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## Faculty Recruitment Toolkit

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Special appreciation is extended to the President's Advisory Committee on Women (PACW) and their research assistant, Sheila Edwards. In its 1999 annual letter to the President, PACW recommended that the University develop a generic recruitment toolkit to aid in diversifying the applicant pool when conducting searches. The information contained herein was written and compiled by Ms. Edwards on behalf of PACW.

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## I. INTRODUCTION

The development of a generic recruitment tool kit to aid in diversifying the applicant pool when conducting faculty searches was inspired by success stories from two colleges at the University of Washington. The College of Engineering and the College of Arts and Sciences experienced unprecedented success when they used informal tool kits developed by the college Deans. Those two models served as a foundation for this document. The tool kit includes the following six sections:

### [Faculty Hiring Policies & Procedures](#)

When hiring new faculty, search committees must be aware of and comply with University policies and procedures, as well as college-specific guidelines. This section provides general information regarding University requirements for initiating, proceeding with, and concluding a faculty search. See also [Faculty Search and Hire Process](#).

### [General Search Tips](#)

The faculty recruitment process is very competitive nationally. This section includes tips for enriching the applicant pool, communicating with candidates, maintaining accurate records, conducting [interviews](#) and making a final recommendation to the hiring authority.

### [Resources for Enhancing Diversity](#)

Ensuring that the applicant pool includes women and persons from underrepresented groups is a major responsibility of the faculty search committee. This section includes tips for working with organizations to identify and recruit stellar candidates from diverse backgrounds. A cursory list of organizations and newsletters is included with suggestions for developing discipline-specific lists.

### [Language for Ads & Announcements](#)

Advertisements and job announcements make a difference in who applies for faculty positions. The language and appearance of ads and announcements should be considered as carefully as the job description itself. This section includes suggestions regarding the language on ads and announcements, and suggestions for posting them with relevant organizations. See also: [Search & Hire](#)

### [Benefits & Resources for New Hires](#)

Selling the University to potential candidates is an important component of faculty searches. Job placement assistance for partners or spouses, information about the local community and assistance with housing costs are all benefits offered by the University. This section includes information about special programs for new hires and will assist committees in their communication with potential candidates about why they should consider a position

at the University of Washington.

### [Miscellaneous Resources](#)

Descriptions of UW materials and where to find them are listed here. Links are included to materials from other institutions.

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## **II. FACULTY HIRING POLICIES & PROCEDURES**

Faculty hiring is subject to departmental, college/school, University, State and federal policies and procedures. For most search committees, managing the search rules is a large task. While policy regarding appointment, salary and rank is very specific as detailed in the [Faculty Handbook, Volume 2, Chapter 24](#), the norms and rules for searches vary considerably by college. Be sure you know both sets of policies and procedures.

Each college or school has an administrator or human resources specialist who can assist committees with their processes. School or college norms may include:

- The process for keeping department faculty informed about the search
- The level of involvement by the Dean or his/her designee
- The number of finalists invited to campus for an interview
- The process and paperwork required before candidates are invited to campus
- The format of the on-campus interview schedule and who is included
- The nature of the faculty vote on a final candidate (i.e., who can vote and in what manner)

University policy and procedures include:

- [Deadlines](#) for conducting searches (e.g., adherence to AAU deadline of May 1 for faculty offers)
- [Requirements](#) on wording of the job announcement and advertisement
- The [forms](#) candidates must complete
- The type of [pre-employment questions](#) that can be asked
- The [reimbursement process](#) for travel and meals
- The [documentation](#) needed after a finalist has been selected
- Guidelines for State and federal [affirmative action](#)

[Academic Human Resources](#) serves as the resource to answer questions about University policies and procedures related to faculty searches. An overview of policies and procedures, sample forms and letters, and the procedures required when hiring a [permanent resident](#) is found at [Faculty Search and Hire Process](#).

Search committees may have difficulty determining what constitutes fair and legal pre-employment inquiries. All inquiries, whether on forms, during interviews, or when requesting information concerning applicants, must comply with federal and State law. [Guidelines for Pre-Employment Inquiries](#) reflects current State and federal requirements.

The Affirmative Action Information Request Form, requesting applicants to voluntarily identify themselves by such factors as race and sex is not a violation of these guidelines.

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### III. GENERAL SEARCH TIPS

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- [Evaluate the Applicant Pool](#)
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The search for a new faculty member is both routine and unique. The mechanics of the process are the same no matter what position or department: advertise, review applications, interview, and hire. However, each position has specific qualities and departments will have their own selection criteria and candidate qualifications. The following section identifies the major components of the search process and offers suggestions for how departments can modify the process to reflect their special hiring needs. These search tips and suggestions are based on ones developed by The Pennsylvania State University, and UW Human Resources, the College of Arts and Sciences, and Electrical Engineering at the University of Washington.

Think beyond the immediate search steps as you develop your procedures. Just as you are trying to find the best candidate, applicants are judging whether they want to come to the University. An organized, professional process will help sell UW to your final candidates. Remember as well that lasting impressions of your department are set by how you treat those to whom you do not make an offer.

#### The Search Committee

- Include individuals with different perspectives, expertise and a demonstrated commitment to diversity.
- Make sure the committee itself is diverse.
- Identify two or three key members who will serve as advocates for women and minorities.
- Ask that your Dean meet with the committee at the beginning of the process to reiterate the importance of inclusion, the advisory role of the committee and the need for confidentiality.
- Emphasize preference for all inquiries and requests to be referred to the chairperson.
- Determine how committee members will communicate with each other, the campus community and with candidates.

#### Plan the Search

- Meet with the appropriate faculty and staff to review the needs of the department and develop specific hiring goals. This is an excellent point in the process to determine whether the subject specialty of the position will include issues of race, gender, etc., and the degree of departmental commitment to assuring that candidates are sensitive to working with a diverse student population.
- Develop a clear position description that includes minimum qualifications and experience desired. Get departmental or school consensus on areas of specialty and other specific requirements.

- Seek appropriate approvals before circulating the job announcement and/or advertisement. Academic Human Resources, and in some cases the College Dean, must approve the language of all advertisements. [International Services Office](#) provides [tips on writing ads](#) that conform to federal, State and University requirements.
- Draft advertisements should be e-mailed to Academic Human Resources at [acadpers@u.washington.edu](mailto:acadpers@u.washington.edu), who will post the ad on the University's web page after it has been approved.
- Develop a realistic timeline for recruiting and interviewing, working backwards from a target completion date.
- Establish a system for managing records, including nominations, applications, letters to candidates, affirmative action forms and search committee notes.
- Document how the committee will actively recruit women and minorities.
- Establish a process for managing rumors. Discuss confidentiality issues with committee members and faculty members in the department.
- Be clear on what the role of the committee is. In some cases the committee is authorized only to recommend the final candidates to be invited for interviews. In others, the committee identifies the candidates, coordinates the on-campus interview process and makes a hiring recommendation to the appropriate Chair or Dean.

## Market the Position & Campus

- Determine which professional networks, web sites and publications will be used for marketing the job announcement.
- Set a closing date at least 30 days after the appearance of the ad in an appropriate national journal. Use professional email and websites as well.
- Develop two information packets: one to be sent to all candidates upon receipt of their application; and the second to be sent only to candidates selected for an interview. Include [brochures](#) about the campus and local community.
- Place the job announcement on the department or school web page.
- Identify a process for the campus community to assist with the marketing (i.e., a nomination process). Encourage women and minorities to identify and nominate potential candidates.
- Develop a process for committee members or departmental faculty to make personal contact with potential candidates at professional meetings and conferences.

## Develop Selection Criteria

- Develop a list of selection criteria and a process for rating candidate applications.
- Get departmental or school consensus on areas of specialty and other specific requirements.
- Reach committee consensus on how different qualifications will be weighted (e.g., the weight to be given to research versus teaching experience).

## Communicate

- [Affirmative Action Information Request \(AAIR\)](#) link, provided in the advertisement approval from Academic Human Resources.
- With campus/department: Develop a way to keep departmental faculty

informed without breaching confidentiality.

- With the Dean, Director or Department Chair: The search committee chair has primary responsibility for communicating with the Dean, Department Chair or Director regarding the process and applicant pool.

## Evaluate the Applicant Pool

- Include all committee members in the evaluation process.
- Use predetermined selection criteria to rate applications on minimum and preferred qualifications.
- Identify the top 25% of the candidate pool, and review for how well each applicants' experience and commitment to diversity can contribute to the institution's diversity goal.
- Notify those not selected for further consideration.

## Interview the Finalists

- Determine whether it is necessary to conduct telephone interviews for a short list of semi-finalists (10-12). If so, develop a consistent set of questions to be asked of each candidate and determine how the answers will be rated.
- Conduct references before candidates are invited to campus. As a professional courtesy, secure permission from the candidate before contacting references.
- Develop a consistent process for checking references. A consistent set of questions is essential for phone references, and in some cases letters of reference are required. Know the rules for your college or school.
- Develop a short list of candidates to be invited to campus for further interviews.
- Consider interviewing more than one woman. Research shows that interviewers more fairly evaluate women when there is more than one woman in the candidate pool (Valian, Virginia (1999) *Why So Slow? The Advancement of Women*. Cambridge, Mass: The MIT Press. See especially Chapter 7).
- Follow school or college procedures regarding the final list before contacting candidates.
- As appropriate to the school or college, develop an interview schedule that includes: time with the search committee; meetings with students, faculty and University personnel; a seminar presentation; and hosted lunch and/or dinner. See [Suggestions for Interviews](#).
- Know the procedures for travel expenses and reimbursement for entertainment. Check with your college or school and review UW rules for travel. See [UW Travel](#).
- Offer all candidates information on whom to contact to discuss any special requirements or circumstances, such as the need for partner job assistance or disability accommodation. Keep in mind that committee members cannot ask candidates about their marital status or disability (see [Guidelines to Pre-employment Inquiries](#)).

## Conclude and Wrap-up

- Solicit written remarks from those that met with or interviewed candidates. A rating form can be developed for this purpose.
- Follow University requirements for documenting the search process and final candidate rankings, including completion of the online [Faculty](#)

[Applicant Flow](#), provided in the advertisement approval from Academic Human Resources.

- See [Forms](#) and [Sample Letters](#) for materials to include in the appointment packet. Additional search documentation may be required by the college or school (e.g., a letter from the chair of the search committee to the Dean).
- Personally call or email all finalists not selected as soon as the candidate selected has accepted the position offer. Follow-up with a formal letter.

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## IV. RESOURCES FOR DIVERSITY

- [Existing Faculty and Students](#)
- [Discipline-based organizations](#)
- [Publications/Web Sites](#)
- [Additional References on Diversity](#)

Although the passage of Initiative 200 has changed how the University goes about increasing diversity on campus, the University commitment to do so has been strengthened. According to a [diversity compact](#) signed by the President and Board of Regents in October of 2000, "the long-term objective is a campus community of students, faculty and staff that fully reflects the human diversity of our State and our world. While equitable representation of racial and ethnic minorities is one of the most challenging aspects of our diversity goals, we are all committed to improving our University's diversity, with regard to race, sex, religion, sexual orientation, culture and physical ability."

When it comes to actually recruiting diverse faculty members, many search committees report that they cannot find qualified women or people of color to apply for their open positions. Research, however, has shown that committees succeed in hiring women and people of color when they transform the search process, are committed to diversity and are proactive about building a diverse applicant pool.

Transforming the search process requires that the committee do more than simply place ads and wait for applicants to express interest. Search committees can use personal and professional networks of existing faculty and students, and discipline-based organizations, and take advantage of publications and web sites that specialize in the recruitment of diverse faculty members. The following tips can help committees transform the search process.

### Existing Faculty and Students

Use existing faculty and graduate students to market open positions. Ask faculty and students to take along copies of the job announcement when they travel to academic conferences and meetings. Further, ask that they contact their colleagues and inquire about promising graduate students or new scholars from underrepresented groups. When using faculty and students in this manner it is important to encourage them to seek candidates beyond those who are most like themselves.

### Discipline-based organizations

All academic disciplines have professional organizations associated with them. Many have subcommittees on women and/or people of color. In addition, most

have both national and regional meetings, newsletters, email mailing lists and web sites. These organizational resources can be key in departmental recruiting efforts. Poll faculty members to determine which organizations are active in the discipline area related to the open faculty position. Distribute job announcements to regional contacts or committee chairs. Follow-up with phone calls to discuss the department's needs and how best to identify promising scholars in the field. Examples of discipline-based organizations include:

- [American Educational Research Association](http://www.aera.net) - Special Interest Groups 1) Research on Women and Education, 2) Research on Black Americans, 3) Research on the Education of Asian & Pacific Americans, 4) Hispanic Research Issues, 5) Critical Examination of Race, Ethnicity, Class, & Gender in Education (<http://www.aera.net>)
- [American Physical Society](http://www.aps.org/) - Committee on the Status of Women in Physics, Committee on Minorities in Physics (<http://www.aps.org/>)
- [American Political Science Association](http://www.apsanet.org/~rep/) - Sections on Women & Politics, and Race, Ethnicity & Politics (<http://www.apsanet.org/~rep/>)
- [Society of Women Engineers](http://www.swe.org) (<http://www.swe.org>)
- [Society of Hispanic Professional Engineers](http://www.shpe.org) (<http://www.shpe.org>)
- [American Indian Science & Engineering Society](http://www.aises.org) (<http://www.aises.org>)
- [National Society of Black Engineers](http://www.nsbe.org) (<http://www.nsbe.org>)

## Publications/Web Sites

- [NORC Career Outcomes of Doctoral Recipients](http://www.norc.uchicago.edu/issues/docdata.htm). (<http://www.norc.uchicago.edu/issues/docdata.htm>)  
Each year the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the US Department of Education and the US Department of Agriculture issues the results of their Survey of Earned Doctorates (SED). Their report includes data on the number and characteristics of individuals receiving research doctoral degrees from U.S. institutions. It is used frequently to determine the availability of new scholars in a specific field. The data is listed by gender and field, and by race/ethnicity and field.
- [nemnet](http://www.nemnet.com/index.html) (<http://www.nemnet.com/index.html>)  
Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities and organizations. It posts academic jobs on its web site and gathers vitas from students and professionals of color.
- [IMDiversity.com](http://www.imdiversity.com/) (<http://www.imdiversity.com/>)  
Formerly known as the Minorities' Job Bank, IMDiversity.com was established by the Black Collegian Magazine. The site is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes and information on workplace diversity.
- [The WISE Directory](#)  
An on-line directory of women students and postdocs in the science, engineering, and mathematics disciplines at schools that are a part of the Committee on Institutional Cooperation (CIC). This directory is a valuable resource for those looking to hire women from these fields. Women interested in being included need to have completed the Ph.D. within the last two years, expect to complete the degree within a year, or currently be in a postdoctoral position at one of the CIC institutions.

- [The Directory of Minority Candidates](#)  
An on-line directory of minority Ph.D, M.F.A., and M.L.S. candidates and recipients at schools that are a part of the Committee on Institutional Cooperation (CIC). The Minority Directory, which is open to Native Americans, African Americans, and Hispanic Americans in all fields and Asian Americans in humanities and social science, is a valuable resource for those looking to hire minorities from these fields. Those listed have completed the Ph.D. within the last year or expect to complete the degree within a year at one of the CIC institutions.
- [Ford Foundation Fellows](#)  
Ford Foundation Fellows recipients include Alaskan Natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexicans Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian) and Puerto Ricans in physical and life sciences, mathematics, behavioral and social sciences, engineering, and humanities. This directory contains contact information for Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database only includes those awards administered by the National Research Council.
- [The Faculty for The Future Project](#)  
Administered by WEPAN (The Women in Engineering Program and Advocates Network), the website offers a forum for students to post resumes and search for positions and for employers to post positions and search for candidates. The website focuses on linking women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities.

## Additional References on Diversity

- [Mannix, Margaret, "Facing the Problem" PRISM](#), October 2002, pg 18-24 with email response: [Death by a Thousand Cuts – Ainissa G. Ramirez, Ph.D., Scienceworks](#),
- [Smith, Daryl G. How to Diversity the Faculty](#) Academe. Sept-Oct. 2000. v. 86. No. 5.
- [Trower, Cathy A. and Richard P. Chait. Faculty Diversity: Too little for too long, Harvard Magazine](#), March-April 2002.

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## V. LANGUAGE FOR ADS & ANNOUNCEMENTS

The traditional summary statement found in position announcements -- "[The UW is an Affirmative Action/Equal Opportunity Employer](#)" -- is required by federal regulation and must appear in all advertisements. In order to be more attractive to a wide range candidates, the University requires that departments also add the following statement to all advertisements:

The University of Washington is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

Such proactive language conveys a level of commitment beyond that required by regulation and tells potential applicants that the University values diversity.

For the most up to date list of required advertisement statements see [Statements to Ensure Equal Opportunity and Reasonable Accommodation](#).

Proactive language can be included as a specific job qualification or as a summary statement at the end of job announcements. Examples of specific job qualifications and summary statements include the following:

- Candidates should describe how multicultural issues have been or will be brought into courses.
- Candidates should describe previous activities mentoring minorities, women, or members of other underrepresented groups.
- Women, minorities, individuals with disabilities and veterans are encouraged to apply.
- Successful candidates must be committed to working with diverse student and community populations.
- The University is responsive to the needs of dual career couples.
- The University is committed to building a culturally diverse educational environment. Applicants are requested to include in their cover letter information about how they will further this goal.
- The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.

See [Advertising and Other Forms of Recruitment](#). Although the above phrases are useful when recruiting U.S. citizens, departments should be aware of special international requirements. For example, should the successful candidate be a foreign national, any "preferred" statements in the ad will be held as "required" by federal and State agencies determining qualifications for [permanent residency](#). Therefore departments must carefully consider how the specific qualifications apply to the position and include only those criteria to which candidates will actually be held.

Determining where an ad is placed is as important as what language is used in the advertisement. Departments should be cautious about spending large sums of money to advertise in special diversity newsletters or publications. Reputable publications such as the [Chronicle of Higher Education](#) or those distributed by national discipline-based organizations can be counted on to actually reach intended audiences. The growth of the Internet has introduced a large number of additional venues for placing ads. Many online services offer an institutional subscription rate for placing ads. Search committees are advised to check with Academic Human Resources if you have questions before making a financial commitment to a web site or publication.

Faculty can be hired only at the ranks included in the advertisement. Be sure that the description of rank in the advertisement reflects the full range of levels authorized by the dean. See [Advertising and Other Forms of Recruitment](#) for more suggestions.

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## VI. BENEFITS AND RESOURCES FOR NEW HIRES

Faculty members at the University of Washington enjoy a number of both personal and professional benefits. University employees are offered an excellent benefits package which includes medical and dental insurance, a retirement plan, a voluntary investment program, and tuition exemption for coursework. Effective January 1, 2001 same-sex [domestic partners](#) became eligible for medical/dental and life insurance coverage. Progressive policies are

in place to assist faculty men and women who become parents or are needed to care for family members. Information on [faculty policies](#) regarding medical leave, family leave, tenure extension and support services is can be found at [Academic Human Resources](#). For more information on any of the benefits offered by the University, search committees can direct candidates to the [Benefits Office](#).

In addition to the personal benefits noted above, new faculty members enjoy a number of professional benefits at the University of Washington. World-class research and library facilities, access to technology and graduate student assistance, and numerous programs to help orient new faculty members are all factors that will influence a candidate's decision to accept a position at the University. The brief summaries of benefits and programs below are designed to help search committees market the University of Washington to job candidates.

## Resources for Research

- The [UW Office of Research](#) - OR provides information about research policies and activities on campus. It promotes funds and monitors faculty research. Divisions include Grant and Contract Services, the Royalty Research Fund and Human Subjects.
- [Undergraduate Research Program \(URP\)](#) – undergraduates at the University are encouraged to participate in research. Faculty can work with the program to identify opportunities for undergraduates and recruit students to participate in their research projects.
- [Faculty Grants Management Program](#) – All new faculty are encouraged to participate in workshops offered through the Faculty Grants Management Program. Their general workshop reviews the grants management process, including writing grant proposals, policies and procedures, the faculty investigator's role and responsibility and services available to principal investigators.

## Teaching Resources

- [University of Washington Teaching Academy](#) - The Teaching Academy in the Office of Undergraduate Education is actually an assortment of programs available to UW faculty to improve instruction. In addition to the Faculty Fellows program for new faculty, the Teaching Academy sponsors the Provost's Workshops on Teaching and Learning, the UW Collegium and the Institute for Teaching Excellence (ITE). The Provost's Workshops on Teaching and Learning are one-day training events and are open to established UW faculty. During the summer quarter, faculty can apply to participate in the Institute for Teaching Excellence. The Institute takes place off campus and is a weeklong experience that allows faculty to work on improving their teaching and to engage in thoughtful discussions with colleagues across departments. The UW Collegium offers special programs and assistance to faculty who teach large classes.
- [Center for Instructional Development and Research](#) - CIDR provides services to faculty members to help with the improvement and assessment of teaching and learning. They help faculty design courses, integrate active learning into their courses and assess their performance in the classroom. Tools used include microteaching, videotaping, and workshops.
- [Teaching@UW](#) - A general teaching resource gateway. Of particular

interest to faculty may be the instructional technology and media resources. See, for example, Catalyst, and Classroom Support Services (CSS).

- [Catalyst](#) - The Center for Teaching, Learning & Technology provides resources for instructors who wish to use technology in their classes. Through the Catalyst Initiative, the Center offers innovative Web tools and a detailed web site with tips and guides for teaching with technology. The Center also offers a wide selection of workshops and one-to-one consulting. These services are free and available to all faculty and teaching assistants.

## Resources for New Faculty

- [Faculty Field Tour](#) - The UW Faculty Field Tour was initiated in 1998 to help new faculty become better acquainted with the State of Washington. Participants report that the tour provides a unique opportunity to learn about the State, visit the hometowns of UW students, and meet other new faculty members from different disciplines and UW campuses.
- [Faculty Fellows Program](#) - This program focuses on excellence and serves as a one-week orientation program for new faculty members. Senior faculty members with distinguished teaching records serve as instructors and lead the orientation. Participants give brief, videotaped presentations, followed by supportive critiques by colleagues and senior faculty. Each cohort participates in social events and continues to meet throughout the academic year to discuss issues related to all aspects of academic life and to maintain collegiality.
- [Faculty Senate](#) - The UW Faculty Senate is a crucial part of the University's governance system. Issues as varied as salaries, faculty hiring policies and dispute resolution all fall within the purview of the Senate. In addition to the Faculty Handbook, the Senate has developed an online publication to introduce new faculty members to the issues of particular interest to faculty and to provide brief summaries of the policies, procedures, rules, and regulations in the Faculty Code.
- [Royalty Research Fund](#) - Through the RRF, the Office of Research supports UW faculty seeking to establish new research programs. Two times each year, a portion of the license and royalty fees received from UW-developed intellectual property is distributed through competitive grant awards from the Royalty Research Fund (RRF). Proposal deadlines are the last Monday in September and the first Monday in March. New faculty often use RRF funds to obtain preliminary results for future grants proposals.

## Work/Life Resources

- [Dual Career Partners](#) - The number of dual career partners has increased nationally and is now a critical recruitment issue in higher education. The University of Washington is committed to providing job assistance services to the partners of new employees who also seek faculty or professional positions in the Puget Sound area. Although the University does not guarantee employment for partners, every attempt is made to assist with placement. The Provost's office also maintains a list of academic human resources contacts at other colleges and universities in the region. A brochure on resources for dual career couples is included in the section on Miscellaneous Resources. Also, the ADVANCE Center for Institutional Change has developed a list of [recommendations for](#)

### [facilitating Dual Career Hires.](#)

- [Work/Life Office](#) – The University's Work/Life Office provides consultation and referral to a variety of community and campus resources. All faculty, staff and students are eligible to access services as needed to balance their work and family responsibilities. The Work/Life Office provides information and material about childcare, elder care, flexible work options and other issues that impact individuals at any stage of their life cycle. A brochure is available on the Work/Life Office website.
- [Hometown Home Loan Program](#) for UW Employees - The Hometown Home Loan program was initiated at the University of Washington in February 1999. Its program of guaranteed reduced fees on mortgages is available to permanent UW employees buying or refinancing anywhere in the Puget Sound region. Depending on location and household characteristics, additional programs of down payment assistance and interest rate reductions are also available.
- [Transitional Support Program](#) - In the Spring 2004 quarter, the Provost expanded the ADVANCE Center for Institutional Change's Transitional Support Program (TSP) to faculty campus wide. The program is being managed by the ADVANCE staff in consultation with the Vice Provost. The UW-wide TSP is for any professorial level faculty member (including without tenure due to funding and research) who is in the midst of major, potentially career-threatening crises such as severe or acute personal illness extending beyond the standard disability coverage, severe or acute family illness, childbirth complications, or other critical situations. The TSP offers financial support to help faculty members maintain their productivity while experiencing such crises. The funding may be used to provide course release and/or research support. Information about the ADVANCE TSP for faculty in science, engineering, and mathematics can be found online at <http://www.engr.washington.edu/advance/tsp.html>.

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## VII. MISCELLANEOUS RESOURCES

### UW Search Procedures

Several University of Washington colleges and schools have search guidelines available on the web. These materials can serve as a model for others.

- [Search Committees College of Arts and Sciences](#), (<http://artsci.washington.edu/services/Personnel/NewAppointments.htm>)
- [UW ADVANCE Faculty Retention Toolkit](#) Developed for the College of Engineering and the College of Arts and Sciences created by the ADVANCE Center for Institutional Change

### Other Universities

- [Penn State University](#) materials served as a model for this document. See its publication, "Getting Results: Affirmative Action Guidelines - Searches to Achieve Diversity."
- [MIT Faculty Search Committee Handbook](#) provided additional resources for online directories.
- [University of Michigan ADVANCE Faculty Recruitment Handbook](#) contains research and data on faculty diversity.
- [University of Minnesota](#) Guidelines for Recruiting & Appointing Academic

## Personnel Appendix A: Recruiting a Diverse, Qualified Pool of Applicants

- [University of California, Irvine, Faculty Recruitment Handbook](#)

### Brochures

The [Visitors Information Center](#) also has brochures which can serve to introduce candidates to the Seattle area. Search committees can gather brochures from [Academic Human Resources](#) and/or [Benefits](#) to include in search packets. While all of this information is now on the web, brochures can be an effective way to provide candidates with specific information about programs at the University. Samples include:

- [Faculty Policies](#) Regarding Medical Leave, Family Leave, Tenure Extension, and Support Services
- [Dual Career Resources](#) at UW
- [Work/Life](#), serving faculty, staff and students
- [Hometown Loan Program](#)

You may contact the office listed with the brochure for additional copies.

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Academic Human Resources  
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Revised on