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 Frequently 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.