

CFAES Faculty Hiring Guide

Hiring new faculty is very exciting. Bringing in new faculty is an opportunity to expand and augment existing teaching and research. It is also an opportunity to invigorate a department. According to Steward and Valian (2018), “Hiring new faculty can either help change a department in productive ways or maintain the department status quo (170)”. This guide is designed to promote strategic equitable and inclusive hiring practices with the goal of challenging the status quo.

Recruitment

Recruitment is an ongoing process and everyone’s job. Network, network, network!

- While at professional organization meetings seek out URM (underrepresented minority) professionals and learn about their research.
- Many professional organizations have DEI committees, connect with them.
- In preparation for filling an open position conduct a demographic audit of the department.
 - What does your department look like? Identify who is represented and who is missing. Look also at historical trends in hiring.
 - What research gaps exist?

Search Committee

Please refer to the [Faculty Hiring Checklist](#) for details on composition of the search committee.

Composition

Careful consideration should be given to who leads the search committee. It is often easy to go to the same people, but this is a learning opportunity and care should be taken to select someone who would benefit from this leadership experience. The search committee should be as diverse as possible. Diversity takes into consideration all our social identities and encompasses the 16 [protected classes of the Ohio State University](#). The size of a search committee may vary depending upon the size of the department. Ideally a search committee contains

- Mixture of genders from the department/school
- Mixture of ranks among faculty members
- Mixture of faculty and staff (majority may be faculty but staff should be represented)
- Mixture of race and ethnicity
- Student representation at the graduate or undergraduate level
- May have an external representative from industry or another department/unit

Training and Charge

Once the search committee has been identified the proposed committee should be sent to the Senior Associate Dean for Faculty and Staff Affairs who will provide approval. Once all members are confirmed the entire committee must attend the CFAES Inclusive Excellence in Hiring

webinar. Inclusive Excellence training is mandatory every two years for those who serve on search committees. [Inclusive Excellence in Hiring](#) is offered monthly as well as on demand to CFAES search committees. This 90-minute online seminar focuses on best practices for recruiting a diverse candidate pool.

Search Committee Charge

The Senior Associate Dean of Faculty and Staff Affairs and the Assistant Dean and Director for Diversity, Equity and Inclusion deliver the charge to the search committee. The charge is a standard operating procedure for faculty searches. The processes and procedures for faculty searches are reviewed and the committee is charged with adhering to all process and procedures laid out in the departmental APT and POA.

Diversity Advocate

An important early task that must be completed by each search committee is selecting a [Diversity Advocate](#). The Diversity Advocate functions as the conscience of the group and works to ensure that all processes are adhered to and that all candidates receive equitable review. The Diversity Advocate should be a volunteer. The member that may appear to have the most marginalized identities should not be the default. If an URM member of the committee wants to be the Diversity Advocate that is acceptable, but only if they volunteer. It is highly recommended that your Diversity Advocate be a tenured faculty person and/or an individual with extensive experience on search committees and one who has shown commitment to diversity, equity, and inclusion. Anyone can serve as the Diversity Advocate, regardless of minority/non-minority status.

Responsibilities of the Diversity Advocate

1. Evaluate the search process on a continuing basis, keeping in mind the goals and principles of equity, inclusion, [affirmative action](#) and diversity as defined by the [university](#).
2. Encourage conversations among the committee throughout the process to ensure an equitable and fair process for all candidates.
3. Assist committee members in self-scrutiny about biases.
4. Bring process gaps to the attention of the search committee and/or the Chairperson for immediate action. Process gaps may include the following:
 - Bias, prejudice or stereotyping in verbal or written communications, such as in meetings, written correspondence, and interview questions.
 - Inadequate representation of underrepresented groups in pool of candidates.
 - Bias, prejudice or stereotyping of candidates during evaluation period; and/or
 - Giving little or no weight to the affirmative action goals of the university as a factor in the hiring process.

5. Review all search committee activities to ensure that differences are cultivated and respected and that fairness is the norm. These activities include:
 - Utilizing multiple and creative *proactive* recruitment methods.
 - Using criteria for evaluation that do not preclude persons with non-traditional career patterns or equivalent education and experience.
 - Conducting interviews with all applicants that are consistent and legal.
 - Facilitating campus visits that provide similar opportunities for each candidate.
 - Developing a final slate of candidates that, whenever possible, gives the hiring official the opportunity to select from a diverse pool.

Position Description

[Crafting an inclusive position description](#). The first step in recruiting is to develop an appealing position description. “. . . jobs should be described in the broadest terms that are accurate (e.g., by listing several alternative topics or approaches) and offer a range of courses that might be taught rather than a specific set (Stewart and Valian, 2018 p 176)”.

Example DEI language for a PD

In addition to information on the specifics of the role the following language is recommended: The College of Food, Agricultural, and Environmental Sciences is committed to creating a climate that embraces and values diversity and inclusion. This includes engaging in teaching, research and outreach scholarship that impacts the broadest possible spectrum of stakeholders, as well as ensuring that our faculty, staff, and students comprise a community that permits us to do so. The Ohio State University is committed to establishing a culturally and intellectually diverse environment and encouraging all members of our learning community to reach their full potential. We are responsive to dual career families and strongly promote work-life balance to support our community members through a suite of institutionalized policies.

- Determine what qualifications are absolutely necessary for this position.
- What is the research gap being filled by this position?
- What degrees are applicable? (The wider the degree base, the wider the net you will cast). Is a degree from a related field acceptable?

Required vs desired qualifications

This step is crucial. You will miss excellent, qualified individuals if qualifications are not intentionally articulated. For example, we know that most [women will not apply for jobs unless they have 100% of the required qualifications whereas men will apply if they have only 60% of them](#). Determine what is absolutely required versus desired. Having some desired qualifications versus all required allows for a broader candidate pool.

Here is an example, here's how you can scaffold a required versus desired qualification:

An example of a **required** qualification includes, “potential, experience, and/or strong interest in

teaching, mentoring, advising, and recruiting diverse and underserved students should be a requirement”.

An example of a **preferred** qualification includes, “experience developing or working in interdisciplinary research teams.

We encourage applications from scholars with diverse life experiences and who have an interest in/potential for teaching, recruiting, mentoring, and advising diverse underserved students including women, students of color, first generation, and non-traditional students.

Recommended Required documents

- Letter of Intent describing qualifications/Cover letter
- Curriculum Vitae
- [Diversity statement](#)
 - [Diversity Statements and Evaluation Rubrics](#)
- Leadership philosophy (for positions requiring leadership)
- Extension and or teaching philosophy
- Research agenda or statement

Casting a wide net-Advertising

Many people find jobs through personal networks. However, we still need to take measures to attract the most diverse pool possible. The links below are for department-specific sites to share postings. Some are URM focused.

Department Specific Websites

Agricultural Environmental Development Economics

[Agricultural and Applied Economics Association](#)

[Committee on the Opportunities and Status of Blacks in Agricultural Economics](#) does not have a separate job board but is a group that you can join if you are a member of the AAEE.

[Committee on Women in Agricultural Economics](#) does not have a separate job board but is a group that you can join if you are a member of AAEE.

Entomology

[Entomological Society of America](#)

[Women in Entomology Network](#)-does not have a separate job board, but you can join if you are a member of the Entomological Society of America.

Food Agricultural Biological Engineering

[American Indian Science and Engineering Society](#)

[American Society of Agricultural and Biological Engineers](#)

[American Academy of Environmental Engineers and Scientists Career Center](#)

Food Science

[Institute of Food Technologists](#)

[American Society for Nutrition](#)

[The Nutrition Society](#)

Horticulture and Crop Science

[American Society for Horticultural Science](#)

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[Crop Science Society of America](#)

[American Society of Agronomy](#)

[American Society of Agronomy Committee on Women in Science](#) contains names of current and past members.

[Ohio Turfgrass Foundation](#)

[Soil Science Society of America](#)

[Sports Turf Managers Association](#)

Plant Pathology

[The American Phytopathological Society \(APS\)](#)

[Botanical Society of America](#)

[Mycological Society of America](#)

School of Environment and Natural Resources

[North American Association for Environmental Education](#)

[Rural Sociological Society](#)

[Doris Duke Conservation Scholars Program Alumni Network Job Board](#)

General Advertising Websites

[Academic Diversity Search](#) specializes in connecting women and minorities in Higher Education

[Ag Careers.com](#)

[Association for Women in Science](#)

[The Chronicle of Higher Education](#)

[Hispanic Outlook on Education Magazine](#)

[HBCU Connect](#) need to set up account as an employer

[Insight Into Diversity](#)

[Journal of Blacks in Higher Education](#)

[Latinos in Higher Education](#)

[Minorities in Natural Resources and Related Sciences \(MANRRS\)](#)

[National Conference on Race and Ethnicity in Higher Education](#) (NCORE)

[Native Americans in Higher Ed](#)

[SANCAS](#) Society for Advancement of Chicanos/Hispanics and Native Americans in Science

Candidate Screening and Narrowing

Review how implicit bias can interfere with equitable evaluation of candidates and devise strategies to mitigate the impact of implicit biases. One important tool that can minimize the influence of bias is the candidate rubric.

Create a rubric to assess candidates. The rubric should reflect details from the job description. It is a good idea to test the rubric to ensure it works properly. To test, have everyone evaluate a single candidate and compare scores. Review these [example screening rubrics](#) (Word) to get ideas.

Question development for screening

- All candidates must be asked the same set of questions.
- Decide on the screening process and when the first face-to-face interviews will be held.
Here is a standard screening process:

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- Stage 1: Review candidate application materials using screening rubric. Eliminate disqualified individuals (incomplete application, does not meet minimum qualifications, etc.). Categorize all others as “acceptable”, “acceptable with reservation”, and “unacceptable”. Determine top candidates to conduct stage 2 interviews.
- Stage 2: Conduct interviews with semi-finalists (i.e., over the phone or via Zoom). Determine top 3 or 4 finalists.
- Stage 3: Conduct face-to-face (in person or virtual) interviews with finalists.

Role of reference checks

- See [Faculty Hire Checklist](#) for information regarding reference checks.

Finalist interviews

Include unit faculty, staff, students, stakeholders, collaborating units, and schedule a visit to Wooster, Columbus, or statewide campus, as appropriate.

- Allow candidates to meet with members of the [CFAES Office of Diversity, Equity, and Inclusion staff](#), HR representatives, and/or someone from the University’s [Office of Diversity and Inclusion and/or invite them to appropriate seminars and open events](#).

Consider opportunities for the candidate to visit the area and look at housing. Interviewing is more than screening – it’s also a recruitment activity. How can you help convince people they want to not only work but live here?

Give each finalist plenty of opportunities to ask questions, gather information about the role and coworkers, and assess workplace culture. We want the new hire to feel confident about their decision to work for CFAES.