Provost’s Diversity & Inclusion Hiring Initiative
Academic Year 2018-2019 (Year 2 Pilot)

SUMMARY REPORT

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Equal Opportunity Office

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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 17.2% in the 2015 AAP year to 23.5% in the 2019 AAP year.\(^1\) While this progress is good, it still lags behind the racial/ethnic minority representation of Western’s Fall 2018 student body, 26% racial/ethnic minority students.\(^2\) Representation of women in tenure-track faculty positions over this same five-year time period remained relatively stable (43.8% in the 2015 AAP year and 44.3% in the 2019 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”) was initiated during AY2017-18 by the President, with oversight by the Provost, and managed by the Vice Provost for Equal Opportunity and Employment Diversity. Initially developed in summer 2017, the Provost’s Hiring Initiative focused on eight centrally funded tenure-track faculty searches conducted during AY2017-18. Year 2 of the pilot of this Initiative continued during AY 2018-19, focusing on 10 tenure-track faculty searches, including one of these searches (for a Faculty Librarian) potentially hiring for up to four positions. Lessons learned from continued implementation of this Initiative will inform criteria/requirements that may be applied to all 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:

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\(^1\) WWU 2019 Affirmative Action Program for Women and Minorities, Attachment A – Five-Year Trends for Women and Minorities.

\(^2\) Enrollment for all students as of Fall quarter 2018, including graduate and undergraduate students.
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 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 judgements, the curiosity to learn about others’ values and cultures, and the wisdom to challenge their own preconceived notions.

During AY2018-19 (year 2 of the pilot), the Provost’s Hiring Initiative resulted in a total of 10 hires, including two of the eight recruitments closing without a hire (both in Physics/Astronomy), and one recruitment resulting in only three of the four positions initially searched for being filled (Faculty Librarian search). Of those 10 hires, 40% (4 out of 10 hires) identified as belonging to a racial or ethnic minority, and 70% (7 out of 10 hires) were women.

This is as compared to the AY2017-18 pilot, in which 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. This training focused on identifying and overcoming implicit bias and covered 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.
During both pilot years of this Initiative, the Equity & Inclusion Advocate Training was provided by Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity and Employment Diversity. During AY2018-19, this training consisted of a 1.5-hour implicit bias training, which was required for all of the search chairs and Department Chairs for the applicable searches. Deans and search committee members were also invited to attend the 1.5-hour implicit bias training. This was in addition to the overall Equal Opportunity/Affirmative Action briefing that was provided for the entire search committee, either in-person by Dr. Guenter-Schlesinger or through a video version of this training developed by the EO Office. The 1.5-hour implicit bias training was generally very well received, and the PowerPoint presentation used during AY2018-19 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 descriptions were intentionally structured so as to attract a broad and diverse set of applicants, and job descriptions needed to contain the following elements related to diversity and inclusion.

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. This was accomplished by highlighting the university’s strategic mission which states that “Together with our students, staff and faculty, we are committed to making a positive impact in the state and the world, with a shared focus on academic excellence and inclusive achievement.” Also included in the job descriptions for searches in this second year of the Initiative were highlights of diversity efforts undertaken by the Department (e.g., faculty-led initiatives, committees, and centers focusing on diversity and inclusivity in the classroom and beyond).

2. **Position responsibility** conveying the expectation that those hired will assist in closing existing gaps in student retention and success by:
   - 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:
   - 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. 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. In the second year pilot of the Initiative, search committees were strongly encouraged to require a separate statement, rather than allowing candidates to address the diversity requirement within their cover letter. Overall this resulted in more robust statements for search committees to better evaluate candidates in this regard.

At the time at which those searches that would participate in the AY2018-19 Year 2 Pilot of the Hiring Initiative were identified, three of the 10 participating searches were already underway. These included: the Assistant Professor, Experimental Condensed Matter (posted July 18, 2018); the Assistant Professor, Computational Biochemistry (posted July 24, 2018); as well as the Assistant Professor, Planetary Science (posted August 31, 2018). Due to being posted prior to knowing that they would participate in the Hiring Initiative, these job descriptions did not fully capture elements 1-4 as described previously in this section of the Report, however they did address in some way most if not all of the elements of the Initiative to the extent that they were still able to participate. Nonetheless, there were relevant aspects of these job announcements, which were:

• The Experimental Condensed Matter job description included a description of the department and college describing on-going efforts related to advancing the success of diverse students, as well as position responsibility language conveying the expectation to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students. The job description also included a required qualification regarding “Demonstrated ability and commitment to promoting diversity and inclusion;” as well as application instructions that required a statement detailing how the candidate’s teaching, service, and/or scholarship has prepared them to support the success of students with backgrounds or identities that are underrepresented in STEM fields.

• The Computational Biochemistry job description included position responsibility language conveying that the successful candidate must be committed to fulfilling teaching responsibilities in ways that support an equitable and inclusive learning environment for students; as well as a required qualification regarding “Record of or commitment to working effectively and inclusively with a diverse student body.” The application instructions also included a required one-page statement describing plans to promote equity, inclusion and diversity in the classroom and research lab.”
• The Planetary Science job description included position responsibility language conveying that, “The active use of equitable, inclusive teaching and mentoring practices, that extend opportunities to all students, is essential.” The job description also included a required qualification regarding “Demonstrated ability and commitment to working effectively with a diverse student body;” as well as application instructions requiring a statement detailing how applicants’ teaching, service and/or scholarship has prepared them to support the success of students with backgrounds or identities that are underrepresented in STEM fields.

Job descriptions for all 10 searches that participated in the AY2018-19 Year 2 Pilot of the Hiring Initiative are included at Tab B.

Some searches chose to go beyond the minimum requirements of this Hiring Initiative. For example:

• From Woodring College of Education, the Assistant Professor, Instructional Technology position announcement included both a required qualification, “Demonstrated skill in and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds” as well as a preferred qualification, “Demonstrated leadership in promoting equity and diversity.” Also from Woodring, the Assistant Professor, Special Education position included both a required qualification, “Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds” as well as a preferred qualification, “Teaching in culturally responsive, inclusive classrooms.”

• Similarly, from the College of Fine and Performing Arts, the Instrumental Music Education position included two required qualifications: “Demonstrated record of supporting the success of students traditionally underrepresented in the field” and “Demonstrated ability to cultivate learning environments that are equitable and inclusive of students with diverse social and/or cultural identities and backgrounds.”

• From Western Libraries, the Faculty Librarian position went above and beyond to include in both the position responsibilities section, as well as the required and preferred qualifications, multiple interwoven emphases in regard to the importance of diversity, equity, inclusion, and cultural competence.

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. During the second year pilot of the Initiative, there seemed to be increased interest/engagement as well as
additional and enhanced discussions throughout the process between the EO Office and Deans, Department Chairs and search chairs regarding efforts to be as successful as possible in obtaining a diverse pool of qualified applicants.

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. During the second year pilot of the Initiative, there was additional discussion, especially with Deans in the feedback sessions, about the need to explore the idea of consistently evaluating all faculty, not just those hired through the Provost’s Hiring Initiative, with respect to their responsibilities, particularly including contributions to diversity, equity, and inclusion.

II. QUANTITATIVE ANALYSIS OF THE INITIATIVE

As indicated in the Overview section of this Report, during AY2018-19, the Provost’s Hiring Initiative resulted in a total of 10 hires, including two of the 10 recruitments closing without a hire (both in Physics/Astronomy), and one recruitment resulting in only three of the four positions initially searched for being filled (Faculty Librarian search). Of those hired, 40% (4 out of 10 hires) identified as belonging to a racial or ethnic minority, and 70% (7 out of 10 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 AY2018-19 (including five appointments of opportunity, as well as the 10 hires that were part of the Provost’s Hiring Initiative), there were a total of 47 hires. Of those 47 hires for whom demographic information is available, 43.2% (19 out of 44) identified as belonging to a racial or ethnic minority, and 78.3% (36 out of 46) were women. A total of 37 tenure-track faculty hires resulted from appointments of opportunity and/or competitive searches conducted during AY2018-19 outside of the Hiring Initiative (five of which were direct appointments). Of those 37 hires for whom demographic information is available, 44.1% (15 out of 34) identified as belonging to a racial or ethnic minority, and 80.6% (29 out of 36) were women.

When excluding the five hires that were a result of appointments of opportunity, and only looking at the 32 tenure-track faculty hires resulting from competitive searches conducted during AY2018-19 outside of the Hiring Initiative, 40% (12 out of 30) identified as belonging to a racial or ethnic minority, and 83.9% (26 out of 31) were women.

In looking at tenure-track faculty hiring data included in the most recent 2019 AAP for Women and Minorities (representing tenure-track faculty hired between November 1, 2017 and
October 31, 2018), 27.8% of all tenure-track faculty new hires (10 out of 36) identified as belonging to a racial or ethnic minority, and 46.2% (18 out of 39) were women.3

**Comparison to AY2017-18 (Year 1 of Pilot)**

The following offers information taken from the quantitative analysis section of the summary report for the first year pilot of this Initiative, for comparison between the two pilot years.

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 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.4

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3 WWU 2019 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.

4 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 the Year 2 pilot of this Hiring Initiative, the EO Office held feedback sessions with available relevant colleagues by College/Academic Unit. This included a session with colleagues from the Libraries on July 18, 2019; a session with colleagues from the College of Science and Engineering on July 22, 2019; sessions with colleagues from the College of Humanities and Social Sciences on July 22 and 24, 2019; a session with colleagues from Woodring College of Education on July 23, 2019; and a session with colleagues from the College of Fine and Performing Arts on July 25, 2019. At least one representative from each of the eight academic departments that participated in the Hiring Initiative during AY2018-19 was available to participate in these feedback sessions (Physics/Astronomy and Modern and Classical Languages both had two participating searches each). This section of the Report highlights relevant feedback from each College/Academic Unit in response to seven questions posed by the EO Office related to their experience with the Hiring Initiative during AY2018-19 (questions included at Tab C).

College of Fine and Performing Arts (CFPA)

With respect to the search from the Music Department that participated in the Initiative during AY2018-19, colleagues expressed that they were generally satisfied with the overall pool of applicants in terms of their ability to positively impact the department’s culture for students from diverse backgrounds, and that they were very satisfied with all of their selected finalists and ultimately the selected candidate in this regard. Colleagues expressed that the applicant pool seemed to have been smaller than in past searches for similar positions, likely due to the unique requirements of the position, both in terms of the fairly specific area of expertise (public secondary education experience required), and potentially in terms of the increased attention to diversity criteria, although it is difficult to say for sure. They weighed the teaching qualification very seriously, as the positions focus is on Instrumental Music Education, but also that faculty were all on the same page regarding the importance of the diversity qualification as well. Colleagues expressed that one challenge throughout the search was balancing the desire to find a candidate who had strength and expertise in both these areas as some candidates tended to have substantially more strength in one area than the other.

In terms of outreach and efforts to attract a diverse pool of applicants, colleagues shared that in addition to the typical national advertisements, efforts included outreach and networking from the search committee through personal and professional networks as well as social media outlets, and that they felt these efforts were extremely effective to the extent that in the future they may consider scaling back on the paid advertisements and investing more in terms of personal outreach/networking. In terms of obstacles, colleagues expressed that they did get off to a later start with the search and that this presented various challenges.
Colleagues highlighted the need for additional funding in order to be able to allow the selected hire to come back to Bellingham so that if helpful in making their decision they can have time to better familiarize themselves with the community. This could also be accomplished by building in extra time when finalists are already visiting, as this would only entail extra lodging and extra per diem meal expenses, but would eliminate the need for a separate flight (although if the idea is that it would be important for the candidate’s spouse/partner to also be able to visit Bellingham, then it may not make sense to incorporate this into the on-campus visit). However, in attracting top candidates, it is important for them to understand whether Bellingham is somewhere they want to be.

Colleagues also discussed that they found that in some cases candidates expressed that one of the first aspects of their visit was to give a lecture/presentation, particularly focused on diversity, and that having this as the first part of their day was a little stressful because they hadn’t had an opportunity to connect with colleagues and weren’t sure how the presentation would be perceived. It was also discussed that it may be helpful to inform candidates regarding Western’s on-going efforts and initiatives with respect to diversity, so that applicants can have this context in writing their diversity statements, preparing for the on-campus visit, and overall, demonstrating their qualifications/sensitivity in this regard. Colleagues expressed that following the 1.5-hour implicit bias training provided by Dr. Guenter-Schlesinger, the search committee did meet to discuss how they would approach implicit bias if it was recognized during the evaluative process, and that in reviewing candidates’ diversity statements, there were discussions that arose related to implicit bias.

**College of Humanities and Social Sciences (CHSS)**

With respect to the two searches from Modern and Classical Languages that participated in the Initiative during AY2018-19, colleagues expressed that the search committee was very pleased with the quality of the candidates in regard to their ability to positively impact the department’s culture for students from diverse backgrounds. It was helpful to request the separate statement pertaining to diversity, as this allowed candidates to elaborate further than what might otherwise have been as short as a sentence or two within a cover letter, as in previous searches. The candidates responded in the diversity statements in many different ways and approached from different angles. The emphasis on candidates’ qualifications with respect to diversity also became a more prominent part of the searches once candidates were brought to campus.

With respect to the South Asian History search, colleagues expressed that they were also pleased with the quality of candidates in this regard, and also agreed that overall, requesting the diversity statement was an asset. The separate statement on diversity sent a signal to applicants that this was an important part of the job description, and provided applicants an opportunity to speak more deliberately in regard to their ability to meet this qualification, which was very helpful. At times it was difficult to compare diversity statements because they could be very different from
one applicant to another, so they tried to interpret which applicants were the most thoughtful in their diversity statement.

Colleagues expressed that it would be helpful for search committees and departments as a whole to have better framing and increased clarity surrounding evaluating applicants’ experience, commitment and/or capacity with respect to the diversity qualification, as diversity is a difficult concept to define, as well as the importance of evaluating candidates on their ability and not making assumptions based on identity. It can be especially challenging in conversations with candidates during the on-campus visit to understand what follow-up questions are appropriate, and how to respond appropriately when candidates volunteer personal information that otherwise would not be appropriate for the search committee to inquire about.

It was highlighted that in some departments, the entire faculty are involved in evaluating applicants, and yet in most cases the entire faculty did not receive training. Search committee members are well-trained regarding what is appropriate/not appropriate, however, at the same time we’re asking candidates to articulate how they are sensitized to issues of diversity, equity, and inclusion, and even with training, these can be difficult conversations to navigate as a committee/department. Especially with additional emphasis being placed on diversity through a required qualification and required diversity statement, it is important that there is the ability to evaluate candidate’s in terms of their strength with regard to the qualification, but in a way that does not cross the line with respect to considering candidates’ identities, especially when in some cases applicants are disclosing personal information in their materials. Additionally, both in terms of the hiring process, but also more broadly, it was discussed that there is a need for more training on implicit bias and how to have conversations about various aspects of diversity in a way that is constructive, and that this training could benefit from case studies/examples of what is appropriate/not appropriate in a committee discussion. It was highlighted that even with training on implicit bias and tips for how to navigate, it is understandably difficult to try to politely and professionally let someone know when they may be demonstrating implicit bias.

Colleagues expressed the importance of strengthening the distinction between the University’s strategic goals and affirmative action obligations related to recruiting a diverse workforce, but also ensuring that applicants’ identities are not being considered in the search process. Colleagues expressed that in the case of an open until filled search, it would be helpful to have a better understanding of the expectation for continuing to review applications that are received throughout the search as this was challenging as they got further into the evaluative process.

Colleagues from both the History and Modern and Classical Languages departments agreed that the diversity piece was emphasized more prominently than in previous searches and that this was related to the committee members having more of an ability to evaluate candidates in this regard by requiring them to submit a separate statement on diversity.

In terms of outreach and efforts to attract a diverse pool of applicants, colleagues shared that efforts included reaching out to relevant professional organizations within the discipline,
distributing the position announcement through subfield listservs, and reaching out by email to Universities with relevant degree-granting programs. Colleagues expressed that financial support for this additional outreach is an issue, as costs associated with increased advertising can add up quickly.

Colleagues from the History Department shared that in part, they were successful in attracting finalists to Western by emphasizing to applicants that in looking at the existing faculty in the department, there are a number of ways to succeed as a scholar. In terms of efforts that they would choose to do differently, colleagues from the History Department expressed that it seemed to send an odd signal to have only one of their searches participate in the Initiative and that in the future they would choose to run all searches the same way. The other History search, for example, did not request a separate diversity statement and so in some ways it felt as if there were different standards for each search.

Colleagues from both History and Modern and Classical Languages shared that there were a number of applications from international candidates, and in some cases unfortunately the materials were not in line with what was expected for a tenure track faculty application. For example, the cover letter was only one paragraph, or the letter of recommendation was only one sentence. This made it challenging for these applicants to advance as the search committee didn’t have a lot to evaluate from the materials provided. One solution that was proposed for addressing this would be to develop relevant information (e.g., “Tips for Applying for Faculty Positions”) that could be linked to as part of the tenure-track faculty job announcement template, and would be beneficial to all applicants, including international applicants. Along these same lines, and similar to feedback from CFPA, it was discussed that it may be helpful in requesting a diversity statement, to link to information related to relevant diversity initiatives at Western, so that applicants can understand why this is being requested.

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

With respect to the Computational Biochemistry search that participated in the Initiative during AY2018-19, colleagues expressed that they were very satisfied with the quality of applicants in terms of their ability to positively impact the department’s culture for students from diverse backgrounds, and that this was built into the job description and they found that most finalists were well suited in this regard. The search committee did find the separate diversity statement to be helpful, and this was an important part of the selection process. Colleagues expressed that having students involved in the hiring process was also extremely helpful in regard to evaluating candidates’ potential with respect to the diversity qualification. Similar to CHSS, colleagues expressed that in quite a few cases, it seemed that international applicants were not very well informed about the context behind the separate diversity statement, and that this could have led to the committee missing out on candidates who could have been promising. Many international applicants have a different perspective related to the diversity requirement, and it also represents a new and different requirement than the teaching and research requirements.
With respect to the Experimental Condensed Matter search that participated in the Initiative, colleagues expressed that a significant number of applicants did not provide the separate diversity statement as required, and so unfortunately these represented incomplete applications. It was highlighted that it would be helpful if there was a way for PageUp to alert applicants that their application is incomplete if they are missing a required component such as the diversity statement, so that this can be resolved before they submit the application. In general, they felt that the quality of the statements was poor, although those candidates who were advanced as semi-finalists were able address more effectively. They included a question in the phone screen that spoke to the diversity qualification, which yielded varying responses, some better than others. Colleagues expressed that it has not been there experience to have someone come to campus and exhibit more strength in regard to the diversity qualification than originally conveyed through their written materials. Colleagues expressed that an important consideration moving forward may be evaluating applicants’ potential in this regard and the extent to which they could be mentored in this area. It was noted in the feedback session and in additional discussions that the search committee would appreciate clarification regarding the difference between potential and experience with respect to evaluating the required qualification pertaining to diversity. Overall it was a challenge identifying candidates who had relevant expertise in the field but also satisfied the diversity component and this led to a failed search. Similar to the Chemistry search, they also involved students in the search process, which was very helpful.

With respect to the Planetary Science search that participated in the Initiative, colleagues expressed that they felt that the diversity statement as very helpful and they appreciated having this material in one designated piece of the application versus having to look for throughout the materials. Colleagues expressed that the College has developed resources that outline how to evaluate candidates in this respect, for example, from not adequate to adequate, etc. However, colleagues expressed that overall the committee could have benefited from additional training on how to evaluate diversity statements and what might mark demonstrated ability, commitment, experience, or potential in this regard. Colleagues discussed that it would be important for the department as a whole to be part of this conversation, as in many departments, the full faculty weigh in on either the shortlist in determining who is brought to campus, or following on-campus interviews, determining ranking for finalists, and different faculty weigh certain qualifications differently or may have different interpretations of candidate’s strengths. In general, they were looking for candidates who had a deep wealth of information and experience and the ability to move the University forward in this regard, although similar to the Experimental Condensed Matter search, colleagues discussed that it is not necessarily clear that this level of expertise is widely available within the discipline and among their otherwise qualified applicants. The question also came up in committee discussions as to whether one aspect of diversity is sufficient or if there is an expectation that candidates will be more fully versed with various underrepresented populations, especially when considering recent graduates.

In terms of outreach and efforts to attract a diverse pool of applicants, colleagues shared that efforts included a variety of outlets within the discipline, including with a focus on
underrepresented minorities, women, veterans, etc. Committee members also did personal outreach, including at conferences/meetings. The department chair emailed other department chairs of biophysics departments. Colleagues noted that in order to really be effective, one would need to communicate with a lot of institutions, which represents a significant time commitment. Also, they have noted in past years that even with Hispanic Serving Institutions and Historically Black Colleges and Universities that do offer relevant graduate degree programs, in many cases there is less diversity among graduate students at these institutions compared to undergraduate students.

**Woodring College of Education (WCE)**

With respect to the two searches from WCE that participated in the Initiative during AY2018-19, colleagues expressed that they were very pleased with their selected candidates in regard to their ability to positively impact the culture for students from diverse backgrounds. Both departments expressed that the separate diversity statement was very helpful and led to valuable group discussion as to how to evaluate applicants’ diversity statements. Colleagues expressed that they considered ability as well as experience, for example in the case of a recent graduate who may have less experience but clearly articulated their commitment in this regard. Both departments expressed that they were mindful of differences in background and culture which may have impacted how applicants approached the topic in their diversity statement.

In terms of outreach and efforts to attract a diverse pool of applicants, colleagues shared that efforts included personal outreach to department chairs and through faculty networks in the discipline, especially targeting Universities with more international students and/or Universities in more diverse areas. Similar to colleagues in CHSS, funding was discussed as a concern in terms of supporting additional paid advertisements. On a separate note, one of the searches received feedback from a candidate that after visiting Bellingham, they felt that the pictures they viewed online beforehand did not do it justice, so it might be worthwhile for Western to try to address this somehow.

Colleagues expressed the importance of having diverse representation on the search committee and expressed that in some cases, candidates commented on the lack of visible diversity on-campus. It can be challenging when it feels like the same individuals are being repeatedly asked to serve on various committees because they bring diversity to the committee. Colleagues also expressed that they were mindful of differences in power dynamics among search committee members and ensuring that all voices were heard, being mindful that this may also intersect with diversity.
Western Libraries

Colleagues in the Libraries shared that from the beginning, the position description was written with multiple emphases in regard to diversity, equity and inclusion, including throughout the position responsibilities and requirements. Overall, they agreed that the applicant was very high caliber in this regard, at times this resulted in difficult decisions because the committee was seeing so many great qualities in the applicants. The Libraries had a summer workshop with consultant Cris Cullinan, who really helped with re-writing the job description in a way where diversity was really embedded into everything in the job description, including the “About the University” section. Colleagues expressed that the selected candidates are imminently capable of advancing diversity, equity and inclusion from a pedagogical standpoint. The search committee found it very helpful to have the emphasis on diversity woven into the requirements, but in the responsibilities too and that compared to previous searches where there was maybe one qualification that spoke to diversity, in this case it was not possible to overlook or downplay the diversity emphasis. Because so many aspects of the job description spoke to diversity, they did not request a separate diversity statement.

In terms of outreach and efforts to attract a diverse pool of applicants, colleagues shared that efforts included contacting every ALA-granting school, specifically career services, in order to distribute the job announcement through these networks. They also distributed the announcement through professional/alumni networks. The Dean personally reached out by email to each Dean of Libraries at relevant institutions. This was not something that had been done in previous searches, but there were a number of favorable responses received. They felt it was important to develop connections with libraries schools as they represent the future of the profession. The search committee also provided template language to colleagues for purposes of distributing the job announcement through their professional networks. In terms of challenges in attracting diverse candidates, similar to Woodring, colleagues expressed that in some cases, candidates commented on the apparent lack of visible diversity on-campus.

Colleagues discussed that the committee engaged in multiple conversations about bias and committee members felt safe raising questions if they felt there may be bias. The search committee established agreements about discourse before the job advertisement was completed. They also had student representation on the committee, which they felt was a tremendous asset, as the students in some cases brought a different yet extremely valuable perspective to the committee discussion.

IV. CONCLUSION / SUMMARY OF KEY RECOMMENDATIONS

In reviewing challenges and opportunities provided through the AY2018-19 Year 2 Pilot of the Initiative with the participating Colleges/Academic Units, 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. In terms of the hiring process, but also more broadly, it was discussed that there is a need for more training on implicit bias and how to have conversations about various aspects of diversity in a way that is constructive, and that this training could benefit from case studies/examples of what is appropriate/not appropriate in a committee discussion.

2. Develop relevant information (e.g., “Tips for Applying for Faculty Positions”) that could be linked to as part of the tenure-track faculty job announcement template, and would be beneficial to all applicants, including international applicants.

3. In requesting a diversity statement, provide a link to information related to relevant diversity initiatives at Western, so that applicants can understand why this is being requested.

4. Develop additional training and/or resources for search committees on how to evaluate diversity statements and determine what might mark demonstrated ability, commitment, experience, or potential in this regard. In many cases, this would be valuable for the entire department, as in many departments, the full faculty weigh in on either the shortlist in determining who is brought to campus, or following on-campus interviews, determining ranking for finalists.

5. Develop a template communication for purposes of search committees, faculty and staff distributing job announcements through their professional networks.

6. Include language in the position responsibility section of job announcements the expectation that the successful candidate will fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.

7. Update the tenure-track faculty letter of offer template to include language conveying the expectation related to position responsibility (element 2 in “Job Description” section). Specifically, adding a sentence within the existing paragraph regarding teaching, scholarship, and service that says: “We also expect you to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.”

8. Assess if there is a mechanism that is available or could be developed through PageUp to alert applicants that their application is incomplete if they are missing a required component such as the diversity statement, so that this can be resolved before they submit the application.

9. 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 is also listed below as a recommendation from the first-year pilot of the Initiative, and was reiterated throughout the second-year pilot as well).

These are in addition to the following recommendations that were similarly developed during the AY2017-18 pilot of the Initiative:

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 by:

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

Goals

• Build understanding of how unconscious biases can impact decisions about how we evaluate individuals, including in the hiring process.

• Learn tools to limit the impact of unconscious biases and to address unconscious biases when they surface.
What are Implicit Biases?

• Unquestioned assumptions or generalizations we hold and act upon without knowing we’re doing so.
  – Beyond our conscious awareness

• Develop from our socialization; rooted historically.

• Active work is required to override our own unconscious biases.

What are Implicit Biases? (cont’d)¹

• Social stereotypes about certain groups of people that individuals form outside of their own consciousness ²

• Everyone has it – stems from our tendency to organize our social worlds by categorizing

• Pervasively influences hiring, evaluation, selection of candidates and even daily interactions in favor of men, whites, youth, and physically able ³

¹ Taken from ADVANCE, “Search Committees: Minimizing the Role of Unconscious Bias,” University of Arizona
² Fiske & Taylor, 1991; Valian, 1998; 1999
"We all like to think that we are objective scholars who judge people solely on their credentials and achievements, but copious research shows that every one of us has a lifetime of experience and cultural history that shapes the review process."


How does **implicit bias** work?

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


Immaculate perception: Jerry Kang at TEDxSanDiego 2013  
https://www.youtube.com/watch?v=v9V9chwWt5k
**Unconscious Racial Bias**

- Fictional job applicants with stereotypically “White-sounding names” received 50% more calls for interviews than fictional applicants with stereotypically “African-American-sounding names.”

- “[G]reater instructor implicit bias predicted lower test performance for black, but not white, learners…[E]vidence suggests that this was due to higher bias instructors being more anxious and therefore giving less effective lessons.”


**Unconscious Gender Bias**

- Both men and women in academic psychology were more likely to positively evaluate a male applicant than a female applicant with the same record for a tenure-track position.

- In a 2010 study, over 120 study participants reviewed identical resumes for a laboratory manager’s position. Half read “John’s” resume while the other half read “Jennifer’s.” Both male and female faculty reviewers exhibited bias against the female applicant.


Unconscious Gender Bias (cont’d)

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.

Unconscious Sexual Orientation Bias

• Sexual orientation bias in teaching evaluations.
  – Male instructor gave a guest lecture to 8 classes
  – In classes where the instructor referred to his partner as a man, students were four times more likely to offer critical comments than when the instructor referred to his partner as a woman

How have you seen implicit bias show up in evaluation of a candidate?

- “He’ll do too much service; he wouldn’t make tenure.”
- “She’ll require too much mentoring.”
- “They told us they have a lot of work at home with their children.”
- “She just told stories. She didn’t give clear examples.”

Addressing Unconscious Bias as Individuals and Teams
Overcoming Hiring Biases

• Diffusing defensiveness
• Power of awareness
• Unlearn what is not useful; relearn what will eliminate bias and achieve objectivity

1. Self-Awareness and Reflection

• Work to recognize your own implicit preferences.
• Implicit biases can conflict with consciously held attitudes/commitments.
• Self-affirmation that one is objective and treats everyone equally leads to less awareness of one's own implicit biases.

Redefining Excellence and Credentials

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

• What does excellence really look like for the position?


2. Identify Your Personal Why

• Why is it important for you to work at limiting the influences of unconscious bias in your work?
  – Motivates you to speak up
  – Allows you to better hear challenging questions or feedback
  – Keeps you engaged
Awareness + Your “Why” = Being Prepared

For me, a hard part of addressing implicit racial bias with my colleagues is ________.

It’s important to address implicit racial bias with colleagues because ________.

For me, a hard part of addressing implicit anti-LGBTQ+ bias with my colleagues is ________.

It’s important to address implicit anti-LGBTQ+ bias with colleagues because ________.

3. Individual Actions …

• Reduce distractions
• Allow adequate time
• Remind yourself about unconscious biases held
• Positive priming
• Perspective taking
3. Group Actions …

- Develop group norms for questioning assumptions and raising concerns that may arise in future.
- Reduce ambiguity by collecting additional relevant info.
- Attend to power dynamics (formal & informal) so that all voices are heard throughout a decision-making process.
- Be attentive to how implicit biases may have impacted other input you are receiving about a student, candidate, etc.

Raising Concerns about Unconscious Bias

- “I’m curious what you mean by ...”
- “I’d like us to consider ...”
- “Can you tell us a little more about why you scored them that low?”
- “Does anyone else have a similar concern?”
- “Remember our discussions early on about unconscious bias? I’m concerned that ...”
- “Tell me what you mean by ‘not a good fit with our department’?”
Engage in Dialogue

1. Ask a question or state an observation
   - “I’m curious about that. What do you mean?”
   - “I’ve noticed that sometimes we’re talking about an applicant’s potential, but other times we’re talking only about their experience so far.”

2. Seek clarification

3. Refer to relevant community norms
   - “I know we’re all committed to being sure every applicant has a fair opportunity to be considered. This takes time and effort.”
   - “We agreed to raise concerns about possible barriers to equity and inclusion in our department. I’m concerned that without saying this directly, we’re treating candidates with backgrounds like ours more preferably than candidates with backgrounds we’re less familiar with.”

Evaluate Applicants Holistically

Gather specific information about a person, as a unique individual, to prevent group stereotypes from leading to potentially inaccurate assumptions
Resources¹

- Check out the Gender Bias Project and play Gender Bias Bingo at: [http://genderbiasbingo.com/games.html](http://genderbiasbingo.com/games.html)
- See the evaluation, hiring, and unconscious bias sections of the ADVANCE website at [http://advance.Arizona.edu/resources.cfm](http://advance.Arizona.edu/resources.cfm) for more tips and resources

¹ Taken from ADVANCE, “Search Committees: Minimizing the Role of Unconscious Bias,” University of Arizona

Questions? Learn More - Reach Out!

Equal Opportunity Office
Old Main 345
650-3307 (voice), 711 (WA Relay)
sue.guenter-Schlesinger@wwu.edu, www.wwu.edu/eoo
Tab B

Job Advertisements for Participating Searches in the AY2018-19 Year 2 Pilot of the Provost’s Diversity and Inclusion Hiring Initiative
Assistant Professor of Instrumental Music Education

Western Washington University, with over 16,000 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 North Cascades Mountain range. Bellingham is ranked in the top ten nationally in several desirable categories including most artists per capita (2nd), outdoor adventures, most secure, air quality, best place to retire, quality of life and environmental awareness. 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 2019 U.S. News & World Report rankings.

The College of Fine and Performing Arts and the Department of Music support Western’s mission, which states that together with our students, staff, and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement. 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 College of Fine and Performing Arts is comprised of the departments of Art/Art History, Design, Music, and Theatre and Dance, housed in eight buildings with five performance spaces, including a Performing Arts Center overlooking Bellingham Bay. The College also is home to the Western Gallery and Public Art Collection, one of the top ten outdoor sculpture collections in the country.

The Department of Music offers BM, BA and MM degrees to approximately 250 majors/minors. The faculty consists of 40 full and part-time faculty. The department serves as a focal point for the campus and the regional community through collaboration, participation and leadership in music performance and instruction. Public events include the Sanford-Hill Piano Series and Global Spice world music series.

The department and college are committed to creating equitable and inclusive learning and working environments for students, faculty and staff.

Assistant Professor, Instrumental Music Education- full-time, tenure track

The Department of Music at Western Washington University seeks a dynamic, highly qualified Instrumental Music Educator to provide effective leadership, best practice instruction, and assistance in the instrumental ensembles of the university. The ideal candidate demonstrates an ability and commitment to promoting diversity and inclusion within the Department of Music. This individual is a forward-thinking music educator with a vision for the comprehensive preparation of future teachers,
particularly those from underrepresented populations. The position will begin September 2019.

**Position Responsibilities**

The position requires a strong commitment to teaching and high quality scholarship and service. The successful candidate will be expected to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.

**Teaching:**

Teach music education courses pursuant to candidate strengths and departmental needs.

Duties may include:

- Secondary Instrumental methods
- Supervision of practicum students and student teachers
- Technology for Music Educators
- Instrumental pedagogy
- Conduct an instrumental ensemble

**Scholarship:**

Engage in research/scholarly/creative activity

**Service:**

Provide support of the instrumental music education program

- Recruitment to the department must include strategies for attracting students of diverse social identities, cultures, and backgrounds
- Contribute to assessment for program admission to Department of Music
- Work collaboratively with area K-12 music educators to assure robust partnerships in practicum and student teaching placements
- Actively participate in faculty governance and university service
- Maintain professional visibility through active participation in state, regional and national professional associations

**Required Qualifications**

- Masters Degree in Music
• Evidence of successful public school teaching experience in the area of secondary level instrumental music

• Demonstrated record of supporting the success of students traditionally underrepresented in the field

• Evidence of a record of service to public school music programs and participation in music advocacy

• Demonstrated ability to cultivate learning environments that are equitable and inclusive of students with diverse social and/or cultural identities and backgrounds

• Strong communication and interpersonal skills

• Evidence of successful mentoring of pre-service teachers

• Earned Doctorate in Music

• Evidence of successful university teaching

• Evidence of university and /or professional level instrumental ensemble conducting

• Experience in University level supervision of pre-service teachers

Preferred Qualifications

Salary
Commensurate with experience and qualifications

Bargaining Unit
United Faculty of Western Washington

Application Instructions
A complete application includes: (1) a cover letter addressing the required and preferred qualifications, (2) curriculum vitae, (3) a statement of how you cultivate learning environments that are equitable and inclusive of students with diverse social and/or cultural identities and backgrounds and your record of supporting the success of students traditionally underrepresented in the field, (4) contact information for five references, (5) Word document or PDF containing hyperlinks to media materials of recent presentations, instruction, and/or conducting of an instrumental ensemble (YouTube, personal website, etc.)

You must upload all the requested materials into Western PageUp as instructed.

Official transcripts documenting degrees will be required prior to a contract being offered.

Closing Date
Application review begins January 10, 2019; position is open until filled

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).

Annual Security and Fire Safety Report: This report is provided pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("The Clery Act"). It includes statistics for the previous three calendar years concerning reported crimes that occurred on Western’s campus; in certain off-campus buildings or property owned or controlled by Western; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report in printed or alternate formats by contacting the office of the Vice President for enrollment and Student Services. The report can be found at http://www.wwu.edu/vpess/annualsafetyreport.shtml.

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.

Job Posted: November 26, 2018
Position Title: Assistant Professor of French

Western Washington University is a public four-year institution with competitive admissions. WWU consists of seven undergraduate colleges plus the Graduate School, with a total enrollment of approximately 15,500. Western is located in Bellingham, a city of approximately 87,000. Situated between Seattle and Vancouver, BC, in an area of scenic beauty and extensive cultural opportunities, WWU offers easy access to major research libraries, both directly and through our library’s extensive interlibrary loan system.

About the University:
The Department of Modern and Classical Languages is home to 35 faculty members, from 13 different countries, 20 of whom are in tenure-line positions. We offer majors in Chinese, French, German, Japanese, and Spanish, as well as minors in Russian, Latin, Greek, and Classical Studies. Faculty teach at all levels of an undergraduate program, serving an increasingly diverse student body, and are expected to conduct research and participate in service opportunities. Several department faculty participate in such interdepartmental programs as Canadian-American Studies, East Asian Studies, the Honors Program, and Linguistics.

About the Department:
The Department of Modern and Classical Languages and the College of Humanities and Social Sciences support Western’s mission, which states that together with our students, staff, and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement. 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.

About the Position:
The Department of Modern and Classical Languages at Western Washington University is inviting applications for a tenure-track position at the rank of Assistant Professor beginning September 2019. We are seeking a teacher-scholar with expertise in one of the following fields to teach a broad spectrum of French language and content courses in the undergraduate curriculum:

- Francophone Caribbean literatures and/or cultures
- Francophone Sub-Saharan literatures and/or cultures
- Medieval and/or Early Modern (including 17th-century) French literature and culture

Additional responsibilities include: Standard quarter-system teaching assignment; exemplary teaching; active program of scholarly activity; service to the French section and to the Department through a range of activities. The position requires a strong commitment to teaching. The successful candidate will be expected to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.
Required Qualifications

• PhD in French/Francophone Studies by time of appointment, with a focus on one of the following areas:
  - Francophone Sub-Saharan literatures and/or cultures
  - Francophone Caribbean literatures and/or cultures
  - Medieval and/or Early Modern (including 17th-century) French literature and culture

• Native or near-native French and English fluency

• Demonstrated evidence of excellence in teaching

• Ability to teach French language at all levels of the curriculum as well as content courses in literature and culture

• Demonstrated commitment to excellence in scholarship and a dynamic research agenda

• Ability to work effectively with diverse students and colleagues, including a demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds

Preferred Qualifications

• PhD with a focus on French and/or Francophone Cultural Studies

Salary

Commensurate with experience and qualifications

Bargaining Unit

United Faculty of Western Washington

Application Instructions

Application materials must be submitted via WWU’s electronic application system (PageUp) at careers.wwu.edu/westernpageup.html. Candidates should upload (1) a letter of application describing teaching philosophy and research plans, as well as addressing the required and preferred qualifications, (2) a curriculum vitae, (3) a separate statement that addresses your ability to work effectively with diverse students and colleagues, and your commitment to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students (max. length one page), (4) graduate school transcripts, (5) a sampling of teaching evaluations, and (6) the names of three references, one of whom must address the candidate’s teaching effectiveness.

Confidential letter of recommendation requests will be sent out from our online application system.

Closing Date

Review of applications begins November 15, 2018; position is open until filled.
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Job Posted: October 12, 2018
Assistant Professor of Spanish

Western Washington University is a public four-year institution with competitive admissions. WWU consists of seven undergraduate colleges plus the Graduate School, with a total enrollment of approximately 15,500. Western is located in Bellingham, a city of approximately 87,000. Situated between Seattle and Vancouver, BC, in an area of scenic beauty and extensive cultural opportunities, WWU offers easy access to major research libraries, both directly and through our library’s extensive interlibrary loan system.

The Department of Modern and Classical Languages is home to 35 faculty members, from 13 different countries, 20 of whom are in tenure-line positions. We offer majors in Chinese, French, German, Japanese, and Spanish, as well as minors in Russian, Latin, Greek, and Classical Studies. Faculty teach at all levels of an undergraduate program, serving an increasingly diverse student body, and are expected to conduct research and participate in service opportunities. Several department faculty participate in such interdepartmental programs as Canadian-American Studies, East Asian Studies, the Honors Program, Latin-American Studies, and Linguistics.

The Department of Modern and Classical Languages and the College of Humanities and Social Sciences support Western’s mission, which states that together with our students, staff, and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement. 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 Modern and Classical Languages at Western Washington University is inviting applications for a tenure-track position at the rank of Assistant Professor beginning September 2019. We seek a specialist in Spanish Linguistics. Responsibilities will include teaching a broad spectrum of Spanish language and content courses at the undergraduate level, such as a course in Spanish Phonetics (in Spanish), and courses in language pedagogy and teaching methodologies for the world language teaching endorsement (in English). Additionally, the successful candidate will teach courses in the Linguistics Program (in English).

Additional responsibilities include: Standard quarter-system teaching assignment; exemplary teaching; active program of scholarly activity; service to the Spanish section and to the Department through a range of activities. The position requires a strong commitment to teaching. The successful candidate will be expected to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.
• PhD in Spanish Linguistics (or equivalent) by time of appointment
• Native or near-native Spanish and English proficiency
• Demonstrated evidence of excellence in teaching
• Ability to teach Spanish language at all levels of the curriculum and content courses in Spanish linguistics (in Spanish), as well as courses for the world language teaching endorsement (in English)

Required Qualifications
• Ability to teach courses in the Linguistics Program (in English)
• Demonstrated commitment to excellence in scholarship and a dynamic research agenda
• Ability to work effectively with diverse students and colleagues, including a demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds

Preferred Qualifications
• Experience with heritage learners of Spanish

Salary
Commensurate with experience and qualifications

Bargaining Unit
United Faculty of Western Washington

Application materials must be submitted via WWU’s electronic application system (PageUp) at careers.wwu.edu/westernpageup.html. Candidates should upload (1) a letter of application describing teaching philosophy and research plans, as well as addressing the required and preferred qualifications, (2) a curriculum vitae, (3) a separate statement that addresses your ability to work effectively with diverse students and colleagues, and commitment to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students, (max. length one page), (4) graduate school transcripts, (5) a sampling of teaching evaluations, and (6) the names of three references, one of whom must address the candidate’s teaching effectiveness.

Application Instructions

Closing Date
Review of applications begins December 14, 2018; position is open until filled.

Notes
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Job Posted: November 16, 2018
Position Title: Assistant Professor of South Asian History

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 North Cascades 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.

About the Department:
The Department of History at Western Washington University consists of twenty tenured or tenure-track faculty whose courses serve a very active history major and make significant contributions to the university’s general education curriculum. History courses cover nearly every historical era and much of the globe. The department faculty participates in interdisciplinary programs such as East Asian Studies, Women Gender and Sexuality Studies, International Studies, Latin American Studies, Canadian-American Studies, the Salish Sea Institute, and the Honors program. Faculty in the department provide high quality courses that prepare majors and non-majors with skills in research, analysis, and writing and prepares people to live in a diverse society. The department likewise houses a small but strong M.A. program in history and a nationally recognized M.A. program in Archives and Records Management.

About the Position:
The Department of History and the College of Humanities and Social Sciences support Western’s mission, which states that together with our students, staff and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence, a strong commitment to the liberal arts, and inclusive achievement. We encourage applications from women, people of color, people with disabilities, veterans, and other candidates from underrepresented backgrounds and with diverse experience interested in this opportunity.

Required Qualifications:

- PhD in History or related field by September 15, 2019, with the ability to teach courses in South Asia
- Demonstrated potential to work effectively with a diverse campus community, including potential and commitment to cultivating learning environments that
are equitable and inclusive of students with diverse social identities and backgrounds

- Demonstrated potential for effective teaching and high-quality scholarship

**Salary**
Commensurate with qualifications and experience; benefits eligible

**Bargaining Unit**
United Faculty of Western Washington

Please log in and submit your application via our online application system, PageUp.

Required application materials: (1) letter of application addressing the required qualifications; (2) graduate transcript (official or unofficial); (3) CV; (4) a separate statement that addresses your demonstrated potential to work effectively with a diverse campus community, as well as your commitment to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students (max. length one page); (5) an article or chapter length writing sample; (6) syllabi for an introductory level survey of South Asian history and an upper-level South Asian history course; and (7) names and contact information for three professional references. The Western PageUp application system will automatically send out the requests for confidential letters to your references.

For general questions, contact the Department Administrator, Jennie Huber at (360) 650-3457 or email Jennie.Huber@wwu.edu.

**Closing Date**
Application review begins November 11, 2018 and will continue until the position is filled. Preliminary interviews will be conducted via Skype.

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Job Posted: October 8, 2018
Position Title  Assistant Professor, Computational Biochemistry

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 89,000 overlooking Bellingham Bay, the San Juan Islands and the North Cascades 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.

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 College of Science and Engineering and Chemistry Department 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.

The Chemistry Department has 21 tenure track faculty, serves about 300 undergraduate majors and over 20 graduate students annually, and offers a variety of degrees in Biochemistry or Chemistry (M.S., B.S., B.A.), along with a combined B.A. with Education degree. About 50% of the majors focus on Biochemistry. 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.

The successful candidate will be required to teach lecture and lab courses in several areas. These areas may include but are not limited to Biochemistry, Biophysical Chemistry, General Chemistry 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.

- An earned Ph.D. in biochemistry or related field from an accredited institution is required at time of appointment.
- Post-doctoral research experience.
- Record of or potential for high quality undergraduate teaching.
- Record of high quality scholarship in computational biochemistry (broadly defined).
• Record of or commitment to working effectively and inclusively 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 computational biochemistry.

• Interest in any combination of the following research areas: protein engineering and design, molecular dynamics, protein-ligand interactions, protein folding and dynamics.

• Ability to initiate or participate in cross-disciplinary collaborations with experimental biochemists

Preferred Qualifications

Salary

Commensurate with experience and qualifications

Bargaining Unit

United Faculty of Western Washington

Application Instructions

Submit 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.

Required Supplemental Materials

You will be required to provide contact information for three reference letters, which will be automatically requested from the referees via the PageUp System.

Additional Questions

Professor Sergey Smirnov (360) 650-2302 or Sergey.Smirnov@wwu.edu

Closing Date

Application review begins September 17, 2018; position is open until filled.

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.

Job Posted: July 24, 2018
Position Title: Assistant Professor, Experimental Condensed Matter

About the University:
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.

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.

About the Department:
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 Department of Physics and Astronomy at http://www.wwu.edu/physics

About the Position:
Full-time, Tenure-track assistant professor physics, beginning September 2019. The Department of Physics and Astronomy at Western Washington University (WWU) invites applications from candidates in experimental condensed matter or materials 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
candidates with diverse experiences and from underrepresented backgrounds, including (but not limited to) women, people of color, people with disabilities and veterans.

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.

- Ph.D. in physics or closely related field by the time of appointment
- Active research in experimental condensed matter or materials physics, broadly defined
- Record of significant scholarly accomplishment and commitment to developing sustainable undergraduate research opportunities
- Record of, or potential for, effective teaching at all levels of the physics undergraduate curriculum
- Demonstrated ability and commitment to promoting diversity and inclusion
- Excellent communication and interpersonal skills
- Post-doctoral research (or equivalent) experience
- Research specialization that complements existing research programs in the department or college
- Demonstrated interest in, and potential for teaching upper-division laboratory courses
- Demonstrated experience with, or interest in the use of student-centered teaching approaches

Salary Commensurate with experience and qualifications

Bargaining Unit United Faculty of Western Washington
Applications must include (1) a detailed cover letter describing the applicant's background and addressing the required and preferred qualifications, (2) a statement of philosophy and interest in teaching, (3) a statement outlining proposed research plans, specifically addressing plans for undergraduate involvement, (4) a statement detailing how your teaching, service, and/or scholarship has prepared you to support the success of students with backgrounds or identities that are underrepresented in STEM fields, and (5) 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.

Closing Date Notes

Application review begins November 30, 2018; position is open until filled

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Job Posted: July 18, 2018
Position Title  Assistant Professor of Planetary Science

About the University

WWU is a public university with over 15,000 students. In 2018, the Chronicle of Higher Education named WWU as one of the “Great Colleges to Work For.” WWU is one of 24 institutions in the US 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 Department of Physics & Astronomy has 14 full-time faculty and about 100 undergraduate physics majors. The Geology Department has 14 faculty, 160 undergraduates and 30 graduate students. B.S. degrees in Geophysics, Physics, and Geology as well as a Math/Physics B.A.Ed. degree are offered. The Geology department has a Master’s program, offering an M.S. degree in Geology. Both departments place strong emphasis on performing innovative research including meaningful research opportunities for its students. Members of the departments are also active in the development of new educational materials and innovative teaching methods.

Both departments 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 candidates from underrepresented backgrounds who are interested in this faculty position.

The College of Science and Engineering (CSE) consists of seven departments, the Advanced Materials and Engineering Center (AMSEC) as well as the Science Math and Technology Education (SMATE) group.

Detailed information is available for the Department of Physics & Astronomy at https://cse.wwu.edu/physics, for the Geology Department at https://cse.wwu.edu/geology, and for CSE at https://cse.wwu.edu/

About the Departments

The Department of Physics/Astronomy and Department of Geology at Western Washington University (WWU) invite applications for a tenure track Assistant Professor of Planetary Science. This position has an expected start date of September 2019, and will be split evenly between the two departments, with Physics as the administrative lead department for purposes of annual review, tenure and promotion. Teaching assignments will be focused in Geophysics, a program shared between the departments.

We seek applicants whose research and teaching examines the role of physical processes in planet formation and evolution, planetary interiors, surfaces, atmospheres and/or magnetospheres, small bodies, solar system dynamics, or related topics. The preferred candidate will be expected to develop and maintain a vigorous research program that complements existing strengths in remote sensing, planetary geology, seismology, magnetism, and tectonics, to engage students in this research, and to teach undergraduate courses at all levels, using student-centered instructional approaches when appropriate.
The departments and the College of Science 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 candidates with diverse experiences and from underrepresented backgrounds, including (but not limited to) women, people of color, people with disabilities, and veterans.

**Position description:**

The successful candidate will teach lower and upper division undergraduate physics courses as well as undergraduate and graduate level courses in geology and/or geophysics. The successful candidate will also develop and maintain a research program involving undergraduate students and will seek extramural funding in support of research. Contributions to the Graduate program are welcome but not required. Service commitments include student advising and participation on committees and in activities in both departments. The active use of equitable, inclusive teaching and mentoring practices, that extend opportunities to all students, is essential.

**Required Qualifications**

- Ph.D. in geophysics, physics, geology, astronomy or closely related field by the time of appointment
- Commitment to establishing a vigorous research program in planetary science involving undergraduate students
- Ability to establish an externally-supported research program
- Potential for effective classroom teaching in introductory physics, and upper division physics and geophysics
- Demonstrated ability and commitment to working effectively with a diverse student body
- Excellent communication and interpersonal skills
- Post-doctoral research (or equivalent) experience in planetary science
- Ability and interest to collaborate with existing research areas in the departments and/or college

**Preferred Qualifications**

- Experience teaching undergraduate STEM courses
- Demonstrated experience using and developing student-centered teaching methods
- Potential for mentoring students in graduate research as part of the geology M.S. program

**Salary** Commensurate with experience and qualifications
United Faculty of Western Washington

Applications must include (1) a detailed cover letter describing the applicant's background and addressing the required and preferred qualifications, (2) a statement of philosophy and interest in teaching, (3) a statement outlining proposed research plans, specifically addressing plans for student involvement in both departments, (4) a statement detailing how your teaching, service and/or scholarship has prepared you to support the success of students with backgrounds or identities that are underrepresented in STEM fields, (5) unofficial transcripts of undergraduate and graduate course work, and (6) 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. All application materials must be uploaded as a single pdf at https://careers.wwu.edu/index.html

Inquiries may be addressed to the search committee chair, Dr. Melissa Rice, at melissa.rice@wwu.edu or (360) 650-3592.

Closing Date Notes
Review of applications will begin on November 30, 2018 and the position will remain open until filled.

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Job Posted: August 31, 2018
Assistant Professor, Instructional Technology

Faculty at Western Washington University enjoy a balance of teaching, scholarship, and service in a university that is nationally ranked as one of the top among regional universities in the nation. With over 16,000 students in seven colleges and the graduate school, WWU is nationally recognized for its educational programs, students, and faculty. The campus is located in Bellingham, Washington, a community of 83,000 situated on Coast Salish territories, overlooking Bellingham Bay, the San Juan Islands and the North Cascades 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.

Woodring College of Education and the Department of Elementary Education support Western’s mission, which states that together with our students, staff, and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement. A number of faculty-led initiatives, committees, and centers focus on diversity and inclusivity in the classroom and beyond, such as the Ershig Assistive Technology Center and the Center for Education, Equity, and Diversity. 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.

For more information about Woodring College of Education, please visit our website: http://www.wce.wwu.edu/

Woodring College of Education invites individuals with cross-cultural experience and commitment to social justice and educational equity to apply for appointment as an Assistant Professor in the Instructional Technology Program in Woodring College of Education. Committed to the creation of an inclusive, supportive community of learners, Woodring College of Education seeks applicants with experience working in culturally diverse communities and schools and who have the skills to contribute to the creation of a more just and inclusive society. The position will begin September 16, 2019.

The successful candidate will teach across Early Childhood, Elementary, Special Education, Secondary Education, and Adult and Higher Education programs. Additionally, the candidate will mentor and advise students in the Elementary Program. Candidates will have both theoretical and practical experience in instructional technology or a closely related field.

The position requires a strong commitment to teaching and high quality scholarship and service. The successful candidate will be expected to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students.
Responsibilities

- Teach and develop in-person, online, and hybrid undergraduate and graduate instructional technology courses
- Maintain an active and visible program of applied scholarship and research
- Participate and collaborate with colleagues in service within the program, department, college, university, community and in professional organizations.
- Advise Elementary Education undergraduate students
- Earned doctorate or ABD by the time of appointment with an emphasis in Instructional Technology, Educational Technology, or a closely related field. ABD candidates must have doctorate awarded by June 15, 2020.
- Scholarly record or demonstrated scholarly potential sufficient to warrant appointment at the tenure-track assistant professor rank.
- Expertise, coursework, or demonstrated record of skills and knowledge of instructional technology.
- Demonstrated skill in and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds.
- Demonstrated experience and success teaching in P-12 or higher education settings.
- Expertise bridging theory and practice.
- Teaching and scholarship emphasis in one or more of the following areas: assistive technology, instructional technology at the secondary level, or emerging technologies.
- Demonstrated experience and success teaching in higher education settings.
- Demonstrated expertise in hybrid or online learning.
- Communicate fluently in two or more languages.
- Demonstrated record of innovative use(s) of technologies in an educational setting.
- Demonstrated leadership in promoting equity and diversity.
- Excellent interpersonal, communication and collaboration skills.

Salary
Commensurate with experience and qualifications

Bargaining Unit  United Faculty of Western Washington
Please submit your application via Western’s PageUp system using the link below.

Materials must be attached as noted on the application. For further information on this position please contact Dr. Paula Dagnon by email at paula.dagnon@wwu.edu or by phone at (360) 650-2544.

A complete application includes:

- Cover letter addressing your experience related to the required and any of the preferred qualifications.
- A separate statement highlighting your demonstrated skill in and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds.
- Current curriculum vitae.
- Scanned unofficial academic transcript showing highest degree.
- Contact information for three professional references.

Closing Date

Application review begins January 10, 2019; position is open until filled.

Notes

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Job Posted: December 11, 2018
Position Title: Assistant Professor, Special Education

Western Washington University, with over 16,000 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 North Cascades 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 2019 U.S. News & World Report rankings.

The Woodring College of Education and the Special Education and Education Leadership Department support Western's mission, which states that together with our students, staff, and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement. 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 Woodring College of Education invites dynamic and innovative individuals with multicultural experience who are able to work across college and university departments to apply for appointment as an Assistant Professor of Special Education. The department is searching for a colleague with an expertise in Autism who also is a Board Certified Behavior Analyst OR a colleague who specializes in high incidence disabilities with an expertise and experience with Multi-tiered systems of supports.

Committed to the creation of an inclusive, supportive community of learners, Woodring College of Education seeks leaders in their professions who have experience working in culturally diverse communities and schools and who have the ability to contribute to the creation of a more just and inclusive society. Preferred applicants will have expertise working with English Language Learners and can provide bold, imaginative, and collaborative leadership to our dynamic faculty, students, and the local, state, and national communities that we serve.

The position requires a strong commitment to teaching and high quality scholarship and service. The successful candidate will be expected to fulfill teaching and mentoring responsibilities in ways that provide equitable and inclusive learning environments for all students. Position responsibilities include:

- Teach undergraduate and graduate courses in Special Education
- Work with department and college to align department curriculum with state and professional standards.
- Maintain an active and visible program of scholarship.
- Participate in service within the department, college, university, community, and professional organizations.
- Advise and support undergraduate and graduate students.
- Supervise students in community-based or school settings
- Contribute to a vision for the preparation of the next generation of teachers who recognize that social justice requires a critical analysis of social, cultural, and institutional systems
- Participate in school, community and university collaborations and partnership work
- Collaborate in the development of innovative undergraduate and graduate programs, such as field-based courses, courses delivered online, hybrid courses, alternative route programs
- Maintain an active and engaged program of scholarship that addresses contemporary issues and challenges
- Mentor and support individuals who traditionally have not had access to higher education, including first-generation college students, English language learners, underrepresented and under-served student populations
- Earned doctorate in Special Education, Educational Psychology or related field by September 2019
- Evidence of three or more years of successful teaching P-12
- Present or past credential in special education
- Demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social identities and backgrounds
- A research interest in Multi-tiered systems of support OR Board Certification as a Behavior Analyst
- Evidence of active, applied, collaborative scholarship in special education
- Teaching and scholarship in bilingual and/or multicultural special education
- Teaching in culturally responsive, inclusive classrooms
- Experience or interest in field-based teaching or clinical supervision
- Experience with alternate pathways to teacher education, or direct transfer programs and pathway programs leading to teacher certification
- Experience with online or alternative delivery instructional methods

Required Qualifications

Preferred Qualifications

Salary

Commensurate with experience and qualifications

Bargaining Unit

United Faculty of Western Washington

Application Instructions

Application materials should include 1) a letter of application, 2) vita, 3) a separate statement addressing your demonstrated ability and commitment to cultivating learning environments that are equitable and inclusive of students with diverse social
identities and backgrounds, 4) two pieces of evidence of effective teaching, and 5) two scholarly writing samples.

Letters of reference will be requested through the online application system at time of application.

Closing Date
Notes
Application review begins January 30, 2019; position is open until filled

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Annual Security and Fire Safety Report: This report is provided pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("The Clery Act"). It includes statistics for the previous three calendar years concerning reported crimes that occurred on Western’s campus; in certain off-campus buildings or property owned or controlled by Western; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report in printed or alternate formats by contacting the office of the Vice President for enrollment and Student Services. The report can be found at http://www.wwu.edu/vpess/annualsafetyreport.shtml.

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.

Job Posted: December 11, 2018
Position Title  Faculty Librarian

Western Washington University is located in Bellingham, Washington, on the ancestral homelands of the Lummi Nation and the Nooksack Tribe, Indigenous Peoples who have lived in the Salish Sea basin and the North Cascades watershed from time immemorial. The university acknowledges historical injustices, seeks respectful relationships with our indigenous neighbors, and expresses gratitude for their ongoing stewardship of our shared lands and waterways.

Bellingham is a community of 88,500 with the advantages of a larger city and the charm of a coastal town. Amenities include a robust arts scene, a thriving local and sustainable food movement, and ample opportunities for outdoor recreation, with proximity to two major metropolitan areas, Seattle and Vancouver, British Columbia.

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. Western is the highest-ranking public, master's-granting university in the Pacific Northwest, according to the 2017 U.S. News & World Report rankings.

Western Libraries supports Western’s mission, which states that together with our students, staff, and faculty, we are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement. 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.

Western Libraries is an innovative partner in Western's teaching and research mission. In this important leadership role, librarians, staff, and student employees embrace diversity, equity, and inclusion. The Libraries vigorously opposes any form of prejudice, discrimination, and hate, and works to advance cultural competence. The Libraries is particularly committed to diversity and excellence in our faculty, staff, and students, and we especially encourage applications from candidates who share and can contribute to this commitment through active engagement in the Libraries, university, and wider community.

These positions are part of the Libraries Teaching & Learning Division, a collaborative team that brings together librarians and education professionals to advance integrated literacies (research, reading, writing, speaking, listening) and the Libraries learning outcomes: inquiry, agency, and collaboration. Western Libraries provides ongoing professional development for all personnel to be successful in supporting integrated literacies.

Within the Teaching & Learning Division, library faculty take a leadership role in shaping curriculum, collections, and the Libraries teaching and learning programs. Teaching & Learning faculty also collaborate with Collection Services, Heritage
About the Position

Resources, and Learning Commons partners, as well as partnerships throughout the university in their role as subject specialists. The Division seeks to collaborate with new groups of instructors and learners through effective outreach and universal design.

The Teaching & Learning Division’s Hacherl Research & Writing Studio provides consultations for students, faculty, staff, and community members on integrated academic literacies. Our Integrated Research & Writing Workshop Series addresses the full arc of students’ projects. Western Libraries also offers credit courses focused on information and academic literacies. All Teaching & Learning offerings reach undergraduate and graduate students across disciplines, both in-person and at a distance, through a range of face-to-face and online teaching modalities.

Librarians in the Teaching & Learning Division have a primary focus on supporting research, writing, and reading academic literacies. They also serve as subject librarians to support students and faculty within Western’s on- and off-campus programs. Among the librarians recruited, we will be looking for individuals to support our government information and map collections. Specific position responsibilities include the following:

- Consult with diverse constituencies, including students, faculty, staff, and community members.
- Facilitate workshops and other course-specific instructional sessions, tours, and orientations.
- Teach undergraduate credit courses, supporting the culturally unique needs of Western’s student body.
- Participate in the university’s shared governance and serve on committees and task forces to support a collaborative and equitable organizational culture, and advance the curricular role of the Libraries.
- Engage in professional development to build cultural competence and stay abreast of current educational practices that support the evolving needs of diverse populations.
- Create and implement inclusive curricula, learning objects, outreach initiatives, and services for assigned subject areas or collection formats.
- Serve as a member of the Libraries collection team to collaboratively shape collections that represent, serve, and support diverse constituencies, including historically underrepresented groups and a wide range of social identities.
- Engage in creation of scholarship
- Fulfill responsibilities in ways that provide equitable and inclusive learning environments for all students
• Cultural competence to communicate and collaborate effectively with people of diverse social identities and backgrounds.

• Experience providing instruction in higher education that fosters sensitivity, openness, and a spirit of inquiry.

• Ability to implement innovative teaching and learning pedagogies with an understanding of their social and cultural impact.

• Demonstrated potential to facilitate online instruction and adapt pedagogies across teaching and learning modalities.

• Demonstrated potential to engage in scholarship.

• MLS/MLIS from an ALA-accredited institution or international equivalent before July 1, 2019.

• Experience providing instruction in research, writing, reading, speaking, listening, or other academic literacies, including guiding students through inquiry and the scholarly communication process.

• Experience working with cartographic materials or government information, and their related technologies.

• Experience working with research design, methodologies, and ethics in the sciences, social sciences, or humanities.

• Experience administering or teaching in a learning management system, including an understanding of how these systems do and do not support users with a diversity of backgrounds and abilities.

• Experience contributing to collection development projects, particularly those that go beyond demand and usage to proactively reflect the cultural heritage, backgrounds, and social identities of the library constituents, the region, and the world.

• $65,000 minimum salary; negotiable based upon qualifications and experience

• Excellent retirement benefits

• Health and dental benefits

• Vacation and sick leave

• Professional development funding and leave time

Bargaining Unit United Faculty of Western Washington

Application Instructions Applications must address the required and preferred qualifications for the position and should include a detailed cover letter and resume or CV. The cover letter must explicitly address required qualifications related to diversity and evidence of your
commitment to fulfill the position responsibilities related to diversity, equity, and inclusion. Your application materials may include relevant work experience from course-related practica, field experiences, or internships. Please include names, addresses, email addresses, and telephone numbers of three professional references. Please do not include letters of reference with your application materials.

Inquiries may be addressed to the search committee chair, Gabe Gossett, at gabe.gossett@wwu.edu or 360-650-7555 or to search coordinator, Connie Mallison, at connie.mallison@wwu.edu

Application review begins January 6, 2019; position is open until filled

Those candidates still under consideration will be invited to complete an online task for the committee to review; pre-screen phone interviews will be conducted during a February/March 2019 time frame.

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Job Posted: November 2, 2018
Tab C

Provost’s Diversity and Inclusion Hiring Initiative
Academic Year 2018-19 (Year 2 of Pilot)
Feedback Session Questions – July 2019
1. If your search resulted in a 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? Also, outside of your selected hire and considering the broader applicant/finalist pool, were you generally satisfied with the quality of candidates in this regard?

2. Were there qualifications that your committee weighted or emphasized more heavily than others? If so, please explain and note how that had an impact.

3. Tell us about what the search committee and/or department did to intentionally build a diverse pool of applicants. In particular, was there any “personal” outreach or networking and if so, by whom?

4. Now that the search is completed, which of your many efforts do you think were effective and were there efforts that you would choose to do differently or eliminate?

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

6. During your search:
   a. Did you meet as a search committee before evaluating applicants to discuss how you would approach implicit bias if it was recognized during a search committee evaluative discussion?
   b. Were there any discussions during search committee meetings when implicit bias was brought up?

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