Part 3: Outreach

How can the search committee attract a highly qualified and diverse pool of applicants? Which outreach practices are allowable under current federal and state laws and university policies?

As noted above, the committee should discuss and plan each step of the search process. In terms of outreach to potential applicants, the committee should consider:

- What kind of language in the job ad will encourage applications from individuals who are committed to diversity-related work and whose record of research, teaching, service, and/or outreach reflects a commitment to diversity and equal opportunity?

- Which venues will be most productive for advertising to a broad range of potential applicants?

- How might the committee and the unit as a whole engage their professional networks to encourage applications from individuals from historically underrepresented, marginalized, or disadvantaged groups?

Legal and Policy Aspects of Outreach

Committees often worry about the legal and policy aspects of recruiting applicants from underrepresented backgrounds, perhaps especially applicants who identify as U.S. racial or ethnic minorities. Understanding the laws and policies that govern recruitment and hiring is essential to formulating an appropriate and effective plan.

Affirmative Action

Laws and practices related to affirmative action continue to evolve through initiatives and court decisions, and these changes have direct implications for faculty recruitment. The University of Washington adheres to policies and practices of nondiscrimination that promote equal employment opportunity and are consistent with state and federal laws.

The UW Office of Equal Opportunity and Affirmative Action (EOAA) offers this succinct definition for affirmative action:
“Affirmative action is a program required of federal contractors to ensure equal employment opportunity. It requires a good faith effort to achieve and maintain a workforce in which minorities and women are represented at a level proportionate with their availability in the labor pool from which the employer can reasonably be expected to recruit. Affirmative action also includes good faith efforts towards covered veterans and individuals with disabilities.”

A link to the EOAA website, which includes Frequently Asked Questions, is available in the Toolkit.

It is important to note that affirmative action is distinct from nondiscrimination. Affirmative action refers to policies and practices specific to the outreach phase of the appointment process. The specific goal of affirmative action is to enrich applicant pools so that they are inclusive of all groups, including those that have been historically underrepresented, marginalized, or disadvantaged in specific disciplines or in higher education as a whole.

Initiative 200

Initiative 200 (I-200) is a Washington State law enacted in 1998 that became effective in 1999. Although I-200 has been in effect for two decades, it continues to cause some confusion about what is and is not allowable during the outreach phase of faculty hiring. The full text of I-200 appears in the Toolkit. The key provision states:

“The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”

Under I-200, discrimination and preferential treatment are not allowed during the selection phase of hiring. However, outreach efforts to broaden pools of qualified applicants are allowed under I-200 and are encouraged by the university.

Diverse Applicant Pool Data

As a federal contractor, the university must request information about the race/ethnicity, sex, age, disability, and veteran’s status of all applicants to UW recruitments. Therefore, UW has configured Interfolio to automatically include an Affirmative Action Information Request (AAIR) as part of the application process. On most questions, however, applicants have the option to decline to provide specific data.

Changes to the UW Faculty Code

In 2012, the Faculty Council for Multicultural Affairs (FCMA), with the support of the Office for Faculty Advancement, successfully petitioned for changes to the Faculty Code
relevant to the appointment and promotion of faculty. **Faculty work that enriches diversity and equal opportunity in research, teaching, and service is now explicitly acknowledged as criteria to be recognized in faculty appointment and promotion decisions.**

For the hiring process, these changes mean that units may want to include explicit language about diversity- and equity-related research, teaching, and service in job advertisements. Units may also want to ask applicants for explicit statements about their involvement in or commitments to various kinds of diversity and equity work. Those units that have made such requests have found applicants’ responses to be highly valuable.

The full text of Chapter 24, Section 24-32, “Scholarly and Professional Qualifications of Faculty Members,” of the Faculty Code appears in the Toolkit.

Sample requests for diversity statements and tips for evaluating diversity statements are also available in the Toolkit.

**Writing the Job Advertisement**

With the above information in mind, the committee is now ready to draft the job ad.

Interfolio divides posted job ads into three major sections: Position Description, Qualifications, and Instructions. It is thus useful to conceive the ad as the sum of several discrete but related parts. It is also useful to consider how the ad can set up aspects of the rubric the committee will use in its assessment of applicants.

**Position Description:**

1. Describe the **specific position**. This can be done in expansive terms that include a commitment to diversity and inclusion.

2. It is useful to describe the **unit**. This, too, can be done in expansive terms that include a description of the unit as a place that values diversity and diversity-related work on multiple levels—e.g., in the curriculum, in pedagogy, in outreach to students and/or communities, in research.

3. It can be useful to also describe the **university**. Here is an opportunity to introduce potential applicants to UW’s broader commitments to diversity, equity, and inclusion, including its efforts to respond to the needs of dual career couples.

4. Depending on the position, it can be especially helpful to describe potential allies across campus. This might include interdisciplinary research centers, outreach
programs, and so forth. It might also include related searches in other units—
i.e., an unofficial cluster hire.

Qualifications:

- State the minimum qualifications for the position. A bulleted list, rather than a sentence or paragraph, can work well.

- Depending on the nature of the position, the unit may need to include an explicit statement of the minimum degree required (e.g., “Ph.D. or foreign equivalent”).

- The unit may also need to include an explicit statement indicating that “All University of Washington faculty engage in teaching, research, and service.” If in doubt, check with the unit’s Academic HR specialist.

- State any preferred qualifications for the position (e.g., years of relevant experience, demonstrated commitment to particular kinds of research or pedagogy, demonstrated commitment to diversity, equity, and inclusion, etc.). Here, too, a bulleted list, rather than a sentence or paragraph, can work well.

Instructions:

5. Describe the materials you want applicants to submit for review. Depending on the specific field or subfield, as well as the academic rank of the position, typical materials include: a letter of interest; a full cv; a dissertation or thesis abstract; a sample of scholarship or creative activity; a statement of teaching philosophy and/or evidence of teaching effectiveness (e.g., a specified number of student or peer evaluations of teaching); a specified number of references or a specified number of names and contact information for potential references.

6. Committees may also want to request or invite an explicit statement that describes the applicant’s experiences with and commitments to diversity.

7. For positions that are primarily administrative, such as a department chair or college dean, it may be appropriate for committees to request a statement of administrative experience and/or a vision statement for the specific role.

8. List a priority deadline—the date when you will begin to read and assess applications. This date should be at least 30 days after initial posting.

A range of sample job advertisements are available in the Toolkit.

Required Language

In addition to the above components, two University of Washington statements will be included in all job advertisements posted through Interfolio. First, an **Equal Employment Opportunity** statement:

*University of Washington is an affirmative action and equal opportunity employer.*

*All qualified applicants will receive consideration for employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, pregnancy, genetic information, gender identity or expression, age, disability, or protected veteran status.*

And, second, a statement of the University’s **Commitment to Diversity**:

*The University of Washington is committed to building diversity among its faculty, librarian, staff, and student communities, and articulates that commitment in the UW Diversity Blueprint ([www.washington.edu/diversity/diversity-blueprint/](http://www.washington.edu/diversity/diversity-blueprint/)). Additionally, the University’s Faculty Code recognizes faculty efforts in research, teaching and/or service that address diversity and equal opportunity as important contributions to a faculty member’s academic profile and responsibilities ([www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432](http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432)).*

Posting the Job Ad

Circulating ads in traditional scholarly publications remains useful but can result in a relatively homogenous pool of applicants. To enlarge the applicant pool, consider posting ads in a variety of publications and on the listservs, websites, or social media sites of relevant professional organizations. This should not only help enlarge the potential pool of applicants, but also help convey the unit’s commitment to diversity, equity, and inclusion. **It is useful to maintain a comprehensive record of where ads have been posted.**

**Note:** Depending on the nature of the faculty or administrative position, the unit may be required to post its ad in a print publication with an international audience, such as the *Chronicle of Higher Education*. **A review by the unit’s Academic HR specialist is required before any posting.**

Networking

Once the job ad is posted, preliminary “scouting” should become active “networking.”
Members of the search committee, along with other members of the unit, should personally contact colleagues at UW and other institutions to seek nominations for potential applicants. Consider using the following means of active networking:

- Send announcements and request nominations from departments at institutions that serve large numbers of Latina/Latino, African American, Native American, and other historically underrepresented populations. Your campus allies will be able to help you locate such institutions.

- Send announcements to diversity-related sections of regional, national, or international organizations within the discipline.

- Take advantage of social media (e.g., Facebook, Twitter, LinkedIn) to attract a broader pool of applicants by distributing the ad through a committee member’s, unit’s, or academic organization’s account, or by reaching out to prospective applicants directly through their accounts.

- Consider inviting applications from junior colleagues who may be currently under-placed and thriving at less well-ranked institutions.

- Ask current faculty, graduate students, post-docs, and alumni to help market open positions by taking copies of job ads to academic conferences and meetings.

- Ask all members of the unit to contact their colleagues at other institutions to inquire about promising graduate students, post-docs, or junior faculty from underrepresented groups.

- Have the chair, director, or dean personally contact qualified nominated applicants, especially those from underrepresented groups.