Provost’s Diversity & Inclusion Hiring Initiative
Academic Year 2017-2018 Pilot

SUMMARY REPORT

Prepared by:

Equal Opportunity Office

July 27, 2018
INTRODUCTION AND BACKGROUND

I. Overview

Western is legally obligated and philosophically committed to ensuring that all searches are fair and equitable and create the best possible opportunity to attract a broad and diverse applicant pool. We recognize that the diverse identities, experiences and perspectives of our faculty and staff create a more vibrant educational environment and contribute to student success. Western’s five-year trends for racial/ethnic minority representation among tenure-track faculty show that representation has increased incrementally over this period, from 16.3% in the 2014 AAP year to 21.5% in the 2018 AAP year. While this progress is good, it still lags behind the racial/ethnic minority representation of Western’s Fall 2017 student body, 25.6% racial/ethnic minority students. Representation of women in tenure-track faculty positions over this same five-year time period remained relatively stable (44.9% in the 2014 AAP year and 44.1% in the 2018 AAP year). However, women tenure-track faculty continue to be historically underrepresented in Huxley College of the Environment, the College of Business and Economics, and the College of Fine and Performing Arts.

The Provost’s Diversity & Inclusion Hiring Initiative (“Provost’s Hiring Initiative”), initiated by the President, with oversight by the Provost, and managed by the Vice Provost for Equal Opportunity and Employment Diversity, was developed in summer 2017, and focused on eight centrally funded tenure-track faculty positions searched for during AY2017-18. Lessons learned from this Initiative can inform criteria/requirements that Academic Affairs applies to tenure-track faculty searches going forward.

The Provost’s Hiring Initiative promotes student success by ensuring that the new faculty hired in these positions are highly qualified to cultivate diverse and inclusive classroom and departmental climates. The Provost’s Hiring Initiative recognizes that it is critical to hire, retain, and advance excellent faculty who are committed to effectively educating and mentoring Western’s increasingly diverse student body. It also recognizes that hiring faculty who will positively impact the diversity climate in academic units is imperative to fulfill the university’s commitment to developing the potential of all our students and the well-being of our communities. It also is in line with Western’s Strategic Plan (2018-2024), which states in part that:

Western is committed to justice and equity, to inclusive achievement and academic excellence, and to providing a safe, just, and equitable University for all students and employees. We must open our doors wider to welcome a more diverse student

1 WWU 2018 Affirmative Action Program for Women and Minorities, Attachment A – Five-Year Trends for Women and Minorities.
2014 AAP year workforce representation data snapshot as of October 31, 2013.
2018 AAP year workforce representation data snapshot as of October 31, 2017.
2 Enrollment for all students as of Fall quarter 2017, including graduate and undergraduate students.
body, and we must ensure that we provide the environment and resources all students need to be successful. We must also ensure that Western more closely reflects the local and global diversity in which we live and we seek to advance. As such, we are committed to cultivating global citizenship in our graduates so they have the perspective to make well-informed judgments, the curiosity to learn about others’ values and cultures, and the wisdom to challenge their own preconceived notions.

During the AY2017-18 pilot, the Provost’s Hiring Initiative resulted in a total of eight hires, including one of the eight recruitments closing without a hire (Physics/Astronomy), and one recruitment resulting in two hires (Environmental Sciences). Of those eight hires, 37.5% (3 out of 8 hires) identified as belonging to a racial or ethnic minority, and 25% (2 out of 8 hires) were women.

**Components of the Initiative**

Elements of the Initiative were as follows:

**A. Equity & Inclusion Advocate Training**

The search committee needed to be chaired by a tenured member of the faculty who completed Equity & Inclusion Advocate Training prior to the committee beginning any review of applicants. Other members of the search committee were also encouraged to participate in the Equity & Inclusion Advocate Training, provided by the Equal Opportunity (EO) Office and covering topics including:

- Conducting effective outreach to build an excellent and diverse applicant pool;
- Detailed examination of dynamics of unconscious bias and ways to mitigate unconscious bias during the search, including questioning committee members’ assumptions, and;
- Centering and evaluating equity and inclusion competencies at each stage of the search.

This training was provided by Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity. Dr. Guenter-Schlesinger provided training for all of the search chairs for the eight searches, and in some cases also with the Department Chair and/or the entire search committee. Training consisted of a one-hour implicit bias training, in addition to the overall Equal Opportunity/Affirmative Action briefing that was provided either in-person or by L.K. Langley, EO Program Manager or through a video version of this training. The one-hour implicit bias training was generally very well received, and the PowerPoint presentation used for this implicit bias training is included at Tab A. Dr. Guenter-Schlesinger emphasized to search
chairs the importance of conducting personal outreach through various professional networks as a means of creating a broad and diverse applicant pool.

B. Job Description

The job description needed to contain the following elements related to diversity and inclusion. The Initiative also suggested that, as appropriate and relevant, aspects of the job description might be incorporated into department unit evaluation plans so that the tenure and promotion process for faculty hired through the Provost’s Hiring Initiative would include specific consideration of these responsibilities.

1. Description of the department and college, endorsed by the relevant Dean and department chair, that describes past and future efforts by the department and college related to advancing the success of diverse students and positively influencing the organizational culture for students, faculty and staff of diverse backgrounds.

2. Position responsibility conveying the expectation that those hired will assist in closing existing gaps in student retention and success by:
   o Fulfilling teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students, and;

3. One or more required qualifications such as:
   o Demonstrated record of supporting the success of students traditionally underrepresented in the field;
   o Demonstrated ability and commitment to promoting diversity and inclusion within the department, or;
   o Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds.

4. Application instructions that include a required statement, either in the cover letter or stand-alone, addressing how the applicant meets the required qualification related to diversity and evidencing their commitment to fulfill the position responsibility related to diversity, equity and inclusion.

At the time that the Hiring Initiative was instituted, three of the eight participating searches were already underway. These included the Assistant Professor of Psychology, Behavioral Neuroscience; and the Assistant Professor of Psychology, Socio-Emotional Development (both posted June 29, 2017); as well as the Assistant Professor, Organic Chemistry (posted July 17, 2017). Due to being posted previous to the Hiring Initiative being implemented, these job
descriptions did not fully capture elements 1-4 as described previously in this section of the Report. Nonetheless, there were relevant aspects of these job announcements, which were:

- The Behavioral Neuroscience job description included a preferred qualification regarding “ability to work with diverse populations.”
- The Socio-Emotional job description included a required qualification regarding “demonstrated commitment to working effectively with diverse students and colleagues;” as well as a preferred qualification regarding “expertise in studying the cultural contexts of development, including but not limited to diversity in developmental processes across cultural groups, ethnicity, religion, gender, sexual orientation, socio-economic class, etc.”
- The Organic Chemistry job description included a required qualification regarding “ability to work effectively with a diverse student body;” as well as instructed applicants to attach a one-page statement describing plans to promote equity, inclusion and diversity in the classroom and research lab.

Job descriptions for all eight positions that participated in the Hiring Initiative are included at Tab B.

Some searches chose to go beyond the requirements of this Hiring Initiative. For example, from Huxley College of the Environment, the Assistant Professor, Geospatial Analysis, Climate Change, and Social Justice position announcement included multiple required qualifications that spoke to commitment, experience, and/or abilities related to equity, diversity, inclusion, social justice, and/or working with communities that have been historically marginalized or underrepresented.

C. Increased EO Office Consultation

Through consultation with the EO Office, the Dean, along with the Search Chair was asked to review the search process to assist in minimizing any barriers to hiring the best qualified candidate. The EO Office worked closely with searches under this Hiring Initiative.

D. Future Expectations of the Appointee and Their Department

Underlying principles of this Initiative emphasize that the work of furthering diversity and inclusion at the departmental and college level is not the sole responsibility of the faculty member hired. Under the leadership of the Dean, the department and college are expected to support the success of the appointee by implementing ways to formally value their efforts related to diversity and inclusion in teaching, service and scholarship. As one example (described in Section B above), aspects of the job description related to diversity and inclusion could be incorporated into the department’s unit evaluation plan were department faculty to vet, draft language for, and approve such inclusion.
The EO Office coordinated with all eight searches at the “Request to Make Offer” stage to ensure that language was included in the letter of offer regarding the expectation related to position responsibility (element 2 in “Job Description” section above). Specifically, a sentence was added to the existing paragraph regarding teaching, scholarship, and service in the tenure track faculty offer letter template. This additional sentence stated: “We also expect you to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.”

II. QUANTITATIVE ANALYSIS OF THE INITIATIVE

As indicated in the Overview section of this Report, during the AY2017-18 pilot, the Provost’s Hiring Initiative resulted in a total of eight hires, including one of the eight recruitments closing without a hire (Physics/Astronomy), and one recruitment resulting in two hires (Environmental Sciences). Of those hired, 37.5% (3 out of 8 hires) identified as belonging to a racial or ethnic minority, and 25% (2 out of 8 hires) were women.

In doing a preliminary comparison with all tenure-track faculty hires resulting from appointments of opportunity and/or competitive searches conducted during AY2017-18 (including seven appointments of opportunity, as well as the eight hires that were part of the Provost’s Hiring Initiative), there were a total of 40 hires. Of those 40 hires for whom demographic information is available, 32.4% (12 out of 37) identified as belonging to a racial or ethnic minority, and 43.6% (17 out of 39) were women. A total of 32 tenure-track faculty hires resulted from appointments of opportunity and/or competitive searches conducted during AY2017-18 outside of the Hiring Initiative (seven of which were direct appointments). Of those 32 hires for whom demographic information is available, 31% (9 out of 29) identified as belonging to a racial or ethnic minority, and 48.4% (15 out of 31) were women.

When excluding the seven hires that were a result of appointments of opportunity, and only looking at the 25 tenure-track faculty hires resulting from competitive searches conducted during AY2017-18 outside of the Hiring Initiative, 27.3% (6 out of 22) identified as belonging to a racial or ethnic minority, and 45.8% (11 out of 24) were women.

In looking at tenure-track faculty hiring data included in the most recent 2018 AAP for Women and Minorities (representing tenure-track faculty hired between November 1, 2016 and October 31, 2017), 46.2% of all tenure-track faculty new hires (18 out of 39) identified as belonging to a racial or ethnic minority, and 50% (20 out of 40) were women.3

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3 WWU 2018 Affirmative Action Program for Women and Minorities, Attachment A – Five-Year Trends for Women and Minorities. This data includes tenure-track faculty hires made through competitive searches as well as appointment of opportunity hires.
III. QUALITATIVE ANALYSIS OF THE INITIATIVE

In order to capture challenges as well as opportunities that were provided throughout this Hiring Initiative, the EO Office held feedback sessions with available relevant colleagues by College. This included a session with colleagues from the College of Science and Engineering on July 19, 2018; sessions with colleagues from Huxley College on July 20 and 24, 2018; and a session with colleagues from the College of Humanities and Social Sciences on July 20, 2018. At least one representative from each of the seven departments (two positions searched for were in the Psychology Department) that participated in the Hiring Initiative was available to participate in these feedback sessions. This section of the Report highlights relevant feedback from the Colleges in response to seven questions posed by the EO Office related to their experience with the Hiring Initiative (questions included at Tab C).

College of Humanities and Social Sciences (CHSS)

With respect to the Behavioral Neuroscience search, the search committee asked a question in their phone interviews related to candidates’ ability and/or experience supporting diverse students. The search chair reported that this became a distinguishing factor in identifying their top candidate, who was more successful than other semi-finalists in demonstrating the ability to work with diverse populations (a preferred qualification). In regard to the Psychology Department’s Socio-Emotional search, the Psychology Department shared that they included prominent language in the job advertisement related to the Department’s Center for Cross-Cultural Research and the preferred qualification related to expertise in studying the cultural contexts of development. The Department Chair felt this contributed to an applicant pool that overall had more expertise in various contexts relevant to diversity, equity, and inclusion.

Colleagues also shared their sense that many applicants may not be mentored to include statements about diversity and inclusion in their application materials, and so would recommend being more explicit in the job announcement about the importance of inclusion in the classroom. They also recommended requiring a separate statement on diversity and inclusion from candidates. In their experience, for those applicants that said nothing in their application materials, it was not clear if it was because the applicant had nothing to say, or if they were just not used to including this in their application materials.

Additionally, colleagues in CHSS shared that there is a general feeling that the search calendar has shifted forward in terms of when departments need to run faculty searches. They said that in order to be competitive and successfully recruit the best candidates, departments need to finalize their job descriptions in the spring, advertise over the summer, and review as early as possible in the fall in order to get candidates on-campus earlier and make offers earlier. In light of this, if the search committee needs to be trained prior to application review, it is important that this training takes place in the spring so that searches can “hit the ground running” when fall quarter begins.
Finally, because many searches involve the entire department’s input and involvement at some later stage of the search, colleagues discussed the importance of training the entire department on equal employment opportunity best practices, and the importance of professional behavior, including interactions with candidates in the interview and throughout on-campus visits.

**Huxley College of the Environment**

Colleagues in Huxley College shared that their searches that participated in this Initiative were different from others in their College in terms of how explicit they were in engaging in ongoing discussions regarding the importance of diversity, equity, and inclusion – both as search committees and to some extent within their respective departments. In their experience, in order to make diversity, equity, and inclusion a priority in the search, intentional search chair selection and search committee make-up were both essential. Colleagues shared that they did not weigh qualifications related to research or teaching any higher than they weighed the qualification(s) related to diversity, and that this was in large part a reflection of those who served on the committees and their commitment in this regard. One of the search chairs expressed the need for improved resources for search chairs and search committees regarding best practices for installing diversity, equity, and inclusion competencies into searches, in order to better assist committees/chairs in this regard.

One of the Huxley search committees specifically engaged their full department faculty in a robust conversation about implicit bias, providing examples of evaluations received (anonymously) from students and faculty during the on-campus visit process, which included elements of implicit bias. This conversation took place prior to debriefing/evaluating the finalists and was very helpful to the department as they began their final evaluation. The other search chair made a presentation to the search committee on implicit bias. This search chair shared that this served to create a culture where the search committee was comfortable having these conversations.

In terms of efforts to intentionally build a diverse applicant pool, one of the search chairs contacted regional chapters for the relevant professional discipline in order to further distribute the job announcement. They felt that in addition to the job announcement being visible through the Chronicle, etc., that this outreach re-emphasized the job announcement to applicants and brought additional attention to it.

Feedback from Huxley also included the importance of the negotiation process, and Deans being empowered to successfully negotiate, including possibility of flexible start date, course releases, etc. in order to compete with other offers that top finalists may be weighing, in addition to other considerations. Colleagues also expressed the importance of not placing too high of an expectation on new faculty, who are already balancing a heavy teaching load or research agenda. Colleagues expressed concern about new faculty feeling compelled to take on work beyond that expected of their colleagues, especially when it is not valued in a unit evaluation plan.
One of the search chairs shared that their committee discussed how it is easy for candidates to write a diversity statement that looks good on paper, and that the committee engaged in discussion leading to definitions regarding their expectations for determining whether or not candidates were more or less strong in regard to their demonstrated ability related to the diversity qualifications.

**College of Science and Engineering (CSE)**

Colleagues in CSE shared that participating in the Hiring Initiative had an impact on their applicant pool, specifically in regard to their short list of candidates. For Engineering, the Initiative provided a filtering lens that allowed the search committee to look deeply into issues related to diversity, equity, and inclusion. Ultimately they said they felt that this helped to screen out individuals who had very poor responses in regard to the questions related to diversity, in a way that they may not have done in previous searches. For Biology, colleagues shared that the filter resulted in a very different short list and interview list than they otherwise may have had, including candidates who demonstrated history of helping underrepresented students.

As part of the on-campus visit, interviewees in Biology met with various student groups/clubs, which included students from diverse backgrounds, and that these groups of students had very encouraging comments about the individual ultimately selected. In the past, the department had only had candidates meet with research students. (Similarly, Huxley made sure students of color were part of on-campus interviews.)

In regard to weighting of qualifications, search committees varied with how strongly they weighted the diversity qualifications against other qualifications. It was noted by one committee that the committee itself seemed united in the ranking of candidates and prioritized the diversity piece as very important. However, once the on-campus interview process began and the evaluation was no longer entirely in the committee’s hands. Colleagues said that priorities within the department may have varied and noted that there is greater opportunity for implicit bias to factor in, especially in regard to faculty members considering who they can best work with, which is sometimes conceptualized as someone most like themselves. Colleagues recommended that it may be helpful to provide implicit bias training for the entire department if at some point entire department will weigh in. Colleagues also shared that in regard to weighting qualifications, it is important to note that required and/or preferred qualifications that exist in the job advertisement do not necessarily equate to requirements for tenure, once hired. For example, they noted that there is not currently a diversity-related qualification in regard to getting tenure. Further, colleagues said that in evaluating candidates, there is always discussion about the candidate’s ability to get tenure, and that this can carry a lot of weight and/or create a disparity in many searches.

Colleagues in Physics shared that they had instructed applicants to address the required qualification related to diversity in their cover letter, and that a significant percentage of their applicant pool was ruled out for not doing so. They said this likely had a great impact on their short
list. Colleagues indicated that in the future, they would instruct applicants to submit a separate statement, as this would more clearly communicate to applicants the importance of addressing the diversity-related qualifications. Colleagues in Biology shared that they had a similar experience and had to go back to all of the applicants and ask for a response, as a very low percentage of applicants initially responded to the diversity qualification (even though they did ask for a separate statement). There was consensus among colleagues from various departments if they were not already doing so, moving forward it makes sense to instruct applicants to include a separate/stand-alone document to address the diversity-related qualification(s).

Colleagues shared that it would be helpful if there was an ability to compare applicant pool diversity between the current searches that participated in the Hiring Initiative with past searches in the same discipline, in order to understand if having a more robust job announcement in terms of diversity, equity, and inclusion, had any impact on the diversity of the applicant pool. Colleagues also shared that it would also be good for departments/search committees to receive feedback between their applicant pool diversity and that of the national data for their discipline, available through the survey of earned doctorates. Colleagues also said it is important to provide feedback to the departments regarding where applicants learned about the positions, so they can have a better understanding regarding outreach effectiveness. They said departments do not have a way to assess what outreach is working or not working.

Similar to feedback from CHSS, colleagues in CSE expressed that it feels like their searches were “behind” in comparison to other competing searches on a national scale, which led to risk of not getting the top candidates, including in terms of candidates who were strongest in promoting the objectives of this Initiative.

Colleagues in Biology expressed that implicit bias discussion took place within the search committee, but that it is important to think beyond just the search committee given that the department also weighs in on the review of candidates. Also, for search committees, good timing for a refresher discussion on implicit bias might be right before interviews begin. Colleagues shared that implicit bias is on some committee members’ radars more than others, and also that the training they received on implicit bias could benefit by being longer/more robust.

Colleagues in CSE shared concerns similar to those expressed by Huxley, namely that they cannot expect faculty and other employees to engage in efforts related to promoting diversity, equity, and inclusion on their own free time, and that if the University wants to see systemic change, then this work needs to be recognized and valued. Otherwise people who are engaging in this important work will get burned out. Colleagues also discussed the need to focus on issues related to retention as well as recruitment, and that retention is important in speaking to efforts currently in place at the University and how employees are impacted.
IV. CONCLUSION / SUMMARY OF KEY RECOMMENDATIONS

In reviewing challenges and opportunities provided through the Initiative with the participating Colleges, the below recommendations were developed for future or continuing implementation of this Initiative. These recommendations are meant to support the stated objectives of this Initiative, which include promoting student success by ensuring that new faculty are highly qualified to cultivate diverse and inclusive classroom and departmental climates:

1. Deliberately build search committees consisting of people committed to equity, inclusion, and diversity. Include people of diverse identities and people from outside the department.
2. Deliberately craft job descriptions to highlight diversity commitments and competencies.
3. Include one or more required (not preferred) qualifications that speak to diversity-related competencies, such as:
   - Demonstrated record of supporting the success of students traditionally underrepresented in the field;
   - Demonstrated ability and commitment to promoting diversity and inclusion within the department, or;
   - Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds.
4. Require applicants to submit a stand-alone statement (not in their cover letter) addressing how they meet the required qualification related to diversity and evidencing their commitment to fulfill the position responsibility related to diversity, equity and inclusion. (This may be included within a separate teaching philosophy statement or similar requested document, as long as the application instructions speak clearly to the need to address the required diversity qualification within the teaching philosophy statement.)
5. Ensure direct communication between the search committee and the department – with support from the Dean – regarding the importance of diversity competencies and other qualifications that the committee emphasizes.
6. Prior to the review/evaluation of applicants, the search committee should:
   - Engage in a robust conversation regarding how the search committee will determine candidates to be more or less qualified with respect to the required qualification related to diversity, equity, and inclusion. (The EO Office can help in facilitating these conversations.)
   - Develop written criteria outlining what it means to show weak, moderate, or strong evidence of meeting this qualification.
7. Include during phone interviews one or more questions that require semi-finalists to speak to their ability to meet the required qualification related to diversity, equity, and inclusion.

8. Provide implicit bias training for the entire department, which takes place prior to the department weighing in on the candidates. The training would include robust discussion on implicit bias that is based in academic literature and, when possible, in literature from within the general broad discipline area in which the search is occurring. The training would also address basic equal opportunity requirements and best practices, and ensuring professional behavior at all times in interactions with finalists during on-campus visits.

9. Ensure that students from underrepresented backgrounds are included in finalists’ on-campus visits.
Tab A

Presentation: Implicit Bias in the Search Process
Implicit Bias in the Search Process

Presentation to Search Chairs by

Sue Guenter-Schlesinger,
Vice Provost for Equal Opportunity and Employment Diversity
Title IX & ADA Coordinator

Provost Hiring Initiative, Winter, 2018

Implicit bias is “a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level.”
Your mind works faster than you realize.
How does **implicit bias** work?

- Pervasive
- Develops early in life
- Strengthens over time
- Influences behavior

**Implicit Association Test (IAT)**

[https://implicit.harvard.edu](https://implicit.harvard.edu)
Common Hiring Biases

A study of hiring practices of the Boston Symphony Orchestra showed that women were picked much more often to be members of the orchestra when auditioning behind a curtain so that the conductor could not see gender.
Common Hiring Biases (cont’d)

Studies have shown that applicants with African-American sounding (e.g. LaKeisha) get passed over more quickly than those that sound Caucasian, male or female (e.g. John or Sally)

Stereotyping Underlies Implicit Bias

- Our socialization process, from birth to death, allows us to categorize what we learn about everything in life sometimes through stereotyping
How Stereotypes Work

• Socialization process: impact from parents, friends, media, etc. (messages about who we are should be based on race, gender, national origin, etc.)

• Stereotypes based on experiences or impressions from one individual in a group and generalizing that to all members of a group

Expectancy Bias

How group stereotypes lead to expectations about individual members of that group

**Prescriptive Gender Norms**

Cultural assumptions about how men and women should and should not behave and the social penalties of violating these norms.


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**Occupational Role Congruity**

The subtle advantage accrued to men being evaluated for roles that require traits more strongly linked to male stereotypes such as scientist and leader.

Redefining Credentials

How the same credential can be valued differently depending on who has it


Stereotype Priming

Ways in which even subtle reminders of male or female gender stereotypes bias one’s subsequent judgment of an individual man or woman

Stereotype Threat

i.e. How fear of confirming a group’s negative performance stereotype can lead a member of that group to underperform, such as girls in math or women in leadership


Overcoming Hiring Biases

• Diffusing defensiveness

• Power of awareness

• Unlearn what is not useful; relearn what will eliminate bias and achieve objectivity
Stereotype Replacement

i.e. If girls are being portrayed as bad at math, identify this as a gender stereotype and consciously replace it with accurate information.


Positive Counterstereotype Imaging

i.e. Before evaluating applicants for a position traditionally held by men, imagine in detail an effective woman in that position.

Individuation

Gather specific information about a person, as a unique individual, to prevent group stereotypes from leading to potentially inaccurate assumptions.

Implicit bias can impact relationships, climate, and decisions in the hiring process.
Strategies for Overcoming Implicit Bias

- Use objective criteria to make hiring decisions
- Examine your own biases; recognize them and work intentionally to overcome them
- Discuss with search committee, before you begin evaluation candidates, issues of implicit bias

Strategies for Overcoming Implicit Bias (cont’d)

- Agree as a group to identify instances, comments, or decisions that may need to be re-looked due to implicit bias
- Don’t be defensive or afraid to speak up. Discuss freely with search committee members if examples of implicit bias come up in discussions and evaluations
Questions? Reach Out!

Equal Opportunity Office
Old Main 345
650-3307 (voice), 711 (WA Relay)

www.wwu.edu/eoo
Tab B

Job Advertisements for Participating Searches
Welcome to the Western Washington University on-line application process. Before you begin, please print out the job announcement; you may need to refer to it while completing the application.

Assistant Professor of Psychology, Behavioral Neuroscience

About the Position: The Psychology Department at Western Washington University invites applications for a tenure track, assistant professor position in Behavioral Neuroscience to begin September, 2018, contingent on funding. We are seeking a faculty member who studies developmental behavioral neuroscience using cellular neurophysiological techniques (that may include single- or multi-unit recording) combined with functional imaging and/or optogenetics. Applicants must be committed to establishing an active behavioral neuroscience teaching and research program involving undergraduate students.

About the College/Department: The Psychology Department includes 30 tenure and tenure track faculty. We offer undergraduate majors in Behavioral Neuroscience and Psychology, and graduate programs in Experimental Psychology and Mental Health and School Counseling (for additional information, visit http://www.wwu.edu/psychology). The Behavioral Neuroscience program consists of faculty in the Psychology department with interests in the neural bases of cognition, synaptic plasticity, neuropsychiatric illness, craving and addiction, and neurodegenerative disorders. Areas of technical neuroscience expertise currently include functional neuroimaging, neurochemistry, electrophysiology, and behavioral pharmacology. The Psychology Department is in the Academic Instructional Center, complete with state-of-the-art neuroscience research and teaching facilities, a vivarium and animal and classroom support technicians. For information about the Behavioral Neuroscience program, visit http://www.wwu.edu/neuroscience.

About the University: Western Washington University is a comprehensive state university, with over 15,000 students in seven colleges and the graduate school. WWU is in Bellingham, Washington, a scenic coastal city located 90 miles north of Seattle and 55 miles south of Vancouver, B.C. The 224-acre campus overlooks Bellingham Bay and the San Juan Islands. With easy access to both the Cascade mountain range and the Pacific coast, the region is rich in cultural events and attractions as well as many recreational activities. Western is known nationally for its successes, including being named the top public master’s granting university in the Pacific Northwest by U. S. News and World Report and one of the best colleges in the nation to work for by the Chronicle of Higher Education.

Position Responsibilities:
- Teach lecture- and laboratory-based undergraduate and possibly graduate behavioral neuroscience courses and research methods/statistics courses
- Maintain an active behavioral neuroscience research program
- Involve undergraduate students in research

Required Qualifications:
- PhD and postdoctoral experience in behavioral neuroscience or a related discipline
- Active research program in developmental behavioral neuroscience with potential to generate external funding
- Publication record commensurate with experience
- Potential for successful undergraduate teaching in behavioral neuroscience
- Demonstrated ability to involve undergraduate students in research

Preferred Qualifications:
- Ability to work with diverse populations

Academic Emphasis: Behavioral Neuroscience

Job Location: Western Washington University, Bellingham, WA

Salary: Commensurate with experience and qualifications

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: Please log in to http://www.wwu.edu/jobs and submit your application via WWU’s Electronic Application System for Employment (EASE). Application materials may be uploaded per the EASE instructions.
The application should include a letter of application, detailed vita, statements of teaching philosophy and research interests addressing the required qualifications, copies of teaching evaluations and syllabi (if available), and representative publications. The applicant should also arrange for three letters of recommendation to be emailed directly to: psyfacsearch@wwu.edu.

Address all other correspondence to:

Dr. Kelly Jantzen (Kelly.Jantzen@wwu.edu)
Behavioral Neuroscience Search Committee
Department of Psychology
Western Washington University
516 High Street, Bellingham, WA 98225-9172

Other Information: Follow Western Employment on Facebook and @WWUEmployment on Twitter

Job Posted: 6/29/2017

Closing Date Notes: Application review begins November 15, 2017; position is open until filled

Recruitment #: 170254

Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. See WWU's Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation. Inquiries may be directed to the Vice Provost for Equal Opportunity and Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, Western Washington University, Old Main 345 (MS 9021), 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu

WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request this document in an alternate format or to request an accommodation, please contact Human Resources Disability Services, 360.650.3774 or 711 (Washington Relay).

All new employees must comply with the immunization policy and show employment eligibility verification as required by the U.S. Citizen and Immigration Service before beginning work at WWU. A thorough background check will be conducted on all new hires.

Note: Posting is not active.

Back
Welcome to the Western Washington University on-line application process. Before you begin, please print out the job announcement; you may need to refer to it while completing the application.

Assistant Professor of Psychology

About the Position: The Department of Psychology at Western Washington University invites applicants for a tenure-track Assistant Professor position in developmental psychology, with an expertise in socio-emotional development. The position will begin September 2018.

About the College/Department: The Department of Psychology has 29 permanent full-time faculty. Programs include a B.S. in Psychology and in Behavioral Neuroscience, and three graduate programs: M.S. programs in both Experimental Psychology and Mental Health Counseling and M.Ed. in School Counseling (https://chss.wwu.edu/psychology). The department houses five areas of research and teaching expertise – Developmental, Social, Abnormal, Cognitive, and Neuroscience – as well as the internationally recognized Center for Cross-Cultural Research.

The department supports Western’s mission to bring together individuals of diverse backgrounds and perspectives in an inclusive student-centered university that develops the potential of learners and the well-being of communities. As a public institution in a state where students of color make up a growing proportion of high school graduates, Western and the department are strongly committed to effectively serving our increasingly diverse student body. We encourage applications from diverse candidates interested in this faculty position.

About the University: Western Washington University is a comprehensive state university, with almost 15,000 students in seven colleges and the graduate school. Western is located in beautiful Bellingham, a scenic coastal city of approximately 80,000 situated between Seattle, Washington and Vancouver, British Columbia. With easy access to both the Cascade mountain range and the Pacific coast, the region is rich in cultural events and attractions as well as many recreational activities. Western is known nationally for its successes, including being named the top public master’s granting university in the Pacific Northwest by U. S. News and World Report and one of the best colleges in the nation to work for by the Chronicle of Higher Education.

Position Responsibilities: The successful candidate will be expected to teach courses at the undergraduate level in developmental psychology, as well as in our sequence of research methods and statistics courses, and other courses in the candidate’s area of expertise. The candidate should also be prepared to teach developmental psychology in a master’s level program. Responsibilities also include establishing and maintaining an active research program that involves undergraduate and graduate students, as well as service activities as appropriate.

Required Qualifications:

- Ph.D. or ABD developmental psychology, with expertise in socio-emotional development
  - Candidates appointed ABD must complete degree requirements by June 15th of their first year
- Evidence of an active research program, and demonstrated ability to involve students in research
- Publication record commensurate with experience
- Demonstrated ability to teach the courses identified above at both the undergraduate and master’s degree level and commitment to excellence in teaching
- Demonstrated commitment to working effectively with diverse students and colleagues

Preferred Qualifications:

- Expertise in studying the cultural contexts of development, including but not limited to diversity in developmental processes across cultural groups, ethnicity, religion, gender, sexual orientation, socio-economic class, etc.
  - We are particularly interested in candidates for whom culture is a centerpiece of their research program.
- A strong quantitative background

Academic Emphasis: Psychology

Job Location: Western Washington University, Bellingham, WA

Salary: Commensurate with experience and qualifications

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: Please log in to www.wwu.edu/jobs and submit your application via WWU's
Electronic Application System for Employment (EASE). Application materials may be uploaded per the EASE instructions. The application should include a letter of application, a detailed vita, statements of teaching philosophy and research interests addressing the position qualifications, and copies of representative publications. The applicant should also arrange for three letters of recommendation to be sent from recommenders to the Search Committee at the following address: psyfacsearch@wwu.edu.

The applicant should also arrange for graduate transcripts to be mailed by the institution(s) and sent to psyfacsearch@wwu.edu or the address below:

Dr. Kate McLean (Kate.McLean@wwu.edu) and Dr. Annie Riggs (Anne.Riggs@wwu.edu)
Socio-Emotional Development Search Committee
Department of Psychology
Western Washington University
516 High Street
Bellingham, WA 98225-9172

Other Information: For more information about Western Washington University, see the Psychology Department's web page: https://chss.wwu.edu/psychology.

Job Posted: 6/29/2017

Closing Date Notes: Application review begins September 25, 2017; position is open until filled

Recruitment #: 170252

Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. See WWU's Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation. Inquiries may be directed to the Vice Provost for Equal Opportunity and Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, Western Washington University, Old Main 345 (MS 9021), 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu

WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request this document in an alternate format or to request an accommodation, please contact Human Resources Disability Services, 360.650.3774 or 711 (Washington Relay).

All new employees must comply with the immunization policy and show employment eligibility verification as required by the U.S. Citizen and Immigration Service before beginning work at WWU. A thorough background check will be conducted on all new hires.

Note: Posting is not active.
Welcome to the Western Washington University on-line application process. Before you begin, please print out the job announcement; you may need to refer to it while completing the application.

**Assistant Professor, Environmental Chemistry and Global Change**

**About the Position:** The Department of Environmental Sciences within Huxley College of the Environment at Western Washington University invites applications from candidates for a full-time, tenure-track position focusing on applied environmental chemistry and global change. The position is at the Assistant Professor rank and begins in September 2018. We seek an individual with teaching and research interests in understanding the behavior of chemicals in the environment, assessing chemical impacts, and/or reducing, preventing, and managing pollutants. We are interested in expertise that can incorporate considerations of global change as it relates to climate or air, water, or soil quality. The successful candidate will demonstrate how their research informs environmental policy or management strategies. The successful candidate must be able to demonstrate dedication to effective teaching and high-impact learning practices. They must also be able to demonstrate an ability to develop and sustain a research program and to mentor students and engage them in both laboratory and fieldwork.

**About the College/Department:** Western Washington University is ranked as the top public comprehensive university in the Pacific Northwest. With about 15,000 students, WWU is located in beautiful Bellingham, close to both the Cascade Mountains and northwest marine waters; it is about midway between Seattle, Washington and Vancouver, British Columbia. Its mission is to serve the State of Washington and beyond by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

Western’s Huxley College of the Environment is the oldest interdisciplinary environmental studies college in the U.S. It is known nationally and internationally for its excellence in educating the next generation of environmental leaders. Huxley’s academic programs reflect a broad view of the physical, biological, social and cultural world. The department offers degrees in Environmental Science at the undergraduate and master's level. The department values putting learners in active roles in real world contexts, and recognizes the diverse kinds of professional expertise its faculty bring. The department maintains active relationships with community, agency, NGO, and private sector partners.

Huxley College and the Department of Environmental Sciences support Western's mission to bring together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. We encourage applications from women, people of color, people with disabilities, veterans, and other candidates from underrepresented backgrounds and with diverse experiences interested in this opportunity.

The Department of Environmental Sciences is particularly committed to diversity and excellence in our faculty, students, and staff, and we especially encourage candidates who share and can contribute to this commitment through active engagement in the department, university, and wider community.

**Position Responsibilities:** The position requires a strong commitment to teaching. Teaching responsibilities may include classes in global change science, air quality, water quality, chemical fate and transport, fundamentals of environmental sampling and analysis, statistical analysis, climate change and in the candidate's areas of expertise. The successful candidate will maintain a research program involving students and will collaborate with researchers in and beyond the department. The successful candidate will be expected to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.

We seek candidates who are committed to a multidisciplinary approach to scholarship and teaching. Criteria for promotion and tenure are described in the Department of Environmental Sciences and the Huxley College Unit Evaluation Plans, which are available online.

**Required Qualifications:**
- PhD (by time of application) in environmental chemistry or related field
- Demonstrated dedication to effective teaching and high-impact learning practices
- Evidence of the ability to develop and sustain a research program
- Demonstrated scholarship in environmental chemistry that can incorporate considerations of global change
- Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds
- Excellent communication skills

**Preferred Qualifications:**

Demonstrated teaching and scholarship that can inform environmental management or policy decisions
Demonstrated ability to teach subjects described in the Position Responsibilities section
Post-doctoral fellowship or additional professional experience
Teaching and scholarship interests, and experience aligned with the Environmental Science Department's goals

Academic Emphasis: Environmental Science

Job Location: Western Washington University, Bellingham, WA

Salary: Commensurate with experience and qualifications

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: All application materials must be uploaded through the Electronic Application System for Employment (EASE) at www.wwu.edu/jobs. Note: Internet Explorer is recommended.

A complete application should include: (1) a cover letter addressing all of the required and preferred qualifications, (2) a curriculum vitae, (3) a statement of research plans (max. length of two pages, not including references), (4) a statement of teaching philosophy, experience and interests (max. length two pages), (5) a separate statement that addresses past experiences with, and/or plans for, initiating contributions to diversity, equity and inclusion, (max. length one page), (6) names, addresses, email addresses, and telephone numbers of four professional references.

Other Information: Applicants can contact or direct questions to the Search Committee Chair, Ruth Sofield, at ruth.sofield@wwu.edu.

Job Posted: 12/21/2017

Closing Date Notes: Application review begins January 28, 2018; position is open until filled

Recruitment #: 170512

Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. See WWU's Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation. Inquiries may be directed to the Vice Provost for Equal Opportunity and Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, Western Washington University, Old Main 345 (MS 9021), 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu

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Assistant Professor in Geospatial Analysis, Social Justice, and Climate Change

About the Position: Western’s Department of Environmental Studies invites candidates for a tenure-track faculty position in geospatial analysis, social justice, and climate change at the rank of assistant professor, beginning Fall 2018. As the world is confronting immediate and long-term problems of environmental change and degradation, especially the socially and geographically uneven effects of climate change, it is crucial to understand and integrate multiple knowledge systems and approaches to advance equity of environmental outcomes, especially along racial, economic, and cultural lines. We understand social justice and the environment in broad terms and invite applicants with teaching and research interests that can support the Disaster Risk Reduction (DRR) minor and Geographic Information Science (GIS) program.

The position is open to scholars with local, national, and global perspectives and with a variety of methodological approaches and theoretical perspectives. We expect our new colleague to help advance liberal arts and sciences, through collaborative and interdisciplinary engagement with our department, college, and university.

About the College/Department: Western Washington University’s Huxley College of the Environment is one of the oldest environmental colleges in the nation and a recognized national leader in producing the next generation of environmental stewards. The College's academic programs reflect a broad view of the physical, biological, social, and cultural world. This innovative and interdisciplinary approach makes Huxley unique. The College has earned international recognition for the quality of its programs.

Huxley College and the Department of Environmental Studies support Western’s mission to bring together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. We encourage applications from women, people of color, people with disabilities, veterans, and other candidates from underrepresented backgrounds and with diverse experiences interested in this opportunity.

With 20 tenured and tenure-track faculty, the Department of Environmental Studies is able to offer BA degrees in Environmental Studies, Geography, Environmental Policy, Urban Planning and Sustainable Development, and Environmental Education, as well as an MA in Environmental Studies and a MEd in Environmental Education. The department is home to two interdisciplinary research institutes: the Resilience Institute and the Spatial Institute.

The Resilience Institute facilitates scholarship, education and community-based planning as a way to minimize loss and enhance equitable recovery from disasters. The Institute supports Huxley's DRR minor, which examines disasters as the unequitable outcomes of social, political, economic and historical processes that are often rooted in systems of oppression and marginalization. A DRR approach seeks to reduce risk by addressing these root causes of social vulnerability.

The Spatial Institute is an interdisciplinary center for geospatial research. The Institute focuses on applied GIS, cartography, and remote sensing, with an emphasis on environmental problem solving. The Spatial Institute acts as a hub for faculty, student, and community collaboration on spatial projects and plays a key role in supporting Huxley's GIS curriculum at the undergraduate and graduate levels, including our GIS minor and GIS Certificate.

Western is located in beautiful Bellingham, nestled between Vancouver and Seattle, and recognizes the rich diversity as well as the responsibility of being located on indigenous lands. Western seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of Washington, to maintain the excellence of the University, and to offer our students richly various disciplines, perspectives, and ways of knowing and learning. With over 15,000 students in seven colleges and the graduate school, Western is nationally recognized for its educational programs, students and faculty. Bellingham is a coastal community of 83,000 overlooking Bellingham Bay, the San Juan Islands and the Cascade mountain range. Western is the highest-ranking, public, master's-granting university in the Pacific Northwest, according to the 2017 U.S. News & World Report rankings.

The Department of Environmental Studies is particularly committed to diversity and excellence in our faculty, students, and staff, and we especially encourage candidates who share and can contribute to this commitment through active engagement in the department, university, and wider community. A separate statement that addresses past experiences with, and/or plans for, initiating contributions to diversity, equity and inclusion should also be included in the application materials.

Position Responsibilities: Teaching is the primary responsibility for tenure track faculty in Environmental Studies; scholarship and service are important secondary responsibilities. Responsibilities include:

Note: Posting is not active.
• Teach approximately five classes during the academic year, which includes a fall, winter, and spring quarter, covering existing courses in the Disaster Risk Reduction minor and Geographic Information Science program, as well as contribute to other existing or new department offerings. Incorporating climate justice themes throughout is encouraged.

• Coordinate with program leads and department chair in course assignment and scheduling.

• Engage in continuous teaching improvement through professional development, departmental peer evaluation, and staying abreast of the field.

• Share in department responsibilities for undergraduate advising, with support from the Huxley College Centralized Student Services.

• Support undergraduate internship and independent studies, mentor students. Some faculty additionally advise masters’ students.

• Fulfill all teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.

• Maintain a program of scholarly and creative activity that is an evolving expression of the faculty’s intellectual and applied interests.

• Collaborate on research, outreach, and service and participate in the governance of the Resilience and/or Spatial Institutes

• Serve on committee(s) at the department level, with additional service on college and university committees, task forces, and other activities expected near and following tenure

• Engage in off-campus service, including service to scholarly and professional associations and/or community service

Required Qualifications:

• Ph.D. or ABD in environmental studies/sciences, climate sciences, geography, anthropology, ethnic studies, urban planning, public policy, political science, or a closely related field, required by appointment date
  o Candidates appointed ABD must complete degree requirements by June 15th of their first year. If a candidate appointed ABD does not complete degree requirements by June 15th of the first year, the second year contract shall be a terminal contract.

• A record of effectiveness or demonstrated potential for teaching courses in the Disaster Risk Reduction (DRR) minor and at least two courses in our Geographic Information Science (GIS) program, as well as integrating content on climate change or its impacts into these and other courses.

• A record of high quality scholarship - which may include applied or engaged forms - that focuses on policies, practices, institutions, and communities in ways that advance equity of environmental outcomes, especially along racial, economic, and cultural lines. The candidate is expected to produce peer-reviewed publications from this scholarship.

• Primary focus of scholarship that intersects social and environmental justice - locally, nationally, and/or internationally - with one or more of the following dimensions:
  o Critical approaches to climate change adaptation or mitigation;
  o Disaster risk reduction or post-disaster recovery;
  o Critical and/or participatory approaches to GIS;
  o Application of GIS and/or DRR to indigenous movements, social movements or grassroots community mobilization; or
  o Socio-environmental modeling

• A strong vision for excellence in teaching and mentorship

• Demonstrated ability and commitment to promoting diversity and inclusion within the department

• Demonstrated ability to address the needs of a student population of growing diversity - by race, ethnicity, gender, age, academic preparation, and cultural and social background - through course materials, teaching strategies, and advisement

• Demonstrated research, professional experience, or community volunteer work with communities that have been historically marginalized or underrepresented

• Ability to cross disciplinary boundaries and collaborate on research, outreach, and service with the Resilience Institute, Spatial Institute, or other areas of the Environmental Studies department

Preferred Qualifications:

• A clearly defined research program that includes plans to seek external funding to support research and department activities

• A clearly defined research and/or service program of community engagement

• Ability to support department STEM teaching needs, including those currently offered and those identified by the candidate

Academic Emphasis: Environmental Studies

Job Location: Western Washington University, Bellingham, WA

Salary: Commensurate with experience and qualifications

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: Applicants must apply online via Western’s Electronic Application System for Employment (EASE) at www.wwu.edu/jobs. Note: Internet Explorer is recommended.

As part of a complete application, candidates must submit: 1) a cover letter describing the applicant’s record of, and future plans for, addressing the required and preferred qualifications, 2) a curriculum vitae, 3) a separate statement that addresses past experiences with, and/or plans for, initiating contributions to diversity, equity and inclusion, and 4) the names and contact information for three academic references.

Other Information: Follow Western Employment on Facebook and @WWUEmployment on Twitter

Job Posted: 12/13/2017

Closing Date Notes: Application review begins January 22, 2018; position is open until filled

Recruitment #: 170509
Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. See WWU's Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation. Inquiries may be directed to the Vice Provost for Equal Opportunity and Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, Western Washington University, Old Main 345 (MS 9021), 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu

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Note: Posting is not active.
Welcome to the Western Washington University on-line application process. Before you begin, please print out the job announcement; you may need to refer to it while completing the application.

Assistant Professor, Cell Biology/Cell Physiology

About the Position: The Biology Department at Western Washington University (WWU) invites applications for a tenure-track, assistant professor position in Cell Biology/Cell Physiology, beginning Fall 2018. We seek an individual who is enthusiastic about teaching and who will establish a vigorous research program that involves undergraduate and Masters-level students. Successful applicants for this position will use quantitative and analytical light microscopy approaches in their research program, contribute to core courses in the molecular cell biology curriculum, and develop a course focusing on quantitative light microscopy. In addition, they will manage the Biology Department's research microscope facility and help guide its expansion.

About the College/Department: The Biology Department and the College of Science and Engineering are committed to the University's mission to bring together individuals of diverse backgrounds and perspectives in an equitable, student-centered university that develops the potential of learners. This mission has recently been bolstered by an HHMI Inclusive Excellence grant to WWU to increase the success of students from underserved communities in several STEM majors, including Biology. We especially welcome applications from candidates who are committed to increasing the retention and success of Biology students from traditionally underserved and minority backgrounds.

In addition to the HHMI grant, a number of faculty-led initiatives and committees in the college focus on diversity and inclusivity in the classroom and beyond. The college’s STEM Inclusion & Outreach Specialist maintains partnerships with faculty and inclusion programs locally and nationally that are devoted to recruitment and advancement of underrepresented students in STEM. Student clubs, for example SACNAS and Out in Science, are also vital to advancing inclusion within the college.

About the University: Western Washington University, with over 15,000 students in seven colleges and the graduate school, is nationally recognized for its educational programs, students, and faculty. The campus is located in Bellingham, Washington, a coastal community of 83,000 overlooking Bellingham Bay, the San Juan Islands and the Cascade mountain range. The city lies 90 miles north of Seattle and 60 miles south of Vancouver, British Columbia. Western is the highest-ranking public, master’s-granting university in the Pacific Northwest, according to the 2017 U.S. News & World Report rankings.

Position Responsibilities:

- Teach a core course in Cell Biology (Biol 323)
- Teach a stand-alone Methods in Molecular Biology Lab (Biol 324)
- Teach one course in our Introductory Biology sequence for majors
- Teach a 400-level lecture/lab course in Cell Biology or Cell Physiology, with a focus on Quantitative Light Microscopy
- Oversee the Biology Department research microscope facilities
- Fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students
- Establish an active research program that can be sustained at a primarily undergraduate institution (we do not have facilities to support maintenance of live mammals)
- Mentor undergraduate and graduate (Master’s) students’ research projects
- Seek extramural research funding

Required Qualifications:

- Ph.D. in biological sciences or related field
- Postdoctoral experience in cell biology or cell physiology
- Evidence of the potential to teach Biol 323 (Cell Biology)
- Evidence of the potential to teach Biol 324 (Methods in Molecular Biology)
- Evidence of the potential to teach a 400-level quantitative light microscopy course
- Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds
- Evidence of scholarship in cell biology or cell physiology using quantitative or analytical microscopy approaches
- Evidence of the potential to establish a research program in area of expertise appropriate for a primarily undergraduate institution that includes mentoring undergraduate and graduate (Master’s) students
Preferred Qualifications:

- Teaching experience using student-centered approaches to foster active learning
- Extensive experience with image analysis and image processing software
- Evidence of ability to collaborate effectively with colleagues

Academic Emphasis: Biology

Job Location: Western Washington University, Bellingham, WA

Salary: Commensurate with experience and qualifications

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: Interested candidates must apply online. Note: Internet Explorer is recommended.

For application information and instructions, go to the WWU Employment website http://www.wwu.edu/jobs.

Attach (1) a cover letter addressing the required and preferred qualifications, (2) curriculum vitae, (3) a statement of teaching philosophy and interests, including how your experiences (academic or non-academic) have prepared you to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students, and (4) a detailed statement of research plans.

Arrange for three (3) recommendation letters to be sent to:

MaryAnn.Merrill@wwu.edu

Or to:

Cell Biology/Cell Physiology Search Committee
Department of Biology, MS-9160
Western Washington University
516 High Street
Bellingham, WA 98225-9160

Review of applications (including attached materials and letters of recommendation) begins October 2, 2017 and continues until position is filled. The position starting date will be September 16, 2018.

Other Information: Follow Western Employment on Facebook and WWUEmployment on Twitter

Job Posted: 8/23/2017

Closing Date Notes: Review of applications (including attached materials and letters of recommendation) begins October 2, 2017 and continues until position is filled.

Recruitment #: 170311

Western Washington University (WWU) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, WWU does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. See WWU's Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation. Inquiries may be directed to the Vice Provost for Equal Opportunity and Employment Diversity, Title IX and ADA Coordinator, Equal Opportunity Office, Western Washington University, Old Main 345 (MS 9021), 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eoo@wwu.edu

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Note: Posting is not active.
Assistant Professor, Electrical Engineering - Energy

About the Position: Western Washington University (WWU) invites applications from candidates for a full-time, tenure-track position at the assistant professor level in Electrical Engineering. The start date is September 16, 2018. The Engineering & Design Department and the College of Sciences and Engineering support Western's mission to bring together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. We encourage applications from women, people of color, people with disabilities, veterans, and other candidates from underrepresented backgrounds and with diverse experiences interested in this faculty position.

About the College/Department: WWU has programs in Electrical Engineering, Manufacturing Engineering, and Plastics and Composites Engineering. We are looking for energetic individuals who will help us develop industry-ready graduates through a combination of creative problem-solving, analytical skills development, and experiential learning. The position offers a unique and exciting opportunity to be part of the continued growth and development of these programs, and to help build and strengthen connections to the Institute for Energy Studies. In addition, the department also has programs in Industrial Design, and Industrial Technology–Vehicle Design. There are seventeen full-time faculty and 530+ undergraduate majors and pre-majors. Information is available for the Electrical Engineering program at https://cse.wwu.edu/engineering-design/electrical-engineering.

The department and college are committed to creating equitable and inclusive learning and working environments for their students, faculty and staff. A number of faculty-led initiatives and committees focus on diversity and inclusivity in the classroom and beyond. The college’s STEM Inclusion & Outreach Specialist maintains partnerships with faculty and inclusion programs locally and nationally that are devoted to recruitment and advancement of underrepresented students in STEM. Student clubs, for example the Society of Women Engineers, SACNAS, and Out in Science, are also vital to advancing inclusion within the college.

About the University: Western Washington University, with over 15,000 students in seven colleges and the graduate school, is nationally recognized for its educational programs, students and faculty. The campus is located in Bellingham, Washington, a coastal community of 83,000 overlooking Bellingham Bay, the San Juan Islands and the Cascade mountain range. The city lies 90 miles north of Seattle and 60 miles south of Vancouver, British Columbia. Western is the highest-ranking public, master’s-granting university in the Pacific Northwest, according to the 2017 U.S. News & World Report rankings.

Position Responsibilities:

- Primary position responsibilities include:
  - Developing and teaching lab-based electrical engineering courses with a focus on student-centered learning and with specialization in one or more of the following areas:
    - Power Electronics
    - Smart Grid
    - Renewable Energy Systems
    - Power Systems, and/or
    - Cyber-Physical Systems with Power Applications
  - Teaching core courses in electrical engineering
  - Teaching service courses for engineering and energy science
  - Developing and maintaining a relevant program of scholarly activity that involves undergraduate researchers
  - Fulfilling working, teaching, and mentoring responsibilities in ways that provide equitable and inclusive environments for all students, faculty, and staff
  - Participating in service and accreditation activities
  - Supporting the Department's Mission

Additional responsibilities include: assisting with curriculum development, maintaining currency in electrical engineering practice, student advising and recruitment, developing internship and interdisciplinary opportunities, professional interactions with colleagues and industry, and student club and professional development activities.

Required Qualifications:

- One of the following:
An earned PhD in electrical engineering or a closely related discipline, received from an accredited institution prior to September 15, 2018, or
An earned MS degree in electrical engineering, or a closely related discipline, and significant, recent, and relevant industry-based professional experience
- Teaching and scholarship interests and experience and are closely aligned with the Mission of the Department
- Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds
- Evidence of the ability to teach courses in power electronics, smart grid, renewable energy systems, power systems, and/or cyber-physical systems with power applications
- Evidence of the ability to maintain a relevant program of scholarly activity
- Excellent written and verbal communication skills

Preferred Qualifications:
- Recent, relevant experience in industry, industry sponsored grants, commercialization, and/or industry relations
- Successful prior teaching experience
- Demonstrated experience in renewable energy processes, control systems, machines, and/or smart-grid

Academic Emphasis: N/A

Job Location: Western Washington University, Bellingham, WA

Salary: Commensurate with experience and qualifications

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: Applications must include (1) a letter of application outlining how you meet the qualifications for the position, including a statement addressing your ability and commitment to fulfill the position responsibilities, your ability to cultivate equitable and inclusive learning environments, and your available starting date, (2) a statement of philosophy and interest in teaching, (3) summary of teaching evaluations, if applicable, (4) a statement of your research experience and interests, and (4) a full curriculum vitae including the names, addresses, e-mail addresses, and telephone numbers of five professional references.

Do not send letters of recommendation; they will be requested only for semi-finalists.

All application materials must be uploaded through the Electronic Application System for Employment (EASE) at http://www.wwu.edu/jobs. Inquiries may be addressed to the search committee chair, Professor Todd Morton, at Todd.Morton@wwu.edu

Incomplete or incorrectly submitted applications will not be considered.

Other Information: Follow Western Employment on Facebook and @WWUEmployment on Twitter

Job Posted: 9/5/2017

Closing Date Notes: Application review continuing; position is open until filled

Recruitment #: 170315

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Note: Posting is not active.
Welcome to the Western Washington University on-line application process. Before you begin, please print out the job announcement; you may need to refer to it while completing the application.

Assistant Professor of Physics / Experimental Condensed Matter

About the Position: Full-time, tenure-track assistant professor of physics, beginning September 2018. The Department of Physics and Astronomy at Western Washington University (WWU) invites applications from candidates in experimental condensed matter physics, broadly defined. The Department and the College of Sciences and Engineering support Western’s mission to bring together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. We encourage applications from women, people of color, people with disabilities, veterans, and other candidates from underrepresented backgrounds and with diverse experiences interested in this faculty position.

About the College/Department: The Department of Physics and Astronomy is comprised of 14 full-time faculty and 120 undergraduate physics majors. Physics B.S. and Math/Physics B.A.Ed. degrees are offered. In recent years, the department has placed increased emphasis on providing meaningful research opportunities for its majors, including hiring new tenure-track faculty committed to undergraduate research. Members of the department are also active in the development of new educational materials and innovative teaching methods. The common vision shared within the department is to make the WWU Department of Physics and Astronomy the most outstanding undergraduate program of its kind in the nation.

The department and college are committed to creating equitable and inclusive learning and working environments for their students, faculty and staff. A number of faculty-led initiatives and committees focus on diversity and inclusivity in the classroom and beyond. The college’s STEM Inclusion & Outreach Specialist, who also teaches in the Department of Physics and Astronomy, maintains partnerships with faculty and inclusion programs locally and nationally that are devoted to recruitment and advancement of underrepresented students in STEM. Student clubs — e.g. SACNAS, Women in Physics, and Out in Science — are also vital to advancing inclusion within the college.

Detailed information is available for the Physics/Astronomy department at http://www.wwu.edu/physics.

Position Responsibilities: Teach upper and lower division undergraduate physics courses, and possibly courses in support of other programs in the college, such as the Advanced Materials Science and Engineering Center (AMSEC) or the Institute for Energy Studies (IES). Develop and maintain a research program involving undergraduate students, and seek extramural funding in support of research. Participate in student advising and departmental committees and activities. Overall, fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.

Required Qualifications:
- Ph.D. in physics or closely related field by the time of appointment
- Active research in experimental condensed matter physics, broadly defined
- Strong record of scholarship and commitment to developing sustainable undergraduate research opportunities
- Strong record of, or potential for, effective teaching at the undergraduate level
- Demonstrated interest in, and potential for teaching upper-division laboratory courses
- Demonstrated ability and commitment to promoting diversity and inclusion within the department
- Excellent communication and interpersonal skills

Preferred Qualifications:
- Post-doctoral research (or equivalent) experience
- Research specialization complements existing research programs in the department or college

Academic Emphasis: Physics & Astronomy

Job Location: Western Washington University, Bellingham, WA

Salary: Salary commensurate with experience

Bargaining Union: United Faculty of Western Washington

Application Instructions and Requested Documents: Applications must include (1) a detailed cover letter describing the applicant's background and addressing the required and preferred qualifications, including a statement on how the applicant's background and
experiences (academic or non-academic) have prepared them to promote diversity and inclusion within the department, (2) a statement of philosophy and interest in teaching, (3) a detailed statement of proposed research with plans for undergraduate involvement, and (4) a full curriculum vitae including the names, addresses, e-mail addresses, and telephone numbers of three professional references. Do not send letters of recommendation; they will be requested only for semi-finalists.

Review of applications will begin on October 20, 2017 and the position will remain open until filled. All application materials must be uploaded as a single pdf at http://www.wwu.edu/jobs.

Inquiries may be addressed to the search committee chair, Dr. Janelle Leger, at janelle.leger@wwu.edu or (360) 650-4830.

Other Information: WWU is a public university with over 15,000 students. We are centrally located with respect to major research universities such as the University of Washington, University of British Columbia, and Simon Fraser University. WWU has been named as one of the best colleges to work for by the Chronicle of Higher Education. WWU is one of 24 institutions in the USA to receive funding from the Howard Hughes Medical Institute Inclusive Excellence Program, which supports the Advancing Excellence and Equity in Science program in the College of Science and Engineering.

The campus overlooks Bellingham Bay and the City of Bellingham. Seattle is 90 miles to the south, Vancouver, British Columbia is 50 miles to the north. The North Cascade Mountains are to the east and the San Juan Islands are to the west, offering a wealth of recreation opportunities.

Follow Western Employment on Facebook and WWUEmployment on Twitter

Job Posted: 8/11/2017

Closing Date Notes: Review of applications will begin on October 20, 2017 and the position will remain open until filled

Recruitment #: 170292

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**Assistant Professor, Organic Chemistry**

**About the Position:** Western Washington University (WWU) invites applications for a tenure-track assistant professor position in organic chemistry beginning September 15, 2018. The Chemistry Department and the College of Sciences and Engineering support Western’s mission to bring together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. We encourage applications from women, people of color, people with disabilities, veterans, and other candidates from underrepresented backgrounds and with diverse experiences interested in this faculty position.

**About the College/Department:** WWU is a primarily undergraduate institution (approximately 15,000 students) in Bellingham, WA, which sits at the midpoint between Vancouver, British Columbia (60 miles) and Seattle (80 miles) along the Salish Sea. WWU is one of 24 institutions in the USA to receive funding from the Howard Hughes Medical Institute Inclusive Excellence Program, which supports the Advancing Excellence and Equity in Science program in the College of Science and Engineering. WWU is also the highest-ranking public, master’s-granting university in the Pacific Northwest, according to the 2017 U.S. News & World Report rankings.

The Chemistry Department has 19 tenure track faculty, serves about 300 undergraduate majors and over 20 graduate students annually, and offers M.S., B.S., and B.A. degrees in Chemistry and Biochemistry, along with a combined B.A. with Education degree. The B.S. Chemistry degree is approved by the American Chemical Society. More than half of our undergraduate majors are active in faculty mentored research projects, and many present their work at national meetings and are co-authors on peer-reviewed publications.

**Position Responsibilities:** The successful candidate will be required to teach organic chemistry lecture and lab courses and appropriate special topics courses. This person must be committed to quality undergraduate education and to fulfilling teaching responsibilities in ways that support an equitable and inclusive learning environment for students. The successful candidate will be expected to develop and maintain an active research program involving undergraduate and M.S. students.

**Required Qualifications:**

- An earned Ph.D. in organic chemistry or closely related field from an accredited institution is required at time of appointment
- Record of or potential for high quality undergraduate teaching
- Record of high quality scholarship, broadly defined, in organic chemistry
- Ability to work effectively with a diverse student body
- Commitment to establishing a vigorous research program involving undergraduate and M.S. students; the focus of an individual's research specialization is open to all relevant areas of organic chemistry

**Preferred Qualifications:**

- Post-doctoral research experience
- Ability to initiate or participate in cross-disciplinary collaborations

**Academic Emphasis:** Organic Chemistry

**Job Location:** Western Washington University, Bellingham, WA

**Salary:** Commensurate with experience and qualifications

**Bargaining Union:** United Faculty of Western Washington

**Application Instructions and Requested Documents:** Interested candidates must apply online via WWU’s Electronic Application System for Employment. To submit your application, please log in at https://jobs.wwu.edu and attach the following documents: (1) a cover letter addressing all of the required and preferred qualifications, (2) a curriculum vitae, (3) undergraduate and graduate transcripts, (4) a detailed statement of research plans (max. length of four pages, not including references), (5) a one-page statement of teaching philosophy and interests, and (6) a one-page statement describing plans to promote equity, inclusion and diversity in the classroom and research lab.

In addition, please arrange to have three letters of recommendation electronically submitted to: chemistry.search@wwu.edu

**Other Information:** Inquiries about the position may be addressed to Prof. Amanda Murphy at (360) 650-3138 or Amanda.Murphy@wwu.edu

Job Posted: 7/17/2017

Closing Date Notes: Application review begins September 20, 2017; position is open until filled

Recruitment #: 170259

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Provost’s Hiring Initiative Feedback Session Questions
1. If your search resulted in a successful hire, in what ways do you think the hire advances the department’s capacity to effectively educate diverse students and positively impact the department’s culture for diverse students?

2. Were there qualifications that your committee weighted more heavily than others? If so, please explain.

3. Tell us about what the search committee and department did to intentionally build a diverse pool of applicants.

4. Now that the search is completed, which of those efforts do you think were effective? In hindsight, are there other things you would have done differently?

5. Do you feel that your search committee experienced any hindrances in regard to building a diverse pool of applicants or to having a diverse group of finalists? If yes, please explain what these hindrances were.

6. During your search, did you have any discussions as a search committee regarding implicit bias?

7. At what point, if any, in the search process, did the entire department have a full opportunity to weigh in on candidates?