

## Academic Affairs

### Resource Guide for Faculty Search Committees

#### [UW Tacoma Academic Human Resources Search and Hire](#)

Updated: October 08, 2018

Thank you for serving on a faculty search committee at the University of Washington Tacoma. This document is a resource to assist you in selecting a new faculty member/s. Any questions about the contents of this document or the process in general can be sent to the Director of Academic HR at [cbyrne2@uw.edu](mailto:cbyrne2@uw.edu) or 253.692.4305.

#### **Introduction**

UW Tacoma follows all of the [University of Washington's rules, policies, and regulations](#) regarding the faculty search and hire process. What follows is intended as a summary and, in some cases, amplification of the UW's rules, policies and regulations and does not supersede UW official policy.

#### **Applicability**

These guidelines apply to the hire and initial appointment of full-time faculty including tenure-eligible, full-time lecturers, and senior lecturers being hired through a competitive search. A competitive search is required for tenure-eligible faculty, senior lecturers, and full-time lecturers intended to be on multi-year appointments and eligible for promotion. Lecturers hired through a non-competitive search are not eligible for a multi-year appointment or promotion.

#### **Diversity in Search Process and Candidate Pool\***

*Search committees often approach their charge in a passive, routine way: advertise the position in publications. . . evaluate resumes, invite three to five candidates for campus interviews, and then make an offer. To redress the current underrepresentation of faculty of color, however, search committees must take a more proactive approach and genuinely search for candidates of color. The search process is not just important for recruiting faculty of color for a specific position. All steps taken during the search process can contribute to a solid foundation for the successful retention of faculty of color hired as well as to successful recruitment in the future.*

*Diversifying the Faculty-A Guidebook for Search Committees  
Caroline Sotello Viernes Turner*

1. There are several myths about attracting and hiring faculty from underrepresented racial/ethnic groups<sup>i</sup> that hinder the hiring process and become a self-fulfilling prophecy. Daryl Smith, in [Diversity's Promise for Higher Education- Making It Work](#) (2009) states, "The myths concerning faculty diversity with respect to availability, interest in faculty careers, bidding wars, and the lure of industry continue and serve as self-fulfilling prophecies – excuses- for the slow pace of change. (Page 165) The five most prominent myths are that –

\*The Diversity in Search Process and Candidate Pool was created in 2016 by the UW Tacoma Center for Equity and Inclusion

<sup>1</sup> Underrepresented racial/ethnic groups (URM) include African American, Native American, Latino/a, Pacific Islander, and certain groups of Asian Americans (e.g., Bhutanese, Burmese, Filipino, Hmong, Indonesian, Taiwanese, Malaysian).

- a) Good minority faculty go to the best universities;
- b) Espousing Equal Employment Opportunity (EEO) doctrine is enough;
- c) To hire minorities, standards must be lowered;
- d) Minorities will not go to predominantly White institutions; and
- e) Minorities prefer the private sector.

In seeking out possible faculty candidates from underrepresented racial/ethnic minority populations (URM), utilize professional colleagues in your networks, examine professional articles and books in your field with URM authors, and note URM speakers at professional conferences. This approach has several advantages: It (1) tracks upcoming new faculty; (2) shows your interest in new scholarship trends; (3) establishes an early connection with URM faculty that can be developed over time; and (4) positions searches for URM faculty members ahead of the process for position openings.

2. Structure the position to attract a strongly diverse candidate pool. For example, if the position is for a literature professor, consider specifying literature that covers the African diaspora or multicultural approach, provided the search is not for another very specific type of literature professor (e.g., medieval literature or literature of the British Empire).
3. Establish a search committee that includes people of color and persons with diverse perspectives. However, take care that not all faculty of color who are members of the committee are junior faculty members. An inclusive committee sends a signal that the search process is seriously seeking candidates of color. Once established the committee members should discuss and agree upon protocols and practices (especially a rationale for the short list) and adhere to them throughout the process for all candidates.
4. Understand the legal basis for diversifying the faculty: Title VII; Executive Order 1124.
5. Only recruit candidates for whom there is a serious intent to hire. Candidates from URM backgrounds are seriously seeking a position, not simply to enhance the candidate pool. This means that the same stringent requirements for a position apply to everyone. However, take care not to impose extra requirements (such as favoring candidates with degrees from elite institutions) that would eliminate some candidates, particularly those from URM backgrounds. Examine and discuss any hiring biases. Smith notes that "...over scrutiny has devastating consequences for the equitable review of applications and the likelihood that even one 'qualified' candidate will emerge from the paper review." (*Diversity's Promise*, page 171)
6. Look at candidates who have distinguished themselves in venues outside of traditional academic settings. Remember the tendency is to look for people just like yourselves, thereby replicating the existing faculty demographic.
7. Structure the position notice to indicate the seriousness of the search process in identifying URM candidates. Because specific words call attention to a position notice, try to use words that will appeal to specific URM communities rather than generalized terms. Researchers in this field (e.g., Smith, Turner, Parker, Clayton-Pedersen, others) suggest the following inquiries:
  - a. Experience with a variety of teaching methods and/or curricular perspectives
  - b. Previous experience interacting with communities of color
  - c. Experience in cultures other than their own
  - d. Academic experiences and interests in culturally diverse groups
  - e. Interest in developing and implementing curricula that address multicultural issues

In this way, the search invites the interest of people who are from a URM background and those who have expertise in the field.

Once the search is complete, negotiating the salary is as important to securing the URM candidate as all previous steps. Underpaying a faculty member of URM background can lead to a sense of betrayal and lowered productivity. Also attention must be paid to supporting the new hire in order to retain him/her.

#### \*THE LEGAL CASE FOR DIVERSIFYING FACULTY

AAP COMPLIANCE IS OFTEN OVERLOOKED AS A LEGAL MEANS OF INCREASING DIVERSE FACULTY

- Title VII - 1964 Civil Rights Act, As Amended – Prohibits discrimination against “Protected Classes.” Under Title VII – Racial/ethnic minority group persons are defined as “Protected Classes.” (Title VII has no Affirmative Action requirement.)
- EXECUTIVE ORDER 11246 - Applies to Federal Contractors With \$50K in federal contracts. Requires good faith efforts to recruit, hire and retain racial and ethnic minorities and women. Requires an Affirmative Action Plan. Most higher education institutions are federal contractors since they receive substantial federal funds.
- “Good faith Affirmative Action efforts are *goals and not quotas*.”

#### \*SIGNIFICANT DEMOGRAPHIC TRENDS TERMINOLOGY USED:

- “Historically Underrepresented” is defined by Federal rules, laws and regulations (Federal Executive Order 11246).
- “Minorities” as defined by Executive Order 11246 are racial and ethnic minorities, women, individuals with disabilities and qualified veterans. There are no numerical goals for individuals with disabilities” under Executive Order 11246.
- “Ethnic and Racial Minorities” are African Americans, Hispanics or Latinos, Asian/Pacific Islanders, and Native Americans. Persons in this category are also referred to as “persons of color” as defined by Federal rules, laws and regulations.

#### **Search Expenses**

The searching unit will receive an allocation of funds for expenses related to the search. All applicable university rules must be adhered to regarding reimbursements and expenditures. The allotted amount is also used for moving allowances and other expenses related to attracting candidates. Any expenses above and beyond the allotted amount must be covered by the academic unit.

#### **Getting started**

After hiring plans have been approved:

- **A Search Committee is formed** by the dean/director and communicates the charge. See August 7, 2017 [memo from EVCAA](#) to Academic Deans and Directors.
- Search Committee chairs and members should follow the Search Committee [Best Practices](#).

- Search Committee members should familiarize themselves with Interfolio, the system where every faculty search will be housed. There are user guides for [Creating a Position](#), [Managing a Position](#) and [Evaluating a Position](#).
- **Complete** the [search plan template](#) and advertisement (see next section) and follow the submission guidelines set forth in the school or program. Final submission for EVCAA/AHR review is made via Interfolio.
- **Create the advertisement by** following the guidelines for ad creation in the [Academic Personnel Advertisement Guide](#) and using the tips in the [Handbook of Best Practices for Faculty Searches](#). Please be explicit in the number of candidates you expect to hire and the rank at which you are approved to hire. Please include the below required statements in the body of the advertisement:
  - a. **Within the description of campus:** *“UW Tacoma’s commitment to equity and inclusion is central to maintaining an atmosphere wherein students, staff, faculty and residents find abundant opportunities for intellectual, personal and professional growth.” “UW Tacoma has an urban serving mission, with access as a central value. More information about UW Tacoma and its strategic plan can be found here: <https://www.tacoma.uw.edu/strategic-planning>.”*
  - b. **Within the expectations for the application:** *“Applicants’ statements should detail how their teaching, service and/or scholarship has supported the success of students from racial, ethnic, and gender backgrounds that are underrepresented in their academic field; applicants who have not yet had the opportunity for such experience should note how their work will further UW Tacoma’s commitment to equity and inclusion.”*
  - c. **Near the end of the ad (required by EOAA/AHR):** *“University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, protected veteran or disabled status, or genetic information.” ALSO INCLUDE: “UW Tacoma faculty engage in teaching, research, and service and generally participate in lower division, upper division, and graduate instruction.”* For lecturer positions, it is not necessary to include the word “research”.
  - d. **Be aware of the wording** in regards to when applications will be reviewed and be sure to follow the guidelines indicated in the ad. **To provide the most flexibility, consider using, “screening of applicants will begin DATE and will continue until the position is filled.”** Search committee members should decide prior to the start of the search process how/when the candidate pool will be reviewed.
- **Director of AHR will submit the final ad via Interfolio to Seattle AHR.** The designated staff member and director/dean (or designee) will be notified via AHR in Seattle that the ad is approved and ready to post. Designated staff members must change the status of the posting in Interfolio to “Accepting Applications.” It will be posted on the Seattle AHR [Academic Jobs Posting](#) website.

### **Advertising and Outreach**

- Job ads for faculty are permitted to be posted in electronic or web-based national professional journals (it is not **required** that an ad be placed in print). To ensure compliance with **Department of Labor, post the electronic advertisement in the [Chronicle of Higher Education](#)**. Thirty days should elapse between the

first appearance of the ad in a national journal and the closing date. **If the ad was electronic, maintain a copy of your order confirmation received from The Chronicle which displays the ad type and web start date, and a copy of the ad text as it appears on The Chronicle's website. If the ad was print, maintain a copy of the page on which the ad appeared.** Electronic ads are more affordable, expedite posting, reach a broader audience, and allow for more flexibility than print advertisements. With that being said, print advertisements in national professional journals are still an acceptable way of conducting faculty recruitment and you may continue to use them.

- In addition, please follow the search committee plan for additional advertisements and outreach. See [Strategies for Recruitment](#).
- **Receive applications and Affirmative Action Information Request.** UW has already created the EEO survey. It will be automatically appended to positions and included in the application process for every applicant. The data is now requested via Interfolio and can be downloaded in a real-time report. This report will be used by the deans, directors, AHR and EVCAA to see the applicant pool for each position, prior to inviting candidates to campus.

### **Screening applicants**

Follow the rubric set up by the search committee for reviewing and evaluating applications. This tool should include the duties listed in the job description along with the advertised required qualifications. Please note: applicants may only be evaluated by the advertised qualifications.

### **Criteria for evaluating candidate diversity statements**

Taken from research and writing of Caroline Sotello Viernes Turner:

- Evidence of a record of scholarship in areas related to diversity, equity, and/or social justice;
- Experience with a variety of teaching methods or curricular perspectives;
- Experience interacting with communities of color;
- Evidence of experience with curricula that address multicultural issues;
- Evidence of engagement with students of color – mentoring, advising, service learning, study away, etc.

### **Interviewing**

- Interviews should be as consistent as possible for all candidates and must follow the guidelines for interviewing, including *Fair Pre-employment Guidelines* found [here](#).
- **Phone (or Skype) interviews.** Search committees often conduct phone (or Skype) interviews to narrow the pool of candidates that will be invited and brought to campus. Phone interviews typically last 30-45 minutes. In preparation for the phone interviews, the committee should develop a set of questions that will be asked of each of the interviewed candidates.
- **Behavioral interviewing.** This type of interviewing is based on the idea that past performance is the best predictor of future performance. The questions are designed to reveal the extent to which the candidate has core competencies/characteristics. Use phrases such as, “Tell me about a time...”, “Think about a situation where you had to...”, “Give me an example of...”. See below for examples and click [here](#) for additional examples:
  - Give me an example of how you had to adapt your approach to teaching a topic to the needs of a particular class or student?

- Tell us about a time when you engaged students in the subject matter of courses for non-majors.
- How have you involved students in your research? Give us a specific example.
- **On-campus Interviews.**
  - The search committee identifies the top 3 candidates for on-campus visits and submits the [A3 form](#), search report, rubric/s, and CVs to the dean/director for approval. After the dean/director approves, the documents (A3, CV, report, rubrics) are sent via email to the director of AHR for EVCAA approval. No candidates may be invited until approved by the EVCAA. *The search committee report should contain:* a brief paragraph of the process to date; a description of how the committee assessed the quality of the candidates; the key criteria used to distinguish those who made it as a finalist; why the top candidates are finalists and an explanation of why those phone interviewed didn't make it as a finalist. In addition, please address the diversity of the pool of applicants and the finalists. ***Each candidate should have an interview with the EVCAA or his/her designee.*** Remember that when candidates come to campus for interviews they are interviewing us, too. Consider providing candidates with a "welcome package" that includes material about the academic program, UW Tacoma, the South Puget Sound, and other relevant information.
  - **Schedule on-campus** interviews according to the guidelines in the academic school/program. It is typical for interviews to last 1-2 days and do a teaching demonstration and scholarly presentation (for tenure-track positions). In addition, it is typical for candidates to meet with: faculty, staff, students, AVC for Research, the dean/director. It is encouraged to ask the candidates if there are any specific groups of people or individuals that they would like to meet with while they are on campus. Asking this of all candidates honors the guideline of being consistent.
- Search committees need to provide a mechanism for feedback to be collected regarding the on-campus interviews from campus participants.

### **Reference Checking**

- The search committee should check the references of each finalist for the position. In many cases, it is a good idea to consider calling additional references beyond those provided by the candidate. If your committee chooses to do this, it is good practice to first notify the candidate that you intend to call additional references. The committee should also use a common set of questions for reference call. **Search committee members cannot be references for candidates of the position for which they are a member (either written or oral).**
- Components of a reference check form and sample questions:
  - Applicant Name:
  - Position:
  - Name and Title of Reference:
  - Your name:
  - Date:
  - Introduce yourself and the purpose of your call and briefly describe the position for which the candidate has applied.
  - Ask how the reference knows the candidate (this might be obvious but it is a good way to start the conversation).

Have you been able to observe the candidate's teaching? If so, how would you describe the candidate's strengths and weaknesses as an instructor?

Where do you see the candidate's research agenda taking him/her in the next three years?

Does the candidate participate in department or university committees? If so, which ones and how would you describe his/her participation?

Is there anything else you think I should know about this person that would assist us in making a decision regarding the candidate?

### **Recommendations**

- The **search committee submits their recommendation** to the dean/director and/or the faculty. Please follow the guidelines set up in each academic school/program.
- All eligible voting faculty (not just those higher in rank) [vote](#) on a hiring recommendation proposed by the search committee and/or the dean/director. The vote must include the rank/title of the position, the start date, and the length of the term (for full-time and senior lecturers). The hiring recommendation must be passed by a majority (50% + 1) of all eligible voting faculty. The vote counts must be recorded as such:
  - Total number of eligible voters:
  - Total number of positive votes:
  - Total number of negative votes:
  - Total number of abstentions:
  - Total number of absent voters:
- The dean/director discusses the final candidate and offer with the EVCAA. The offer needs to mirror the terms in the advertisement (i.e. if the ad states it is for a 3-year contract, the faculty can't be hired on a one-year contract) and be within the salary range authorized for the position. If approved by the EVCAA, the director/dean extends an offer. For Education, Nursing, and Social Work, the offer is contingent upon the successful clearance of a background check.

If the candidate does not accept, the director/dean refers to the search committee recommendation for other viable candidates and follows the process above.

### **Resources:**

Tacoma AHR Search and Hire: <http://www.tacoma.uw.edu/academic-affairs/search-hire>

Academic HR Search and Hire: <http://www.washington.edu/admin/acadpers/admin/planning.html>

Handbook of Best Practices for Faculty Searches: <http://www.washington.edu/diversity/faculty-advancement/handbook/>

Online Toolkit that contains sample language for recruiting a diverse pool of applicants, sample rubrics, information regarding implicit bias, etc.: <http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/>

Search Funds: These are to be used for all expenses related to the search (advertising, campus visits, etc.) and for moving allowances and computers. Contact [Jan Rutledge](#) with questions.

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