# University of Washington Faculty Search Committee Briefing Handbook

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INTRODUCTION

Office for Faculty Advancement

The primary purpose of the Office for Faculty Advancement is to build an inclusive intellectual community at the University of Washington. This is done by working in collaboration with the provost, deans, and department chairs, to recruit, promote and retain an excellent and diverse faculty. Excellence and diversity are two of the six core values of the University of Washington. It is stated at the UW’s Vision and Values, “[w]e recruit the best, most diverse and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting-edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.” The work of the Office for Faculty Advancement is directly related to meeting this particular goal.

This handbook will guide search committees through the University of Washington’s hiring policies, and offer best practices on how to successfully hire new faculty who will be effective and productive members of the UW community. In an effort to encourage respect and dedication among faculty members, the Office for Faculty Advancement has also designed workshops that will supplement the information provided in this handbook. The workshops focus on two key dimensions of the search process -- procedure and collegiality. Procedural practices are reviewed with the intention of promoting inclusive searches that result in more diverse candidate pools, reducing implicit bias in the review process, and calling attention to candidates’ scholarly work and the ways in which that work contributes to building vibrant communities of inquiry. The workshops promote collegiality by encouraging discussions among university and department leaders from all parts of campus. For example, attendees are asked to consider the culture of their departments and whether departmental values contribute to, or inhibit, building an inclusive faculty. The procedural and collegial components of the workshops encourage a consistent university-wide organizational culture across academic units to support diversity and inclusion as institutional values.

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1 This handbook is a compilation of resources provided by the following peer institutions for faculty search committees: Colorado State University, University of California Berkeley, University of California Los Angeles, Massachusetts Institute of Technology, Pennsylvania State University, University of Michigan. We would like to thank everyone at the institutions that assisted us with the creation of this manual.

2 The six core values of the University of Washington are integrity, diversity, excellence, collaboration, innovation, and respect.
OVERVIEW OF A SEARCH

Before conducting a search, the department chair appoints a search committee consistent with department hiring priorities. The search committee should include faculty with different perspectives and expertise. It should also include faculty who have demonstrated a commitment to academic excellence through diversity.

Role of the Department Chair

Form the search committee. Ensure that women and minorities have equal opportunity to serve on search committees.
- Determine if women and minority faculty are underrepresented in the department.
- Recommend the chosen candidate to the dean.
- Negotiate a contract with the chosen candidate.

Role of the Search Committee Chair

Establish processes and ground rules with the committee before the search begins.
- Ensure that consistent and fair processes are used for the evaluation of all applicants.
- Guarantee compliance with applicable hiring laws and institutional policies.
- Maintain confidentiality of applicants and the process.
- Lead committee in all phases of the search process.
- Maintain communication with candidates, keeping them informed of the process and timelines.
- Respect unsuccessful applicants’ time by notifying them of non-selection as soon as a firm decision is made.

Role of the Search Committee

- Work with department chair to identify specific hiring goals.
- Decide whether the search will be broad or focused.
- Write a clear position description and decide in which publications the ad will be placed.
- Develop recruitment plan/strategy to build a broad and inclusive list of applicants.
- Evaluate the applicants in ways that promote impartiality and comprehensive review to select a “short-list” of top candidates.

Central Support

There are several offices within the UW’s central administration that can serve as resources for departmental and search committee leaders.
Office for Faculty Advancement – www.washington.edu/diversity/avpfa

The Associate Vice Provost for Faculty Advancement works closely with deans, department chairs, and other academic leaders across the three UW campuses to disseminate best practices for conducting inclusive faculty searches and fostering collegial environments. The Faculty Recruitment Toolkit (www.washington.edu/diversity/avpfa/toolkit/index.shtml) is available to search committees as an additional resource for planning and conducting inclusive searches.

Department chairs may contact the Office for Faculty Advancement to request financial support that will assist with the recruitment of faculty whose research, teaching, mentoring, and/or service interests focus on expanding and enriching traditional disciplinary boundaries. In some disciplines the focus may be on historically underrepresented and/or underserved communities, while in others it may be on broadening methodological approaches to address questions of special relevance to understudied and/or underserved communities. It is important to note that the focus of diversity and inclusion is not on the demographic background of faculty candidates but on the intellectual focus of their work.


The Office of Equal Opportunity and Affirmative Action (EOAA) supports the University’s compliance with the law and spirit of equal opportunity and affirmative action as it relates to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans. EOAA oversees and manages the University’s affirmative action program; including the annual preparation of the federal affirmative action plan.

The Office of Equal Opportunity/Affirmative Action (EOAA) can supply departments with information on the availability of underrepresented groups in the workforce. We use the term “underrepresented” to indicate areas where women and persons of color are present on the faculty in numbers below what would reasonably be expected given their presence in the available pool. During the recruitment process EOAA can provide search committees and departments with information on the availability of underrepresented groups in the workforce. EOAA can also provide information on the gender, racial, and ethnic distribution of applicants during a search.

Academic Human Resources – www.washington.edu/provost/ap/academic-human-resources

Academic Human Resources (AHR) serves all three campuses of the University of Washington as a central resource for the recruitment, hiring, retention and promotion of faculty, librarians and academic staff. AHR oversees all aspects of faculty recruitment and retention. It also has responsibility for ensuring that all aspects of the hiring process are consistent with state law, federal law, and university policies. Information on the search and hiring process are detailed on the AHR website: www.washington.edu/admin/acadpers/admin/planning.html.
LEGAL ASPECTS OF FACULTY RECRUITMENT

Affirmative Action and Initiative 200

Laws and practices related to affirmative action continue to evolve through initiatives and court decisions. These changes have direct implications for faculty recruitment.

The University of Washington pursues policies and practices of nondiscrimination that promote equal opportunity consistent with state and federal laws. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action.

Affirmative action is distinct from nondiscrimination. It refers to a set of policies and practices specific to the recruitment phase of the search and appointment process. The specific goal of affirmative action related to faculty recruitment is to work to enrich applicant pools to be as broad and inclusive of all groups, including those that have been historically underrepresented. Among the practices that directly contribute to enriching applicant pools are:

- advertisements should be broad and inclusive in their language and placement,
- advertisements should be placed in both traditional outlets and other venues that are more likely to reach a broader set of applicants,
- search committees should be aware of availability data to assess the composition of applicant pools,
- search committees should have members who represent a variety of methodological and subject area expertise, and
- search committee chairs should have a history and commitment to building as broad a pool of applicants as possible.

Initiative 200

Initiative 200 (I-200) is a Washington State law enacted through popular initiative in 1998 and became effective in 1999. The key provision of I-200 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.”

The full text of I-200 appears in Appendix A.

Under I-200, neither discrimination nor preferential treatment can occur in the selection phase of faculty hiring. However, outreach efforts to broaden pools of candidates are allowed. For example, administrators and faculty can engage in comprehensive networking and advertising for faculty appointments to guarantee that candidates of all backgrounds are encouraged to apply for advertised positions. Among the practices that can be pursued are: making direct contact with minority-serving colleges and universities, gender and race specific organizations, and other targeted professional groups when part of a general recruitment effort.
It is also the case that I-200 prohibits that an individual’s race, ethnicity or gender, for example, as the primary determinant of who is selected for a faculty appointment, departments may select candidates with academic interests, goals, and values that a diverse and inclusive learning environment. In hiring a faculty member, a department may consider whether a candidate’s record of research, teaching, or research is an indication that they are likely to contribute to university’s stated goal of building inclusive intellectual communities. A search committee may also consider a candidate’s demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities. A campus may design a curricular or research program to address issues such as race, ethnicity, gender, and multiculturalism, and recruit candidates with research interests in those areas.

Lastly, in addition to the strategies and practices described above, there are a few limited exceptions under I-200 that allow the UW to consider race, ethnicity, and gender in its academic programs. The “federal funding exception” states that I-200 does not prohibit actions that must be taken to establish or maintain eligibility for any federal program, where loss of eligibility would result in a loss of federal funds. No policy or practice under I-200 may be in conflict with federal law, the United States Constitution, or the Washington state Constitution.

Additional details about affirmative action and I-200 at the UW are available at the Equal Opportunity and Affirmative Action website: ap.washington.edu/eoaa/faq.
Changes to the Faculty Code: 2012

In 2012, the Faculty Council for Multicultural Affairs (FCMA), with the full support of the Office for Faculty Advancement, successfully petitioned for changes to the Faculty Code that relate to the appointment and promotion processes of faculty. It is now the case that faculty work considered to enrich diversity and inclusion in research, teaching, and service are now recognized, in faculty appointment and promotion decisions. The entire chapter on Appointment and Promotion of Faculty Members is available at www.washington.edu/admin/rules/policies/FCG/FacCodeTOC.html. The relevant sections where these changes occurred are noted below, with the new language in bold.

Section 24–32 Scholarly and Professional Qualifications of Faculty Members
The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution. In accord with the University's expressed commitment to excellence and equity, contributions in scholarship and research, teaching, and service that address diversity and equal opportunity may be included among the professional and scholarly qualifications for appointment and promotion outlined below.

A. Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.

B. The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. For each of these realms, contributions that address diversity and equal opportunity may be included. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees. In all these, contributions that address diversity and equal opportunity may be included.

C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or educational outreach. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include:

- The ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter;
- The consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline;
• The ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments;
• The extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring;
• The degree to which teaching strategies that encourage the educational advancement of students from all backgrounds and life experiences are utilized;
• The availability of the teacher to the student beyond the classroom environment; and
• The regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods.

A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function. **Included among these contributions are professional service activities that address the professional advancement of individuals from underrepresented groups from the faculty member's field.**

E. The University encourages faculty participation in public service. Such professional and scholarly service to schools, business and industry, and local, state, national, and international organizations is an integral part of the University's mission. Of similar importance to the University is faculty participation in University committee work and other administrative tasks and clinical duties, **including the faculty member's involvement in the recruitment, retention, and mentoring of scholars and students in an effort to promote diversity and equal opportunity. Both types of service make an important contribution and should be included in the individual faculty profile.**

F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.

Section 24–54 Procedure for Promotions
Annually, all eligible members of the faculty shall be informed of the opportunity to be considered for promotion by their department chair (or chair’s designee or the Dean of an undepartmentalized school or college, or the Dean’s designee). At the request of the faculty member, or if the promotion decision is mandatory, a promotion review shall be conducted

A. The voting members of the appropriate department (or undepartmentalized college or school) who are superior in academic rank or title to the person under consideration shall decide whether to recommend the promotion. Research faculty shall be considered by voting members of the appropriate department, or undepartmentalized college or school, who are superior in academic rank to the person under consideration. Faculty with instructional titles outlined in Section 24–34 Subsection B shall be considered by voting members of the appropriate department or undepartmentalized college or school who hold an eligible professorial appointment or an instructional title superior to that of the candidate being considered. In this decision they shall take into account the qualifications prescribed in Sections 24–32, 24–33, 24–34, and 24–35 for the various academic ranks and titles. Promotion shall be based upon the attainment of these qualifications and not upon length of service. In arriving at recommendations for promotion, faculty, chairs, and Deans **shall consider** the whole record of candidates' qualifications described in Section 24–32.
OUTLINE A RECRUITMENT STRATEGY

It is critical that a recruitment strategy be established before the search begins. The department, in consultation with the relevant dean, identifies specific hiring goals, areas of specialty, and other specific requirements that ideal candidates should possess. Data from the UW affirmative action reports, required by the federal government, are available at www.washington.edu/diversity/avpfa/data/index.shtml.

First Order of Business

To minimize conflict and increase the productivity of search committee meetings, it is a good idea to establish processes, ground rules, and evaluation criteria at the first meeting. Expectations of attendance, involvement, and decision-making must be clearly laid out and agreed upon by all committee members.

The committee should be in agreement regarding how it will conduct its business:

- Determine how committee discussion will be recorded.
- Set the rules of discussion, including how disagreements will be handled.
- Require that statements made about candidates be supported by fact.
- Develop a realistic timeline for recruiting applicants and interviewing candidates, working backwards from a target completion date.
- Establish a system for managing records, including nominations, applications, letters to candidates, affirmative action forms, and search committee notes.
- Establish a process for managing rumors. Discuss confidentiality issues with committee members and other faculty members in the department.
- Determine which criteria will be used to evaluate candidates.
- Determine how the committee will decide which candidates are invited to campus.

Consider developing the following tools for consistency:

- A candidate evaluation tool with agreed upon criteria (Appendix B)
- A list of standard questions
- Standard campus visit agendas and pre-visit checklists
- Standard information package for candidates

The department administrator or assistant to the chair may be able to prepare some of these materials for the committee.
Reviewing Past Departmental Searches

The search committee is encouraged to assess how past searches were conducted and what kind of results were achieved. Consider the following:

- Determine how many candidates whose work would have contributed to the diversity and inclusion goals of the UW applied to past faculty positions in your department or school, as a percentage of the total applicant pool.
- Determine how many candidates whose work would have met these goals have been invited to campus for interviews in your field in previous searches.
- If candidates whose work has contributed to the diversity and inclusion goals of the UW have been hired in recent searches, ask the search committees, the department chair or Dean of the school, and the recently hired faculty themselves how they were successfully recruited.
- Determine what happened to candidates who would have met these goals but who were not offered positions in previous searches. Where are they now? Was the assessment by the search committee an accurate predictor of the individual’s current achievement?
- If no candidates whose work would have met these goals have been offered positions in recent searches, consider redefining departmental or school evaluation systems in ways that might better take strengths of underrepresented candidates into account. Consider whether positions have been defined too narrowly. If candidates have been ranked on a single list, consider using multiple ranking criteria for the current search.
ENLARGING THE POOL OF CANDIDATES

Writing the Advertisement

The UW outlines federal and institutional standards for print advertisements in the Faculty Advertisement Guide (www.washington.edu/admin/acadpers/tools/ad_guide.pdf). It is important to think broadly and creatively about recruiting candidates. One way to create a more diverse pool of candidates is to develop a broad definition of the position and the desired scholarship, experience, and disciplinary background. Only essential criteria for the position should be included in the ad language.

The committee should use language in the advertisement that encourages the most diverse pool of candidates. Below are examples of language that should be considered in job advertisements.

- We welcome candidates whose experience in research, teaching, and service has prepared them to contribute to the UW’s commitment to diversity, inclusion, and excellence.
- Individuals with a history of and commitment to mentoring students from underrepresented backgrounds are encouraged to apply.
- The department is seeking outstanding candidates with the potential for exceptional research and excellence in teaching, and also a clear commitment to building a more inclusive faculty and sets of graduate students and undergraduate majors.
- A demonstrated commitment to improving access to higher education for disadvantaged students through teaching and mentoring activities is desired.
- The University of Washington seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of Washington, to maintain the excellence of the UW, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning.
- All candidates please include a brief statement on how your teaching, research, and/or service contribute to diversity through scholarship or by improving access to higher education for underrepresented individuals or groups.

Outreach

By searching broadly and inclusively, search committees will position themselves to recruit a more diverse candidate pool. Multiple avenues of recruitment are encouraged so that the advertisement reaches the broadest range of candidates.

Publications

Circulating the advertisement in traditional publications can often result in a homogenous pool of applicants. To enlarge the candidate pool, the search committee must consider advertising in a variety of other publications and contacting a variety of professional organizations. Many publications and organizations have targeted audiences and can reach a wider range of women, minorities, veterans, and individuals with disabilities. Advertising in appropriate publications and contacting relevant organizations will not only assist in enlarging the pool of candidates but will also convey the department or unit’s commitment to equity and inclusion.
More information on recruiting diverse faculty members through non-traditional publications is available in the UW’s Faculty Recruitment Toolkit -

Networking

It is essential for search committee members to make personal contact with colleagues at the UW and other institutions to seek nominations for potential candidates. The following means of active networking are encouraged:

- Request that search committee members reach out to junior or mid-level women and minority faculty by sending them the ad and encouraging them to apply.
- Send announcements and request nominations from departments in institutions that serve large numbers of Latino/Latina, African American, American Indian, and Asian populations.
- Consider candidates who may be currently under-placed and thriving at less well-ranked institutions.
- Use existing faculty and graduate students to market open positions. Faculty and students may take along copies of the job announcement when they travel to academic conferences and meetings.
- Request that search committee members contact their colleagues and inquire about promising graduate students or new scholars from underrepresented groups.
REVIEWING CANDIDATE APPLICATIONS

Before review of the applicants begins, the search committee needs to develop a list of selection criteria and a process for rating candidate applications. The search committee should consider using multiple ranking criteria when evaluating each applicant. A sample of a candidate evaluation rubric is provided in Appendix C. An example of the rubric used by the Department of Anthropology is also available at www.washington.edu/diversity/avpfa/sample_rubric.pdf.

Assessing the Candidates

- Develop selection criteria: e.g., research ability; references; performance in seminar; pedigree; ability to interact with colleagues at UW. Note that neither age nor personal circumstances are appropriate criteria.
- Ensure the criteria are applied consistently for all candidates.
- Spend sufficient time (15-20 minutes) evaluating each applicant.
- Guard against the “moving target” syndrome: changing the requirements as the search proceeds in order to include or exclude particular candidates.
- Obtain references before selecting the short list.
- Develop a consistent process for checking references. Although written references are strongly recommended, screening by telephone may be appropriate. For references obtained by phone, agree on a minimum set of questions in advance, to be sure that basic information is obtained and references obtained by different committee members are comparable. This minimum set is intended to launch a larger conversation, not to constrain it.
- Include all search committee members in the evaluation process.
- Select a short list of candidates.
- Promptly notify those not selected for further consideration.

It is critical that the search committee conduct fair and equitable evaluations of each candidate application. Committee members should evaluate candidates on the criteria that were outlined at the beginning of the search and be sure to not change the criteria during the evaluation process. By not maintaining consistent evaluation criteria, a search committee may unfairly discriminate against or grant preferential treatment to certain candidates.

Be Aware of Bias

It is important to be aware of unconscious bias that may occur during the evaluation process. Be mindful of the following:

- Non-traditional career paths.
- Non-traditional research interests.
- Biases toward faculty coming from minority serving institutions.
- Giving preference to candidates who are seen as being “like us” and “fitting in.”
- Acknowledging the value of candidates who are “less like us” and consider their possible contribution to the department.
- Think about the meaning of “merit.”
**RESEARCH ON BIAS**

Assumptions and Biases in the Search Process

- Women and minority candidates may be subject to different expectations in areas such as number of publications, name recognition, or personal acquaintance with a committee member.
- Candidates from institutions other than the major research universities that have trained most of our faculty may be under-valued.
- The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (Biases seen in evaluations of written descriptions of job performance, and the attribution of success to luck rather than skill.)
- The ability of females or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity may be underestimated because of social assumptions about leadership abilities.
- Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of a candidate’s merit, despite evidence of productivity.
- Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation.
- Evidence shows that perceived incongruities between the female gender role and leadership roles cause two types of disadvantage for women: (1) ideas about the female gender role cause women to be perceived as having less leadership ability than men and consequently diminish women’s rise to leadership positions, and (2) women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms. These perceived incongruities lead to attitudes that are less positive toward female than male leaders.

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**Myth:** “We are focused on quality as our criterion for hiring. Adding diversity means compromising quality.”

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But our current practices may unintentionally exclude highly qualified people because we act on our biases. By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage women or minority candidates, quality will increase, not decrease. Diverse faculty members can enhance the educational experience of all students, an important goal of the university.
HOSTING THE CAMPUS VISIT

The campus visit is not only a time for candidates to showcase their professional and scholarly pursuits; it is also an opportunity for UW to make the candidate feel in a new community. Elements of a campus visit include:

- Provide candidates with an itinerary for their visit; the itineraries should be as similar as possible to ensure equitable treatment of the candidates.
- Introduce the candidate to faculty with whom they could collaborate (i.e. grants, research, writing, development of a new academic program/specialty, mentoring); help them build professional networks.
- Maintain clear and open communication with the candidates – be honest about written or unwritten expectations of the position. Be honest about funding or space limitations.
- Explain to candidates departmental expectations about teaching, research, service, and the promotion and tenure process.
- Provide candidates with the opportunity to speak with administrators and program directors whose work may directly relate to their decision to accept an offer.

INTERVIEWING THE FINALISTS

To ensure equity, each candidate that is brought in for an interview should be provided with the same welcome and introduction to the department or school. The search committee should develop a group of relevant “core questions” on which all of the candidates are to be evaluated.

The search committee should consider the following during the interview process:

- Ensure that all interview questions comply with federal and state hiring laws; avoid making unfair pre-employment inquiries (Appendix D).
- Ask questions that assess the candidate’s qualifications for teaching, scholarship and service within a diverse environment.
- Ask about the candidate’s experience or work in the areas of diversity.
- Assess how the candidate responded to questions. Was the candidate reluctant to discuss diversity issues? Did the candidate use gender-neutral language or did s/he always use males for examples and answers? Did the candidate address all the members of the search committee equally or were answers directed towards male committee members? How did the candidate demonstrate experience, commitment, or willingness to advance the UW’s diversity efforts?
- Determine if there is a need for a partner accommodation or visa sponsorship.
Applicants with Disabilities

The Americans with Disabilities Act (ADA) and the ADA Amendments Act of 2008 require the UW to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause an undue hardship.

The ADA also establishes rules about “disability related inquiries,” which consist of a question or series of questions that are likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages. First, the ADA prohibits all disability-related inquiries before an offer of employment, even if they are related to the job. Next, after an applicant is given a conditional job offer, but before s/he starts work, an employer may make disability-related inquiries and conduct medical examinations, regardless of whether they are related to the job, as long as it does so for all entering employees in the same job category. However, it is prudent that all disability-related inquiries made at this stage be job-related. Finally, after employment begins, an employer may make disability-related inquiries and require medical examinations only if they are job-related and consistent with business necessity.

Tips on Interviewing Candidates with Disabilities

In light of the ADA, an individual may wonder what questions may and may not be asked when interviewing a candidate with a disability. In addition, search committees are often unsure of “disability etiquette” when interacting with individuals with disabilities. Appendix E offers guidelines to help search committees when interacting with prospective employees with disabilities.
MAKING THE OFFER

An offer can be made once eligible faculty vote on the appointment, the department chair conveys a recommendation to the dean/chancellor, and the dean/chancellor approves the appointment in writing. The department chair usually leads the negotiation process. Negotiations are a delicate process and a poorly made offer can jeopardize the department’s ability to recruit the best candidate.

- The discussion of the offer should make it clear that all terms are contingent on approval by the Board of Regents. The discussion should include salary, anticipated start date, start-up needs, and space requirements.
- Be careful not to make promises that you cannot keep. Offers should not include guarantees on matters such as childcare, housing, or transfers of sabbatical credit. If something is beyond your immediate control or not supported by UW policy, do not promise or imply it in the process of making the offer or in hiring-related conversations.
- To ensure equity, the salary and rank of the proposed position are no less for a woman or minority candidate than they would be for a majority appointment.
- Notify unsuccessful candidates only after offer has been accepted, but prior to public announcements of appointment.

The department and University may be able to offer recruitment incentives in addition to a compensation package. These incentives include relocation payments, partner accommodations, reduced teaching leads, professional development, start-up funds, and research support.

The Office for Faculty Advancement offers the Provost’s Faculty Recruitment Initiative, which provides supplemental funds that can be used to leverage departmental and deans resources. Details about the Initiative are available in Appendix F.
AFTER THE SEARCH

The search committee, department chair, and dean play key roles in welcoming new faculty, but all faculty and department staff should engage in making sure the new faculty member has a smooth transition to the UW. New faculty, especially those who are underrepresented minorities in their departments, face significant pressure when they enter the institution. It is especially important not to place additional “diversity” demands or expectations on new faculty who are women and come from communities that are historically underrepresented at the UW. Such as additional advising and committee work can place unequal demands on their time, limiting their capacity to focus on research and teaching. It is important to encourage all faculty members to develop support networks among department colleagues and other at the university, such as along subject area, gender, methodology, or ethnic lines, to limit the extent to which any new faculty member risks becoming isolated in a new work environment.

Mentoring

The success of new faculty depends in part on the effectiveness of mentoring they receive from their colleagues. Faculty mentoring is both a formal and an informal activity, and should extend beyond the minimum effort of informing faculty of the requirements for achieving tenure.

The UW offers the following resources for faculty mentorship:

- ADVANCE homepage: [http://www.engr.washington.edu/advance/](http://www.engr.washington.edu/advance/)
- Mentoring page: [http://advance.washington.edu/resources/mentoring.html](http://advance.washington.edu/resources/mentoring.html)
- Mentoring New Faculty: Advice to Department Chairs (Olmstead, M., 1993) [http://faculty.washington.edu/olmstd/research/Mentoring.html](http://faculty.washington.edu/olmstd/research/Mentoring.html)
RESOURCES

Office for Faculty Advancement
The Associate Vice Provost for Faculty Advancement is available to deans, department chairs, and other academic leaders during the faculty recruitment process, in an effort to disseminate best practices for conducting inclusive faculty searches and fostering collegial environments.
www.washington.edu/diversity/avpfa/index.shtml

Center for Curriculum Transformation
The Center for Curriculum Transformation promotes and supports curriculum development aimed at teaching and learning to think critically about cultural diversity.
depts.washington.edu/ctcenter/

Center for Multicultural Education
The Center for Multicultural Education at the University of Washington, Seattle WA, focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of all students.
education.washington.edu/cme/

Disability Services
The Disability Services Office (DSO) provides leadership in achieving employment and educational, programmatic and physical access for individuals with disabilities. DSO offers services such as accommodation advice, interpreters, and coordination of disabled parking or disabled transportation.
www.washington.edu/admin/dso/

Native Life and Tribal Relations
The Native Life and Tribal Relations website serves as a central, Native-focused resource for UW Native faculty, students, and staff. The website is intended to assist those coming indigenous communities navigate the UW campus.
www.washington.edu/diversity/tribal_relations/index.shtml

Q Center
The University of Washington Q Center provides consulting for various departments on campus with regards to bolstering safety and respect for queer students, and also coordinates numerous programs, social organizations, and educational initiatives.
depts.washington.edu/qcenter/wordpress/

Faculty and Staff Affinity Groups
The Faculty and Staff Affinity Groups are supported by the UW as a way to advance its commitment to recruiting and retaining a diverse faculty and staff. Five affinity groups provide faculty and staff with opportunities for both professional and social forms of engagement in an effort to sustain a visible and supportive campus community.
www.washington.edu/diversity/affinity/
AN ACT Relating to prohibiting government entities from discriminating or granting preferential treatment based on race, sex, color, ethnicity, or national origin; and adding new sections to chapter 49.60 RCW.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF WASHINGTON:

Sec. 1.
1. 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.
2. This section applies only to action taken after the effective date of this section.
3. This section does not affect any law or governmental action that does not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin.
4. This section does not affect any otherwise lawful classification that:
   a. Is based on sex and is necessary for sexual privacy or medical or psychological treatment; or
   b. Is necessary for undercover law enforcement or for film, video, audio, or theatrical casting; or
   c. Provides for separate athletic teams for each sex.
5. This section does not invalidate any court order or consent decree that is in force as of the effective date of this section.
6. This section does not prohibit action that must be taken to establish or maintain eligibility for any federal program, if ineligibility would result in a loss of federal funds to the state.
7. For the purposes of this section, "state" includes, but is not necessarily limited to, the state itself, any city, county, public college or university, community college, school district, special district, or other political subdivision or governmental instrumentality of or within the state.
8. The remedies available for violations of this section shall be the same, regardless of the injured party's race, sex, color, ethnicity, or national origin, as are otherwise available for violations of Washington anti-discrimination law.
9. This section shall be self-executing. If any part or parts of this section are found to be in conflict with federal law, the United States Constitution, or the Washington state Constitution, the section shall be implemented to the maximum extent that federal law, the United States Constitution, and the Washington state Constitution permit. Any provision held invalid shall be severable from the remaining portions of this section.

Sec. 2. This act shall be known and cited as the Washington State Civil Rights Act.

Sec. 3. Sections 1 and 2 of this act are each added to chapter 49.60 RCW.

--- END ---

SAMPLE EVALUATION RUBRIC:
SOCIOCULTURAL ANTHROPOLOGY

**CANDIDATE:** ____________________________

**REVIEWER:** ____________________________

**EVALUATION CRITERIA:** Ranking suggestion: High | Med | Low – plus specific comments

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Research Topic (Departmental needs, anthropological breadth, interdisciplinarity, scholarly productivity, quality of publications, methodological expertise and breadth)</th>
<th>Geographical Area (Departmental needs)</th>
<th>Background Diversity (Historical under-representation, underserved race/ethnicity, class, sexuality, gender)</th>
<th>Record on Diversity (Mentoring, pedagogy, activism, recruitment, community action, research on issues related to diversity, social inequalities and social justice)</th>
<th>Teaching Content (Departmental needs, syllabi content, methodological approaches, understanding communities)</th>
<th>Teaching/Mentoring Skills (Teaching evaluations, experience, working with under-represented students)</th>
<th>Collaboration and Citizenship (Department, interdisciplinary, community)</th>
<th>Outside Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
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<tr>
<td>Medium</td>
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<tr>
<td>Low</td>
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</tbody>
</table>
**APPENDIX C: Sample Candidate Evaluation Tool**

<table>
<thead>
<tr>
<th>Please rate the candidate on each of the following:</th>
<th>Excellent</th>
<th>Good</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential for (Evidence of) scholarly impact</td>
<td></td>
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<tr>
<td>Potential for (Evidence of) research productivity</td>
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<tr>
<td>Potential for (Evidence of) research funding</td>
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<tr>
<td>Potential for (Evidence of) collaboration</td>
<td></td>
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<tr>
<td>Potential for (Evidence of) outreach efforts to diverse groups</td>
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<tr>
<td>Fit with department’s priorities</td>
<td></td>
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<tr>
<td>Ability to make positive contribution to department’s climate</td>
<td></td>
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</tr>
<tr>
<td>Potential (Demonstrated ability) to attract and supervise graduate students</td>
<td></td>
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</tr>
<tr>
<td>Potential (Demonstrated ability) to teach and supervise undergraduates</td>
<td></td>
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<tr>
<td>Potential (Demonstrated ability) to be a conscientious university community member</td>
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</tr>
<tr>
<td>Record on Diversity (Mentoring, pedagogy, activism, recruitment, community action, research on issues related to diversity, social inequalities and social justice)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### APPENDIX D: Appropriate and Inappropriate Pre-Employment Inquiries

<table>
<thead>
<tr>
<th>Subject</th>
<th>Appropriate</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>How long have you lived “in this area?”</td>
<td>List of previous addresses. How long have you lived at specific address?</td>
</tr>
<tr>
<td>AGE</td>
<td>None.</td>
<td>Questions about age or questions that would reveal age. Requests for birth certificate.</td>
</tr>
<tr>
<td>ARREST RECORD</td>
<td>None.</td>
<td>Questions about pending charges for jobs other than those mentioned.</td>
</tr>
<tr>
<td>BIRTHPLACE</td>
<td>None.</td>
<td>Birthplace of candidate or candidate’s parents, spouse/partner, or other close relatives.</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>May ask questions about legal authorization to work in the specific position if all candidates are asked.</td>
<td>May not ask if person is a U.S. citizen.</td>
</tr>
<tr>
<td>CONVICTIONS</td>
<td>May ask if any record of criminal convictions and/or offenses exists, if all candidates are asked.</td>
<td>Questions about convictions unless the information bears on job performance. Questions that would reveal arrests without convictions.</td>
</tr>
<tr>
<td>DISABILITY</td>
<td>May ask about candidate’s ability to do job-related functions.</td>
<td>Questions (or series of questions) that is likely to solicit information about a disability.</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Inquiries about degree or equivalent experience.</td>
<td>Questions about education that are not related to job.</td>
</tr>
<tr>
<td>FAMILY</td>
<td>None.</td>
<td>Number and ages of children. Child bearing/rearing queries.</td>
</tr>
<tr>
<td>MARITAL OR FAMILY STATUS</td>
<td>Whether candidate can meet work schedule or job requirements. Should be asked of both sexes.</td>
<td>Any inquiry about marital status, children, pregnancy, or child-care plans.</td>
</tr>
<tr>
<td>MILITARY</td>
<td>May ask if a candidate has served in the Armed Forces of the United States or in a State Militia.</td>
<td>May not ask about military service in the armed forces of any country except the U.S., nor may you inquire into one’s type of discharge.</td>
</tr>
<tr>
<td>NATIONAL ORIGIN</td>
<td>May ask questions about legal authorization to work in the specific position if all candidates are asked.</td>
<td>May not ask if person is a U.S. citizen.</td>
</tr>
<tr>
<td>ORGANIZATIONS</td>
<td>Inquiries about professional organizations related to the position.</td>
<td>Inquiries about professional organizations suggesting race, age, religion, national origin or ancestry, sex, disability, veteran status, sexual orientation, or gender identity or expression.</td>
</tr>
<tr>
<td>PERSONAL FINANCES</td>
<td>None.</td>
<td>Inquiries regarding credit record, owning a home, or garnishment record.</td>
</tr>
<tr>
<td>POLITICAL AFFILIATION</td>
<td>None.</td>
<td>Inquiries about membership with a political party.</td>
</tr>
<tr>
<td>RACE, COLOR, OR SEXUAL ORIENTATION</td>
<td>None.</td>
<td>Comments about complexion, color of skin, height, weight, sexual orientation or gender identity or expression.</td>
</tr>
<tr>
<td>RELIGION</td>
<td>Describe the work schedule and ask whether candidate can work that schedule. Also, suggest that accommodations to schedule are possible.</td>
<td>Inquiries about religious preferences, affiliation, denominations or religious holidays observed.</td>
</tr>
<tr>
<td>WORK EXPERIENCE</td>
<td>Candidate’s previous employment experience.</td>
<td>Stereotypical inquiries regarding protected group members.</td>
</tr>
</tbody>
</table>
APPENDIX E: Interviewing Candidates with Disabilities

When Interviewing a Candidate with Any Disability

First, ensure that interviews, presentations, lodging, and dining arrangements are mobility accessible. Use the term “accessible parking” rather than “handicapped parking.”

Before an offer of employment is made, do not ask a candidate questions regarding:

- The existence of a disability
- The nature of a disability
- The severity of a disability
- The condition causing the disability
- Any prognosis or expectation regarding the condition or disability
- Whether the individual will need treatment or special leave because of the disability

When Interacting with a Candidate with a Disability

- Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
- If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.
- Do not refer to an individual by his or her disability, i.e. that deaf guy” or “the one legged woman.” A person is not a condition. Instead, you may want to say “he has a hearing impairment,” or “he is deaf,” or “she has a mobility impairment.”
- Do not emphasize disability over other characteristics when describing a person with a disability. It is okay to say that a person uses a wheelchair. Especially when dealing with questions of parking and making accommodations. Don’t make it the major emphasis of what the person has to offer when dealing with people individually.
- Be considerate of the extra time that it may take a person with a disability to perform a major life activity.
- Listen actively when talking with a people who have difficulty speaking and wait for them to finish.
- Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- Everyone makes mistakes from time to time. If you make a mistake and offend someone, apologize.
- Relax. People with disabilities are people first.

When Interviewing a Candidate Who Uses a Wheelchair

- Do not lean on the wheelchair.
- Do not be embarrassed to use such phrases as “Let’s walk over to the auditorium.”
- Do not push the wheelchair unless asked to do so.
- Make sure you get on the same eye level with the candidate if the conversation lasts more than a couple of minutes.
- Keep accessibility in mind.
When Interviewing a Candidate Who Has a Visual Impairment

- Do not be embarrassed to use such phrases as “Do you see what I mean?”
- Do not shout.
- Do not touch a candidate’s cane. Do not touch a guide dog when it is in harness. In fact, resist the temptation to pet a guide dog.
- Identify yourself and others present immediately; cue a handshake verbally or physically.
- Keep in mind a candidate may also rely somewhat on facial expressions or other body language to help in understanding.
- When conversing in a group, remember to identify the person to whom you are speaking
- Use verbal cues; be descriptive in giving directions. (“The table is about five steps to your left.”)
- Verbalize chair location or place the person’s hand on the back of the chair, but do not place the person in the chair.
- Keep doors either open or closed; a half-opened door is a serious hazard.
- Offer assistance in travel; let the candidate grasp your left arm, usually just above the elbow.

When Interviewing a Candidate Who is Deaf or Hard of Hearing

- Do not shout.
- In order to get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand.
- Enunciate clearly. If the candidate is lip reading, keep your mouth clear of obstructions and place yourself where there is ample lighting. Keep in mind that an accomplished lip reader will be able to clearly understand 30 to 35 percent of what you are saying.
- Keep in mind a candidate may also rely somewhat on facial expressions or other body language to help in understanding.
- If you do not understand what the candidate is telling you, do not pretend you did. Ask the candidate to repeat the sentence(s).
- Consider using written notes if you are having difficulty communicating.
- If requested, use a sign language interpreter. Keep in mind that the interpreter’s job is to translate, not to get involved in the interview in any other way. Therefore, always speak directly to the candidate.

Plan well in advance, beginning when the candidate’s campus visit is confirmed, for an interpreter or real-time captioner.
APPENDIX F

Faculty Recruitment Initiative 2012-13
Office for Faculty Advancement

The Provost has allocated $300,000 to the Office for Faculty Advancement for the 2012-2013 academic year to work collaboratively with Deans and Department Chairs to further build a diverse and inclusive faculty. This is done to further implement the faculty recruitment and retention goals of the university-wide Diversity Blueprint that has been presented to each Dean and can be found at http://www.washington.edu/diversity/blueprint/index.shtml. It is also consistent with recent changes to the Faculty Code that recognize excellence attained by faculty in research, teaching, and service that promotes diversity and inclusion. These changes to the Code are located at http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html.

The monies are to be used to contribute to the recruitment of faculty whose research, teaching, mentoring, and/or service interests focus on expanding and enriching traditional disciplinary boundaries. In some disciplines the focus may be on historically underrepresented and/or underserved communities, while in others it may be on broadening methodological approaches to address questions of special relevance to understudied and/or underserved communities. It is important to note that the focus of diversity and inclusion is not on the demographic background of faculty candidates but on the intellectual focus of their work.

A total of $200,000 will be made available to enrich recruitment offers made to junior faculty. These monies are given for a specified number of years and can be used for purposes such as summer support or supplemental research funds. A total of $100,000 will be used in a similar way for senior searches. None of these funds are to be used for the retention of current faculty.

All requests for support from the Faculty Recruitment Initiative should be sent to Luis R. Fraga, Associate Vice Provost for Faculty Advancement at lrfraga@uw.edu or 206.685.4831.

Please submit a letter outlining the justification for the request, a copy of the candidate’s curriculum vitae, and any other relevant supporting documentation. If you have any questions, please do not hesitate to contact us at the email and phone number above.