COLLEGE OF EDUCATION

FACULTY SEARCH COMMITTEE

TOOLKIT

Revised February 2018

GUIDELINES FOR SEARCHES

Hiring new colleagues is one of the most important jobs we do. A well-executed search process is essential to ensuring our success. The materials in this packet aim to assist the committee members and administrative support staff in the search process. These materials are based on university hiring guidelines as well as lessons learned by College of Education faculty and others in conducting faculty searches. The materials are especially relevant to tenure track searches. You will find a great deal of information in this packet but likely not answers to all your questions. When in doubt, do not hesitate to consult with the Human Resources Manager in the Dean's Office.

Importance of Recruiting a Diverse and Inclusive Faculty
Key to enhancing the university and the College of Education is recruiting (and retaining) a diverse and inclusive faculty. The University has provided an outstanding resource, the *Handbook of Best Practices for Faculty Searches*: http://www.washington.edu/diversity/faculty-advancement/handbook/. In addition, there is an online toolkit that accompanies the Handbook: http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/. We have included relevant links to the Handbook and Online Toolkit throughout this packet, however we strongly urge all search committee members to read this handbook thoroughly at the start of the search process.

We have organized this packet following the typical order of events in COE searches.

Form the search committee	Search committee meets with Dean	Initial committee meeting; develop job description, evaluation rubric, & recruitment strategy	Circulate and finalize job description and recruitment strategy	Advertise and recruit candidates	Organize and provide access to files	Review and select candidates	Organize campus visits	Elecit feeback Provide recommenda-tion

Step 1. Form the Search Committee.
  a. Once the Dean approves a search, they consult with appropriate members of faculty leadership, including the appropriate Area Chair, to select the committee, including the identified chair of the committee. The committee typically includes 3-4 faculty members and a student (see below for student selection). In selecting faculty members, committees should include both junior and senior faculty and at least one member from outside the Area. Depending on the nature of the search, other possibilities include a faculty member outside the College but within the institution or a community partner. Once potential members are identified, the Dean issues invitations to serve on search committees and as chair.   For specific information about forming the search committee – including ensuring the committee is diverse and inclusive – see Part 2 of the UW Handbook, "Forming Search Committees": http://www.washington.edu/diversity/faculty-advancement/handbook/preparation/.

  b. Search chairs work with the search committee members to identify and appoint a student member. Student members are typically advanced doctoral students from areas/program most closely related to the search.

  c. Each search committee member should read the UW Handbook of Best Practices for Faculty Searches: http://www.washington.edu/diversity/faculty-advancement/handbook/.

Step 2. Search Committee meets with the Dean.
  a. Once the search committee has been formed, the search committee will meet with the Dean to receive "the charge" and review UW guidelines for searches, including the importance of attending to issues of diversity and inclusivity. We recommend that the Dean invite both the Faculty Development and Support (FDS) committee and the Diversity Committee to send representatives, given the roles they play in searches. For recommendations on what this meeting should include, see Part 2 of the UW Handbook, "Informing Search Committees": http://www.washington.edu/diversity/faculty-advancement/handbook/preparation/.

  b. If there are multiple searches happening simultaneously, it is useful if the Dean meets with all of the committees together.

Step 3. Hold an initial committee meeting to review guidelines, set a search calendar, draft job description & evaluation rubric, and develop recruitment strategy.

There are a number of things to attend to in an initial committee meeting. Items include:

a. Review guidelines including:

   i. **Confidentiality:** Non-confidential portions of the application can be made available to all faculty and should be made available for review by relevant Area Chairs and by relevant and interested faculty in the relevant Area and program(s) (both within and outside the Area) to which the faculty member will be expected to contribute.

   ii. **Preserving rubrics and notes:** Search chairs should document the outcome of application reviews at each stage of the review process. Rubrics and notes from each committee member should be retained for three years from completion of the search. The materials can be held by the committee members or sent to the Dean's Office. Search chairs should take detailed notes about each group decision. We recommend that a committee member take photos to document group decision-making and upload those to a secure site (i.e., dry erase board with rubric scores by candidate).

   iii. **Coordinating communication with applicants:** Clear, well-coordinated communication between promising candidates and search committee members is important to ensuring a successful search. To avoid duplication and confusion on the part of candidates and committee members, search committees should agree upon a clear communication plan that describes the chair's responsibilities, each member's responsibilities, timelines, and the roles of search support staff at each stage of the search (notifying candidates that applications have been received, scheduling video interviews, arranging travel, etc.). We recommend that search chairs handle most/all official communication between the College and applicants.

b. To the extent possible, **schedule meetings for the entire search process**. Such meetings include:

   i. Discussions with faculty in the relevant Area and programs for input on job description

    ii.   Diversity Committee: Check their meeting schedule to ensure their timely review of job description.

    iii.   Consultation with Area regarding candidate recruitment and candidate pool

    iv.   Review of applications and identification of semi-finalists (~3 hours)

    v.   Establish Skype interview slots to hold

    vi.   Discussion of Skype interviews and selection of finalists

    vii.   Job visits
        i.   Ensure ASAP that the Dean is holding interview slots during the tentative visit days for each candidate.
        ii.   Ensure that the Dean can attend job talks (as much as possible)

    viii.   Search committee interview with each candidate during visit

    ix.   Search committee (or member) meeting with Area to share and receive input on candidates

    x.   Search committee meeting after the last candidate to make recommendation

    xi.   FDS/Faculty Meeting to present recommendations

    xii.   ** Note that the Faculty Development and Support (FDS) Committee chair, in conjunction with the search committee members, will schedule a meeting of voting faculty to discuss recommended candidates. Search Committee chairs should coordinate with the FDS chair to facilitate this process. The meeting date/time should be calendared and advertised at the same time as the candidates' schedules are to ensure adequate notice to faculty.

** IMPORTANT: If there are **multiple searches** conducted during one year it is ESSENTIAL that search committee chairs coordinate their efforts. Most important, all the chairs should work with the dean's office to hold **more than** enough dates to accommodate all the campus visits. Search chairs should work together to distribute those dates across searches so that finalists have several options and no particular search is disadvantaged by late dates. The schedule should be spaced over a short time so that candidates visit campus early in winter quarter (or earlier) and, at the same time, not too close together so that faculty are able participate in as many visits as possible.

    c. **Draft the job announcement & evaluation rubric.**

        i.   For guidance on how to recruit a diverse and inclusive faculty via job announcements see Part 3 of the UW Handbook, "Outreach": http://www.washington.edu/diversity/faculty-advancement/handbook/outreach/. For sample job announcements that

explicitly highlight diversity, see Part 3 of the UW Handbook Online Toolkit: http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/.

ii.   The search committee will draft language that is specific to the job description. New job descriptions should be created using the previous year's posting as examples. The HR Manager will review the description to ensure all required elements are included, and that it complies with the the standard formats and language required by UW Academic HR policy.

iii. Typically, COE search committees request the following from each applicant: A letter of application describing qualifications specific to the position, current cv, samples of publications, diversity statement, names and contact information for references. Given confidentiality and other considerations, we recommend committees only seek letters of recommendations for semi-finalists. For examples of requesting diversity statements, see Part 3 of the UW Handbook Online Toolkit: http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/.

iv. Based on the job description, the committee should draft an evaluation rubric that can be used by committee members to review each application and to determine semi-finalists and finalists.

v.   Share rubric with relevant Area and program faculty for input. The process of developing the rubric (and the rubric itself) should help search committee explicitly name and plan to address biases that may adversely affect traditionally underrepresented candidates. For suggestions on creating a rubric and guarding against implicit bias see Part 4 of the UW Handbook "Assessment": http://www.washington.edu/diversity/faculty-advancement/handbook/assessment. For sample rubrics that explicitly highlight diversity, see Part 4 of the UW Handbook Online Toolkit: http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/. These rubrics should be kept as documentation of the search process and deliberation.

d. **Develop an initial recruitment strategy**. Such a strategy should include standard outlets as well as those likely to help communicate with traditionally underrepresented candidates. The strategy should identify the activity and who will be responsible. The committee should enlist input and assistance in recruitment from relevant Area and program faculty as well as other sources.

   i.   For guidance on how to recruit a diverse and inclusive faculty via advertising and networking, see Part 3 of the UW Handbook, "Outreach":

> http://www.washington.edu/diversity/faculty-advancement/handbook/outreach/.
>
> ii. See a sample recruitment letter in Appendix A, at the end of this document.
> iii. Questions to consider include:
>> i. Where else, besides the standard outlets noted below, would we like to advertise this position and who will follow through? (Note below that any advertising that incurs a cost must be negotiated with the Dean).
>> ii. Which groups and individuals in our networks should one of us personally contact? Who will do this and with what information?
>> iii. Which individuals and groups should we contact to help ensure we are identifying and encouraging applications from candidates who will contribute to the diversity of the college?

Step 4. Circulate the job description and initial recruitment strategy (as appropriate) for review and feedback; and finalize.

a. Various people should and must review the job description before the search committee finalizes it. The search committee chair should ensure that the job description is reviewed by the relevant Area and program faculty as well as by the College Diversity Committee to ensure the College's commitment to diversity is reflected throughout the position description and advances the College's mission.

b. After feedback, the committee should revise the job description and the draft evaluation rubric to reflect the feedback.

c. The penultimate draft of the job description should be submitted to the Dean for approval. Any additional requested revisions should be reflected in the evaluation rubric.

d. The search chair should forward the final job description to Academic HR who reviews and issues final approval.

Step 5. Advertise and recruit candidates.

a. COE Media and Marketing staff produce a public version of the job description with UW/COE branding.

b. The College, through the HR manager, sponsors advertisements for all positions in the following publications: Chronicle of Higher Education, DIVERSE, Educational Researcher, and Hispanic Outlook. The HR manager also ensures

compliance with federal requirements that a copy of each position announcement will be posted in the Human Resources office in Miller 222 for a period no less than ten business days.

c. The search committee may request advertisements in outlets other than the ones above that incur a fee, but College compliance with that request is dependent on available funds. The search committee also taps other venues (including listservs, personal contacts, etc.). The chair can serve as main point of contact for applicant questions, but all committee members are empowered to do so.

Step 6. Organize and provide access to application files.

a. Applicants send their materials to a generic COE address managed by the search support staff member. Those files are assembled in a secure, online platform that will allow for faculty review.

b. The support staff member should send an acknowledgement email to each applicant. See Appendix B for a sample acknowledgement email.

Step 7. Review and select candidates.

a. <u>Prior</u> to initial screening, the search committee meets to review the evaluation rubric and discuss selection criteria.

b. As part of that meeting, the committee should agree on a process for reviewing files. In general, committees should wait until the published deadline to begin reviewing files. Depending on the number of files, some committees use a type of "random assignment" of reviewers to files to expedite the review process.

c. After each committee member reviews files, the search committee should meet to collectively discuss candidates, and identify semi-finalists for video interviews to narrow the pool. Relevant and interested Area and program faculty should also provide input at this time. In some cases, search committees may want to interview candidates briefly prior to the video interviews. Generally, each search identifies 8-10 candidates for 30-minute video interviews.

d. Prior to the video interviews, the search committee creates a standard set of questions. In addition to the standard questions, committees often construct 1-2 questions specific to the applicant and also provide time for the applicant to ask the committee 1-2 questions. For guidance on how to "make interviews consistent, fair, and effective," see Part 4 of the UW Handbook "Assessment": http://www.washington.edu/diversity/faculty-advancement/handbook/assessment, and Part 4 of the UW Handbook Online

Toolkit: http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/.

e. In addition, the search committee decides who among the committee members will attend and otherwise participate in interviews. (E.g., consistent attendance in person? All agree to review zoom videos?)

f. All interviews should be video recorded. The search support staff member and COE IT will assist in scheduling and ensuring equipment, video recording, and room reservations for video conferencing.

g. The search committee chair should work with support staff to contact each of the semifinalists and committee members to schedule the video interviews. For example, the chair might call the candidates to let them know they will receive an e-mail from staff with possible times.

h. As part of the invitation, semi-finalists should ask their references to submit letters of recommendation as soon as possible. It is most useful to have these letters in hand before, or immediately after, the video interviews so they can be considered in the next step in search process. We recommend that the search chair or other committee members contact the references provided by the semi-finalists and as well as others in the field who may be familiar with the candidates' qualifications related to the position.

i. We recommend that the Search Chair does not notify the rest of the pool at this time since the committee may have to return to the list depending on semi-finalist continued availability/interest.

j. After the video interviews, the search committee meets to select finalists to invite for on-campus interviews. As part of this process, the search committee reviews recommendation letters and any additional information from selected others who are familiar with the applicants.

k. Prior to extending any invitation to a candidate, the search chair meets with the Dean to discuss the number and final list of candidates to invite to campus. Should a candidate decline a visit and the committee wishes to invite other candidates, the search chair must get approval from the Dean.

l. After approval of finalists by the dean, the Search Chair should contact the finalists by phone to invite them to campus. The call should include information about the visit (an overview of the 2 days), guidelines for the job talk and potential dates for the visit. Often, this is the first of two calls (or follow-up e-mail), so the candidates have an opportunity to follow up with questions and specific requests for the visit. Administrative support staff then contact the candidates to make arrangements for travel and visit logistics.

m. At this point, letters of regret can be e-mailed to candidates who were not on the "long" list. This keeps 8-10 candidates in the "pool." See Appendix C for a sample regret letter, which the search committee chair should edit as necessary and work with staff to communicate with appropriate applicants. Since main goals of searches include not just staffing positions but building relationships in the field and communicating positively about the COE, the search committee chair might consider personally contacting some candidates, in addition to the formal letter, if doing so might be important to those goals.

n. It is recommended that a secure Google drive or other secure online platform (e.g., Canvas site) be set up and be made available to the faculty, with the understanding that Search chairs and administrative support staff should check with HR Manager before any information is posted. The application materials of the finalists should be shared, however, letters of recommendation should not be shared.

Step 8. Arrange and organize the campus visits.

a. The search chair should organize a schedule for the campus visit. See Appendix D for a sample visit template for suggested schedule formatting and required meetings such as Dean and search committee interviews and job talks. It is strongly recommended that the search chair or other search committee members personally contact people to participate in the campus visit. District, partner school colleagues, and community partners should also be considered for inclusion in the campus visit schedule.

Generally, a 2-day campus visit includes:
- 90-minute job talk on the morning of the first day
- Lunch with faculty at similar rank
- Individual or small group meetings with faculty inside and outside COE who have shared interests and directors of programs in which the applicant will work (30-60 minutes each)
- Group meeting with students, arranged, publicized and hosted by the student member of the search committee
- Hosted dinners with a range of faculty across the COE (not necessarily the search committee members)
- Interview with Area chair, relevant program directors, and associate deans
- Interview with the entire search committee (60-90 minutes) toward the end of the visit
- Interview with Dean on last day, if possible (60 minutes)

b. Administrative support staff sends candidates their final schedules prior to the visit and distributes visit schedules to support staff working in the Area offices. In addition, the administrative support staff should send candidates suggestions for their "Job Talk." See Appendix E for sample Job Talk guidelines. An organized, efficient, and welcoming campus visit is an essential element of recruitment.

c. Search chairs should:
   i. Send a reminder email to faculty about their individual or small group meetings. Confirm time, location, and where the candidate goes next. Attach the candidate's CV and interview schedule, and ask that the candidate be escorted to his/her next meeting (Miller Hall can be confusing.)
   ii. Ask faculty and search support staff to help keep the candidate on time for meetings. It is easy for scheduled meetings to run long, but this often means the candidate will lose time with other faculty or students.
   iii. Make sure the candidate gets breaks throughout the day.
   iv. Confirm with search support staff that meal arrangements have been made for each meal. Communicate reservation and payment details to the faculty member responsible for escorting the candidate to meals.
   v. Confirm transportation arrangements with faculty members who have agreed to pick up or drop off the candidate at the hotel each day.
   vi. Give the candidate an opportunity to ask questions about their schedule and to tour the campus.

9. **Elicit faculty feedback, review feedback and prepare a recommendation, and organize a faculty meeting to discuss candidates.**
   a. The search chair should ensure that the search support staff person creates an online feedback site to which faculty, staff, and students can submit their comments on the candidates. All search committee members should have administrative access to view the feedback.

   b. The committee or some subset thereof should also meet with relevant Area and program faculty for input regarding the final candidates before making a formal recommendation to the faculty and the Dean.

   c. At the conclusion of the visits, the search committee reviews feedback and prepares a recommendation regarding its selection(s).

d. The search chair meets with the Dean to discuss the search process and the committee's recommendation.

e. After the search committee makes a recommendation and meets with the Dean, the committee presents that recommendation at the meeting organized and run by the Faculty Development and Support Committee. At this meeting, proposed ballot language should also be discussed (e.g., "The search committee unanimously recommends that Dr. X be offered the position at the rank of ___." and "Should Dr. X not fill the position, we recommend that Dr. X be offered the position at the rank of ____)."

f. The HR Manager will then create an online ballot asking faculty to vote for or against the appointment of a candidate. If there is more than one candidate for a position, the ballot should make a clear recommendation using the above sample language in section 9.d. A member of the Faculty Development and Support Committee (not necessarily the chair) serves, with the HR Manager, as an administrator on the ballot.

g. After the proper voting threshold has been reached, the Faculty Development and Support Committee chair who served as administrator of the ballot forwards voting results to the Dean who will then decide whether to contact the candidate and make an offer.

h. The search committee's responsibilities end here. All negotiations occur with the Dean, however, the search committee should be ready and available to talk with the candidates about issues of interest or concern.

APPENDIX

A. SAMPLE RECRUITING LETTER

Date

«FirstName» «LastName»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear Dr. «LastName»:

I am pleased to be the chair of a committee recruiting a new colleague in *(title of position and area)* at the University of Washington College of Education. The position, described in more detail in the enclosed job announcement, has a *(short phrase)* focus. I am hoping that you will be able to help us identify and recruit strong candidates for this position. I've included several copies of the position description in the hope that you will forward it to potential candidates.

These are exciting times for the College of Education. We have an award-winning masters level teacher education program as well as our M.Ed., Ph.D. and Ed.D programs, and we have launched important partnerships with our local schools and the State Office of Superintendent of Public Instruction. It is our hope that new faculty members will share our interest in the preparation of teachers and will contribute their expertise to that program as well as to our other graduate programs. The University of Washington has long been a leader in research, and our education faculty are productive scholars who are actively involved in local, state, and national educational issues.

The University of Washington College of Education has a strong commitment to increase the diversity of its faculty. The search committee I represent is equally committed to that goal.

Thank you for any assistance you can provide with our search.

Sincerely,

B. ACKNOWLEDGEMENT EMAIL
(To be sent by Search Administrative Assistant)

We are in receipt of your application dated _____ in which you indicate your interest in the position of _____ in the College of Education. The Search Committee is beginning the screening process and, as we progress toward selection of the final candidate, we will notify you of your status.

Please complete the Affirmative Action data by going to the unique web address created for this specific search. *Insert web address here*. We are, as a federal contractor, mandated to request this information. Providing this data is voluntary on your part.

Thank you for your interest in employment in the College of Education at the University of Washington.

C. SAMPLE REGRETS LETTER

Thank you for your interest in the _____ position in the College of Education at the University of Washington. There was an outstanding group of applicants who applied for this position. Deciding who to bring in for an interview was very difficult. You have many strong qualifications; however, there were others who more closely matched our particular requirements.

I wish you the best of luck with your future endeavors and would like to thank you again for your interest and your thoughtful application.

D. SAMPLE VISIT TEMPLATE

Candidate Visit Schedule

[Name of candidate]
Jan 10-11

Arrives: Jan 9
Accommodations: Silver Cloud
Transportation from airport:
Search chair cell number:

Tuesday Jan 10		
Time	**Event**	**Location**
8:30	Pick up at Hotel: Escorted by: XXXX	
9:00-9:30	Meet with XXXX	
9:30	Job talk prep	
10:00-11:30	Job Talk	Miller 104
11:45-1:00	**Lunch** Host: XXXX Attendees: XXXX, XXXX, XXXX	Meet in Miller 115
1:00-1:30	Meet with XXXX	Miller 110
1:30-2:15	Meet with XXXX	Miller 312
2:15-2:45	Break	
2:45- 3:15	Open slot (visit TEP class)	Miller 112A
7:00	Dinner Host: XXXX (pick up at hotel) Faculty from across the COE	120 Kane Hall

Wednesday Jan 11		
Time	**Event**	**Location**
8:00	Pick up at hotel Escorted by: XXXXX	
8:15-9:00	Coffee with Grad students- XXXX, XXXX, XXXX, XXXX, XXXX, XXXX	112A Miller
9:00-10:00	Meet with XXXX, XXXX – Associate Deans	M219 Miller
10:00-10:30	Break (campus walk to library)	122 Miller
10:30-11:30	Meet with XXXX	115 Miller
11:45-1:00	**Lunch** Host: XXXX Attendees: XXXX, XXXX, XXXX, XXXX	Meet in Miller 115
1:00-2:00	Meet with search committee XXXX, XXXX, XXXX, XXXX, XXXX, XXXX	Miller 112A
2:00-2:45	Meet with XXXX	Miller 312F
3:00-4:00	Meet with Dean XXXX	Miller 211G
4:30	Return to Airport Escorted by: or Taxi/Uber information	

E. JOB TALK GUIDELINES FOR CANDIDATES

As a research university, the University of Washington holds expectations of excellent research for all faculty. All candidates for positions who visit the UW College of Education are asked to give a public presentation describing their current research (internally, the College faculty most often refer to this event as the "Job Talk," and you may hear it so described.) These presentations are rather formal, generally lasting approximately 50 minutes followed by about 20 minutes of questions and answers.

Although candidates meet individually with many of the College faculty, for some faculty the public presentation of research shapes the primary image of the candidate. It is therefore important to keep a number of points in mind in preparing for the presentation.

1. The format of the presentation is much like a conference presentation or lecture. Most often some theoretical framing is provided, but faculty will expect to learn much about the candidate's current research program, including specific studies, recent projects, and intended future avenues of work. Sufficient time should always be allocated at the conclusion of the presentation for audience questions and response.

2. The audience will be broad. Regardless of the nature of position, faculty and students from across the entire College are likely to attend the presentation. In some cases, faculty from across the University may attend. Successful presentations engage the specialists in the audience, but are also comprehensible and interesting for non-specialists. Although the presentation is expected to describe the candidate's research in considerable depth, some questions from the audience may address applications or extensions to broader educational issues, such as the preparation of teachers or implications for policy.

3. The presentation will be video-recorded. All presentations are video-recorded for the benefit of faculty who are not able to be present.