

# University of Washington Faculty Recruitment Toolkit

[http://www.washington.edu/diversity/avpfa/Recruitment\\_Toolkit/index.html](http://www.washington.edu/diversity/avpfa/Recruitment_Toolkit/index.html)

## Summary

While diversity among students on college campuses across the United States has improved a great deal, the demographics among the professoriate have remained remarkably stagnant over the past thirty years. At the beginning of the 21st century, 87 percent of the full-time faculty members in the United States are white; 64 percent are male; and these disparities increase at every level of the academic pipeline ([Trower & Chait: 2002](#)). For information on the current hiring outcomes at the University of Washington, please see the Office of the Vice Provost for Academic Personnel [Fact Sheet](#).

Departments and colleges can and should pay attention to issues of equity and inclusion in their units, and the availability of women and people of color in the applicant pools. The Office of Equal Opportunity/Affirmative Action (EOAA) can supply departments with information on the availability of underrepresented groups in the workforce.

We use the term “underrepresented” to indicate areas where women and persons of color are present on the faculty in numbers below what would reasonably be expected given their presence in the available pool. For example, in a faculty hire, if data show that over the past 10 years, 14% of PhD recipients in a given field were women but there are no women in the department, we would consider women to be underrepresented. To take this further, in the search we would expect at least 14% of the applicant pool to be women and that, absent compelling evidence, women would be in the interview group.

While sexual orientation, disability status, veteran status, age, and other categories may also be underrepresented in the academy, at the present time we do not have a well-developed means of tracking the number of faculty who identify with these categories. However, these other categories should also be taken into consideration when developing plans to diversify your faculty. The tool kit includes the following six sections:

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

[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](#).

## [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 members of 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 all 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.