



**COLLEGE OF HEALTH  
AND HUMAN SERVICES**

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THE UNIVERSITY OF TOLEDO

# **Faculty Search and Hiring Guide**

## **College Diversity Hiring Plan**

**AY2018-2019**

## Pre-Amble

The faculty, staff, and administration in the University of Toledo's College of Health and Human Services are committed to creating, sustaining, and perpetuating a learning environment that is equitable, inclusive and supportive of persons from diverse backgrounds. *Equity* refers: 1) to the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, 2) the identification and elimination of barriers that have prevented full participation of some groups, and, 3) the acknowledgement that there are historically underserved and under-represented populations and that fairness regarding these unbalanced conditions is needed to ensure equal opportunity for all groups. *Inclusion* means that all individuals and groups are welcomed, respected, supported, and valued. Dimensions of *diversity* include but are not limited to: age, ethnicity, gender, gender identity, gender expression, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, work experience, and job classification<sup>1</sup>.

This document represents the College's acknowledgement that an important part of obtaining this goal is through the recruitment, retention, and promotion of high quality faculty and staff members who represent a broad range of diversity. Having diverse faculty and staff members enables the College to understand and meet the needs of people from diverse perspectives, and creates a supportive and positive learning environment. The College is committed to attracting talented employees who know that we will appreciate and utilize their skills, backgrounds, perceptions, and knowledge to help the College attain its mission<sup>2</sup>.

This Hiring Plan is used in collaboration with materials prepared by the University of Toledo's Office of Institutional Diversity<sup>3</sup>, Office of Diversity and Inclusion<sup>4</sup>, Office of Faculty Labor Relations and Academic Inclusion<sup>5</sup>, and the Strategic Plan for Diversity and Inclusion (2016)<sup>6</sup>.

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<sup>1</sup> Adapted from University Health Services, University of California, Berkeley, 2013.

<sup>2</sup> Adapted from Recruiting for Diversity, Harvard University, 2017.

<sup>3</sup> <http://www.utoledo.edu/offices/oid/>

<sup>4</sup> <http://www.utoledo.edu/diversity/>

<sup>5</sup> <http://www.utoledo.edu/offices/provost/faculty-labor-relations-and-academic-inclusion/>

<sup>6</sup> <https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf>

# College of Health and Human Services

## Mission

The UT College of Health and Human Services, an innovative college housed within a national public research university, prepares engaged professionals who improve the human condition in the region and the world.

## Vision

The UT College of Health and Human Services will deliver nationally recognized academic programs committed to discovery, teaching, professional practice and service that directly improve human lives.

### **A. Steps in Requesting a New Faculty Position and Forming a Search Committee:**

1. Position request process (this process may be updated each year by the Provost and may require modification from the current process)
  - i. School Chairs will receive an updated “hiring plan template” from the Associate Dean for Academic Affairs, ADAA)
  - ii. The same hiring plan template is used for tenure-track, lecturer and visiting assistant professor requests
  - iii. School Chair works with Program Directors and submits the completed hiring plan to the ADAA
  - iv. In addition to addressing the specific questions provided in the template, each position justification must be compelling and provide the following information:
    1. Past 3 years of enrollment data for program (obtained from WRL)
    2. Past 3 years of enrollment data for the course to be taught by new faculty member (obtained from WRL)
    3. Current and historical Position Control Roster (Business Manager)
    4. Attach accreditation requirements (if applicable)
    5. Position description/advertisement
    6. Research or other dedicated space requirements (if applicable)
    7. Provide supplementary information in support of the request
2. Dean reviews and forwards the hiring plan to the Office of the Provost for review and approval.
  - i. Budget Office reviews and provides approval after information is uploaded to PeopleAdmin (EPAF) by the College’s Business Manager (DB)
  - ii. College is now approved to open the search and to form a Search Committee

3. The School Chair, in consultation with faculty members, will identify the Chair of the Search Committee and the members of the Search Committee (the search committee is reviewed and approved by the Dean)
  - i. A senior faculty member of the school/program should serve as the Chair of Search Committee
  - ii. Chair of the Search Committee is responsible for communicating with the Chair of the School
  - iii. At least one member of the Search Committee should be from outside the department who is familiar with the program and is likely to interact with the new hire in either an instructional or research capacity
  - iv. The Search Committee must be diverse. Search Committee members must be committed to the values of equity, inclusion, and diversity. Search Committee members actively engage in self-examination and management of implicit biases. The following resources exist to guide search team members in this process.
    1. Association for Women in Science, Addressing Unconscious Bias: <https://www.awis.org/creating-equitable-stem-workplaces-by-addressing-unconscious-bias>
    2. Mathematical Association of America, Avoiding Implicit Bias: [https://www.maa.org/sites/default/files/pdf/ABOUTMAA/avoiding\\_implicit\\_bias.pdf](https://www.maa.org/sites/default/files/pdf/ABOUTMAA/avoiding_implicit_bias.pdf)
    3. University of Washington, Interrupting Bias in the Faculty Search Process: <https://www.engr.washington.edu/lead/biasfilm/intro/>
    4. Dartmouth, Disrupting Implicit Bias: <https://dcal.dartmouth.edu/resources/teaching-dartmouth/disrupting-implicit-bias>
    5. Berkeley Lab, Implicit Bias Awareness: <http://diversity.lbl.gov/resources/implicit-bias-awareness/>
    6. Additional readings about biases in academia and the influence of biases in personnel decisions are available in Appendix A.
  - v. All members of the Search Committee are expected to engage in active search strategies in an effort to recruit the best possible pool of candidates (see below for more information on what an active search strategy involves)
  - vi. The Dean's office will schedule a meeting with the members of the Search Committee to review the position prior to initiating the search.
4. Members of the Search Committee, in consultation with the School Chair and faculty members, will develop a comprehensive advertisement and recruitment plan that will generate a talented and diverse pool of applicants
  - i. Identify and reach out to institutions who train quality faculty in the appropriate area
  - ii. Coordinate outreach efforts among Search Committee members
  - iii. The Chair of the Search Committee should review each Committee members' roles in reaching out to potential applicants to prevent redundant contacts

5. The members of the Search Committee will determine other required and recommended materials to be submitted by applicants (i.e. letters of recommendation; references to be included or sent later; specific questions to be addressed in cover letter, etc.). It is highly advised that the Search Committee require applicants to express their positions on equity, inclusion, and diversity as they pertain to their scholarship, teaching, and service. Examples of questions are found in Appendix B.
6. Search committee, in consultation with the School Chair, will develop a position announcement and job advertisement that includes clearly defined and measurable required and preferred qualifications
  - i. The Search Committee will be asked to provide a justification for the finalists by addressing the candidate's qualifications with those listed as required qualifications
  - ii. Preferred qualifications should be related to the expected duties of the job, including any specific instructional and/or research requirements
  - iii. The Search Committee should carefully consider those qualifications that are required versus those that are preferred when drafting the job advertisement in order to prevent the disqualification of a good candidate because they do not meet a required criteria
  - iv. Underscore the College's commitment to equity, inclusion, and diversity by emphasizing that candidates should be explicit about their experiences working with diverse populations.
  - v. Be clear, but as broad as possible in describing the competencies and experiences needed. Avoid describing the job so narrowly that all but a small group of job-seekers will view it as attainable.
7. Determine applicant evaluation procedures and criteria to be used when considering applications
  - i. The members of the Search Committee should develop a scoring or evaluation rubric that relates to the requirements of the position
  - ii. There must be agreement between the stated required and preferred qualifications in the position announcement
  - iii. Teaching, research and service accomplishments and experiences must be considered for all tenure-track positions
  - iv. The scoring or evaluation rubric should be made available to all faculty members so that all faculty members have the opportunity to provide comments to the Search Committee for each finalist candidate
8. The Search Committee, in consultation with the School Chair, will establish a timeline for the search process including the target date by which an offer will be extended to the final candidate
  - i. When possible, the target date for finalizing the search should be set prior to the end of the Fall semester

- ii. Refer to the Academic Calendar for holidays and important dates, including the reporting date for faculty and first day of classes; <http://www.utoledo.edu/offices/provost/calendar/>

## **B. Steps in Recruiting a New Faculty Member**

- 9. Obtain approval from the Provost and Office of Institutional Diversity (OID) for submitting position announcements for internal and external postings
  - i. Submit the position description and position justification to the Business Manager (DB)
  - ii. Determine general and discipline specific national and international advertising outlets with high exposure to persons of diverse backgrounds. Examples of these outlets are located in Appendix C.
  - iii. The Business Manager (DB) will upload the information to EPAF which will include the position description/justification, a list of three publications in which the position advertisement will be posted, and the names of the members of the Search Committee. OID contacts the Chair of the Search Committee once the composition of the Search Committee has been approved
  - iv. Members of the Search are required to complete mandatory training once they have been approved to serve on the committee; <https://apps.utoledo.edu/searchtraining/>
- 10. Post position advertisements in appropriate internal and external recruitment sources, including professional or trade journals, newspapers, listservs, websites
  - i. The Business Manager (DB) will post the position advertisement on the University's HR website
  - ii. The Office of the Dean will submit position announcements to the Chronicle of Higher Education, the Inside Higher Ed website and a third source that is identified by the Search Committee; the costs associated with posting in these media will be covered by the Office of the Dean
  - iii. The Search Committee will be responsible for submitting the job advertisement to other appropriate venues - the School will be responsible for paying any additional costs associated with publishing in these venues.
- 11. Members of the Search Committee engage in aggressive proactive recruitment activities
  - i. Personally contact potential applicants per the recruitment plan
  - ii. Seek opportunities to contact qualified potential applicants at conferences or other events
  - iii. Use professional networks to identify potential applicants and encourage them to apply

- iv. The Search Committee may request other faculty members in the program, school or interested parties to provide contact information for potential applicants and/or to directly contact potential applicants
12. Communicate appropriately with applicants as needed
- i. The members of the Search Committee should coordinate communication activities so that the information or message is correct and consistent and all applicants are communicated with in a consistent manner
  - ii. It is appropriate, in fact expected, that members of the Search Committee will encourage potential applicants to apply for the position – the members of the Search Committee are required to make it evident that all decisions made regarding any candidates follow a clearly established process
  - iii. Members of the Search Committee are allowed to share the anticipated timeline of any ongoing search with the applicant – preferably the Chair of the Search Committee will communicate for consistency in messaging
  - iv. Members of the Search Committee are allowed to communicate instructional, research and service expectations for the position with applicants – preferably the Chair of the Search Committee will communicate for consistency in messaging
  - v. Members of the Search Committee are allowed to share information about the University, College, School and Program with the applicant – preferably the Chair of the Search Committee will communicate for consistency in messaging
13. The Chair of the Search Committee is responsible for notifying the members of the Search Committee and the School Chair as applications become available for review
- i. The Chair, along with the members of the Search Committee will determine the process by which each applicant will be reviewed and initially considered.
  - ii. The demographic characteristics of the applicant pool must be submitted to OID for approval prior to communicating with the individual candidates

### **C. Steps in Selecting a New Faculty Member**

14. Review and evaluate all applicants and provide disposition and reasons for decisions
- i. Reasons must agree with required and preferred qualifications in the original, approved position announcement
  - ii. Selection of a candidate that deviates from the required and/or preferred qualifications listed in the original position announcement will require significant justification and supporting evidence

15. The Search Committee, in consultation with the School Chair and the Dean, will identify the pool of applicants that will be invited to interview for the position
16. The list of candidates being considered for the first round of interviews (if applicable) is to be submitted to OID for approval prior to being contacted
  - i. In some instances, the Search Committee may wish to contact a larger pool of candidates prior to forming the short list of candidates that will be invited for on-campus interviews
  - ii. Use of either a conference telephone call or other mediated approach to conduct initial interviews is strongly encouraged as a way to identify the top three candidates for campus visits
  - iii. Be prepared to answer questions diverse candidates are likely to ask. A sample list of these questions is provided in Appendix D.
  - iv. The Office of the Dean will provide funding to support on-campus interviews for a maximum of three candidates
17. The Search Committee should communicate with candidates not selected for an on-campus visit in a timely fashion
  - i. Applications for candidates not initially selected for an on-campus interview remain active until the position is filled
  - ii. Honest and appropriate communication with all applicants is encouraged throughout the search and hiring process
18. Host campus visits
  - i. Communicate with applicants selected for campus visits
  - ii. Have itinerary/agenda and work with the Executive Assistant (AD) to make travel and lodging arrangements
  - iii. The Office of the Dean will pay for all travel and lodgings during the on-campus interview
  - iv. It is the responsibility of the Search Committee to arrange for travel to and from the airport, travel to and from the lodgings to the campus and to arrange the itinerary during the on-campus interview
  - v. Visits should include tours of relevant facilities, tour of the community, meetings with appropriate groups on campus, a research presentation, a one hour meeting with the dean and associate dean, and an opportunity to interact with students
  - vi. Meals with candidates should be approved by the School Chair
    1. Consider three people for lunch and four for dinner
    2. A P-card in the School should be used to pay for meals and the Business Manager (DB) will do a budget transfer upon notification of charges
    3. Currently, the Office of the Dean will cover expenses for meals not to exceed \$225.00/day; any additional expenses must be paid for by the School
  - vii. Programs are encouraged to include among their standard interview questions items that provide candidates the opportunity to discuss their



views on equity, inclusion, and diversity. A list of example questions is provided in Appendix E.

19. The Search Committee will provide a list of strengths and weaknesses for each of the finalists to the School Chair. Unless arranged otherwise, the School Chair will communicate the outcome of the search and provide a recommendation to the Dean
  - i. Strengths and weaknesses should relate to the strategic direction of the College and clearly present how the hire will contribute to the instructional and research mission
  - ii. Strengths and weaknesses must relate to the required and preferred qualifications stated in the position announcement
20. The Dean may consult with the School Chair and Chair of the Search Committee when reviewing the recommendation of the Search Committee prior to making a final decision
21. Once the Dean approves the final candidate, the Chair of the Search Committee will provide OID (KW) with the name of the finalist for approval from Human Resources
22. Once OID approves, the Dean will contact the final candidate and initiate negotiations regarding the terms of the offer

#### **D. Steps in Hiring a New Faculty Member (Tenured/Tenure Track vs. Lecturers and Visitors)**

25. The Dean of the College is responsible for all negotiations between the University and candidates who are being considered for in tenure/tenure track positions
  - i. Office of the Dean (ADAA - BS) generates a draft of the offer letter after receiving the negotiated terms from the Dean
  - ii. Office of the Dean (ADAA – BS) generates a draft of the offer letter for Lecturers and Visiting Assistant Professors after receiving approval from the Dean.
  - iii. School Chairs or their designee are responsible for receiving approval from the Dean to communicate with the candidates being hired into Lecturer or Visiting Assistant Professor positions
  - iv. ADAA submits the draft letter to the Dean, Business Manager (DB) and Executive Assistant (AD) for final review and approval
  - v. Signed letter is submitted to the Office of the Provost for final approval and signature by the Executive Assistant (AD).
23. Executive Assistant (AD) receives the signed letter from the Provost and emails the offer letter and hiring paperwork to the candidate
  - i. Business manager receives signed offer letter from candidate and distributes a copy of the signed offer letter to the Executive Assistant (AD), ADAA (BS) and School Chair.

26. Chair of the Search Committee will coordinate communication with those candidates that were not selected for the position

27. The College administration begins the onboarding process with the new faculty member

Dean of College	- Dr. Christopher Ingersoll
Executive Assistant	- Angela DeAngelo (AD)
Business Manager	- Debra Banks (DB)
OID – Human Resources	- Kevin West (KW)
Associate Dean for Academic Affairs	- Barry Scheuermann (BS)

## Appendix A

### Studies of Biases in Academia

- Maliniak, D., Powers, R. & Walter, B. F. (2013). The gender citation gap in international relations. *International Organization*, 67(4), 889-922.
- Milkman, K. L., Akinola, M. & Chugh, D. (2012). Temporal distance and discrimination: an audit study in academia. *Psychological Science*, 23(7), 710-717.
- Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J. & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109(41), 16474-16479.
- Perna, L. W. (2001). Sex and race differences in faculty tenure and promotion. *Research in Higher Education*, 42(5), 541-567.
- Perna, L. W. (2005). Sex differences in faculty tenure and promotion: The contribution of family ties. *Research in Higher Education*, 46(3), 277-307.
- Steinpreis, R. E., Anders, K. A., & Ritzke, D. (1999). The impact of gender on the review of curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41(7/8), 509-528.
- 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.
- Wennerås, C. & Wold, A. (1997). Nepotism and sexism in peer-review. *Nature*, 387, 341-343.

### Studies of Biases Relevant to Personnel Decisions

- Bertrand, M. & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, 94(4), 991-1013.
- Biernat, M. & Fuegen, K. (2001). Shifting standards and the evaluation of competence: Complexity in gender-based judgment and decision making. *Journal of Social Issues*, 57(4), 707-724.
- Devine, P. G., Plant, E. A., Amodio, D. M., Harmon-Jones, E., & Vance, S. L. (2002). The regulation of explicit and implicit race bias: The role of motivations to respond without prejudice. *Journal of Personality and Social Psychology*, 82(5), 835-848.
- Dovidio, J. F. & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11(4), 315-319.
- Eagly, A. H. & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3), 573-598.
- Goldin, C. & Rouse, C. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. *American Economic Review*, 90(4), 715-741.

- Hugenberg, K., Bodenhausen, G. V., & McLain, M. (2006). Framing discrimination: Effects of inclusion versus exclusion mind-sets on stereotypic judgments. *Journal of Personality and Social Psychology* 91(6), 1020-1031.
- Rivera, L. A. (2012). Diversity within reach: Recruitment versus hiring in elite firms. *ANNALS of the American Academy of Political and Social Science*, 639, 71-90.
- Rivera, L. A. (2015). Go with your gut: Emotion and evaluation in job interviews. *American Journal of Sociology*, 120(5), 1339-1389.
- Uhlmann, E. L. & Cohen, G. L. (2005). Constructed criteria: Redefining merit to justify discrimination. *Psychological Science* 16(6), 474-480.

## Appendix B

### Examples of Interview of Questions

- What do you see as the fundamental characteristics of educators who create an inclusive learning environment?
- What do you see as the most challenging aspect of a diverse learning environment? What steps have you taken to meet this challenge?
- Please share an example that demonstrates your respect for people and their differences; how have you worked to understand the perspectives of others?
- Provide an example of a time you have communicated a complicated topic to an individual who spoke English as a second language.
- What does social justice mean to you? How do you incorporate this principle into your work?
- What tools/techniques do you bring for promoting collaboration among underrepresented groups?
- What is your definition of a diverse classroom/program? What behaviors, techniques, or decisions allow you to function in diverse environments? What tools have you employed?
- How do you define diversity from a professional perspective? Please give an example of your ethnicity/cultural identity impacting your work.
- Explain how diversity has played a role in your career.
- Please describe your experiences leading outreach campaigns with underserved populations.

## Appendix C<sup>7</sup>

***www.diversejobs.net*** This is the jobs site of *Diverse: Issues in Higher Education*, a leading resource for the higher education community for over 25 years. The extensive listings posted here include both faculty and non-faculty jobs at postsecondary institutions.

***www.hispanicoutlook.com*** The *Hispanic Outlook in Higher Education Magazine* is a long-standing top information source and sole Hispanic educational magazine for the higher education community.

***www.wihe.com*** The *Women in Higher Education* website addresses issues affecting women on campus.

***www.jbhe.com*** The online publication, *The Journal of Blacks in Higher Education*, lists job openings.

***www.BlacksinHigherEd.com, www.HispanicsinHigherEd.com, and www.AsiansinHigherEd.com*** These jobs sites list staff, faculty, and management job openings at colleges and universities.

***www.LGBTinHigherEd.com*** This jobs site is aimed at lesbian, gay, bisexual and transgender people within higher education.

***www.HBCUConnect.com*** The first and largest community for students, alumni, and supporters of Historically Black Colleges and Universities (HBCU) maintains one of the largest online diversity resume databases, with thousands of active resumes and profiles that are less than 90 days old. This site is one of the most fruitful recruiting websites for African-American professionals.

***www.AcademicDiversitySearch.com*** With women and minorities as the target candidate pool, this nationwide resource is comprised of job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities.

***www.abwhe.org*** The website of the Association of Black Women in Higher Education (ABWHE) lists career opportunities.

***www.nafeonation.org*** National Association for Equal Opportunity in Higher Education represents the presidents and chancellors of the diverse black colleges and universities.

***www.aucd.org*** Association of University Centers on Disabilities mission is to advance policies and practices that improve the health, education, social, and economic well-being of all people with developmental and other disabilities, their families, and their communities.

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<sup>7</sup> Links verified as active on 1 December, 2017

***www.minorityhealth.org*** The Association of Minority Health Professions Schools, Inc. (AMHPS) is a nonprofit, educational, scientific and charitable 501 (c)3 organization that provides support for professional education, research and community service that promotes optimum health among minorities and the under-served.

**<http://nabsw.org/>** NABSW is designed to promote the welfare, survival, and liberation of the Black Community; and to advocate for social change at the national, state, and local level.

## Appendix D

1. What are my chances for progressing/advancing my career at the University of Toledo?
2. Do you have a formal mentoring program and/or career development programs?
3. What does the FAS/ Harvard do in terms of community outreach efforts to partner with diverse groups?
4. Do you have employee affinity groups that focus on the needs of people like me and other groups?
5. Are administrators trained to communicate with and manage diverse employees?
6. What initiatives has the College participated in regarding diversity?
7. Does the College have formal diversity initiatives and programs in place?



## Appendix E

- What do you see as the fundamental characteristics of organizations that create an inclusive environment?
- What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
- Please share an example that demonstrates your respect for people and their differences; and how you've worked to understand perspectives of others?
- Provide an example of a time you communicated a complex concept to an individual who spoke English as a second language.
- What does social justice mean to you? How do you incorporate this principle in your work?
- What tools/techniques do you bring for promoting collaboration among underrepresented groups?
- What is your definition of a diverse patient population? What behaviors, techniques, or decisions allow you to function most effectively as a provider or employee when working with a highly diverse patient population? What tools have you employed in working with a diverse staff?
- How do you define "diversity" from a professional perspective? Please give an example of your ethnicity and/or cultural identity impacting your work.
- Explain how diversity has played a role in your career.
- The University has a diverse workforce (in terms of ethnicity, class, culture, language, sexual orientation, gender identity and disabilities). Can you tell us about your experience working with and serving such a diverse population?
- Please describe experiences you have had leading campus outreach activities for underserved student populations (e.g., developing and leading workshops, providing consultation to student service departments).