

# FACULTY RECRUITMENT TOOLKIT

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## 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<sup>1</sup>. 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 the following document.

The tool kit includes six sections: 1) Faculty Hiring Policies and Procedures; 2) General Search Tips; 3) Resources for Enhancing Diversity; 4) Language for Ads and Announcements; 5) Benefits & Resources for New Hires and 6) Miscellaneous Brochures & Articles.

### 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.

### 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 do 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.

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<sup>1</sup> Special appreciation is extended to the President's Advisory Committee on Women (PACW) and its research assistant, Sheila Edwards. In its 1999 annual letter to the President, PACW recommended that the University develop a generic recruitment tool kit to aid in diversifying the applicant pool when conducting faculty searches. The information contained herein was written and compiled by Ms. Edwards on behalf of PACW.

### 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 applying for a position at the University of Washington.

### Miscellaneous Brochures & Articles

Copies of University of Washington guidelines on the faculty search process and brochures about faculty programs are included as reference material for search committees. Search guidelines from other universities and national organizations are included.

## 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, the norms and rules for searches vary considerably by college<sup>2</sup>.

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 (i.e. adherence to AAU deadline of May 1 for faculty offers)
- Wording of the job announcement and advertisement
- The scope and type of records that must be kept
- 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
- Compliance guidelines for state and federal affirmative action laws

The Office of Academic Personnel (<http://www.washington.edu/admin/acadpers>) and the Equal Opportunity Office (<http://www.washington.edu/admin/eoo>) serve as resources to answer questions about university policies and procedures related to faculty searches. The University's Operations Manual, section D 41 includes an overview of policies and procedures, sample forms and letters, and the procedures required when hiring a permanent resident.

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<sup>2</sup> Documents on college norms and procedures in the College of Arts and Sciences and the College of Engineering are included in the section on Brochures and Articles.

One of the issues that search committees have the most difficulty with is 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. The Equal Opportunity Office has compiled the following guideline based on Washington State regulations and should inform committees during their search process. See <http://www.washington.edu/admin/eoo> for more details.

### Guidelines for Pre-Employment Inquiries

SUBJECT	FAIR PRE-EMPLOYMENT INQUIRY	UNFAIR PRE- EMPLOYMENT INQUIRY
Age*	Inquiry related to birth date and proof of true age.	Inquiry that implies an age preference for persons under 40.
Arrest/Conviction	Request to complete the CONVICTION/CRIMINAL HISTORY INFORMATION, form UoW 1457. Entities or positions with a direct responsibility for the supervision, care, or treatment of children, mentally ill persons, or developmentally disabled persons or other vulnerable adults are exempt from these inquiries and in such cases the University may conduct background checks under RCW 43.20A.710, 43.43.830 through 43.43.842, and RCW 72.23.035. Other inquiries concerning convictions or imprisonment will be considered to be justified by business necessity if the crimes inquired about relate reasonably to job duties <b>and</b> if the conviction or release from imprisonment occurred within the last ten years.	Other inquiries concerning convictions and imprisonment will not be considered justified by business necessity if they do not reasonably relate to job duties <b>and</b> did not occur within the previous ten years.
Citizenship	Whether applicant can be lawfully employed in this country because of visa or immigration status; whether applicant can provide proof of legal right to work in US after being hired.	Whether applicant is a citizen; requirement before hiring that applicant present birth certificate, naturalization, or baptismal record; any inquiry into citizenship that would tend to divulge applicant's lineage, ancestry, national origin, descent, or birthplace.
Disability***	Whether applicant can perform the essential functions of the position, with or without reasonable accommodation. Request to describe or demonstrate performance of the essential functions with or without accommodation.	Inquiry about nature, severity or extent of a disability. Inquiry as to whether an applicant requires reasonable accommodation. Whether an applicant has applied for or received worker's compensation. Any inquiry that is not job related or consistent with business necessity.

<b>SUBJECT</b>	<b>FAIR PRE-EMPLOYMENT INQUIRY</b>	<b>UNFAIR PRE-EMPLOYMENT INQUIRY</b>
Family	Whether applicant can meet specified work schedules or has activities, commitments, or responsibilities that may prevent meeting work attendance requirements.	Inquiry concerning spouse, spouse's employment or salary, children, childcare arrangements, or dependents.
Height/Weight	None.	Any inquiry relating to height or weight.
Marital Status	None.	Any inquiry about the applicant's marital status whether an applicant is married, single, divorced, separated, engaged, widowed, etc. Any form requesting identification by Mr., Mrs., Miss, or Ms. status.
Military*	Inquiry concerning education, training, or work experience in the US military.	Type or condition of military discharge, request for discharge papers, an applicant's experience in a military other than the United States military.
National Origin*	Inquiry into ability to read/write/speak foreign language when the foreign language is a job requirement.	Any other inquiry into applicant's lineage, ancestry, national origin, descent, birthplace, native language, or national origin of an applicant's parents or spouse.
Organization Membership	Inquiry into organization memberships, excluding any organization the name or character of which indicates race, color, creed, sex, sexual orientation, marital status, religion, age, status as a disabled veteran, status as a Vietnam era veteran, disability, national origin, or ancestry of its members.	Requirement to list all organizations, clubs, societies, etc., to which applicant belongs.
Photograph	None. May request after employment for purpose of identification.	Any request for submission of photograph at any time prior to employment.
Pregnancy (see also Disability)	Inquiry as to duration of stay on the job or anticipated absences made to males and females alike.	Any inquiry related to pregnancy, medical history concerning pregnancy, and related matters.
Race or Color*	None.	Any inquiry concerning race or color.
Relatives	Names of relatives currently employed by University.	Any other inquiry about marital status, spouse, or spouse's occupation.
Religion or Creed	None.	Inquiry concerning religious preference, denomination, affiliations, church, parish, pastor, or religious holidays observed.
Residence	Inquiry about address sufficient to facilitate contact with applicant.	Any other inquiry regarding with whom applicant resides; whether applicant owns or rents.

<b>SUBJECT</b>	<b>FAIR PRE-EMPLOYMENT INQUIRY</b>	<b>UNFAIR PRE- EMPLOYMENT INQUIRY</b>
Sex*	None.	Any inquiry concerning gender.
Sexual Orientation	None.	Any inquiry regarding sexual orientation

\* Use of the Affirmative Action Information Request (form UoW 1497), requesting applicants to voluntarily identify themselves as belonging to any group for whom the University takes affirmative action, is not a violation of these guidelines.

\*\* There are very specific federal guidelines on fair and unfair pre-employment, post-offer, and post-employment inquiries for persons with disabilities.

More information about fair and unfair pre-employment inquiries is available on the Equal Opportunity web site (<http://www.washington.edu/admin/eoo>).

## GENERAL SEARCH TIPS

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 is unique 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 unique hiring needs. It includes search tips and suggestions developed by Penn State University and Human Resources, the College of Arts and Sciences, and Electrical Engineering at the University of Washington. Copies of the original documents are included in the Miscellaneous Brochures and Articles section of this toolkit.

### **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 the committee 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.
- Develop a clear position description that includes minimum qualifications and experience desired.
- Seek appropriate approvals before circulating job announcement and/or advertisement. The Office of Equal Opportunity, and in some cases, the College Dean must approve the language of all advertisements. For tips on

writing ads that conform to federal, state and university requirements see <http://www.washington.edu/admin/eoo>. The Equal Opportunity Office 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 committee's role 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.
- Advertise the position for at least 30 days in an appropriate print medium.
- 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's web page.
- Identify a process for the campus community to assist with the marketing (i.e. a nomination process). Encourage women and minority 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 (i.e., weight to be given to research versus teaching experience).

### **Communicate**

- With candidates: Acknowledge all applications and letters in writing. Upon receipt of an application, send an acknowledgement letter and enclose the Affirmative Action Information Request form. The form is available online (<http://www.washington.edu/admin/eoo>) and must be completed by all applicants.
- 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 the 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 how the answers will be rated.

- Conduct references before candidates are invited to campus. Always secure permission from the candidate before contacting references.
- Develop a consistent process for checking references. A consistent set of questions is required and in some cases letters of reference are required. Know the rules.
- Develop a short list of candidates to be invited to campus for further interviews.
- 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.
- Know the procedures for travel expenses and reimbursement for entertainment.
- Offer all candidates information on who to contact to discuss any special requirements or circumstances, such as the need for partner job assistance or disability accommodation. Keep in mind that committees cannot ask specific candidates for their marital status or disability (see page four regarding fair and unfair pre-employment inquiries).

### **Conclude and Wrap-up**

- Solicit written remarks from those who 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 Faculty Applicant Flow Form ([http://www.washington.edu/admin/eoo/FacApp\\_1493.pdf](http://www.washington.edu/admin/eoo/FacApp_1493.pdf)). Additional search documentation may be required by the college or school (i.e., a letter from the chair of the search committee to the Dean).
- Personally call or email all applicants not selected as soon as the candidate selected has accepted the position offer. Follow-up with a formal letter.

## RESOURCES FOR DIVERSITY

Although the passage of Initiative 200 has changed how the university goes about increasing diversity on campus, its commitment to do so has been strengthened. According to a recent 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<sup>3</sup>, 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 the personal and professional networks of existing faculty and students, use 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

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<sup>3</sup> See the article by Daryl G. Smith in the Miscellaneous Brochures and Articles Section.

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 - 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 - Committee on the Status of Women in Physics, Committee on Minorities in Physics <http://www.aps.org>
  - √ American Political Science Association - Sections on Women & Politics, and Race, Ethnicity & Politics <http://www.apsanet.org>
  - √ Engineering - Society of Women Engineers (<http://www.swe.org>), Society of Hispanic Professional Engineers (<http://www.shpe.org>), American Indian Science & Engineering Society (<http://www.aises.org>), National Society of Black Engineers (<http://www.nsbe.org>)
- **Publications/Web Sites**

National Science Foundation, Survey of Earned Doctorates

<http://www.nsf.gov/sbe/srs/ssed/start.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>

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.minorities-jb.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.

Minority and Women Doctoral Directory <http://www.mwdd.com>

The directory serves as a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master's degree in their respective field from one of approximately two hundred major research universities in the United States. The Equal Opportunity Office purchases the directory, and when applicable, sends the search committee a list of recent minority and women Ph.D. recipients. The search committee is encouraged to send a letter and job announcement to those on the list.

The WISE Directory <http://www.public.asu.edu/~aqrmil/wise/>

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 are currently in a postdoctoral position at one of the CIC institutions.

## 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 potential candidates, the university requires that departments also add "The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates" to all advertisements. 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 recent list of required advertisement statements, see <http://www.washington.edu/admin/eoo/eost.html>

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 under-represented groups.
- Women, minorities, individuals with disabilities and veterans are encouraged to apply.
- The college is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women.
- 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.

Although these 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 the Equal Opportunity Office or Human Resources to determine if the university has an institutional membership or subscription before making a financial commitment to a web site or publication.

## 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. A copy of a brochure detailing faculty policies regarding medical leave, family leave, tenure extension and support services is included in the Brochures and Articles section. For more information on any of the benefits offered by the university, search committees can direct candidates to the Benefits Office (<http://www.washington.edu/admin/benefits/other.benefits>).

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**

- Office of Research - the UW Office of Research 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, Human Subjects, and Intellectual Properties. <http://depts.washington.edu/orlorhome.html>
- Undergraduate Research – 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. <http://www.washington.edu/research/urpl/index.html>
- 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. <http://www.washington.edu/admin/traindev/fgm.html>

## **Teaching Resources**

- 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. <http://www.washington.edu/oue/academy/index.html>
- Center for Instructional Development and Research – Commonly known as CIDR, the Center for Instructional Development and Research provides services to faculty members to help with the improvement and assessment of teaching and learning. They have helped new faculty design courses, integrate active learning into their courses and assess their performance in the classroom. Tools used include microteaching, videotaping, and workshops. <http://depts.washington.edu/cidrweb/>
- 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. <http://depts.washington.edu/catalyst/>

## **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. President McCormick leads the annual tour. 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. <http://www.washington.edu/univrell/facultytour>
- 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.

- UW 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, the Faculty Handbook and the University Operations Manual. <http://www.washington.edu/faculty/facsenate>

### **Work/Life Resources**

- Dual Career Couples - 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 personnel contacts at other colleges and universities in the region. A brochure on resources for dual career couples is included in the section on Brochures and Articles.
- 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. They can provide information and material about childcare, elder care, flexible work options and other issues that impact individuals at any stage of their life cycle.  
<http://www.washington.edu/admin/worklife>
- 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 even interest rate reductions are also available.  
<http://www.washington.edu/admin/benefits/hometown.html>
- Resources for Women – The Equal Opportunity Office, the Women's Center and the President's Advisory Committee on Women have compiled a list of resources available to women on campus. It is a work in progress and is updated as more information becomes available.  
<http://www.depts.washington.edu/pacw>

## MISCELLANEOUS BROCHURES & ARTICLES

Compiling the toolkit involved gathering information from numerous sources. The list below includes many of the documents that served as reference material for the toolkit. In addition, it includes brochures or articles that may be helpful for search committees or department chairs. Where applicable, information is included about how to obtain additional copies.

### **Useful Articles & Monographs**

Search chairs might find it helpful to provide committee members with the following articles regarding diversity in faculty searches.

1. "How to Diversify the Faculty" by Daryl G. Smith. From Academe, September/October, 2000, Volume 86, No. 5, American Association of University Professors. (Accessed online at <http://www.aaup.org>).
2. "More on Affirmative Action: A Letter" and "Thinking About Bias". Excerpts from The Search Committee Handbook: A Guide to Recruiting Administrators by Theodore Marchese and Jane Lawrence, American Association for Higher Education.
3. "Getting Results: Affirmative Action Guidelines - Searches to Achieve Diversity", Penn State University, The Affirmative Action Office. <http://www.psu.edu/dept/aaoffice/GettingResults/index.htm>

### **UW Search Related Documents**

Printed and online document about the search process can be particularly useful for search committees. A few known examples at the University of Washington include:

4. UW Faculty Handbook, Vol.2, Part 2, Chap 24: Appointment and Promotion of Faculty Members. <http://www.washington.edu/faculty/facsenate/handbook/02-02-24.html>
5. How To Conduct A Search and Hire a New Permanent Faculty Member, College of Arts and Sciences, 9/1999. [http://www.artsci.washington.edu/Admin/Finance/index\\_fs.htm](http://www.artsci.washington.edu/Admin/Finance/index_fs.htm)
6. Search Committee Procedures, Recruiting Procedures, College of Engineering. Available from the Office of the Dean.

7. "Helpful Hints for Engineering Chair Search Committees", Office of the Dean, College of Engineering, University of Washington.

**Brochures ( See Pocket Folder)**

Search committees can gather brochures from the Office of the Provost and/or Human Resources to include in search packets. Brochures are 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
- Work/Life, serving faculty, staff and students
- Dual Career Resources at UW
- Hometown Loan Program