

Preparing for Faculty Hiring in our Current Climate

Chadwick Allen, UW Office for Faculty Advancement

Joyce Yen, UW ADVANCE Center for Institutional Change

Leyla Salmassi (OFA) and Sharay Rapozo (ADVANCE)

Prior Webinars

- > [Faculty Hiring in a Virtual Environment: A Webinar on Ideas, Tools, and Best Practices](#) (Oct. 2020)
- > [Planning for Faculty Hiring: A Webinar on Search Committees, Assessment Rubrics, and Job Ads](#) (May 2021)
- > [Troubleshooting Faculty Searches: A Focused Discussion on DEI Statements and Known Applicants](#) (May 2023)
- > <https://www.washington.edu/diversity/faculty-advancement/webinars/> (OFA)
- > <https://advance.washington.edu/resources/?text=webinar&op=Search> (ADVANCE)



Today's topics

- > Brief review of **current policy, legal and political climate** for faculty hiring
- > **Planning ahead** for forming search committees, faculty search guidelines and charge, writing job ads, drafting assessment rubrics, and devising an active outreach plan
- > Focused discussion about situations where committee members have prior professional and personal relationships with applicants and how to address **potential conflicts of interest, bias, and perceptions of bias**



Current Policies, Legal and Political Climate for Faculty Hiring

Legal & Policy Contexts: Recent Developments

National in scope:

- > Supreme Court ruling on Affirmative Action in admissions
- > Attacks on DEI offices, advocates, policies, and practices
- > Increased scrutiny of DEI efforts in higher education



Legal & Policy Contexts: Recent Developments

More local:

- > Ongoing discussions about best practices
 - Defining “excellence”
 - Assessing DEI statements
 - Assessing “lived experience”
- > UCIRO inquiry into hiring practices at the unit level
 - Are practices consistent with Executive Order 31?



The context of Executive Order 31: Nondiscrimination and Affirmative Action

Section 5. Application of Policy

C. Employment

The University will recruit, hire, train, and promote individuals **without regard to** race, color, creed, religion, national origin, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, disability, or veteran status and **based upon their qualifications and ability to do the job.**

D. Recruitment

The University seeks **affirmatively to recruit** qualified minority group members, women, protected veterans, and individuals with disabilities in all levels of employment as part of its **commitment as a federal contractor.**



The context of Initiative 200 & federal contractor requirements

Washington's I-200 enacted through popular initiative in 1998:

"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."

UW Office of Equal Opportunity and Affirmative Action (EOAA):

"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."



Compliance with EO 31, I-200 & federal contractor requirements

- > EO 31 and I-200 prohibit discrimination and preferential treatment based on identity
- > Search committees cannot use identity markers such as race, ethnicity, or gender as a **criterion or factor in evaluation.**
- > A range of **outreach efforts** to broaden pools of qualified applicants are **required** of federal contractors, **allowed** under EO 31 and I-200, and **encouraged** by the University.



Prohibited Assessment Practices

- > Using applicant's identity as a criterion / factor in selection
- > Actively **seeking** applicant demographic data
 - e.g., searching the internet for additional information about applicants, for photographs, etc.
- > Actively **tracking** applicant demographic data
 - e.g., attempting to construct lists of candidates or finalists based on gender, race, or ethnicity



Prohibited Assessment Practices

- > Creating differential assessment *criteria* for candidates or finalists based on their identities
- > Creating differential assessment *experiences* for candidates or finalists based on their identities



Updated Handbook of Best Practices for Faculty Searches

<https://www.washington.edu/diversity/faculty-advancement/handbook/>



[Home](#) / [Faculty Advancement](#) / Handbook of Best Practices for Faculty Searches

Handbook of Best Practices for Faculty Searches

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 equity and of enhancing excellence through diversity. The Handbook is supported by an online Toolkit of sample materials and additional resources for search committees and unit leaders.

FACULTY HANDBOOK TABLE OF CONTENTS

[INTRODUCTION](#)

- [1.1 Interfolio](#)
- [1.2 Hiring in a virtual environment](#)

Units should plan to **“localize” the Handbook’s suggestions** to their specific needs, and units should develop conventions and tools relevant to their particular disciplines and to their particular missions in relation to diversity, equity, and inclusion.

For the purposes of this document, the concepts of **equity** 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

Faculty Advancement	↑
About OFA	
Events & Webinars	
Faculty Advancement Initiative	
Handbook of Best Practices for Faculty Searches	
- Part 1: Scouting	
- Part 2: Preparation	
- Part 3: Outreach	
- Part 4: Assessment	
- Part 5: Recruitment	
- Part 6: Retention	



Planning Ahead for Faculty Searches

Planning Ahead Checklist

- > Forming search committees
- > Informing search committees
- > Drafting assessment rubrics
- > Drafting job ads
- > Drafting outreach plans



Forming & Informing Search / Selection Committees

- > Size & composition of the committee – who serves?
 - reflective of broader goals and values
- > Scope of the committee's work – how much responsibility?
 - making final selections or making recommendations?
- > Role Clarity
 - leadership / hiring authority – how much oversight?
 - administrative staff – how much support?
 - graduate students, post-docs, and others – how much input?



Informing Search / Selection Committees

Before any work begins, **leadership** should:

- > Officially **charge** the committee
- > Set specific **goals** for the search / selection
- > Provide any relevant **data** (e.g., availability, reasonable pool)
- > Discuss plans for **outreach** to potential applicants
- > Plan for **check-ins** (e.g., with committee chair or about search progress)



Informing Search / Selection Committees

Before any work begins, **leadership** should:

- > Discuss expectations for the **process**, including **ideal timeline**, **attendance**, **confidentiality**, and **compliance** with federal and state laws
- > Discuss **records** management and retention
- > Schedule **anti-bias training**
 - Fall OFA / ADVANCE webinars on assessment (October 1)



Forming and Informing Search Committees: Resources

See prior webinars and Handbook for additional resources

- > [Planning for Faculty Hiring: A Webinar on Search Committees, Assessment Rubrics, and Job Ads \(May 2021\)](#)
- > Part 2: Preparation in Handbook and Online Toolkit (<https://www.washington.edu/diversity/faculty-advancement/handbook/preparation/>)



Drafting Assessment Rubrics

Planning ahead allows for

- > Opportunity to develop **consensus** and **shared understanding** about values, goals, and process
- > Discussions that **clarify criteria** and address common points of **ambiguity or tensions** (e.g., DEI statement criteria, applicants at different career stages, known candidates, dealbreakers, etc.)
- > **Alignment** of assessment criteria with job ad language



Questions to consider when drafting assessment rubrics

- > How do you balance structure and flexibility?
- > How do you ensure unit goals and values are incorporated into the rubric?
- > How do you ensure criteria are in compliance with EO31, I-200, and other relevant policies and laws?
- > How do you manage unintended consequences?
- > Which criteria are needed at each stage of the assessment process?
- > Who should you involve in the rubric formulation process?
- > How will the criteria be reflected in the job ad language and materials requested from the applicants?



Drafting Assessment Rubrics: Resources

See prior webinars and Handbook for additional resources

- > Planning for Faculty Hiring: A Webinar on Search Committees, Assessment Rubrics, and Job Ads (May 2021)
 - Why use rubrics?
 - What are various rubric models?
 - Why define rubrics before writing job ads?
- > Troubleshooting Faculty Searches: A Focused Discussion on DEI Statements and Known Applicants (May 2023)
 - DEI statements and assessment
- > Part 4: Assessment in Handbook and Online Toolkit
(<https://www.washington.edu/diversity/faculty-advancement/handbook/assessment/>)



Drafting Job Ads

- > Link job ad to assessment rubric
 - Map assessment criteria to specific parts of the job ad (e.g., position overview, expectations and interests, required application materials, etc.)
- > Confirm application materials will provide necessary information to apply the assessment rubric
 - Clarify for the committee what information is needed and will be used at each assessment stage
 - Provide clear guidance to applicants about what they should address in their materials



Drafting Job Ads: Resources

See prior webinars and Handbook for additional resources

- > [Planning for Faculty Hiring: A Webinar on Search Committees, Assessment Rubrics, and Job Ads](#) (May 2021)
- > [Troubleshooting Faculty Searches: A Focused Discussion on DEI Statements and Known Applicants](#) (May 2023)
 - Job ad language providing guidance and clarity about what applicants should address
- > Part 3: Outreach in Handbook and Online Toolkit (<https://www.washington.edu/diversity/faculty-advancement/handbook/outreach/>)



Drafting Outreach Plans

- > Be mindful of EO31's guidance: "The University seeks affirmatively to recruit qualified minority group members, women, protected veterans, and individuals with disabilities in all levels of employment as part of its commitment as a federal contractor."
- > Think broadly about your audience(s)
- > Think about diverse outlets
- > Think about how to use social media effectively
- > Think about frequency and volume of outreach
- > See prior webinars and Handbook for additional resources



Planning Ahead Checklist

- > Forming search committees
- > Informing search committees
- > Drafting assessment rubrics
- > Drafting job ads
- > Drafting outreach plans



Relevant Prior Webinar and Handbook Section

- > Planning for Faculty Hiring: A Webinar on Search Committees, Assessment Rubrics, and Job Ads (May 2021)
- > Troubleshooting Faculty Searches: A Focused Discussion on DEI Statements and Known Applicants (May 2023)
- > Handbook: Sections 2, 3, and 4



Conflicts of Interest, Bias, and Perception of Bias

Relationships with Applicants

Internal applicants and other known applicants can be both **advantaged** and **disadvantaged** in the hiring process

Plan ahead for maintaining **fairness, confidentiality, and collegiality**

Plan ahead for **common tensions**:

- > Who is an “objective” evaluator, and who decides?
- > What is the difference between COI, bias, and perception of bias?



Conflicts of Interest – UW Faculty Code

Faculty Code Section 24-50

Conflict of Interest Regarding Appointment, Employment, and Academic Decisions

A conflict of interest exists when a person participating in a decision has a **substantial connection or interest** related to individual(s) affected by the decision that might bias or otherwise threaten the integrity of the decision process or that might be **perceived by a reasonable person** as biasing or threatening such decisions. This includes familial, romantic, or sexual relationships and financial conflicts of interest. This may also include **some professional relationships**. No list of rules can provide direction for all the varying circumstances that may arise; **good judgment** of individuals is essential.



Relationships with Applicants & Potential Conflicts of Interest

- > How will committee members **define** potential conflicts of interest?
 - Familial relationships
 - Romantic or sexual relationships
 - Business or other financial interests
 - Official academic advising relationships*
 - Major research collaborator, co-PI, or co-author*
- > How will committee members **respond** to potential conflicts of interest?
 - When to disclose?
 - When to recuse?
- > How will **other members of the unit** respond?
 - When to disclose?
 - When to recuse?



Relationships with Applicants & Potential Bias or Perception of Bias

- > How will committee members **assess** potential bias or perception of bias?
 - In relation to **academic** advising relationships
 - > e.g., dissertation committee member, MA adviser, former instructor, etc.
 - In relation to **professional** relationships
 - > e.g., co-organizer of a conference or event, etc.
 - In relation to **personal** relationships
 - > e.g., close friendship, known disagreement or animosity
- > How will committee members or others **respond**?
 - When to disclose?
 - When to recuse?



Relevant Prior Webinars, Handbook Section, Toolkit Resources

- > Planning for Faculty Hiring: A Webinar on Search Committees, Assessment Rubrics, and Job Ads (May 2021)
- > Troubleshooting Faculty Searches: A Focused Discussion on DEI Statements and Known Applicants (May 2023)
- > Part 4 (Assessment) in Handbook and Online Toolkit (<https://www.washington.edu/diversity/faculty-advancement/handbook/assessment/>)
- > Relationships with Applicants: COI/bias handout in the Online Toolkit



Key Takeaways

Key Takeaways

- > **Assessment Webinar: October 1 (in person and on Zoom)**
- > Be aware of current context
- > Plan ahead
 - Forming search committees
 - Informing search committees
 - Drafting assessment rubrics
 - Drafting job ads
 - Drafting outreach plans
- > Plan ahead for explicit conversations about COI, bias, and perceptions of bias



Chadwick Allen

Associate Vice Provost

UW Office for Faculty Advancement

callen3@uw.edu

Joyce Yen

Director

UW ADVANCE Center for Institutional Change

joyceyen@uw.edu