A review of the practices employed and outcomes achieved to enhance diversity and reduce bias in the 2021-22 faculty search at the Departments of Biological Structure and Lab Medicine and Pathology at the University of Washington

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Purpose of this document

The purpose of this document is to describe the steps taken in the 2021-22 faculty hire process (in which Dr. Anna Gillespie was hired) to ensure consistency with the Department's mission statement and goals regarding diversity, equity, and inclusion (DEI), and to describe the results of the search.

Background

In the summer of 2021, the Departments of Biological Structure (hereafter BSTR) and Laboratory Medicine and Pathology (hereafter DLMP) initiated a joint faculty search. The search committee was comprised of:

- Tom Reh (BSTR, joint chair of the committee)
- Dirk Keene (DLMP, joint chair)
- Jessica Young (DLMP; representative of DLMP diversity committee)
- Amber Nolan (DLMP)
- Luis Gonzalez-Cuyar (DLMP)
- Elaheh Karbassi (DLMP, trainee representative, selected by soliciting applications from each department and then by vote of the search committee)
- Nick Steinmetz (BSTR, representative of BSTR diversity committee)
- Sam Golden (BSTR, representative of BSTR diversity committee)
- Susan Taylor (BSTR, committee administration)

BSTR has a standing committee called the "Diversity Committee" and DLMP has a committee called "JEDI" (for Justice, Equity, Diversity, and Inclusion), and for the remainder of this document these two committees will be referred to as the "diversity committees" of the departments.

Overview of the search process

The search involved the following steps, which are reviewed in detail in later sections:

- Pre-search training for the search committee
- Drafting job description
- Posting the listing and recruiting applicants
- Two-stage initial review of submitted applications
- Invited interviews by video conferencing software for 12 selected candidates
- Invited interviews on-campus for 5 selected candidates, with the following components:
    - Scientific seminar
    - Scientific chalk talk
    - Meeting with diversity committees
    - Meetings with faculty
    - Dinners with faculty
- Final selection of the candidate to be offered the position

Goals of the search with respect to DEI

BSTR has the following stated values and goals with respect to diversity, equity, and inclusion:

"The Department of Biological Structure values equity and inclusion and strives to be welcoming and accessible to all. Our goal is to create and maintain an environment that recognizes and celebrates the diverse backgrounds of our employees and trainees. We recognize that overturning long-standing systemic barriers requires openness, continuous effort, and commitment to change. As a department, we will actively correct policies and practices that discriminate against and/or cause harm to minorities and marginalized groups. We recognize that oppressive policies create barriers that prevent the entry, participation, and full potential of our department, and this hinders the advancement of science. By providing resources to members of the department, we hope to empower them and support their progression through their scientific career. We are committed to engaging with the voices of our department to promote equity and compassion and respect for all."
- https://sites.uw.edu/biostr/equity-inclusion/

The description for the particular position (for full text of the posted job description, see Appendices) also contained a description of goals:

"The University of Washington, the School of Medicine, and BSTR and DLMP are committed to the goal of diversifying our faculty ranks and promoting diversity and inclusivity among students, faculty, and staff. Applicants from diverse backgrounds are particularly encouraged to apply. This position will support our commitment to diversity, equity, and inclusion and teach, mentor, and work with individuals from a wide spectrum of backgrounds."

No further written description of goals for this search specifically was available from either department's diversity committee.

Strategy of achieving DEI goals

No written statement of strategy for achieving the DEI goals was available from either department's diversity committee. The following efforts were undertaken, each described in relevant sections of the details below:

- Training of search committee members on best practices for avoiding bias
- Writing the job description with DEI in mind
- Targeted posting of the job listing
- Targeted recruitment of individuals to apply
- Two-stage initial review of applications with emphasis on reducing bias and on evaluating DEI qualifications
- Evaluating DEI qualifications during online video interviews
- Inclusion of DEI-focused meetings during in-person interviews
- Quantitative assessment of each candidate's DEI qualifications by department-wide survey after interviews

Detailed description of the search process

Training of search committee members

All members of the search committee in both departments completed required training before the search from the Center for Health Equity, Diversity, and Inclusion (CEDI) [http://cedi-web01.s.uw.edu/faculty-diversity-resources/search-committee-training-modules/]. This training included reading the handbook for best practices on faculty searches [https://www.washington.edu/diversity/faculty-advancement/handbook/]. Completion of the training by all members was verified in writing by Susan Taylor.

Development of job description

The job description was developed by department chairs Rachel Wong and Geoff Baird, and each department's faculty and diversity committee members were provided an opportunity to provide feedback and suggestions. The full text of the job description is included in the Appendices of this document.

Recruitment of applicants

The job description was posted at the following locations:

- Chronicle of Higher Education (with "Diversity Boost")
- Science Jobs
- SACNAS (https://www.sacnas.org/find-or-post-a-job) - job board with visibility in the Chicano/Hispanic and Native American scientific communities
- Neurorumblr.com - a website by/for neuroscience postdocs interested in academic jobs

Search committee members and faculty in both departments were encouraged to forward the job description and link to members of their networks.

Finally, an effort was made to recruit candidates in a manner that would enhance the diversity of the applicant pool. One committee member (NAS) reviewed listings of scientists at three websites: blackinneuro.com, anneslist.com, and neurorumblr.com. While no suitable candidates were identified on anneslist.com (which features primarily faculty and only a few postdocs), 11 potential candidates were identified at blackinneuro.com and 8 were identified at neurorumblr.com (of whom, 7 self-identified as underrepresented). The list of identified candidates is available here. Other search committee members, as well as members of the BSTR Diversity Committee, were invited to perform other searches and add candidates for invitations, but no further candidates were identified for invitation.

An email was sent by the department to these 19 candidates. Of these, all 8 from neurorumblr applied and none of those from blackinneuro applied. Of the 8 from neurorumblr, two were interviewed on zoom (both self-identifying as underrepresented on their neurorumblr post), but neither of these were invited for an in-person interview.

Applicant Pool

While demographic information was not available for each individual applicant, we were able to access the summary data. There were 104 total applicants in the report (only 93 of which were evaluated in the steps below, as the others arrived after the cutoff for consideration). The detailed statistics are provided in the Appendix of this document, but the high-level summary is:

- 59% Male, 37% Female, 1% non-binary, 4% No answer
- 5% Hispanic or Latino, 1% American Indian or Alaska Native, 46% Asian, 1% Black, 45% White, 2% responded with multiple answers
- 6% have a disability or have a history/record of having a disability

It was not possible to determine with confidence these same statistics for later stages of the application process.

Stage one of initial application review

The initial application review stage was inspired by the UC Berkeley report which reported the success of a process in which DEI statements were considered first in application review. In our process, we first reviewed and scored only the DEI and Research statements in the first stage of application review, under the logic that the CV and letters of recommendation were parts of the application more susceptible to biases. Each application was reviewed by two reviewers, according to a detailed rubric which is included in the Appendix of this document. In brief, the rubric evaluated candidate's research statements in three areas: appropriateness of research focus; track record of high-quality, innovative scientific outputs; and how clear, impactful, and compelling was the research plan and vision. In brief, the candidate's DEI statements were evaluated in three areas: knowledge of DEI challenges facing the field; evidence of high-quality contributions to diversity and equity in their previous communities; and how clear, impactful, and compelling were the plans for advancing diversity and equity at UW. These areas were each scored separately by each reviewer for each application, and the three scores within each category were averaged to yield one Research score and one DEI score per reviewer and candidate.

The scores of each reviewer were reasonably evenly distributed (i.e. no reviewer gave every application a 4, etc), but given that some reviewers consistently rated applications more highly than others (Fig 1), scores were normalized (specifically, mean-subtracted) for each reviewer before combining.

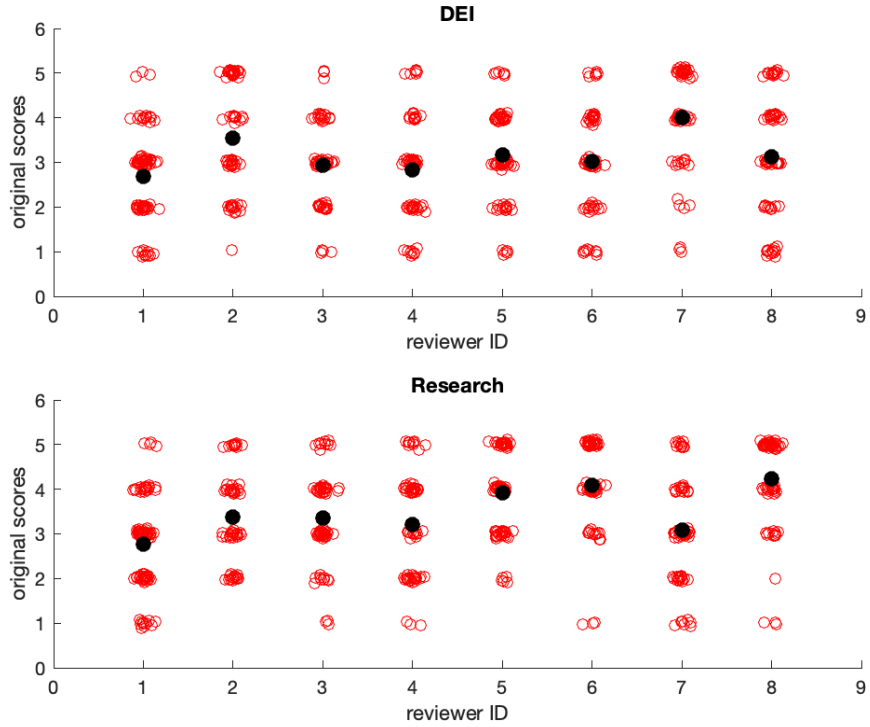

Figure 1: Score distributions per reviewer. Each red circle represents the score given to a single application (scores could only take integer values 1-5, but jitter is added for visibility). Top panel, scores of DEI statements; bottom panel, Research statements.

Interestingly, the DEI scores were much more correlated between the two reviewers who saw each application than were the Research scores (Figure 2, pearson correlation coefficient = 0.64 for DEI versus 0.43 for Research, and only 0.27 for Research when excluding the two candidates with obviously unsuitable applications).

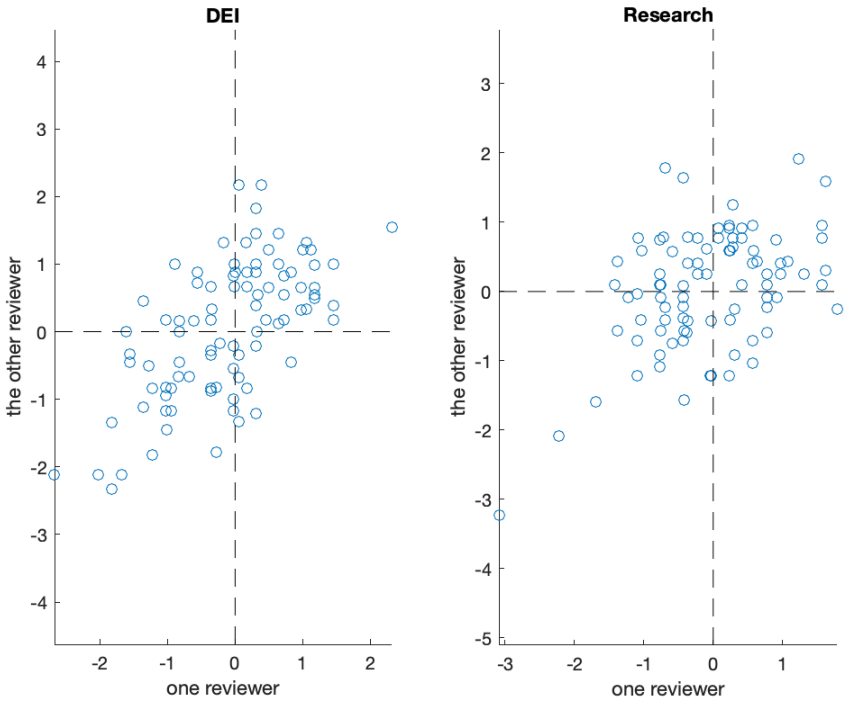

Figure 2: Correlation between reviewers' scores for DEI and Research statements. Each point represents one application, with the two independent reviewers' scores plotted on the x- and y-axes.

Also interestingly, the DEI scores were strongly correlated with the Research scores (Figure 3; r = 0.65). To select candidates for further review based on these scores, we discussed taking a sum of Research and DEI but considered that this would allow an arbitrarily poor DEI (or Research) score to be compensated by a very strong Research (or DEI) score, which would be a combination of scores that represents candidates who would not meet either the Research or the DEI goals of the search. We also discussed applying a threshold to each score independently and advancing candidates who passed both thresholds, but considered that this would exclude candidates with exceptional DEI (or Research) scores who just fell very slightly below the threshold for the other category, while advancing candidates who were barely above the threshold in both. Given these considerations, we opted to weight the scores with a softmax function (color scale in Figure 3), which allows for an excellent score in one category to partially compensate for a somewhat lower score in the other category.

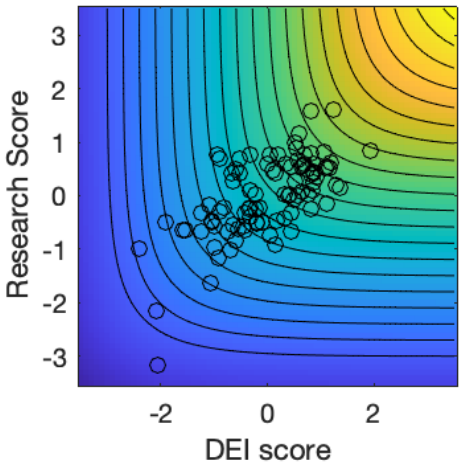

Figure 3. Combined Research and DEI scores for each candidate, and weighting function applied to combine Research and DEI scores. Each circle represents one candidate. A softmax function was applied to generate an overall score from each candidate's pair of scores. The overall score is given by the color value at the circle for that candidate, and contours of equal overall score are shown as black lines.

The top 26 candidates in the weighted overall score advanced to the next round.

Stage two of initial application review

In the second stage, each applicant was assigned two new reviewers, and these reviewers evaluated the candidates according to the same rubric as before, but now considering the CV and letters of recommendation. These two new scores were combined and a new overall score was generated. The candidates were ranked according to this score and discussed.

The committee's discussion primarily considered each candidate's fit for the position, and eight candidates were determined to have a poor fit with the position's target research focus. This discussion of 'fit' was based on the stated target research areas in the job description ("This position is expected to have a disease focus, which could range from neurodevelopment to age-related degeneration, and to incorporate techniques and tools such as advanced imaging techniques and large-scale single cell and spatial omics datasets to study healthy and/or pathological brain structure and function, as well as model systems, especially patient-derived iPSCs and brain organoids."; see Appendices for full job description). The discussion of fit also considered research overlaps with existing faculty and possible opportunities for synergy with existing research programs and core facilities. One candidate was excluded because of concerns raised in the candidate's letters of recommendation, which may have been missed by reviewers when generating scores. The top 11 scorers among the remaining candidates advanced to the next round.

These 11 candidates were estimated to consist of 10 females and one male, and 4 of 11 White. These numbers are *not* based on self-report and could be inaccurate. The gender numbers specifically were estimated from pronouns used in each application's letters of reference.

Objections from some BSTR Diversity Committee members

On January 20, 2022, an email was sent to the BSTR Diversity Committee's listserv by four of its members raising concerns about the success of the search in meeting the DEI goals. This email called "for the faculty search to be paused", and had as its primary concern that "among the 11 candidates currently being interviewed for the open faculty position, none are known to be from underrepresented groups". This statement was accurate insofar as it was not possible to know the status of each applicant as being underrepresented or not. However, it would not have been accurate to say with certainty that "all of the 11 candidates are not from underrepresented groups" (since their status could not be known). Moreover, while the racial representation specifically was unknown and not possible to ascertain in detail, the gender representation, as determined by the pronouns used by each candidate's letter of reference writers, was well-aligned with the department's goals. After this misunderstanding was clarified in a meeting, the concern was withdrawn.

Video interviews

Each of the 11 remaining candidates was invited for a 20-minute interview by Zoom. The entire search committee was invited to be present and most members attended most of the interviews. Recordings were available to review for those not present.

At the interview, the following question was asked of each candidate: "What opportunities to enhance DEI at UW most intrigue you? How do you see yourself participating in and leading these efforts?" Candidates were also asked the related question: "What do you think is an effective mentoring strategy? Do you have examples of what has worked for you?" The full agenda and list of questions for these interviews is provided in the Appendices.

After all the interviews were completed, each member of the search committee was asked to provide an ordered ranking of all 11 candidates, based on their overall assessment of each candidate's qualifications as described in the job description and rubric. These rankings were submitted to Susan Taylor who provided the rankings to the committee in an anonymized way, so that the committee's assessment of the scores would not be biased by any particularly influential voice.

The rankings were averaged across all 5 DLMP committee members and separately across all 3 BSTR committee members (so that DLMP did not overall get more votes than BSTR). In discussing these scores and the candidates, one candidate (who had received the 5th highest scores) was identified as being a poor fit for the research goals of the departments relative to the other candidates. Thus, the 5 candidates who had the 1st, 2nd, 3rd, 4th, and 6th highest scores advanced to the next round. Interestingly, the rankings were highly variable across committee members with little consensus. For example, every candidate was ranked in the top 4 (of 11) by at least one committee member, and every candidate was also ranked in the bottom 4 by at least one committee member.

On-campus interviews

The on-campus interviews involved a scientific seminar, a scientific chalk talk, meeting with diversity committees, one-on-one meetings with faculty, and dinner with faculty. Departmental faculty were reminded ahead of time about inappropriate (and illegal) questions to ask, such as about a candidate's children or plans for children.

The meeting with the departments' Diversity Committees was a 1-hour long session, with the general agenda of: 1) Short presentations to the candidate by each department's committee about its goals and efforts; 2) Optional open-format presentation by the candidate; 3) Bi-directional Q&A, with prepared questions from the diversity committees and opportunity for the candidate to ask questions of the committees. The text of the BSTR presentation and questions is provided in the Appendices.

After all interviews were completed, candidates were asked what they thought of the DEI-focused meeting at the interview. Of the four candidates whose responses were recorded, they uniformly appreciated how the session communicated that we were serious about DEI efforts. They also had specific feedback for improving the session in future searches: provide more clarity about whether the candidate should or should not prepare a presentation and if so, what kind; include a part of the session when only trainees are present 'to remove power differentials'; focus on comfort of the candidate, e.g. limiting the group size and making it feel less like a 'trial'; more even participation from both departments.

Final candidate selection

After the interview, a survey was conducted of each department's faculty and trainees, asking them to score each candidate on the following aspects:

1. The candidate demonstrated clear communication and knowledge of DEI issues in science and higher education.
2. Rate the candidate's participation and experience in DEI efforts spanning mentorship, research, and community outreach/service.
3. Rate the candidate's commitment and willingness to learn and participate in future DEI efforts.
4. How well do you think our department can support this candidate's needs and goals beyond the research/science sphere?

An additional section was available for free-text comments. In total, 12 responses were received (10 from BSTR and 2 from DLMP). The quantitative scores were collated and plotted (Figure 4), and the comments were compiled. As can be seen in the plot, one candidate scored significantly higher than the rest (blue circle) and one scored significantly lower than the rest (green star), with three candidates having more intermediate scores.

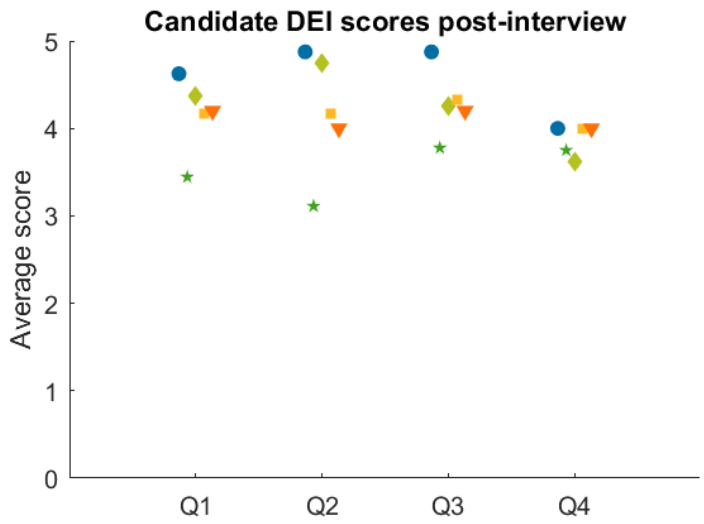

Figure 4. Each candidate's average scores on each question of the post-interview DEI-related survey. See text above for the questions. Each different type of marker represents a different candidate.

Finally, the search committee met to discuss the candidates and to form a recommendation to the departments. This discussion focused on the quality of research (past and planned) and on the DEI-related aspects of each candidate, e.g. the high DEI scores of one candidate were seen as a significant positive component of their evaluation.

Conclusion

The BSTR and DLMP departments took a number of concrete steps to minimize bias and to reduce the influence of systemic inequities. These efforts went significantly beyond UW's campus-wide best practices, and reflect the careful thought and hard work of the search committee and of each department's diversity committee. Though significant opportunities for improvement remain in future searches, the successful recruitment of an exceptional scientist is a testament to the effectiveness of these steps.

Appendices

Text of job description

Position Description
The Department of Biological Structure (BSTR) and the Department of Laboratory Medicine and Pathology (DLMP) at the University of Washington jointly seek an outstanding neuroscientist for a full-time, tenure-track Assistant Professor position. This position has an annual service period of 12 months (July 1 – June 30). Anticipated start date will be September 2022. This position will complement existing strengths of the two departments to build exciting new directions that would leverage the unique resources in the departments, across UW and in the Seattle neuroscience and biotechnical community. This position is expected to have a disease focus, which could range from neurodevelopment to age-related degeneration, and to incorporate techniques and tools such as advanced imaging techniques and large-scale single cell and spatial omics datasets to study healthy and/or pathological brain structure and function, as well as model systems, especially patient-derived iPSCs and brain organoids.

Our departments offer a highly collegial and collaborative culture, with diverse interdisciplinary research ties across campus. The Department of Biological Structure has a strong Neuroscience research focus, and the Department of Laboratory Medicine and Pathology hosts outstanding research in neurological injury and disease, mechanisms of aging, and related fields. Additional infrastructure and expertise available to support the successful applicant include the Institute for Stem Cell and Regenerative Medicine, the Brotman-Baty Institute, the Nathan Shock Center for Aging, the Alzheimer's Disease Research Center, and the Garvey Institute, in additional to regional opportunities to collaborate with the Allen Institute for Brain and Cell Science, Sage Bionetworks, and a multitude of biotechnology companies.

The University of Washington, the School of Medicine, and BSTR and DLMP are committed to the goal of diversifying our faculty ranks and promoting diversity and inclusivity among students, faculty, and staff. Applicants from diverse backgrounds are particularly encouraged to apply. This position will support our commitment to diversity, equity, and inclusion and teach, mentor, and work with individuals from a wide spectrum of backgrounds.

This position will be expected to initiate an independent research program, and collaborate with members of the BSTR, DLMP, and other faculty within the University and Affiliated institutions, participate in relevant undergraduate and graduate instruction, and engage in service activities that support the Departments and the University.

Qualifications
Applicants should have a Ph.D. (or foreign equivalent) in biological sciences or another relevant field, or M.D. (or foreign equivalent). An M.D./Ph.D. (or foreign equivalent) is also acceptable. Applicants should have two or more years of relevant postdoctoral experience.

Application Instructions
Applicants are expected to describe their plans for creating innovative and high-quality research programs and mentoring philosophy that contribute to an inclusive and equitable campus environment. Applicants should submit a cover letter, curriculum vitae, a two-page statement of research interests and accomplishments, a one-page statement outlining their goals in mentoring and teaching, and a one-page statement of efforts and plans for promoting diversity and inclusion in science and higher education. Letters of recommendation from three references should be sent directly by the referees. Applications will be reviewed beginning December 1, 2021.

For questions please contact Susan Taylor, (mamaz@uw.edu).

Equal Employment Opportunity Statement
University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, pregnancy, genetic information, gender identity or expression, age, disability, or protected veteran status.

Commitment to Diversity

The University of Washington is committed to building diversity among its faculty, librarian, staff, and student communities, and articulates that commitment in the UW Diversity Blueprint (http://www.washington.edu/diversity/diversity-blueprint/). Additionally, the University's Faculty Code recognizes faculty efforts in research, teaching and/or service that address diversity and equal opportunity as important contributions to a faculty member's academic profile and responsibilities (https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432).

COVID-19 Vaccine Requirements and Information

Under Washington State Governor Inslee's Proclamation 21-14.1, University of Washington (UW) workers must be fully vaccinated against COVID-19 and provide proof thereof, or receive a UW-approved medical or religious exemption. This requirement will be a condition of any offer associated with this recruitment. For more information, please visit https://www.washington.edu/coronavirus/vaccination-requirement/.

Statistics on demographics of initial applicant pool

University of Washington Affirmative Action Information Request Form		
What is your last name?		
Applicant input text	104	100%
I don't wish to answer	0	0%

Total	104	100%
What is your first name and, if any, middle initial?		
Applicant input text	104	100%
I don't wish to answer	0	0%
Total	104	100%
Today's Date		
Applicant input text	104	100%
I don't wish to answer	0	0%
Total	104	100%
Your Name		
Applicant input text	104	100%
I don't wish to answer	0	0%
Total	104	100%
What is your sex?		
Male	62	60%
Female	39	38%
I don't wish to answer	3	3%
Total	104	100%
Are you Hispanic or Latino?		
Yes	5	5%
No	95	91%
I don't wish to answer	4	4%
Total	104	100%
What is your race?		
American Indian or Alaska Native	1 (1)	1%
Asian	49	46%
Black or African-American	1 (1)	1%
Native Hawaiian or other Pacific Islander	0	0%
White	48 (2)	45%
I don't wish to answer	7	7%
Total	106	100%

Applicants that responded with multiple answers	2	2%
Total applicants that responded	104	100%
Do you believe you belong to any of the categories of protected veterans listed above?		
I identify as one or more of the classifications of protected Veterans listed above.	0	0%
I am not a protected Veteran.	102	98%
I don't wish to answer	2	2%
Total	104	100%
Please check one of the boxes below:		
Yes, I Have A Disability, Or Have A History/Record Of Having A Disability	6	6%
No, I Don’t Have A Disability, Or A History/Record Of Having A Disability	89	86%
I don't wish to answer	9	9%
Total	104	100%
What is your gender identity?		
Male	61	59%
Female	38	37%
X/Non-Binary	1	1%
I don't wish to answer	4	4%
Total	104	100%

Initial application scoring rubric

	Poor (1)	Fair (2)	Good (3)	Very good (4)	Exceptional (5)
Research					
Appropriate research focus for this position	Unrelated to neuroscience or disease mechanisms. Not relevant to aspects of existing research in the departments. No indication of desire to relate research		Research is related to neuroscience and/or disease, but one of these two is weak or tangential. Connection drawn with the goals of the departments but link is		Focused on neuroscience and disease, ranging “from neurodevelopment to age-related degeneration”. Research program clearly incorporates one or more of 1) advanced imaging

	program to others within the departments or UW.		unclear or not strong. Does not incorporate target techniques (see #5, right).		techniques 2) large-scale single cell and spatial omics datasets 3) patient-derived iPSCs 4) brain organoids. Connections drawn to research and goals of the departments.
Evidence of high-quality, innovative scientific outputs	No notable results or the results achieved have not been impactful.		Clear evidence of high-quality past work that addresses important scientific topics. Work may be limited in innovation, or limited to one or few notable efforts.		Sustained, high-quality, innovative scientific work that addresses questions of paramount importance and has been highly impactful on the field. Important results achieved at multiple career stages. Evidence of successful scientific collaborations. Work may have already earned significant funding such as a K99 or similar.
Clear, impactful, and compelling research plans and vision	No scientific vision given for a future lab, or the plans are vague or impractical. Little awareness of the appropriate scope and little potential for future funding.		A scientific vision is articulated and has reasonable scope. The vision may not be totally compelling, practical, or important.		A clear scientific vision is put forth that is important, achievable, and has great potential for novel discoveries and impactful contributions to the field. Strong potential for collaborations and new directions with the departments and/or UW.
Diversity & Equity					
Knowledge of DEI challenges facing the field	Minimal awareness or expressed knowledge of challenges faced by underrepresented individuals. Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field needs more women" without offering further examples or specifics.		Has some knowledge of demographic data related to diversity and awareness of its importance. Shows some understanding of, or experience with, dimensions of diversity that result from different identities (such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences). Embraces need for change to generate a more inclusive and equitable environment.		Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities (such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences). Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline. Thoughtful consideration of the intersection of societal and science related challenges.
Evidence of high-quality contributions to diversity and equity in their previous communities	Does not include specific activities, or includes a few activities with limited time investment, or passive role.		Summary includes evidence of active participation in one activity, or limited participation in numerous activities. Track record of mentorship (consistent with career stage) reflects development of successful strategies.		Clear and sustained track record of active participation and/or leadership in a variety of efforts to promote DEI in teaching, research, and/or service (career stage appropriate roles - i.e., active

			Activities span one of three areas (teaching, research, service).		participation moving toward leadership). Activities span multiple areas (teaching, research, service). Potential for leadership in departments and across UW.
Clear, impactful, and compelling plans for advancing diversity and equity at UW	Plan is absent or vague (e.g. supervising students of any gender or race), or explicit intention to ignore identities to "treat everyone the same." No specific connection to the departments or to UW.		Summary mentions ideas or plans, but they lack detail or clear purpose (e.g. mentions outreach without details of how this might be accomplished). Weak of unspecific connection to the departments or to UW.		Clear summary that articulates plans for advancing DEI through research, teaching, and/or service by supporting existing programs and/or by proposing new, compelling ideas. Statement should include UW-specific plans that hold potential to extend current strategies revealing a substantial depth, of knowledge and reflection on DEI topics.

Online video interview questions

- 1-2 min intro by head of search committee, introduce other members
- 3 minute intro by candidate
- What was your most important/impactful discovery/finding you have made so far in your career?
- What are you most excited about doing next?
    - Where would you like to see your research in 10 years?
- This is a joint position between the departments of Biological Structure and Laboratory Medicine and Pathology. How do you see your research program benefitting from and/or enhancing cross-departmental infrastructure/expertise?
- What opportunities to enhance DEI at UW most intrigue you
    - How do you see yourself participating in and leading these efforts?
- What do you think is an effective mentoring strategy? Do you have examples of what has worked for you?
- 5 minutes for candidate to ask questions of committee

DEI session at in-person interview: presentation and questions/prompts

Our presentation to the candidates

- Our committee mission statement:
    - The Department of Biological Structure values equity and inclusion and strives to be welcoming and accessible to all. Our goal is to create and maintain an environment that recognizes and celebrates the diverse backgrounds of our employees and trainees. We recognize that overturning long-standing systemic barriers requires openness, continuous effort, and

commitment to change. As a department, we will actively correct policies and practices that discriminate against and/or cause harm to minorities and marginalized groups. We recognize that oppressive policies create barriers that prevent the entry, participation, and full potential of our department, and this hinders the advancement of science. By providing resources to members of the department, we hope to empower them and support their progression through their scientific career. We are committed to engaging with the voices of our department to promote equity and compassion and respect for all.

- Our activities:
    - Learning group, including these books/podcasts/series: White Fragility, How to be an Antiracist, 1619 podcast series, Nice White Parents podcast series, Life and Death of Marsha P. Johnson, How to Picture a Scientist
    - Department-wide workshops, on topics including privilege, identity, race, gender, mental health in academia
    - Co-developed a summer program for under-represented high school students to do research in our labs, together with PBIO, called the “Basic Sciences Summer Research Program”
    - Converted an extra male restroom to unisex
    - Gather departmental equity climate data on a regular basis to guide our mission/activities
    - Promote access to available campus equity resources and reporting tools
    - Work in progress: work on department-level policies promoting equity/justice such as accessibility, required training, and hiring practices, provide continuous opportunities to learn, discuss, and work on equity issues, increase department participation and commitment

Questions to ask
May want to start discussion session with disclaimer that if candidate is uncomfortable with any questions or discussion topics, they can ask for break or say “I’m not comfortable speaking on this”

- What structural/systemic barriers have you encountered in STEM or higher education? What support/resources/changes helped or do you feel would have helped you? Or, if you haven’t personally experienced structural/systemic barriers, could you share with us one or more examples of barriers you have recognized or have a particular interest in addressing and what steps you have taken or plan to take to address them?

- Do you have any thoughts on how your own identity may affect your work with diverse faculty, staff and students? What strategies will you take to effectively mentor and support trainees who may have different backgrounds and challenges than yours?

- What do you think are some good ways to maximize the equity and inclusivity of your teaching?

- What efforts to improve equity or inclusion at your previous institutions are you most proud of?