

Guideline and Checklist for Inclusive Faculty Recruitment

This checklist was developed using multiple resources and is intended to serve as a practical guide for integrating EDIIA principles into academic searches. This does not replace or amend the University's current policies related to academic searches, but is a tool intended to support these policies by facilitating more equitable and inclusive searches. Information on academic search policies and procedures can be found in the [Academic Administrative Procedures Manual \(AAPM\)](#) on the University of Toronto website. Additional resources (Appendices A and B) are included at the end of this document.

1. Develop Vision and Rationale

- **Discuss** with department members the rationale for support of diversity. How do we define excellence? What is our vision for the department – for our research and educational programs? What current EDIIA statements or commitments are we working on? What are potential gaps in our curriculum and research themes? How are historically underrepresented and marginalized communities missing from our research and teaching programs? What new perspectives are emerging in the field of physiology? How is a diverse faculty complement important to achieving and sustaining our vision for excellence? Does the research theme impact any historically underrepresented groups (ie. Diabetes and heart disease affect Black and Indigenous people disproportionately; autistic people have insight regarding their neurology)? How might including a person from that underrepresented group contribute to research excellence?
- **Create** a 1-2 sentence mission statement describing how this search will contribute to the department's vision and excellence by supporting diversity, inclusion, and equity.

2. Search Committee Selection & Training

- **Create** a diverse search committee consisting of the following individuals from minority and non-minority backgrounds:
 - Faculty
 - Trainee
 - Staff
 - Alumni
- Tips for selecting members:
 - **Use** a criteria matrix to identify potential members.
 - **Include** individuals with diverse skills, expertise, perspectives, backgrounds and lived experiences.
 - **Include** junior faculty as this helps to mitigate power dynamics

- **Ask** “who is missing from the proposed committee?” A departmental EDIIA rep can help identify which underrepresented groups may be missing.
 - **Invite** a representative from the departmental EDIIA committee to participate in an unofficial capacity – providing guidance and observation for integration of best practices. The EDIIA rep will:
 - Provide ongoing feedback on the integration of EDIIA principles
 - Recommend training and techniques for mitigating bias in the process
 - Identify and question potential bias, assumptions, stereotypes during the process
- **Consult** with the EDIIA rep or the Office of Inclusion & Diversity (OID) for advice on training options
- **Schedule** implicit bias training for the search committee.
- **Incorporate** dialogue around excellence through equity into every meeting – each meeting of the committee should create some space for referring to the training and for reflection on how to be intentional by making choices that support the mission statement and definition of excellence established by the department.

3. Developing the Job Ad

- **Discuss** the expertise, experience, and qualities sought in a potential candidate. What will support the mission statement?
- **Create and document** a clear list of criteria.
 - Criteria should capture a variety of ways of demonstrating excellence.
 - These must be utilized in the job ad and applied consistently throughout the remainder of the process.
 - Consider including criteria related to the promotion of EDIIA, such as experience working with diverse groups of students and evidence of contribution to fostering diversity and inclusion within teaching or research.
 - Use inclusive language, keeping in mind that qualifications listed as *preferred* or as *assets* might be interpreted as *required*.
 - Weight the criteria
- **Vet** the criteria through an EDIIA lens. The EDIIA rep, EDIIA committee, or a member of the OID can assist with this. Ultimately, the ad will be subject to approval by the VPFAL.
 - Are the criteria equitable and inclusive when viewed through a human rights lens?
 - Do the criteria align with the mission statement for the search?

- **Request** that each applicant include an EDIIA statement describing their commitment and contributions to EDIIA.

4. Distributing the Job Ad

- **Develop** a list of excellent candidates from diverse backgrounds and reach out to them directly. Colleagues, members of professional associations, and representatives from fellowship programs may be able to make recommendations.
- **Consult** list of former graduate and postgraduate trainees for potential candidates. It is good practice to maintain a bank of CVs and contact information of former graduate students and postdoctoral fellows.
- **Circulate** the ad to organizations and EDIIA channels with diverse audiences.

5. Evaluating Applicant Files

- **Review** and discuss learnings around bias, hiring myths, stereotypes, etc. Acknowledge the ways in which biases may influence the evaluation of applicants. Be honest! The best way to mitigate bias is to acknowledge that it exists. The committee chair may choose to invite an EDIIA consultant to provide a refresher on the role of bias at this stage of the process.
- **Review** the criteria and how these are weighted so that applications may be reviewed with a clear understanding of priorities.
- **Request** aggregate data from the UTORecruit survey before opening any of the applicant files.
 - If the diversity of the applicant pool does not reflect the diversity goal established at the beginning of the search process, the committee may submit a request to VPFAL to extend the closing date (if not yet closed) or may cancel the search and re-initiate later.
- **Evaluate** all applications against the criteria already established by the search committee.
 - Create a structured matrix for evaluation of files against criteria and ensure there is shared understanding of how to use it
 - Review all applicant files equally
 - Each committee member reviews each application
 - Use only the criteria already previously established
 - Identify any conflicts of interest or known candidates
 - Information about a known candidate should not be considered if the same information is not available for other applicants.

- Encourage committee members to think about which applicants they would most like to see *included*, rather than starting with those they think should be excluded.
- Each committee member determines whether each applicant meets the criteria and whether they should be placed on the long/shortlist. Committee members should take notes on their candidate assessments to document the reasons for each decision. Decisions should align with the criteria.
- **Discuss applicant files.**
 - Ensure that all committee members can share their opinions.
 - Chair can request that members share their input prior to meeting.
 - To mitigate power dynamics, chair may invite members with less organizational power to share first.
 - Invite silent members to speak.
 - Go back to members who were interrupted and encourage them to finish sharing.
 - Reiterate comments that may have been overlooked.
 - These strategies can be applied in all meetings of the search committee.
- **Evaluate** only the materials submitted.
- **Do not rank** shortlisted candidates.

6. Interview Process

- **Create** an interview guide
 - Include questions that examine equity competencies.
 - Ensure that none of the questions violate the Human Rights Code (eg., no questions about marital or family status, disability, age, or any other grounds cited in the Code)
 - Develop questions that require applicants to demonstrate their grasp and use of EDIIA principles *in action* rather than vague agreement with the concept
 - Vet the guide using an EDIIA lens. The EDIIA rep, EDIIA committee, or an OID rep can help with this.
 - Decide how the committee will evaluate responses to questions; what types of answers are considered good and why?
 - Ensure there is common understanding of the evaluation strategy and create a matrix for use during interviews.
- **Check-in** with candidate a few days prior to the interview. Offer a brief meeting to answer questions and address concerns.
- **Establish** a secondary committee of trainees. This facilitates trainee feedback and provides the candidate with a sense of the diversity of our trainees.

- **Discuss** how trainee feedback as well as feedback from other department members, including one-on-one meetings with faculty, will be collected, and integrated into the final deliberations of the committee. Consult with the EDIIA rep to ensure collection and use of feedback is equitable.
- **Conduct** two interviews. Interviews are highly stressful and can disadvantage candidates from historically marginalized communities. A second interview provides an opportunity for a candidate to build upon their performance in the first interview.
- **Follow** the interview guide; ask the same questions of all candidates. Use the established matrix to evaluate answers.
- **Be aware** of the potential for bias.
 - Resist prompting while asking questions during the interview.
 - Committee members may be more favourably predisposed to candidates who look, act, or sound like members' mental images of successful academics in physiology.
 - Candidates from dominant groups tend to be ascribed with greater potential than candidates from underrepresented groups.
 - "Tightrope" of professional behaviour – range of acceptable professional behaviours tends to be narrower for candidates from underrepresented groups.

7. Campus Visits

- **Consider** what meetings with potential networks, trainees, and faculty might be useful for the candidate.
 - Offer to connect the candidate with a person of similar background, gender, or ethnicity during their visit to provide perspective on campus and community cultures.
- **Ask** the candidate if there is anyone they would like to meet with or any campus resources or offices they would like to visit.
- **Invite** the candidate to share any needs or requests that might improve their visit (eg., accessibility needs).
- **Reimburse** the candidate's travel expenses right away.
- **Be equally** genuine, gracious, and generous with each candidate.

8. Committee Deliberations

- **Invite** an EDIIA consultant to provide a refresher on the role of bias at this stage of the process. This may not be necessary or possible but is a good idea if there is time
- **Assess** candidates based upon the criteria established by the committee at the beginning of the search process.
 - Bias alert! There is a tendency to mentally rewrite or re-prioritize criteria to match the qualities of candidates from dominant groups.
- **Use** a holistic approach that considers lived experience as well as all parts of the application file.
 - There is a tendency to give more weight to the interview. Balance the interview with information from other parts of the applicant file.
 - Focus on concrete aspects of the candidate’s application and avoid use of terms like *star* or *good fit*.
 - If *fit* is used by a committee member, ask them to clarify what they mean and suggest a reframing of the term, such as “commonality of purpose” as this may help to mitigate potential bias. Encourage use of examples from the interview or application materials and discuss how these link to the position requirements.
- **Prioritize** the advancement of the mission statement for the search and the department’s broader EDIIA goals.
- **Allow** equal time for committee members to share their opinions.
- **Invite** the EDIIA rep to participate in discussions and give space to address any potential biases that emerge.
- **Use** a private ballot system to rank the candidates at the conclusion of deliberations.
- **Disclose** the ballot outcome to the committee following the chair’s 48-hour reflection period.

9. After the Hiring Decision

- **Follow-up** with all shortlisted candidates and reiterate their value.
- **Negotiate** salary and non-salary items.
 - Starting salary should be based on a consistent formula that looks at the candidate’s profile and other salaries in the department.
 - *Bias alert!* Members of underrepresented groups are more likely to be viewed as aggressive or unreasonable than others when negotiating or advocating for wants or needs. Be aware of any tendency to make assumptions about a

candidate's commitment based on their requests. Consider the full range of what is reasonable.

- **Ensure** candidate has access to the support and information needed for early career success.
 - Support should be culturally appropriate and facilitate full integration into the department and its networks.
- **Evaluate** the effectiveness of the search process.
 - Invite feedback from the EDIIA rep.
 - Invite feedback from the recruit.
- **Sponsor** events on campus or in the community that highlight the work of faculty from diverse backgrounds.
- **Be mindful** of overloading the recruit with excessive teaching and service demands.
- **Keep in touch** with the recruit regularly to provide support for their transition to the university and broader community.
- **Provide** suitable mentoring and professional development opportunities.
- **Continue** exploring ways to create a more welcoming and inclusive department culture.

Appendix A – List of Resources

This document was created with input from the Department of Physiology EDIIA Committee and draws upon the following resources:

Guidelines for Excellence Through Equity: Appointments of Faculty and Academic Administrators

Author(s): TFoM Excellence Through Equity Working Group – Faculty & Leaders

Date: October 19, 2021

Website: (not yet published, available upon request)

Checklist for Best Practices in Proactive Recruitment

Author(s): Office of the Vice-Provost, Faculty & Academic Life

Date: October 2020

Website: <https://aapm.utoronto.ca/wp-content/uploads/sites/129/2017/08/best-practices-proactive-recruitment.pdf>

Strategies for Recruiting an Excellent & Diverse Faculty Complement: A guide for enhancing the diversity of applicant pools and minimizing the impact of unconscious bias in assessing candidates

Author(s): Office of the Vice-Provost, Faculty & Academic Life

Date: January 2018

Website: <https://faculty.utoronto.ca/wp-content/uploads/sites/305/2020/11/recruiting-excellent-diverse-faculty-complement.pdf>

[Report from the Department of Physiology EDIIA Committee on Faculty Hiring Practices, Spring 2021](#)

Author: Julia Tausch and Department of Physiology EDIIA Committee

Date: Spring 2021

Additional resources for successful searches:

Interview questions and evaluations:

[Sample EDIIA interview questions and how to evaluate answers](#)

[Guidelines from MaRS Startup Toolkit on writing interview questions and scoring them](#)

Sample evaluation rubrics and guidelines:

<https://www.washington.edu/diversity/staffdiv/hiring-toolkit/candidate-review-selection/>

<https://www.helblingsearch.com/blog-item-keeping-score-using-a-hiring-rubric>

How to write equitable job ads:

<https://harver.com/blog/inclusive-job-descriptions/#Effort>

<https://hr.uw.edu/diversity/hiring/position-description-guidelines/>

<https://hr.uw.edu/diversity/hiring/sample-position-description-and-tips/>

[Sample Dept of Physiology academic job ad](#) (in progress)

[Sample job posting from Family and Community Medicine](#)

Appendix B - List of Networks for Job Ad Distribution

The following list identifies some of the networks through which academic jobs in Physiology might be advertised. The suitability and effectiveness of each of these will depend on the nature of the search. This list will evolve over time.

Orgs that publish Job Postings:

Org	Posting Submission Info	Cost, Notes, etc.
Canadian Black Scientists Network	https://www.surveymonkey.com/r/J3WRVQN	“The CBSN is a volunteer organization. We will respond to your request as soon as we are able. We will typically not be able to accommodate 'rush' requests for postings.”
Diverse Issues in Higher Education	American magazine that reserves some pages at the back for advertising jobs in higher ed; P. Smellie spoke to the Senior Client Relationship Manager for the magazine. She indicated that we could run an ad in the magazine - both hard copy and digital versions - and they will also cross-post it on other relevant job boards; they can post for up to 60 days; next issue is Aug 19.	Cost is 1,125 - 2,650 USD, depending on length of ad
American Indian Science and Engineering Society (AISES) Canadian branch: https://www.aises.org/membership/caises (they seem to share one job board)	Full postings with advertising: https://careers.aises.org/employer/pricing/?site_id=22710 Free option: https://opportunities.aises.org/employer/pricing/?extre=1	Several pricing tiers, from free job board (not advertised further) to \$649 for full advertising. Looks easy enough to purchase and post through their website.
Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)	https://careercenter.sacnas.org/employer/pricing/	\$309-\$699 depending on how much advertising is included.

<p>The Black Women in Computational Biology Network</p>	<p>https://www.blackwomencompbio.org/jobs</p> <p>Submit postings through web form.</p>	<p>Unclear if it's free or not.</p> <p>It might be worth reaching out to see if they want to share the posting as well. Worth tagging on Twitter in any case, I see they retweet postings sometimes.</p>
<p>www.AcademicCareers.com</p>	<p>https://academiccareers.com/employer-products/</p> <p>Different packages, all include "Diversity Package." Buy through web form.</p>	<p>\$295-\$395</p>

Other Orgs:

Org	Recommendation	Contact Info
<p>Black in Physiology</p>	<p>Reach out directly, ask if they'll retweet our ad when we tweet and/or share it with their networks. Include link to our specific diversification goals and ethos.</p>	<p>Info@BlackinPhysiology.com President: Clintoria.Williams@BlackinPhysiology.com</p>
<p>Black in Cardio</p>	<p>As above.</p>	<p>BlackInCardio@gmail.com</p>
<p>National Centre for Faculty Development and Diversity</p>	<p>Julia T didn't see a job board here...maybe tag when we tweet the ad...she will look at their Twitter more first.</p>	
<p>500 Women Scientists</p>	<p>Tag on Twitter... they do a ton of retweeting, but they may note it and share internally. Julia T will look closer at how they're using Twitter in the run-up.</p>	

Black Women In Science Network	Reach out directly, ask if they'll retweet our ad when we tweet and/or share it with their networks. Include link to our specific diversification goals and ethos.	admin@bwisnetwork.com
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Appendix C – Acknowledgements

We wish to thank the following department members for their valuable time and contributions to creating this document.

Department of Physiology EDIIA Committee:

Adria Giacca - *Professor*
Aylin Visram – *Graduate Student*
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Elizabeth Eng – *Graduate Student*
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Jinrong Min – *Professor*
Julia Bandura – *Graduate Student*
Julia Tausch – *Staff*
Megan Drupals – *Graduate Student*
MerEDIIAth Foley – *Graduate Student*
Nastasia Kujbid – *Graduate Student*
Neil Merovitch – *Graduate Student*
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Prashanth Velayudhan – *Graduate Student*
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Thank-you!