UNIVERSITY of WASHINGTON
OFFICE FOR FACULTY ADVANCEMENT

Best Practices for Faculty Searches

Introduction

Scouting
- Reimaging hiring as an ongoing activity
- Important questions and cautions
- Effective habits for scouting

Preparation
- Multi-year planning for hiring
- Potential for cluster hires
- Forming search committees
- Informing search committees
- Enlisting the support of the whole unit
- Enlisting the support of key allies across campus

Outreach
- Legal and policy aspects of outreach
- Writing the job ad to enlarge the pool of applicants
- Networking

Assessment
- Creating and implementing an assessment rubric
- Creating and implementing an assessment plan to work against bias
- Preliminary interviews
- Hosting the campus visit

Recruitment
- Outlining a recruitment strategy
- Making an offer

Retention
- After the search
- Mentoring
- Climate

Guide to the Online Toolkit

Acknowledgements

Introduction

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

Individual units will necessarily tailor the Handbook's suggestions to their specific needs, and units should develop conventions and tools relevant to their particular disciplines and to their particular profiles in relation to diversity, inclusion, and equity. **For the purposes of this document, the concepts of equal opportunity and diversity are understood as the right of all faculty job candidates 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, gender expression, national origin, age, disability, or veteran status.**

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

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

Part 1: Scouting

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

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

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

- Does the unit believe it is best to run relatively broad and fully open searches for every potential hire?

- Or does the unit believe it is good practice—and/or strategic necessity—to occasionally launch so-called target of opportunity hires that focus on one or more preferred candidates?

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

- Scouting activities are meant to help build diverse pools of potential candidates for the future; they cannot guarantee funded positions.

- It is important to openly discuss how the unit and how the relevant college, school, or campus will approach preferred candidates and/or specialized searches in relation to long-range hiring plans.

- Unit leaders and college, school, or campus leaders should be careful not to build unrealistic expectations for either potential candidates or current faculty.

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

- Develop, discuss, and regularly update long-range hiring plans, taking into consideration the unit's current Affirmative Action Plan. (If the unit is unaware of its Affirmative Action Plan, check with the Office of Equal Opportunity and Affirmative Action). All members of the unit should be aware of current and anticipated needs, including those related to ancitipated or known retirements, as well as of the unit's "wish list" for future hires. Where does the unit hope to see itself in five or ten years?

- Encourage all members of the unit to view professional meetings as opportunities to scout for potential faculty candidates. Everyone should be encouraged to attend

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

- Consider hosting a targeted reception or event at your discipline's major conference or meeting. For example, an event might spotlight an established or emerging research area within your discipline that directly engages issues of diversity, inclusion, and equity, or it might spotlight opportunities for teaching, service, or outreach that directly engage issues of diversity, access, and equal opportunity.

- Consider using the unit's lecture or seminar series as an opportunity to invite potential future candidates to campus. This is a "low stakes" way to introduce potential candidates to the unit and to campus allies, and to give them an opportunity to experience the UW firsthand.

A link to the Office of Equal Opportunity and Affirmative Action (EEOA) is available in the Toolkit.

Additional resources for developing long-range hiring plans are available in the Toolkit.

Part 2: Preparation

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

Multi-year Planning

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

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

Potential for Cluster Hires

Multi-year planning may help the unit think about how individual searches might be fruitfully bundled into a "cluster hire," or how the unit might collaborate with one or more other units to organize a cluster hire across multiple disciplines or across multiple UW campuses. Cluster hires can be especially useful for attracting candidates working in relatively small or new fields or subfields as well as for attracting candidates from historically underrepresented backgrounds, since cluster hiring signals a significant commitment to—and investment in—a specific area of research, teaching, service, and/or outreach.

Forming Search Committees

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

- Make sure the search committee is diverse and inclusive, since the committee will likely be the first point of contact for potential candidates. **The committee's composition sends a message to potential candidates about the unit's climate.**

- Include individuals who will provide a range of different perspectives and expertise, and who will provide a demonstrated commitment to diversity and inclusion. Depending on the nature of the position, you may want to invite at least one person from outside the unit to serve on the committee. You may also want to include a student representative; indeed, many units always include a student representative as a best practice.

- It is helpful, for instance, to balance senior and junior faculty who are close to the specific subfield of the search with at least one faculty member who is outside the specific subfield. It can also be helpful to have a member of your unit's leadership team

(e.g., an associate or vice chair) serve *ex officio* on all search committees to make sure the unit's broader interests—including its commitments to diversity, equity, and inclusion—are represented at meetings.

- If the unit has a diversity committee, consider asking at least one member of that committee to serve on the search committee. If the unit does not have a diversity committee, consider using the occasion of an approved hire and the development of a new search process as an opportunity to develop one. **The diversity committee's role is to ensure that members of underrepresented groups have been recruited as candidates and given full and careful consideration.**

- Be mindful not to overburden members of underrepresented groups with a disproportionate number of committee assignments. If a particular faculty member is needed on the search committee, where might she or he be relieved of other duties?

Informing Search Committees

Department chairs or directors should meet with search committees before they begin their work in order to:

1. Officially charge the committee.

2. Discuss the unit's specific goals for the search and its expectations for the search process, including the expectation of confidentiality.

3. Outline the ideal search and recruitment timeline.

4. Emphasize the importance of each committee member's regular attendance at meetings and full participation in the search process.

5. Detail available fiscal resources and administrative support.

Moreover, **the department chair or director and the search committee chair** should:

- Ask the dean or the appropriate divisional or associate dean to meet with the committee early in the process to reiterate the importance of inclusion, the advisory role of the committee, and the need for confidentiality. **The Associate Vice Provost for Faculty Advancement is also available to meet with search committees at any stage of the process.**

- Offer or arrange a formal training session on interrupting bias, either for committee members or for the unit as a whole.

- Create a clear plan for how the committee will communicate with each other, the unit, campus allies, and candidates.

- Make sure all committee members understand they will be expected to participate in recruitment efforts, including personal outreach to candidates.

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

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

- At what point(s) will it be appropriate to inform the unit of the committee's progress and recommendations?

- At what point(s) will it be appropriate or necessary to gather the unit's input, and in what form(s)? For instance, will the unit as a whole discuss and/or vote on which candidates from the short list are invited to campus, or will the search committee make such decisions on its own?

- How can the unit—including not only faculty but also graduate students, post-docs, and alumni—assist in creating a broad applicant pool?

- How can the unit assist in recruitment efforts?

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

- Which other units might help create a broad applicant pool?

- Which other units should attend job talks, or meet with candidates?

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

Part 3: Outreach

How can the search committee attract a highly qualified and diverse pool of candidates? Which outreach practices are allowable under current federal and state laws and university policies?

As noted above, the committee should discuss and plan each step of the search process. In terms of outreach to potential candidates, the committee should consider:

- What kind of language in the job ad will encourage applications from individuals who are committed to diversity-related work and whose record of research, teaching, service, and/or outreach reflects a commitment to diversity and equal opportunity?

- Which venues will be most productive for advertising to a broad range of potential candidates?

- How might the committee and the unit as a whole engage existing professional networks to encourage applications from candidates from historically underrepresented, marginalized, or disadvantaged groups?

Legal and Policy Aspects of Outreach

Committees often worry about the legal and policy aspects of recruiting candidates from underrepresented backgrounds, perhaps especially candidates who identify as U.S. racial or ethnic minorities. Understanding the laws and policies that govern recruitment and hiring is essential to formulating an appropriate and effective plan.

Affirmative Action

Laws and practices related to affirmative action continue to evolve through initiatives and court decisions, and these changes have direct implications for faculty recruitment. The University of Washington adheres to policies and practices of nondiscrimination that promote equal employment opportunity and are consistent with state and federal laws.

The UW **Office of Equal Opportunity and Affirmative Action (EOAA)** offers this succinct definition for affirmative action:

"Affirmative action is a program required of federal contractors to ensure equal employment opportunity. It requires a good faith effort to achieve and maintain a workforce in which minorities and women are represented at a level proportionate with their availability in the labor pool from which the employer can reasonably be expected to recruit. Affirmative action also includes good faith efforts towards covered veterans and individuals with disabilities."

A link to the EOAA website, which includes Frequenty Asked Questions, is available in the Toolkit.

It is important to note that **affirmative action is distinct from nondiscrimination**. Affirmative action refers to policies and practices specific to the **outreach phase** of the appointment process. The specific goal of affirmative action is to **enrich applicant pools** so that they are inclusive of all groups, including those that have been historically underrepresented, marginalized, or disadvantaged in specific disciplines or in higher education as a whole.

Initiative 200

Initiative 200 (I-200) is a Washington State law enacted through popular initiative in 1998 that became effective in 1999. Although I-200 has been in effect for almost two decades, it continues to cause some confusion about what is and is not allowable during the outreach phase of faculty hiring. The full text of I-200 appears in the Toolkit. The key provision states:

"*The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting*."

Under I-200, discrimination and preferential treatment are not allowed during the **selection phase** of hiring. However, **outreach efforts to broaden pools of qualified candidates** are allowed under I-200 and are encouraged by the university.

Diverse Applicant Pool Data

To meet federal and state affirmative action compliance requirements, the university must request information about the race/ethnicity, sex, age, disability, and veteran's status of all applicants for a specific academic personnel position. Therefore, an **Affirmative Action Information Request (AAIR)** link must be sent to all applicants by the unit's human resources administrator (or designee) in a timely manner during the competitive phase of the recruitment process; an applicant's completion of the form, however, is voluntary.

EOAA's ability to provide accurate data about the applicant pool is dependent on the AAIR. The data disclosed in the AAIR provides vital information about the diversity of the applicant pool, especially if the unit has placement goals for the specific position identified in its current Affirmative Action Plan. Placement goals are related to affirmative action regulations and notify the unit if it has fewer women or underrepresented minorities in specific positions than would be expected based on the availability of those individuals in the labor market. **Applicant pool diversity data requests should be submitted to EOAA at eoaa@uw.edu.**

Changes to the UW Faculty Code

In 2012, the Faculty Council for Multicultural Affairs (FCMA), with the support of the Office for Faculty Advancement, successfully petitioned for changes to the Faculty Code relevant to the appointment and promotion of faculty. **Faculty work that enriches diversity and equal**

opportunity in research, teaching, and service is now explicitly acknowledged as criteria to be recognized in faculty appointment and promotion decisions.

For the hiring process, these changes mean that units may want to include **explicit language** about diversity- and equity-related research, teaching, and service in job advertisements. Units may also want to ask candidates for **explicit statements** about their involvement in or commitments to various kinds of diversity and equity work. Those units that have made such requests have found candidates' responses to be highly valuable.

The full text of Chapter 24, Section 24-32, "Scholarly and Professional Qualifications of Faculty Members," of the Faculty Code appears in the Toolkit.

Sample requests for diversity statements are available in the Toolkit.

Tips for evaluating diversity statements are available in the Toolkit.

Writing the Job Advertisement

With the above information in mind, the committee is now ready to draft the job ad.

It is useful to conceive the ad as **the sum of several discrete but related parts**. It is also useful to consider how the ad can set up aspects of the rubric the committee will use in its assessment of candidates:

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

2. Describe the unit. This, too, can be done in expansive terms that include a description of the unit as a place that values diversity and diversity-related work on multiple levels—e.g., in the curriculum, in pedagogy, in outreach to students and/or communities, in research.

3. It can be useful to also describe the university. Here is an opportunity to introduce potential candidates to UW's broader commitments to diversity, equity, and inclusion, including its efforts to respond to the needs of dual career couples.

4. It can be especially helpful to describe potential allies across campus. This might include interdisciplinary research centers, outreach programs, and so forth. It might also include related searches in other units—i.e., an unofficial cluster hire.

5. Describe the materials you want candidates to submit for review. Depending on the specific field or subfield, as well as the academic rank of the position, typical materials include: a letter of interest; a full cv; a dissertation or thesis abstract; a sample of scholarship or creative activity; a statement of teaching philosophy and/or evidence of teaching effectiveness (e.g., a specified number of student or peer evaluations of

teaching); a specified number of references or a specified number of names and contact information for potential references.

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

For positions that are primarily **administrative**, such as a department chair or dean, it may be appropriate for committees to request a statement of administrative experience and/or a vision statement for the specific role.

6. Finally, list a priority deadline—the date when you will begin to read and assess applications. This date should be at least 30 days after initial posting.

A range of sample job advertisements are available in the Toolkit.

Required Language

In addition to the above components, a version of the following equal opportunity employer (EOE) statement **must** be included in all position announcements. This statement is typically placed at the very end of the ad:

> *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.*

A link to the EOAA website and the university's EOE policies is available in the Toolkit.

Depending on the nature of the position, the unit may also need to include:

- A statement of the minimum degree required (e.g., "Ph.D. or foreign equivalent").

- A statement indicating that "All University of Washington faculty engage in teaching, research, and service."

Check with the unit's Academic HR specialist. A link to the *Academic Personnel Advertisement Guide* on the Office of Academic Personnel website it available in the Toolkit.

Posting the Job Ad

Circulating ads in traditional scholarly publications remains useful but can result in a relatively homogenous pool of applicants. To enlarge the applicant pool, consider posting ads in a variety

of publications and on the listservs, websites, or social media sites of relevant professional organizations. This should not only help enlarge the potential pool of applicants, but also help

convey the unit's commitment to diversity, equity, and inclusion. **It is useful to maintain a comprehensive record of where ads have been posted.**

Note: Depending on the nature of the faculty or administrative position, the unit may be required to post its ad in a print publication with an international audience, such as the *Chronicle of Higher Education*. **A review by the unit's Academic HR specialist is required before any posting.**

Networking

Once the job ad is posted, preliminary "scouting" should become active "networking." Members of the search committee, along with other members of the unit, should personally contact colleagues at UW and other institutions to seek nominations for potential candidates. Consider using the following means of active networking:

- Send announcements and request nominations from departments at institutions that serve large numbers of Latina/Latino, African American, Native American, and other historically underrepresented populations. Your campus allies will be able to help you locate such institutions.

- Send announcements to diversity-related sections of regional, national, or international organizations within the discipline.

- Take advantage of social media (e.g., Facebook, Twitter, LinkedIn) to attract a broader pool of applicants by distributing the ad through a committee member's, unit's, or academic organization's account, or by reaching out to prospective applicants directly through their accounts.

- Consider inviting applications from junior colleagues who may be currently under-placed and thriving at less well-ranked institutions.

- Ask current faculty, graduate students, post-docs, and alumni to help market open positions by taking copies of job ads to academic conferences and meetings.

- Ask all members of the unit to contact their colleagues at other institutions to inquire about promising graduate students, post-docs, or junior faculty from underrepresented groups.

- Have the chair, director, or dean personally contact qualified nominated candidates, especially those from underrepresented groups.

Part 4: Assessment

There are two key components to the effective assessment of job candidates:

1. a clear and consistent **assessment rubric** (i.e., the criteria by which you will evaluate candidates' qualifications), and

2. a clear and consistent **assessment plan** (i.e., the process by which you will evaluate candidates and make selections).

Creating and Implementing an Assessment Rubric

The purpose of an assessment rubric is to ensure that all candidates are subject to the same evaluation criteria, and to ensure that members of search committees apply selection criteria consistently. Moreover, the criteria included in an assessment rubric should clearly reflect statements made in the job advertisement.

Ideally, the entire unit, rather than only the search committee, should participate in the creation of an assessment rubric to ensure that the unit's values are represented. **Minimally, the search committee should be assisted by unit leadership and by the unit's diversity committee.** The creation of an assessment rubric requires the search committee and the unit to define its selection criteria up front, preferably before or while writing the job advertisement and certainly before the committee begins its review of applications.

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

Some questions to consider:

- What are the goals for this hire in terms of research, teaching, service, and outreach?

- How is a commitment to diversity, equity, and inclusion a factor in each goal?

- How does the unit rank these goals in terms of first and second priorities?

- What types of evidence will demonstrate achievement or future potential in each area?

- Does the job ad request materials appropriate to the assessment criteria?

Committees will need to consider **how many distinct criteria** will be useful in their assessment, and they will need to consider **what kind of scale** to employ. Some typical scales include:

- A simple choice of "High," "Medium," and "Low" rankings.

- A more elaborate choice of "Excellent," "Good," "Neutral," "Fair," "Deficient," and "Unable to judge" rankings, or a numerical equivalent.

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

Open Rank Searches

If the unit has been approved to conduct an "open rank" search (i.e., a position open to more than one rank of professor, such as "assistant or associate," "associate or full," or all three ranks), the committee and the unit will need to consider creating **more than one assessment rubric**, since different qualities and/or experiences may be expected or desired from candidates at different stages of their careers (e.g., in terms of leadership, administrative experience, or national service).

Creating and Implementing an Assessment Plan to Work Against Bias

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

- When will the committee begin reading and ranking applications? As applications come in? Or after the priority deadline?
- Should all committee members read and assess the same materials at the same stage of the search process?
- How will committee members handle potential conflicts of interest, such as a prior relationship with a candidate or with a candidate's adviser?
- By what process will the committee come to a decision about its short list? Will members vote, for example, or work to achieve consensus?
- At what point in the process will the committee review or request references?
- Will the committee conduct preliminary interviews? If so, will these be on site at a conference, over the phone, by Skype, or by some other electronic means?
- By what process will the committee create its list of finalists to invite to campus?
- How will the committee organize the campus visits?
- By what process will the committee make its final assessments and recommendations to the unit?
- How will the committee communicate with applicants and with the larger unit at each stage of the process?

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

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

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

Implicit Bias. All of us are affected by unconscious bias, the stereotypes and preconceptions about social groups stored in our brains that can influence our behavior toward members of those groups, both positively and negatively, without our conscious knowledge. One well-documented example is our tendency to feel more comfortable with those we perceive as "just like us" (so-called in-group bias), and numerous studies show that in situations of evaluation members of dominant groups are typically rated more highly than others, even when credentials are identical. This occurs regardless of the evaluator's background—male or female, majority population or racial minority. **It is therefore crucial to consider the potential impact that implicit bias may have on the evaluation process.**

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

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

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

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

Implicit bias is more likely to affect our decision making when we are tired, in a hurry, feeling overworked or distracted, or uncertain of exactly what we should do—in other words, under the typical conditions of serving on a search committee.

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

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

In sum, it is important to consider:

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

Preliminary Interviews

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

- It is best to conduct all interviews in the same format and under similar conditions—whether in person, over the phone, or over Skype—including interviews with internal candidates.
- It is best to have the same committee members present for all interviews.
- It is best to ask the same set of standard questions, in the same order.
- All candidates should be asked questions about diversity, equity, and inclusion.
- Make sure all interview questions comply with federal and state hiring laws and university policies. (These are available on the EOAA website.)

A guide to "fair" and "unfair" inquiries is available in the Toolkit.

A guide to interviewing candidates with disabilities is available in the Toolkit.

On-campus Interviews

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

Hosting the Campus Visit

The campus visit is not only a time for candidates to showcase their professional and scholarly pursuits; it is also an opportunity for the unit to make candidates feel welcomed in a new community.

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

- Providing candidates with a detailed itinerary for the visit, as far in advance as possible. All itineraries should be similar to ensure equitable treatment, including itineraries for internal candidates.

- Introducing candidates to relevant faculty, staff, students, and administrators within and outside the unit with whom they might share research, teaching, service, and/or outreach interests. How can you help candidates imagine local professional networks and relationships?

- Asking candidates if they would like to visit relevant research centers, facilities, or other campus resources, and/or to meet with a human resources or benefits officer. It is best to create a list of resources candidates can review before they travel to campus.

- Providing venues for candidates to ask questions they might not feel comfortable asking the search committee or unit leadership (e.g., questions about spousal or partner hiring, maternity leave or family medical leave, stopping the tenure clock, disability accommodations, resources for childcare or eldercare, unit or campus climate toward women and minorities, and so forth). The meeting with a dean or chancellor can be an opportunity for these kinds of questions if it is clear they can be asked in confidence.

- Maintaining clear and open communication with candidates. It is important to be honest about written or unwritten expectations for the position, as well as issues surrounding funding, space, or other resources.

- Explaining to candidates the unit's and the relevant college, school, or campus's expectations about teaching, research, service, and the promotion and tenure process.

- Introducing candidates to relevant college and campus resources for their success.

A sample list of campus resources is available in the Toolkit.

Part 5: Recruitment

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

Outlining a Recruitment Strategy

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

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

Making an Offer

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

Additional issues to consider:

- To ensure equity, the salary and rank of the proposed position should be no less for a candidate who is female and/or from an underrepresented group than they would be for a white male candidate.
- Notify unsuccessful candidates only after an offer has been accepted, but prior to public announcements of the appointment.
- Although one should not directly ask a final candidate about the need for partner accommodation or visa sponsorship, it is appropriate to ask if there are additional factors that would influence the decision to accept a position at UW.

- If partner accommodation is a concern, the chair or director should consult with the appropriate dean or chancellor about possibilities for employment within the unit, college or school, or university (e.g., tenure-track, lecturer, or other instructional positions on a permanent or temporary basis, or various staff positions). The unit should also introduce the candidate to the **Greater Washington State Higher Education Recruitment Consortium (GWS HERC)** and its online regional job board. Information about GWS HERC is available in the toolkit.

- The college, school, or campus and the university may be able to offer recruitment incentives beyond the unit's standard compensation package. In addition to partner accommodations, such incentives might include relocation funds, reduced teaching expectations, professional development funds, start-up funds, summer salary, and/or research support.

- The Office for Faculty Advancement offers the Provost's **Faculty Recruitment Initiative (FRI)**, which can provide supplemental funds to be used to leverage unit and dean's resources when hiring faculty who will enhance the unit's diversity profile. Details about the FRI are available in the Toolkit.

Part 6: Retention

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

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

After the Search

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

- Most of us are easily overwhelmed by too much information given all at once. Think about how to **prioritize information** and how to **distribute an orientation** to the unit and to the university across the first quarter or even the first year.

- Be careful not to immediately **overburden** faculty from underrepresented groups, including women, with additional "diversity" demands or expectations (e.g., multiple committee assignments or multiple advisees, multiple peer or student mentees, or a major overhaul of the curriculum).

- At the same time, be careful not to **overprotect** new colleagues from service or outreach opportunities they seek out or that will be essential to their professional and personal success, since overprotection can lead to isolation.

- The key issues are helping new colleagues find **balance** among research, teaching, and service obligations and opportunities, on the one hand, and, on the other, maintaining **open communication** about the unit's expectations and reward structures. It is also imperative that new colleagues have a high level of control over decision-making about how they will deploy their time.

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

Mentoring

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

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

- Mentoring is both a formal and an informal activity, and it should extend beyond the minimum effort of informing faculty about the requirements for achieving tenure and promotion.

- Many faculty express a desire for help with short- and long-range professional development planning and with time management, as well as for open conversation about work-life balance, rather than for mentoring focused exclusively on their research and teaching.

- Faculty benefit from having access to a "team" of mentors: from within and outside their home units, from multiple faculty ranks (including peer mentors), and from across the faculty/staff divide. Rather than pairing a new faculty member with a single mentor and hoping for the best, consider what kind of "team" might be formed to help meet his or her multiple needs and goals.

- Faculty benefit from having access to different kinds of mentors at different stages of their careers and lives.

- Faculty benefit from having access to mentors who can help them articulate their own definitions of success in the academy, rather than (only) mentors who can provide examples of what has worked for others in the past.

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

Information about NCFDD is available in the Toolkit.

Additional mentoring resources are available in the Toolkit.

Climate

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

If your unit has not already done so, consider gathering information from current faculty on issues related to climate through individual conversations, focus groups or surveys, discussion

with unit leadership, and exit interviews with faculty who are departing the University of Washington for other opportunities.

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

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

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

- Informal social networks organized for faculty by unit leadership.
- Active appreciation of faculty by the department chair or director in both formal and informal settings.
- Positively valuing research, teaching, service, and outreach focused on diversity, equity, and inclusion as related to the specific discipline.
- Transparent rotation of committee memberships and other service.
- Transparent guidelines for tenure and promotion.

- Annual reviews constructed as mentoring opportunities.
- Regular and open discussion about resources available to faculty.
- Regular and open discussion about important issues within the unit, including diversity, equity, and inclusion.
- A clear articulation of commitment to diversity, equity, and inclusion in every aspect of the department, school, or program.

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