

**Office for Faculty Advancement
University of Washington
Best Practices for Faculty Searches**

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Introduction

This document is meant to serve as a concise Handbook of Best Practices for hiring and retaining a diverse and inclusive faculty across the three campuses of the University of Washington, and thus it is meant to assist the university community in meeting its goals of promoting equal opportunity and enhancing excellence through diversity. The Handbook is supported by an online Toolkit of sample materials and additional resources for search committees and unit leaders.

Individual units will necessarily tailor the Handbook's suggestions to their specific needs, and units should develop conventions and tools relevant to their particular disciplines and to their particular profiles in relation to diversity, inclusion, and equity. **For the purposes of this document, the concepts of equal opportunity and diversity are understood as the right of all faculty job applicants and all hired faculty to be treated with equal fairness and to have the opportunity to excel without bias due to their race, ethnicity, color, religion, sex, sexual orientation, marital status, gender identity or expression, national origin, age, disability, or protected veteran status.**

In addition to promoting equal opportunity and enhancing excellence through diversity, one of the broad goals of the Handbook is to encourage the university community to **reimagine faculty hiring and retention as ongoing activities**—as regular components of academic and professional life, rather than as special occasions or as reactions to particular circumstances. Another broad goal is to encourage units to **work closely with university allies** to coordinate hiring and retention efforts across boundaries of departments, schools, colleges, and campuses.

In July 2018, the University of Washington adopted the Interfolio system for managing the search process for all academic personnel. For UW recruitment policy or process questions, please contact Academic Human Resources. For technical questions about Interfolio features and functionality, please email help@interfolio.com or call (877) 997-8807.

The Office for Faculty Advancement invites units to share their successful hiring and retention tools with us, so that we can share these with others and so that we can facilitate an ongoing conversation about best practices. Please contact the Associate Vice Provost for Faculty Advancement, Professor Chadwick Allen (callen3@uw.edu).

Part 1: Scouting

Reimagining hiring as an **ongoing activity** rather than as a special occasion means encouraging your unit to be in the habit of regularly “scouting” for potential applicants who will enhance the faculty and its diversity profile in specific ways.

Scouting activities are meant to **identify and build relationships with potential job applicants**, so that the unit is in a good position to attract diverse pools of applicants for its approved searches. But scouting also can lead to the **identification of “preferred” candidates** the unit would like to hire immediately.

Active scouting thus raises a **potentially controversial but important set of questions**:

- Does the unit believe it is best to run relatively broad and fully open searches for every potential hire?
- Or does the unit believe it is good practice—and/or strategic necessity—to occasionally launch so-called target of opportunity hires that focus on one or more preferred candidates?

Thus, when thinking about scouting, units should consider **several cautions**:

- Scouting activities are meant to help build diverse pools of potential applicants for the future; they cannot guarantee funded positions.
- It is important to openly discuss how the unit and how the relevant college, school, or campus will approach preferred candidates and/or specialized searches in relation to long-range hiring plans.
- Unit leaders and college, school, or campus leaders should be careful not to build unrealistic expectations for either potential applicants or current faculty.

With these questions and cautions in mind, the unit is ready to **foster effective habits for scouting**:

- Develop, discuss, and regularly update **long-range hiring plans**, taking into consideration the unit’s current Affirmative Action Plan. (If the unit is unaware of its Affirmative Action Plan, check with the Office of Equal Opportunity and Affirmative Action). All members of the unit should be aware of current and anticipated needs, including those related to anticipated or known retirements, as well as of the unit’s “wish list” for future hires. Where does the unit hope to see itself in five or ten years?
- Encourage all members of the unit to view **professional meetings** as opportunities to scout for potential faculty applicants. Everyone should be encouraged to attend

presentations by advanced graduate students and post-docs who will soon be on the job market, and by assistant professors who may be movable from current positions.

- Consider hosting a **targeted reception or event** at your discipline’s major conference or meeting. For example, an event might spotlight an established or emerging research area within your discipline that directly engages issues of diversity, inclusion, and equity, or it might spotlight opportunities for teaching, service, or outreach that directly engage issues of diversity, access, and equal opportunity.
- Consider using the unit’s **lecture or seminar series** as an opportunity to invite potential future applicants to campus. This is a “low stakes” way to introduce potential applicants to the unit and to campus allies, and to give them an opportunity to experience the UW firsthand.
- Keep in mind that you may have **local scouting opportunities** as well: advanced PhDs, post-docs, and non-tenure track faculty in adjacent units or on other campuses at UW.

A link to the Office of Equal Opportunity and Affirmative Action (EEOA) and additional resources for developing long-range hiring plans and strategies for scouting are available in the Toolkit.

Part 2: Preparation

Preparing to launch an approved competitive search involves multiple steps, and the earlier the unit can begin, the better.

Multi-year Planning

Ideally, preparation for a specific search should begin one or more years prior to when the job ad will be written and posted. Long-range hiring plans allow the unit to think strategically about how individual searches fit within short- and long-term goals for maintaining or enhancing excellence in research, teaching, service, and outreach—and to articulate that thinking to deans or chancellors, students, advancement officers, community stakeholders, and potential applicants.

Units should share their long-term “wish lists” of potential hires with their allies across campus and across the UW system. How might units work together to meet similar or mutual goals?

Potential for Cluster Hires

Multi-year planning may help the unit think about how individual searches might be fruitfully bundled into a “cluster hire,” or how the unit might collaborate with one or more other units to organize a cluster hire across multiple disciplines or across multiple UW campuses.

Cluster hires can be especially useful for attracting **applicants working in relatively small or new fields or subfields** as well as for attracting **applicants from historically underrepresented backgrounds**, since cluster hiring signals a significant commitment to—and investment in—a specific area of research, teaching, service, and/or outreach.

More information about cluster hires is available in the Toolkit.

Forming Search Committees

As the unit prepares for a specific search, its leadership should think carefully about how to form the official search committee:

- There are **multiple models** for effective search committees: what is possible and practical will depend on the size of your unit, how your sub-units typically interact, how many searches you conduct in a given hiring season, and your overall unit culture and climate. Keep in mind that **how you form search committees signals what you value and how power works in your unit**. Sample search committee models are available in the Toolkit.
- Make sure the search committee is diverse and inclusive, since the committee will likely be the first point of contact for potential applicants. **The committee’s composition sends a message to potential applicants about the unit’s climate**.

- Include individuals who will provide a range of different perspectives and expertise, and who will provide a demonstrated commitment to diversity and inclusion. Depending on the nature of the position, you may want to invite **at least one person from outside the unit** to serve on the committee. You may also want to include a **graduate student representative**; many units always include a student representative as a best practice.
- It is helpful, for instance, to **balance senior and junior faculty** who are close to the specific subfield of the search with **at least one faculty member who is outside the specific subfield**. It can also be helpful to have a member of your unit's **leadership** team (e.g., an associate or vice chair) serve *ex officio* on all search committees to make sure the unit's broader interests—including its commitments to diversity, equity, and inclusion—are represented at meetings.
- If the unit has a diversity committee, consider asking at least one member to serve on the search committee. If the unit does not have a diversity committee, consider using the occasion of an approved hire and the development of a new search process as an opportunity to develop one. **The diversity committee's role is to ensure that members of underrepresented groups have been recruited as applicants and given full and careful consideration.**
- Be mindful not to overburden members of underrepresented groups with a disproportionate number of committee assignments. If a particular faculty member is needed on the search committee, where might she or he be relieved of other duties?

Informing Search Committees

Unit leadership should meet with search committees before they begin their work in order to:

1. Officially charge the committee and introduce the Interfolio system. It may be useful to have your Interfolio administrator join you.
2. Discuss the unit's specific goals for the search and its expectations for the search process, including the expectation of confidentiality. Maintaining confidentiality of committee deliberations can be especially challenging if there are internal applicants or other applicants who are well-known to the unit, such as alumni.
3. Outline the ideal search and recruitment timeline.
4. Emphasize the importance of each committee member's regular attendance at meetings and full participation in the search process.
5. Detail available fiscal resources and administrative support.

Moreover, **unit leadership** should:

- Ask the dean or the appropriate divisional or associate dean to meet with the committee early in the process to reiterate the importance of inclusion, the advisory role of the committee, and the need for confidentiality. **The Associate Vice Provost for Faculty Advancement is also available to meet with search committees at any stage of the process.**
- Arrange a formal training session on interrupting bias, either for committee members or for the unit as a whole. **The Office for Faculty Advancement offers a number of relevant workshops, which can be arranged through our online request form.**
- Create a clear plan for how the committee will communicate with each other, the unit, campus allies, and candidates.
- Make sure all committee members understand they will be expected to participate in recruitment efforts, including personal outreach to potential applicants and to candidates.

In addition to forming and informing search committees, part of preparation includes creating an **assessment rubric** and creating an **assessment plan**, both of which are described below in the Assessment section of the Handbook.

Finally, as you prepare for an approved competitive search it is important to devise clear strategies for **enlisting the whole unit in the search process**. In other words, how will the unit build consensus around its choices?

- At what point(s) will it be appropriate to inform the unit of the committee's progress and recommendations?
- At what point(s) will it be appropriate or necessary to gather the unit's input, and in what form(s)? For instance, will the unit as a whole discuss and/or vote on which candidates from the short list are invited to campus, or will the search committee make such decisions on its own?
- How can the unit—including not only faculty but also graduate students, post-docs, and alumni—assist in creating a broad applicant pool?
- How can the unit assist in recruitment efforts?

Similarly, it is important to think about which **other units** within your college or school and/or across the university's three campuses may be able to offer assistance at various stages of the search process.

- Which other units might help create a broad applicant pool?
- Which other units should attend job talks, or meet with candidates?

- Which other units will be especially useful during recruitment efforts?

Monitoring and Supporting Search Committees

Unit leadership should also think carefully about how to monitor and support search committees **through the entire hiring process.**

- **At which points in the process will it be useful to check in with the committee chair, request relevant data, or require a written report?** Before the job ad is posted? Before the committee begins to assess applications? When the committee creates a “long” short-list for preliminary interviews? When the committee creates a short list of finalists for campus interviews? Before the chair reports to the larger unit?
- Your Interfolio administrator will be able to help you access **de-identified, aggregate (i.e., anonymous) data about your applicant pool** for specific positions. National databases can help you access **availability data for your broad discipline or field**; some academic associations also gather data on numbers of graduates in their fields or subfields. Links to several of the better-known national databases are available in the Toolkit.
- Given what leaders know about the unit’s prior history with faculty hiring, are there any points in the process where problems are more likely to occur? If so, **how might unit leadership effectively coach the committee or the unit as a whole toward better outcomes?**
- Keep track of issues that arise during the search process to discuss at the debriefing.

Debriefing Search Committees

Unit leadership should plan to debrief search committee chairs and, when possible, full search committees at the conclusion of the hiring season. This is **an opportunity to assess the effectiveness of your unit’s hiring process**, as well as an opportunity to learn from both successes and any problems that arise.

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 Frequent 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:

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

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

A link to the *Academic Personnel Advertisement Guide* on the Office of Academic Personnel website is 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/). 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).

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.

Part 4: Assessment

Two key components help ensure fair and effective assessment of job applicants:

1. a clear and consistent **assessment rubric** (i.e., the criteria by which committees evaluate applicants' qualifications), and
2. a clear and consistent **assessment plan** (i.e., the process by which committees evaluate applicants and make selections).

Creating and Implementing an Assessment Rubric

An assessment rubric ensures that **all applicants are subject to the same evaluation criteria**, and that **members of search committees apply selection criteria consistently**. Moreover, assessment criteria should reflect statements made in the job advertisement.

Ideally, the entire unit should participate in the creation of an assessment rubric to ensure that the unit's values are reflected in the assessment criteria. **Minimally, the search committee should be assisted by unit leadership and the unit's diversity committee**. An assessment rubric requires the committee and the unit to define selection criteria up front, preferably while writing the job ad but **always before the committee begins reviewing applications**.

An assessment rubric also helps the committee and the unit **clearly rank its selection criteria in terms of unit priorities**—including the unit's commitments to diversity, equity, and inclusion.

Some questions to consider:

- What are the goals for this hire in terms of research, teaching, service, and outreach?
- How is a commitment to diversity, equity, and inclusion a factor in each goal?
- How does the unit rank these goals in terms of first and second priorities?
- What types of evidence will demonstrate achievement or future potential in each area?
- Does the job ad request materials appropriate to the assessment criteria?

Committees should consider **how many distinct criteria** will be useful in their assessment, and they should consider **what kind of scale** to employ. Interfolio allows evaluators to use a "star" rating system; evaluators can assign between one and five "stars" for each criterion. Some typical scales include:

- A simple choice of "High," "Medium," and "Low" rankings (using only the first three "stars" in Interfolio).

- A more elaborate choice of “Excellent,” “Good,” “Neutral,” “Deficient,” and “Unable to judge” rankings (using all five “stars” in Interfolio).

A range of sample assessment rubrics are available in the Toolkit.

Open Rank Searches

If the unit is running an “open rank” search (i.e., “assistant or associate,” “associate or full,” or open to all three ranks), the committee should consider creating **more than one assessment rubric**, since different levels of achievement may be expected from applicants at different stages of their careers (e.g., in terms of research productivity, leadership, or national service).

Using the Assessment Rubric as a Tool for Discussion

Committees may be tempted to use the assessment rubric as they might use a rubric designed for grading coursework or reviewing grant proposals: to rank applications based on total scores. **It is important to stress, however, that the assessment rubric is a tool to help maintain consistency and fairness in the review process**, that is, **to minimize bias** either in favor of or against particular applicants. The rubric is not a substitute for active committee deliberations.

Committee members should come to meetings prepared to discuss the relative merits of specific applicants, and **the review process should allow committee members opportunities to discuss any applications they find have merit, regardless of assigned scores or rankings**.

Creating and Implementing an Assessment Plan to Work Against Bias

Before any applications are reviewed, the committee should have agreed upon an explicit plan for how it will conduct its business in a fair and consistent manner. **Some questions to ask:**

- When will the committee begin reading and assessing applications? As applications come in? Or after the priority deadline?
- Should all committee members read and assess the same materials at the same stage of the search process?
- How will committee members define and then handle **potential conflicts of interest**, such as a prior relationship with an applicant or with an applicant’s adviser? This issue can be especially challenging if the pool includes internal applicants.
- By what process will the committee come to a decision about its short list? Will members vote, for example, or work to achieve consensus?
- At what point in the process will the committee review or request references?
- Will the committee conduct preliminary interviews? If so, will these be on site at a conference, over the phone, by Skype, or by some other electronic means?

- By what process will the committee create its list of finalists to invite to campus?
- How will the committee organize campus visits?
- By what process will the committee make its final assessments and recommendations?
- How will the committee communicate with applicants and with the larger unit at each stage of the process?

In addition to the criteria detailed in your assessment rubric, some key issues to consider:

“Early Bird” Bias. Beware of over-valuing applications that arrive early in the process, or simply giving them more attention. It can be helpful to **wait until the priority deadline before reading any applications**, and to organize applications by some method other than order of arrival.

“Moving Target” Syndrome. Beware of changing the requirements for the position as the search proceeds in order to include or exclude particular applicants. The terms of the job ad and the criteria of the assessment rubric should be consistently applied. **It may be helpful to designate a point during the process to evaluate the usefulness of the assessment criteria and the consistency of their application.** How well are the criteria and the process working?

“Known Quantity” Bias. Internal applicants—whether current graduate students, recent graduates, post-docs, lecturers, or part-time instructors—can be **both disadvantaged and advantaged** during the hiring process. It is important to **openly discuss** the challenge of maintaining fairness, collegiality, and confidentiality when internal applicants are part of the pool.

Implicit Bias. All of us are affected by unconscious bias, the **stereotypes and preconceptions** about social groups stored in our brains that can influence our behavior toward members of those groups, **both positively and negatively**, without our conscious knowledge.

One well-documented example is our tendency to feel more comfortable with those we perceive as “just like us” (so-called **in-group favoritism**), and numerous studies show that in situations of evaluation, members of dominant groups are typically rated more highly than others, even when credentials are identical. This occurs regardless of the evaluator’s background—male or female, majority population or racial minority. **“Positive bias” often manifests as favoritism; “negative bias,” on the other hand, often manifests not as overt hostility but rather as a kind of neglect, as an absence of care, assistance, or attention.**

It is therefore crucial to consider the potential impact that implicit bias may have on the evaluation process.

Some factors that can trigger implicit bias **against** particular applicants, whether or not they meet advertised selection criteria:

- Non-traditional career paths.
- Non-traditional research interests or methodologies.
- Degrees from less historically prestigious institutions.
- Prior work experience at less prestigious or lower-ranked institutions.
- Do not appear to “fit” the unit’s existing profile (e.g., in terms of gender, age, background, interests, and so forth).

Some factors that can trigger implicit bias **in favor** of particular applicants, whether or not they meet advertised selection criteria:

- Traditional career paths.
- Traditional research interests and methodologies.
- Degrees from historically prestigious institutions.
- Prior work experience at prestigious or highly-ranked institutions.
- Appear to “fit” the unit’s existing profile (e.g., in terms of gender, age, background, interests, and so forth). This is sometimes referred to as “**cloning**”—replicating the current unit profile in new hires.

Implicit bias is **more likely to affect our decision making** when we are tired, in a hurry, feeling overworked or distracted, or uncertain of exactly what we should do—in other words, under the typical conditions of serving on a search committee. And research shows that **bias can be contagious**; we are more likely to feel, express, or enact bias after witnessing it in others.

Attention to implicit bias can help committees to acknowledge the value of applicants who are less obviously “like us” and thus to consider their possible positive contributions to the unit. It can also encourage committees to **openly discuss how members define concepts like “merit,” “quality,” and “excellence.”** Does the committee assume that these and related concepts have singular definitions? And does the committee assume that definitions for these concepts are the same for all members?

Resources and case studies about implicit bias are available in the Toolkit.

In sum, it is important to consider:

- At which stage(s) of the assessment process will you apply the assessment rubric?
- How will you ensure that agreed upon criteria are applied consistently for all applicants—including internal applicants—at all appropriate stages of the assessment process?
- How will you work to minimize the potential impact of implicit bias?

Preliminary Interviews

In many fields it is conventional practice to conduct preliminary interviews with a “long” short list—perhaps 8 to 10, or up to as many as 15 candidates—before determining which 2 to 4 to bring to campus as finalists. **To help make interviews consistent, fair, and effective:**

- Avoid offering “courtesy” interviews to internal or other applicants who do not meet stated criteria.
- Conduct all interviews in the **same format** and under **similar conditions**—whether in person, over the phone, or over Skype—including interviews with internal candidates.
- Have the **same committee members** present for all interviews.
- Ask the **same set of standard questions**, in the same order.
- **Ask questions about diversity, equity, and inclusion of every candidate.**
- Make sure all interview questions comply with federal and state hiring laws and university policies. (These are available on the EOAA website.)

A guide to “fair” and “unfair” inquiries, sample interview questions that highlight issues of diversity and inclusion, and a guide to interviewing candidates with disabilities are available in the Toolkit.

On-campus Interviews

The on-campus interview is a component of the **assessment** process, but it is also the beginning of the **recruitment** process, and thus it should involve not only the search committee but also the larger unit, the college or school, and your campus and community allies.

Hosting the Campus Visit

The campus visit allows finalists to showcase their professional and scholarly pursuits; it is also **an opportunity for the unit to make finalists feel welcomed in a new community.**

In addition to the traditional job talk, research seminar, and/or teaching demonstration; meetings with the chair or director, other department leaders, and graduate students; meals with colleagues; a meeting with the appropriate dean or chancellor; and a tour of the campus, **elements of a campus visit should include:**

- Providing finalists a detailed itinerary, as far in advance as possible. To ensure equitable treatment, **all itineraries should be similar**, including those for internal candidates.

- Introducing finalists to relevant faculty, staff, students, and administrators within and outside the unit with whom they might share research, teaching, service, and/or outreach interests. How can you help finalists imagine local professional networks?
- Asking finalists if they would like to visit relevant research centers, facilities, or other campus resources, and/or to meet with a human resources or benefits officer. It is best to create a list of resources finalists can review before they travel to campus. A sample list of campus resources is available in the Toolkit.
- Providing venues for finalists to ask questions they might not feel comfortable asking members of the unit (e.g., about partner hiring, family or medical leave, stopping the tenure clock, disability accommodations, resources for childcare or eldercare, unit or campus climate toward women and minorities). The meeting with a dean can be an opportunity for these kinds of questions if it is clear they can be asked in confidence.
- Maintaining clear and open communication with finalists. It is important to be honest about expectations, as well as about issues of funding, space, or other resources.
- Explaining the unit's and the university's expectations about teaching, research, service, and the promotion and tenure process.
- Introducing finalists to relevant college and campus resources for their success.

Campus Visits and Internal Candidates

If the list of finalists includes internal candidates, it is important to:

- Insure that the itineraries for their campus visits are as similar as possible to those of external candidates.
- Be intentional about maintaining fairness, collegiality, and confidentiality.
- Inform internal candidates about the campus visit process.
- Encourage internal candidates not to attend public events, such as job talks or open meetings, involving the other finalists.

A best practice is to **host internal finalists first** in order to avoid any potential perception that internal finalists have an advantage from having seen firsthand or heard about the other finalists' visits.

Part 5: Recruitment

Just as it is important to plan for outreach and assessment, it is important to plan for final selection, negotiation, and recruitment.

Outlining a Recruitment Strategy

Unlike creating strategies for other stages of a search, units likely will be unable to create a recruitment strategy until near the end of the process. **Some issues to consider:**

- How many viable candidates do you have?
- Do you have a clear rank order for the top candidates?
- If funding were available, would you consider making more than one offer?
- If none of your top-ranked candidates accepts an offer, do you have a second tier of candidates you would like to bring to campus to consider?
- If none of your top-ranked candidates accepts an offer, will it be best to wait until the following year and run the search again?
- Given the specific field or subfield of the search, and given what you know about your top candidates, what issues do you anticipate might arise during negotiations?

Making an Offer

Typically, it is the responsibility of the unit chair or director to negotiate an offer of employment, after receiving approval from the appropriate dean or chancellor. The terms of an offer vary considerably by field and by rank, but usually include salary, benefits, and some kind of start-up package. In many fields, assistant professor hires often also include a guaranteed course reduction before the review for tenure. Offers should also spell out in detail the unit's expectations in terms of research, teaching, and service.

Additional issues to consider:

- To ensure equity, the salary and rank of the proposed position should be no less for a candidate who is female and/or from an underrepresented group than they would be for a white male candidate.
- Notify unsuccessful candidates only after an offer has been accepted, but prior to public announcements of the appointment.

- Although one should not directly ask a finalist about the need for partner accommodation or visa sponsorship, it is appropriate to ask if there are additional factors that would influence the decision to accept a position at UW.
- If partner accommodation is a concern, the chair or director should consult with the appropriate dean or chancellor about possibilities for employment within the unit, college or school, or university (e.g., tenure-track, lecturer, or other instructional positions on a permanent or temporary basis, or various staff positions). The unit should also introduce the candidate to the **Greater Washington State Higher Education Recruitment Consortium (GWS HERC)** and its online regional job board. Information about GWS HERC is available in the Toolkit.
- The college, school, or campus and the university may be able to offer recruitment incentives beyond the unit's standard compensation package. In addition to partner accommodations, such incentives might include relocation funds, reduced teaching expectations, professional development funds, start-up funds, summer salary, and/or research support.
- The Office for Faculty Advancement offers the Provost's **Faculty Recruitment Initiative (FRI)**, which can provide supplemental funds to be used to leverage unit and dean's resources when hiring faculty who will enhance the unit's diversity profile. Details about the FRI are available in the Toolkit.

Part 6: Retention

Once a finalist has been selected and approved, it becomes the responsibility of the entire unit as well as the relevant college, school, or campus—administrators, faculty, and staff alike—to create a welcoming atmosphere to facilitate the new colleague’s transition to professional life at the University of Washington.

It is helpful to develop **a clear plan for bringing a new colleague into the unit, college, school, or campus, and the university community** and for making sure she or he has **access to resources** that will promote success in research, teaching, service, and work-life balance. **What will it take for your new colleague to thrive at UW?** And who will be most useful as resources, as mentors, or as allies?

After the Search

As you develop a plan for welcoming and supporting your new colleague, some things to keep in mind:

- Most of us are easily overwhelmed by too much information given all at once. Think about how to **prioritize information** and how to **distribute an orientation** to the unit and to the university across the first quarter or even the first year.
- Be careful not to immediately **overburden** faculty from underrepresented groups, including women, with additional “diversity” demands or expectations (e.g., multiple committee assignments or multiple advisees, multiple peer or student mentees, or a major overhaul of the curriculum).
- At the same time, be careful not to **overprotect** new colleagues from service or outreach opportunities they seek out or that will be essential to their professional and personal success, since overprotection can lead to isolation.
- The key issues are helping new colleagues find **balance** among research, teaching, and service obligations and opportunities, on the one hand, and, on the other, maintaining **open communication** about the unit’s expectations and reward structures. It is also imperative that new colleagues have a high level of control over decision-making about how they will deploy their time.

It is thus important to ask: **How can the search committee, unit chair or director, dean or chancellor, and/or other colleagues assist a new faculty member in developing a strong support network that is relevant and useful?**

Mentoring

Although there is considerable agreement that the success of new faculty depends in part on the effectiveness of the mentoring they receive from colleagues, there is a wide range of

opinion about which forms of individualized mentoring and/or mentoring communities are most effective. **A few things to consider:**

- Mentoring is both a formal and an informal activity, and it should extend beyond the minimum effort of informing faculty about the requirements for achieving tenure and promotion.
- Many faculty express a desire for help with short- and long-range professional development planning and with time management, as well as for open conversation about work-life balance, rather than for mentoring focused exclusively on their research and teaching.
- Faculty benefit from having access to a “team” of mentors: from within and outside their home units, from multiple faculty ranks (including peer mentors), and from across the faculty/staff divide. Rather than pairing a new faculty member with a single mentor and hoping for the best, consider what kind of “team” might be formed to help meet his or her multiple needs and goals.
- Faculty benefit from having access to different kinds of mentors at different stages of their careers and lives.
- Faculty benefit from having access to mentors who can help them articulate their own definitions of success in the academy, rather than (only) mentors who can provide examples of what has worked for others in the past.

In addition to local mentoring resources, the University of Washington has an institutional membership with the **National Center for Faculty Development and Diversity (NCFDD)**. This membership allows all UW faculty, post-docs, and graduate students to use NCFDD resources that are designed to offer online mentoring and to promote professional development and work-life balance through a variety of online resources.

Information about NCFDD and additional mentoring resources are available in the Toolkit.

Climate

Ultimately, the best retention tool is to create a vibrant and welcoming university community where all faculty feel they can thrive and make meaningful contributions in research, teaching, service, and outreach. Of course, **climate is also an important issue during outreach and recruitment**, since potential applicants may inquire about the unit’s and the university’s climate before they consider applying, and since finalists will pay attention to climate when they visit campus.

If your unit has not already done so, consider gathering information from current faculty on issues related to climate through individual conversations, focus groups or surveys, discussion with unit leadership, and exit interviews with faculty who are departing the University of Washington for other opportunities.

Some issues that can **negatively affect climate**:

- Unintentional bias experienced in formal and informal faculty interactions.
- Undervaluing research, teaching, service, or outreach focused on diversity, equity, and inclusion.
- Experiences of professional isolation and/or feeling invisible.
- Experiences of being overburdened with “diversity” work.
- Lack of transparency in key unit operations, such as teaching and service assignments, promotion and tenure guidelines, and salary adjustments.
- Lack of transparency in other unit operations, such as access to travel or research support, fiscal reimbursement processes, and so forth.
- Lack of organized, formal support and sharing of information for faculty preparing for tenure or promotion review.
- Lack of open support for ongoing professional development or for collaboration in research or teaching.
- Lack of open support for faculty experiencing microaggressions in the unit, in the classroom, or on campus.
- Lack of open discussion about support available for faculty experiencing stress, medical issues, or difficulties in their work or personal lives.

Some issues that can **positively affect climate**:

- Informal social networks organized for faculty by unit leadership.
- Active appreciation of faculty by unit leadership in both formal and informal settings.
- Positively valuing research, teaching, service, and outreach focused on diversity, equity, and inclusion as related to the specific discipline.
- Transparent rotation of committee memberships and other service.
- Transparent guidelines for tenure and promotion.
- Annual reviews constructed as opportunities for mentoring and coaching.
- Regular and open discussion about resources available to faculty.

- Regular and open discussion about important issues within the unit, including diversity, equity, and inclusion.
- A clear articulation of commitment to diversity, equity, and inclusion in every aspect of the department, school, or program.

Resources for conducting a faculty climate survey are available in the Toolkit.