

Preparing for Faculty Hiring in our Current Climate

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Workshop & Webinar Sequence

Preparing for Next Year's Hiring (April 2025)

Effective Practices for Assessing Faculty Application Materials (Fall 2025)

Effective Practices for Interviewing (Fall 2025)

- <https://ap.washington.edu/faculty-inclusive-excellence/faculty-search-webinars-workshops/> (Inclusive Excellence)
- <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 and informing search committees
 - writing job ads
 - drafting assessment rubrics
 - devising an active outreach plan
 - anticipating conflicts of interest and perceptions of bias
- > Knowing what to do if you must **pause a search**



Current Policies, Legal and Political Climate for Faculty Hiring

Legal & Policy Contexts: Recent Developments Federal, State, and University

Federal:

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



The Dynamic Context of Federal Guidance

- > **Government contractors** must take affirmative action to employ and advance in employment protected veterans and individuals with disabilities (but no longer on the basis of *race, creed, color, or national origin*).
- > **Title VII** prohibits employment discrimination based on race, color, religion, sex, and national origin.



Legal and Policy Context: State

- > **Washington's I-200** was 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."
- > **Washington State Law RCW 49.60**: "law against discrimination"
elimination and prevention of discrimination in employment due to race, creed, color, national origin, citizenship or immigration status, families with children, sex, marital status, sexual orientation, age, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability



Legal & Policy Contexts: University

- > Ongoing discussions about best practices
 - Defining “excellence”
 - Assessing DEI statements
 - Assessing “lived experience”
- > Are practices consistent with Executive Order 31?



The context of UW 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.**



Compliance with EO 31, I-200, RCW 49.60 & current federal guidance

- > EO 31, I-200, & RCW 49.60 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 are **allowed** under EO 31, I-200, and RCW 49.60 and **encouraged** by the University.
- > Affirmative action to employ and advance in employment protected veterans and individuals with disabilities is **required** of federal contractors.



Program and Activities Checklist From UW Compliance and Risk Services

- > Eligibility is not based on sex or race (or any protected class)
- > Communications demonstrate opportunity is open to all, even if opportunity is restricted in other ways
- > Race or sex is not used as a selection or decision-making criteria
- > Actions demonstrate the opportunity is open to all

<https://www.washington.edu/compliance/resources/>



Prohibited Assessment Practices

- > Using applicant's identity (including *race, ethnicity, sex, gender 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



Handbook of Best Practices for Faculty Searches

<https://ap.washington.edu/faculty-inclusive-excellence/faculty-recruitment/handbook-of-best-practices-for-faculty-searches/>

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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.

[Introduction](#)
[Part 1: Scouting](#)
[Part 2: Preparation](#)

Introduction

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

Faculty Recruitment

[Handbook of Best Practices for Faculty Searches](#)
[Online Toolkit for Faculty Searches](#)
[Request a Search Committee Workshop](#)



Planning Ahead for Faculty Searches

Planning Ahead Checklist

- > Forming search committees
- > Informing search committees
- > Drafting assessment rubrics
- > Drafting job ads
- > Drafting outreach plans
- > Anticipating conflicts of interests or perceptions of bias



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
 - <https://finance.uw.edu/recmgt/resources/records-related-faculty-searches>
- > Schedule **best practices training**
 - Fall IE / ADVANCE webinars on assessment



Forming and Informing Search Committees: Resources

See prior webinars and Handbook for additional resources

- > [Part 2: Preparation in Handbook and Online Toolkit](#)



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

- > [Part 4: Assessment in Handbook and Online Toolkit](#)



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
- > Language should meet the requirements of the Compliance and Risk checklist



DEI Statements in Application Materials

Faculty Code Chapter 24-32: Scholarly and Professional Qualifications of Faculty Members

“All candidates for initial faculty appointment to the ranks and/or titles listed in Chapter 21, Section 21-32.A shall submit a statement of past and planned contributions to diversity, equity, and inclusion. Academic units and search committees shall consider a candidate’s statement as part of a comprehensive evaluation of scholarship and research, teaching, and service. In accord with the University’s expressed commitment to excellence and equity, any contributions in scholarship and research, teaching, and service that address diversity and equal opportunity shall be included and considered among the professional and scholarly qualifications for appointment and promotion outlined below.”



Drafting Job Ads: Resources

See prior webinars and Handbook for additional resources

- > [Part 3: Outreach in Handbook and Online Toolkit](#)



Drafting Outreach Plans

- > 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 Handbook and toolkit for additional resources

Refer to [compliance and risk checklist](#)



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?



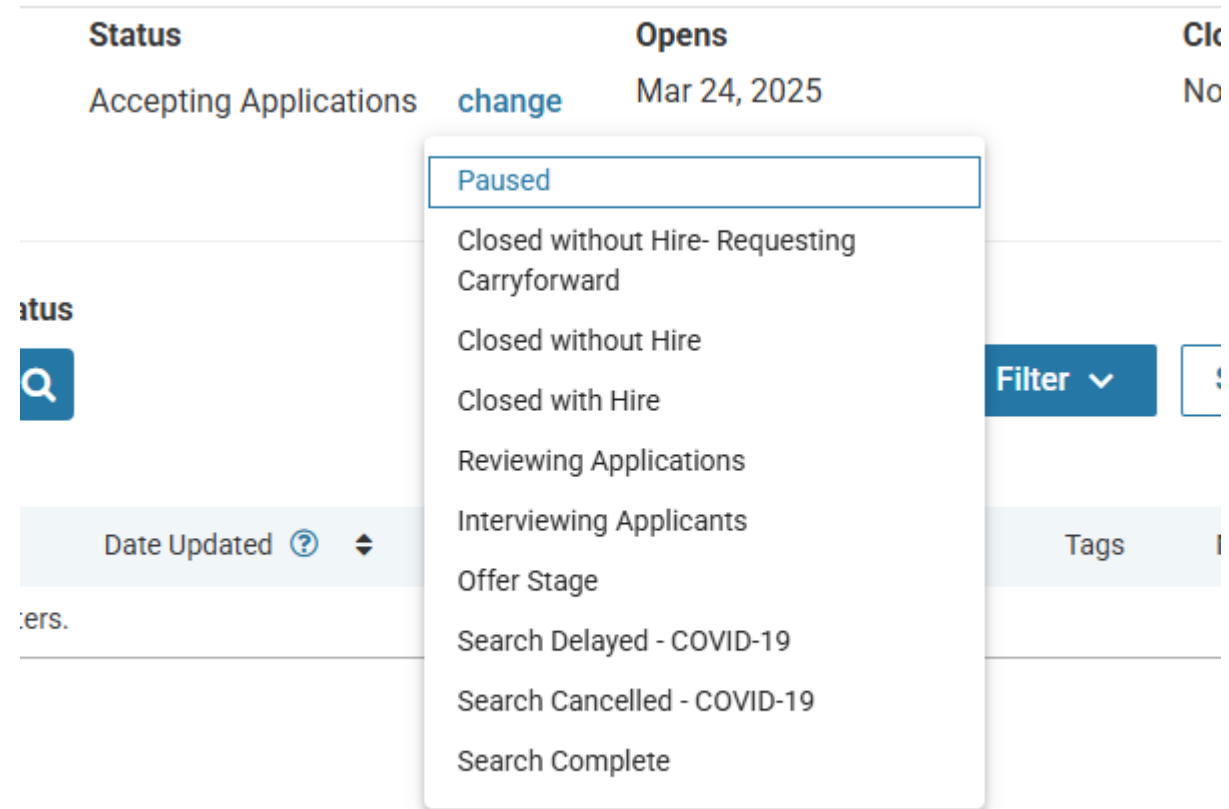
Planning Ahead Checklist

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Pausing Searches

- > Unpublish the position
- > Update the Interfolio status to "Paused"
 - Position Status drop down menu in Interfolio Faculty Search
- > Notify applicants of the change
- > Be aware of approved offer letter language (re: contingent on adequate funding)



Relevant Prior Webinar and Handbook Section

- > [Handbook: Sections 2, 3, and 4](#)
- > Relationships with Applicants: COI/bias [handout](#) in the [Online Toolkit](#)



Key Takeaways

Key Takeaways

- > **Assessment Workshop/Webinar: Fall 2025 (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
 - Anticipating COI, bias, and perceptions of bias
- > Know how to pause the search



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