments.
- Experience or interest in mentoring students from a variety of backgrounds.
- Ability to incorporate multicultural issues into curriculum and classroom conversations.
- Research program that reflects the needs of minority or underserved populations.
- Research, teaching, or service that demonstrates an ability to contribute to the CANR commitment to inclusion and diversity.