SCHOOL OF AQUATIC AND FISHERY SCIENCES, UNIVERSITY OF WASHINGTON
DIVERSITY HIRING TOOL HANDOUT

The School of Aquatic and Fishery Sciences, the College of the Environment, and the University of Washington are committed to recruiting and retaining a diverse workforce. Hiring processes play a central role in recruiting, and this Diversity Hiring Tool Handout serves to facilitate these processes by: defining key concepts (page 1); providing checklists for assessments, interview questions, and considerations for the creation and education of the hiring committee (page 2); offering examples of a procedural checklist (page 3); and offering example rubric metrics (page 4). Additional diversity hiring tool resources can be found in the *UW Staff Diversity Hiring Toolkit*[1], the *UW Handbook of Best Practices for Faculty Searches*[2], and the *UW Diversity Blueprint*[3].

WHAT DO WE MEAN WHEN WE SAY DIVERSITY, EQUITY, & INCLUSION?

DIVERSITY refers to human qualities that are different from our own and those of groups to which we belong, but that are manifested in other individuals and groups. Dimensions of diversity include but are not limited to: age, ethnicity, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, and work experience.

EQUITY is the guarantee of fair access, opportunity, and advancement for all students, faculty, and staff in every stage of education and career development, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to achieve equality in opportunities for all groups.

INCLUSION is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued. An inclusive and welcoming climate embraces differences and offers respect in words and actions so that all people can fully participate in the University's opportunities.

To learn more about these concepts, please see the DEI Concepts glossary[4] compiled by the College of the Environment.

WHAT IS IMPLICIT BIAS? HOW DOES IT AFFECT DIVERSITY, EQUITY, & INCLUSION?

IMPLICIT BIAS refers to attitudes or stereotypes that affect how we think, act, and make decisions in an unconscious manner. We all have implicit biases. Common implicit biases show bias against people based on elements of their identity, including race, gender, sexual orientation, and class. Regardless of whether we think we are being fair, we all make judgments based on our unconscious implicit biases, and identifying them can help us prevent them from influencing hiring processes.

Inherent to the definition of implicit bias is that we cannot identify our implicit biases via introspection. Fortunately, researchers have developed implicit association tests to identify and measure our implicit biases, a first step towards deconstructing them. Project Implicit from Harvard University[5] provides free online implicit association tests so you can better understand your own biases. We recommend starting with the Social Attitude Tests, including the Gender- Science Test, Race Test, and Disability Test. Additionally, the NPR Hidden Brain podcast has an episode on implicit bias called "The Thumbprint of the Culture[6]," that provides a great overview of implicit bias and implicit bias association tests.

[1] https://www.washington.edu/diversity/staffdiv/hiring-toolkit/
[2] https://www.washington.edu/diversity/faculty-advancement/handbook/
[3] https://www.washington.edu/diversity/diversity-blueprint/
[4] https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/
[5] https://implicit.harvard.edu/implicit/takeatest.html
[6] http://n.pr/2qXUioC

ASSESSMENT OF COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

A candidate who is open and committed to issues related to diversity, equity, and inclusion should:

- Demonstrate an understanding and acceptance of equity, inclusion, and diversity concepts, and that they are broader than just race, ethnicity, and gender.
- Demonstrate self-awareness in terms of understanding their own culture, identity, biases, prejudices, power, privilege, and stereotypes.
- Demonstrate awareness of issues relating to diversity, equity, and inclusion in academia and the field of aquatic and fishery sciences.
- Demonstrate a personal history of creating opportunities for access and success for underrepresented groups, including specific examples.
- Provide a plan with concrete action items for creating opportunities at SAFS and UW for access and success for underrepresented groups.
- Demonstrate willingness to challenge and change institutional practices that present barriers to different groups.
- Use language that is free from words, phrases, or tones that reflect prejudiced, stereotyped, or discriminatory views of particular people or groups.

What are some examples of diversity-related interview questions?

- How do you define "diversity" in your professional experience?
- Please describe your leadership and mentorship styles.
- What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
- What do you see as the fundamental characteristics of organizations that create an inclusive environment?
- Share an example that demonstrates your respect for people and their differences, and how you have worked to understand perspectives of others.
- Describe your experiences leading campus outreach activities for underserved student populations.
- Describe how your teaching style accommodates a diverse classroom.

CONSIDERATIONS FOR THE CREATION & EDUCATION OF HIRING COMMITTEES

- Provide committee members with this hand-out and other relevant diversity, equity, and inclusion resources.
- Ensure committee members are clear on departmental diversity, equity, and inclusion goals and commitment to them.
- Avoid having committee members with conflicts of interest (i.e., graduate student and their faculty adviser).
- Ensure committee members include individuals from underrepresented backgrounds or those with demonstrated ability to advocate for students, staff, and faculty from underrepresented groups on campus; consider including someone on the committee whose role it is to advocate for diversity, equity, and inclusion, such as a member of the SAFS Equity and Inclusion (E&I) Committee.
- Have committee members take an online implicit bias test and ask those who feel comfortable to share results; discuss implications of results.
- Develop a procedural checklist to ensure that agreed upon diversity-related goals are met to the greatest extent possible through the hiring process and retainment of hires. (See example on page 3.)

USING A DIVERSITY PROCEDURAL CHECKLIST

Developing and implementing a procedural checklist can help prepare for the hiring process, identify diversity-related goals pertaining to the position, prepare for assessments, and ensure that continued efforts are made to retain hires. Below is an **example procedural checklist**:

Preparing for the hiring process:
- o *Approval*: Receive approval before moving forward with hiring process.
- o *Timeline and budget*: Plan with a pre-determined timeline and budget.
- o *Human resources; training***:** learn about best practices for attaining diversity-related goals through hiring process.

Writing the job description:
- o *Language*: Use inclusive, gender-neutral, inoffensive, and unbiased language.
- o *Diversity commitment*: Check that job description aligns with UW and SAFS values and diversity statements.
- o *Appealing to diverse groups*: Write in a way that not only appeals to me but also to diverse candidates.
- o *Minimum requirements*: Replace arbitrarily high thresholds designed to screen out applicants with ones directly relevant to the position.
- o *Diverse equivalencies/competencies*: Set requirements in a manner that candidates from diverse backgrounds can meet them through diverse equivalencies and competencies. Revise the job description to see if transferable skills can be expanded to make requirements more inclusive. Ensure that combinations of equivalencies and competencies are consistent.
- o *Assumptions*: Revise the job description to identify if any assumptions about "merit" and "excellence" exist and that can be replaced with more specific description of skill and experience underlying the assumptions.

Writing and posting the job announcement:
- o *Language*: Use less technical language than in the job description.
- o *DEI*: Emphasize the diversity, equity and inclusion commitment statement related to the position and department.
- o *Job boards*: Advertise on multiple job boards for underrepresented aquatic and fishery scientists or relevant position.

Forming the hiring committee: preparing for assessments:
- o *Formation of committee***:** Diversify the committee across multiple dimensions. Include faculty, staff and students from underrepresented groups.
- o *Screening*: Develop screening criteria before screening takes place, and that relates to the job.
- o *Timing of assessments*: Decide ahead of time which particular assessments can take place during the screening of curriculum vitae, phone interview, in-person interview, and references.
- o *Biases*: Acknowledge, accept, audit, and mitigate for any biases.
- o *Rubric*: Create and implement an assessment rubric to evaluate candidates. (See example on page 4.)
- o *Needed vs. preferred*: Differentiate between what skills are needed to perform the job, and what is preferred.
- o *Questions*: Ask questions that directly relate to what the hiring committee is assessing.
- o *Screening in vs. screening out*: Assess each candidate with a perspective of how they can succeed rather than fail.
- o *Added value*: Look for how the candidate can help the department by adding value in terms of cultural perspectives, personality traits, and competencies.

Facilitating retainment:
- o *Onboarding materials*: Prepare materials that include support related to diversity, equity and inclusion from SAFS, the College, and UW (e.g, SAFS E&I Committee, UW Minority Affairs & Diversity, UW Affinity groups).
- o *Value*: Provide opportunities for members of the SAFS community to feel and be valued (e.g., recognition awards).
- o *Engagement*: Facilitate ongoing opportunities to connect and engage with the SAFS community, College, and UW.

USING AN ASSESSMENT RUBRIC TO REVIEW AND SELECT CANDIDATES

One of the advantages of using an assessment rubric is that it minimizes subjectivity and increases opportunity for a more thoughtful and objective approach when screening candidates. For more concrete tips on how to conduct equitable and transparent hiring, please see an excellent short video from the United Nations, titled "UN-biased[7]".

Consider doing the following:
- Create a rubric that is based on the criteria in the job ad before the position is posted
- Apply the assessment rubric consistently for all applicants

Below is an **example assessment rubric** for a faculty position:

Please rate the candidate on each of the following criteria:	Low = 1	Medium = 2	High = 3
Research Candidate publishes high-quality research studies in established scientific journals; is on the cutting-edge of their respective field			
Teaching Candidate has teaching experience, by teaching a college-level course or acting as a teaching assistant; has developed curricula for science classes; demonstrates a commitment to and enthusiasm for science education			
Grant writing Candidate has written proposals for research funding; has been awarded research grants or fellowships			
Mentorship Candidate has mentored undergraduate students and junior scientists while they conducted scientific research; understands community-building; is approachable and possesses interpersonal skills			
Outreach Candidate leads or participates in scientific outreach activities for the broader community and general public			
Diversity Candidate engages in efforts to increase diversity in science; has experience building relationships in diverse communities; has a strong understanding of how factors such as race, class, sex, etc., can impact access to science education and science careers; has experience working with diverse students			

---

[7] https://www.youtube.com/watch?v=gC54v_Syjtw