

Excellence in Faculty Recruitment: Preparing for a Faculty Search

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The mission of the UW School of Medicine Office of Faculty Affairs is to support and empower our community of faculty to learn, grow, and thrive.

faculty.uwmedicine.org

Visit our website to explore our full range of offerings! In addition to those highlighted here, we provide resources and events designed to support faculty throughout their careers.



Office of Faculty Affairs Programs

Thrivecast



Podcast with tips to help
faculty thrive in their careers

Workshops



Healthcare Finance
Leadership
Promotion
Well-Being
...and more

Rising Leaders



Leadership course
for aspiring leaders



CLIME

Join our programs as we strive to create
a diverse, inclusive, and welcoming
community that works together to
optimize teaching skills, foster educator
career development, and support
educational scholarship.

Coaching



Whether you're navigating the complexities
of academic medicine, seeking clarity
in your career path, or striving to
enhance your leadership skills, our
coaching programs are here to
support you.

Well-Being Programs



We are committed to supporting the well-being of people across our biomedical research departments, clinical departments, health system, and learning environments.

Upcoming Events

September 15 @ 9:00 am - 11:00 am

Healthcare Finance 101

September 22 @ 9:00 am - 11:00 am

Preparing for Your Promotion from Assistant to Associate Professor

October 8 @ 12:00 pm - 1:15 pm

Mindful Self-Compassion #1: What is Self-Compassion – Definition and Science of Self-Compassion





**Join at slido.com
#2936550**



Tell us where you work



Tell us the faculty position(s) you are (or will be) hiring for this academic year



The Slido app must be installed on every computer you're presenting from

slido



What is one thing you hope to learn or take away from this workshop?



The Slido app must be installed on every computer you're presenting from

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Vision and Overarching Goals

- UW School of Medicine (UW SoM) strives to recruit the best faculty members from across the country and around the world.
- Our goal is to have a faculty that brings diversity of thought and perspective, supports an inclusive and equitable climate, and advances the health of the public.
- We are committed to ensuring that all faculty have the support and opportunities to sustain thriving careers at UW SoM.

Learning objectives and agenda

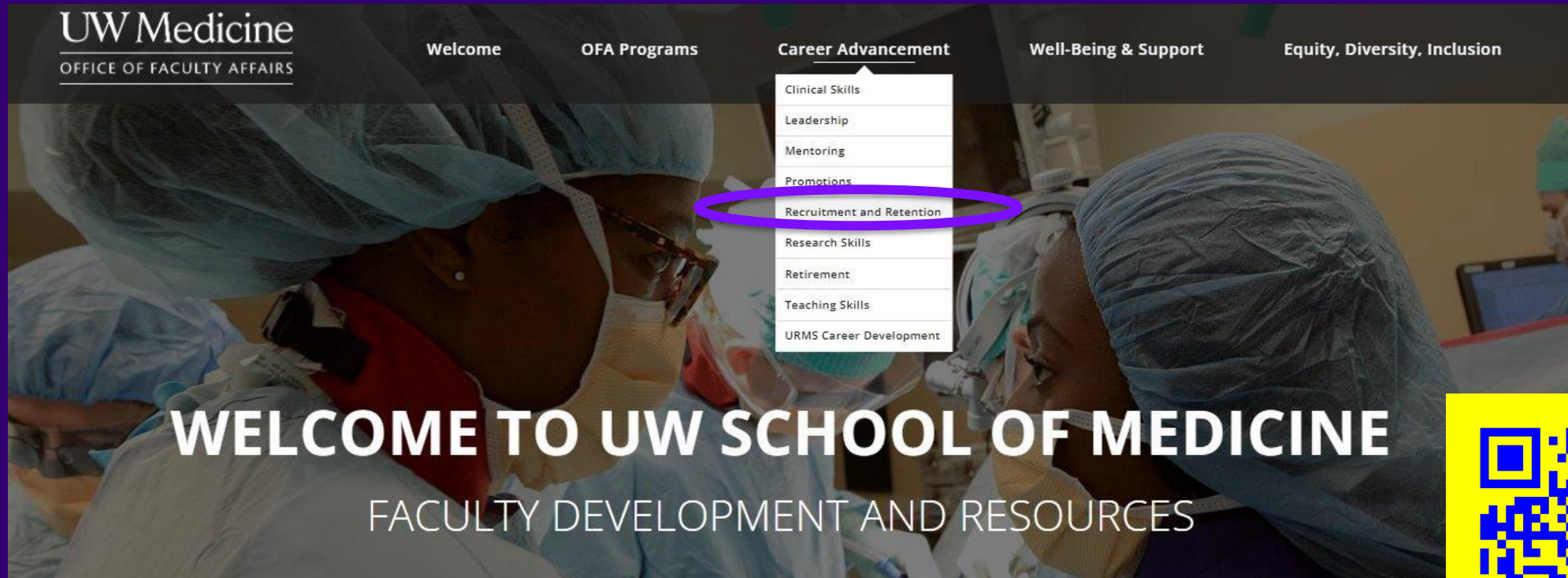
1. Explain current University, state and federal policies that guide and impact faculty hiring
2. Prepare for a faculty search by implementing best practices for:
 - Forming search committees
 - Informing search committees
 - Writing job ads
 - Drafting assessment rubrics
 - Creating an outreach plan

Annual SoM Excellence in Faculty Recruitment Workshop Series (2026)

Workshop	Title	Date(s) Offered
1	Preparing for a job search, drafting ads and rubrics, planning outreach	5/21 & 8/27
2	Assessment of faculty application materials	9/30
3	Effective practices for interviewing	10/27

SoM Recruitment Toolkit

<https://faculty.uwmedicine.org>



SoM Recruitment Toolkit



Preparation for Job Search

Shift in Mindset

Forming and Informing a Search Committee

Search Committee Charge

Plan Ahead

Nondiscrimination and Affirmative Action



Shift in Mindset

You are always recruiting!

The professional relationships and collaborations you create with students, trainees, postdoctoral scholars and colleagues today lay the groundwork for effective and excellent recruitment months, or even years, down the road.

Learn more about effective habits for scouting [here](#).

Current policy and legal context



How confident do you feel about your knowledge of updated federal, state, and university guidance in faculty hiring?

National context (2025)

DEI dropped: Medical schools won't be graded on diversity amid federal, state crackdown



Ken Alltucker
USA TODAY

May 24, 2025, 5:05 a.m. ET

Major Change to Federal Contractors' Affirmative Action Requirements

January 23, 2025

Tracking Higher Ed's Dismantling of DEI

By Erin Gretzinger, Maggie Hicks, Christa Dutton, and Jasper Smith | May 9, 2025



JON KRAUSE FOR THE CHRONICLE

MICHIGAN

UM will no longer use diversity statements in faculty hiring, promotion, tenure



Kim Kozlowski
The Detroit News

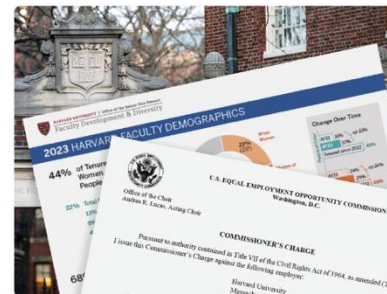
Dec. 5, 2024 | Updated Dec. 6, 2024, 11:51 a.m. ET

BIAS ALLEGATIONS

Faculty Hiring Is Under Federal Scrutiny at Harvard

By [Emma Pettit](#) | May 12, 2025

The Equal Employment Opportunity Commission has pointed to the university's own data showing a decline in white, male professors.



National context (2026)

DEI dropped: Medical schools won't

HEALTH

As political pressure mounts, medical school accreditor drops requirement to teach about health equity

Liaison Committee on Medical Education has been under pressure from the Trump administration

to Federal Contractors'
ion Requirements

Tracking Higher Ed's Dismantling of DEI

MICHIGAN

UM will no longer use diversity statements in faculty hiring, promotion, tenure

They Championed D.E.I. Now They're Divided.

In "Divided," four former D.E.I. leaders come together to examine the system they once built — and question what it's really doing.

April 24, 2026

POLITICS

DOJ accuses Yale and UCLA medical schools of discriminating against white and Asian applicants

Letters cite test score and GPA differences, igniting debate over what it means to be 'qualified'

By Emma Petri 1 May 12, 2025

The Equal Employment Opportunity Commission has pointed to the university's own data showing a decline in white, male professors.



Our values

- Integrity
- Diversity
- Excellence
- Collaboration
- Innovation
- Respect

Our UW Medicine Mission

To improve the health of the public.

Our School of Medicine Vision

We lead the transformation of health and healthcare through collaborative discovery and education, aspiring to create just, equitable, and healthy communities in the WWAMI* region and beyond.

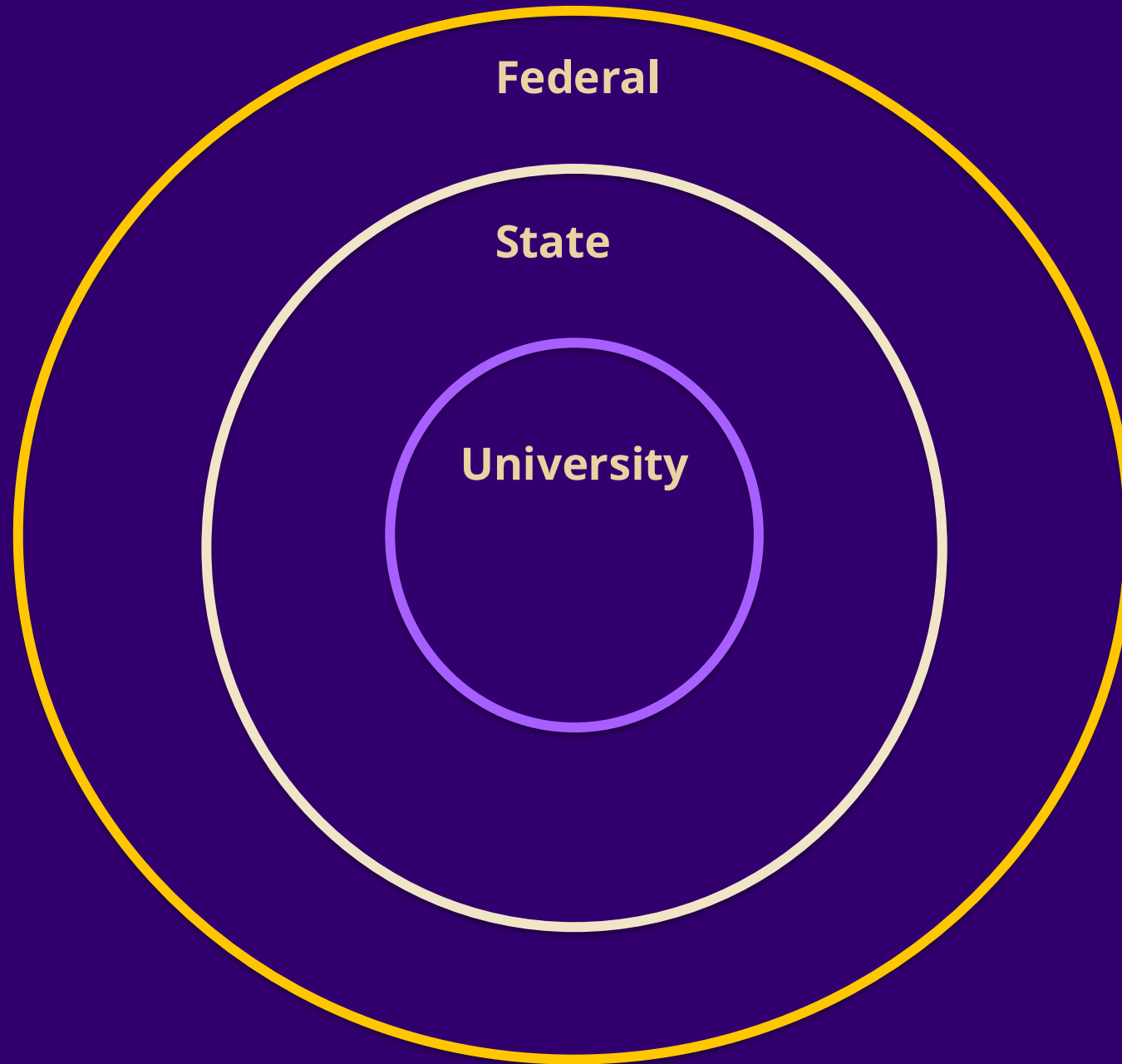
Our School of Medicine Values

- Collaboration
- Curiosity
- Empathy
- Equity, Diversity, & Inclusion
- Excellence
- Integrity
- Service

Our School of Medicine Strategic Goals

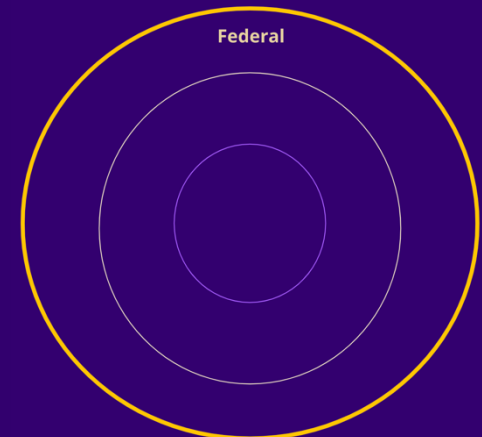
1. Each of us feels valued, has a sense of belonging, and is supported on pathways for growth.
2. The SOM and our clinical enterprise are seamlessly integrated to provide exceptional clinical care to all people.
3. Learning environments are inclusive and supportive, preparing students and trainees to thrive in their chosen careers.
4. Research excellence drives inquiry and discoveries, advancing equitable prevention, diagnosis, and treatment of disease worldwide.
5. Equity, diversity, inclusion, and well-being are centered in everything we do.
6. Our training programs meet the local and regional clinical workforce needs.
7. We are leaders in breaking down barriers and building collaborative partnerships.

Legal Ecosystem



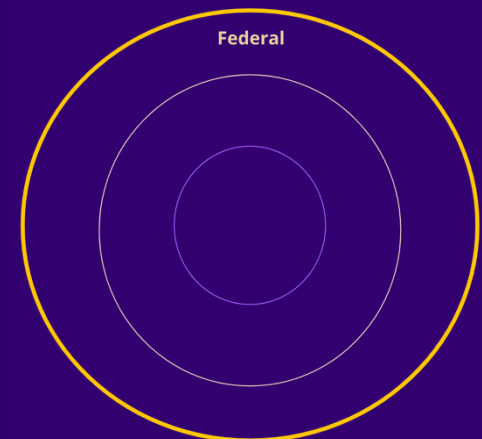
Protected Classes under Title VII

- Title VII protects individuals from employment discrimination based on race, color, religion, sex, and national origin
- These are known as “protected classes”
- “Sex” includes pregnancy, childbirth and related conditions



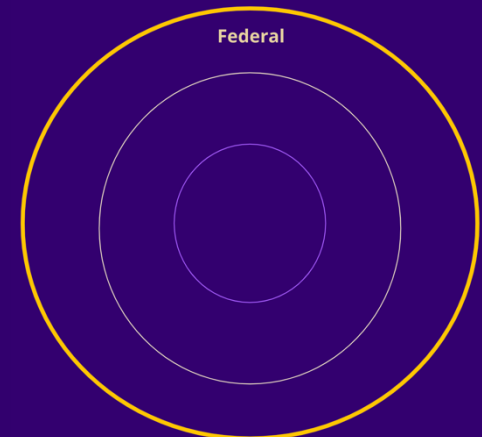
Protected Classes under Title VII

- The Supreme Court has ruled Title VII also protects against discrimination based on gender identity and sexual orientation
- **Use of any protected class is prohibited in any hiring, firing, promotion, compensation, job assignment or training activity**



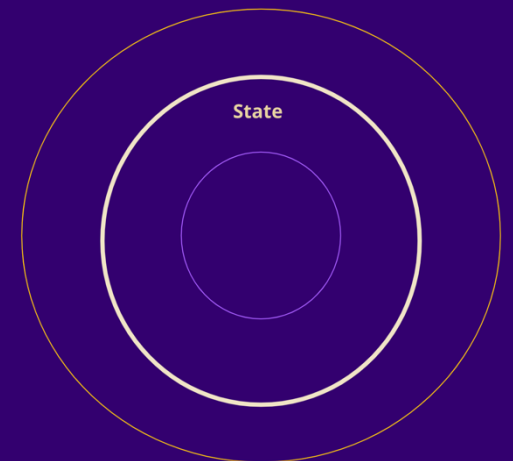
Protected Classes under Title VII

**Use of any protected class as an
assessment criterion is illegal**



WA State Law: I-200 (1998)

“The state **shall not discriminate against, or grant preferential treatment to**, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”



UW Policy: Executive Order 81 (effective July 2025)

Prohibits discrimination based on the following protected characteristics, whether **actual or perceived**: race, color, creed, religion, national origin (including shared ancestry), citizenship, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, and veteran status.



Program and Activities Checklist

- UW Compliance and Risk Services:
<https://www.washington.edu/cms/civilrights/policies-and-guidance/compliance-checklists/>
- Eligibility for an opportunity cannot be based on sex, race, color, national origin (including shared ancestry), or any protected class
- Race or sex cannot be used as selection or decision-making criteria
- Communication and actions demonstrate the opportunity is open to all

Employment Practices and Training Checklist

On this page

- **Checklist topics:**
 - [Question 1: Employment Practices, Generally](#)
 - [Question 2: Recruiting and Job Postings](#)
 - [Question 3: Diversity Statements from Applicants](#)
 - [Question 4: Hiring Plan](#)
 - [Question 5: Assessment for Hiring, Selection, and Promotion](#)
 - [Question 6: Training \(Onboarding and Ongoing\)](#)
 - [Question 7: Performance Management, Merit and Awards](#)
- [Frequently asked questions](#)
- [Request a consultation](#)



Employment Practices and Training Checklist

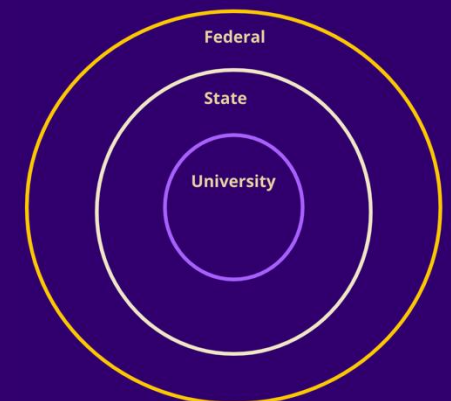
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- [Frequently asked questions](#)
- [Request a consultation](#)



Putting it all together: UW, State and Federal Requirements

- Discrimination and preferential treatment based on protected class are illegal.
- Search committees **cannot use identity markers such as race, ethnicity, or gender as a criterion or factor in evaluation.**
- **A range of outreach efforts** to broaden pools of qualified applicants are **required of federal contractors, allowed under EO 81 and state law, and encouraged by the University.**



Recent Changes to Diversity Statement Requirement

- As of March 2026, application requirement redefined so that **separate diversity statement will no longer be obtained**
- Previously required per UW Faculty Code (Chapter 24-32)
 - “part of a comprehensive evaluation of scholarship and research, teaching, and service”
 - Used in different ways with variability across searches

Assessing Contributions to Diversity – New Guidance

Integration into core statements

- "Information about a candidate's past experiences and/or future plans for **fostering a welcoming and inclusive environment** should be embedded within the existing statements related to the core functions of the position" – i.e., **cover letter, CV**
- You cannot request a separate diversity statement

Assessing Contributions to Diversity – New Guidance

Full review for all candidates

- Can't be a proxy for identity markers, or a screening tool

Broad view of diversity

- “Diversity should be understood broadly, with the goal of creating and maintaining an environment in which [all] members of our University community have the opportunity to thrive”

Assessing Contributions to Diversity – New Guidance

- Mandated standardized language in job ad:

Applicants should articulate how their past experiences and/or future plans in research, teaching, mentoring, patient care, and/or service promote a sense of belonging and foster a welcoming and inclusive environment.

- Any variation must be *pre-approved* by the Dean's office, in consultation with the Civil Rights Compliance Office

Do

- Use skills, experiences, and job-related assessment criteria
- Ask about leadership, unique perspectives and experiences

Do NOT

- Seek information about protected characteristics
- Ask how the applicant would contribute to diversity based on protected characteristics

Role of the search committee

- Discuss the necessary skills and functions of the role
- Discuss how the commitment to fostering a welcoming and inclusive environment shows up in each job function
- Define where you will look for evidence of these skills (e.g., CV, letter, interview?)



Compared to our earlier poll, which best describes how confident you feel now about your knowledge of updated federal, state, and university guidance in faculty hiring?



Forming and informing the search committee

When does a search begin?

- Whether you know it or not, **you are always recruiting**
- Professional relationships and collaborations you create today can lay the groundwork for effective and excellent recruitment months or years down the road

SAMPLE SLIDE FOR INVITED TALKS

A little about me

- > I am passionate about...
- > My academic mission is to...
- > The best part of my [personal/professional] journey has been...
- > I am at UW because....
- > I welcome the opportunity to meet with you!



WEATHER

WHAT YOU GET

CONDITIONS OF THE
ATMOSPHERE OVER A SHORT
PERIOD OF TIME

CAN CHANGE WITHIN
MINUTES OR HOURS



Saturday



Sunday

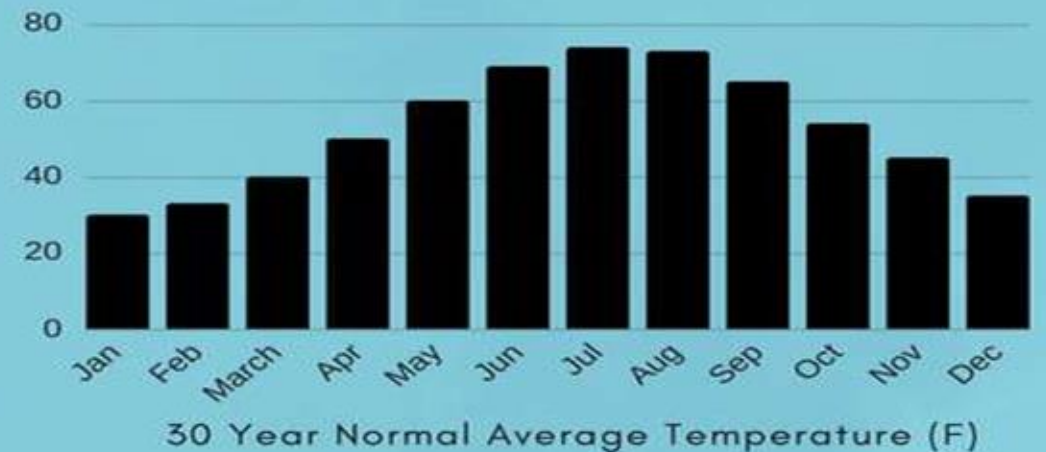
VS

CLIMATE

WHAT YOU EXPECT

HOW THE ATMOSPHERE BEHAVES
OVER A LONG PERIOD OF TIME
AND SPACE

AVERAGE REGIONAL WEATHER
PATTERN OVER DECADES





Provide 3-5 words to describe the hiring climate in your department/division/section/unit.





What are some words that applicants have used to describe their experiences applying for a job in your unit?

Formation of a Search Committee

Signals the values of the hiring unit and how it distributes power

- How does the hiring leader communicate about the search? Is it open to all?
- Is there an "heir apparent"?
- Shared governance: standing committee members vs. rotating positions

Formation of a Search Committee

Size and composition – who serves on the committee?

- Should reflect broader goals and values
- Broad representation of key collaborators
- Roles and expertise to enable different perspectives to be shared throughout the process
- Early-, mid-, advanced- career faculty?
- Staff, students, post-docs or trainees?
- Someone from outside of the division/department?

Serving on a committee cannot be based on protected characteristics



Rodríguez et al. BMC Med Educ 2015

Planning Activity

List 5-10 people with whom the new faculty hire will interact regularly	List the search committee members	Whose perspectives are missing? Who might make the search more rigorous and inclusive?

Planning Activity Example: Early-career faculty scientist

List 5-10 people with whom the new faculty hire will interact regularly	List the search committee members	Whose perspectives are missing? Who might make the search more rigorous and inclusive?
Faculty -inside subspecialty -outside subspecialty Staff Students, Postdocs, Trainees Vice Chairs – Research, Finance, Education		

Planning Activity Example: Early-career faculty scientist

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Faculty -inside subspecialty -outside subspecialty Staff Students, Postdocs, Trainees Vice Chairs – Research, Finance, Education	Senior faculty within specific area of research Senior faculty within department but separate research focus Vice Chair of Research Recently hired early career faculty member	

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Faculty -inside subspecialty -outside subspecialty Staff Students, Postdocs, Trainees Vice Chairs – Research, Finance, Education	Senior faculty within specific area of research Senior faculty within department but separate research focus Vice Chair of Research Recently hired early career faculty member	Faculty scientist/researcher from another department Grants manager Graduate student Mid-career faculty member (recently promoted)

Planning Activity Exercise: Your turn

List 5-10 people with whom the new faculty hire will interact regularly	List the search committee members	Whose perspectives are missing? Who might make the search more rigorous and inclusive?



Informing a Search Committee: the "charge"

What is the charge?

- Opening message to the search committee from the hiring leader (e.g., Department Chair, Division Head, or Dean)
- Outlines the goals, expectations and scope of work of search committee

When is the charge delivered?

- Before any search committee work begins
- Ideally, at beginning of first committee meeting

What are the elements of an effective "charge"?



- Clear and succinct
- Goals and timeline for the search
- Reminder of **strict confidentiality** of all committee meetings and discussions

What are the elements of an effective "charge"?



Clarity about scope of work

- Search committee is usually advisory – makes recommendations
- Hiring leader/authority makes final decision
- Listening sessions/town halls with hiring unit (e.g., for leadership searches)
- Expectations for outreach
- Ranked versus unranked list of finalists

What are the elements of an effective "charge"?



Clarity about roles

- How much oversight will hiring leader provide?
- How will the rest of the faculty be kept informed about search progress?
- What is the role of administrative staff in the search?

Relevant availability data (e.g., AAMC; NSF)

Availability data example

- Open rank faculty search in Psychiatry, clinician teacher WOT
- AAMC U.S. Medical School Faculty Report, 2025
 - Total Psychiatry faculty: ~13,900
 - 44% male, 56% female
 - ~9% UiM
- Wyse et al. *Acad Psychiatry* 2020
 - Higher UiM representation amongst residents (16%) and practicing physicians (10%) compared with faculty in AAMC report

Three important actions before search committee work begins:

1. Communicate need for **mandatory training** to search committee
2. Have a plan for **records management** and retention
3. Discuss and have a plan for:
 - Committee decision making
 - **Conflicts of interest**

Before search committee work begins: **REQUIRED SoM Training**

Three ways to complete the training

- Live session by Assistant Dean or proxy with Q&A (45 min.)
Required for leadership searches
- Watch pre-recorded video in Learning Hub
- Attend all 3 Excellence in Faculty Recruitment workshops

Go to <https://lms.uwmedicine.org/>

Log in/launch the Learning Hub

UW Medicine

[Home](#) [FAQs](#) [Support](#) [Reports](#) [About](#)

Welcome to the UW Medicine Learning Hub

This site provides information on how to access the Learning Hub, Frequently Asked Questions (FAQs), troubleshooting and support information as well as information specific to each UW Medicine site. For information about how to log into the Learning Hub: [Login Instructions](#).

Workstations

On-line training modules are tested and certified to work in the AMC environment. These training modules will typically work outside of the AMC environment, including access from home using personal computers. UW Medicine ITS policy includes support for personal computers on an **as time allows** basis. **Note:** **Mobile phones and tablets are not supported**. If you cannot launch or complete on-line training modules, please refer to the [Learning Hub job aids](#). If you still have difficulty, please contact the Help Desk at uwmhelp@uw.edu.

UW Medicine Learning Hub Reports

To access the [Learning Hub Reports](#) you must have been granted security access by your Domain Administrator and have an active UW Medicine or UWP Account.

Login Instructions

Launch the Learning Hub



Find “faculty search committee training attestation”

SEARCH RESULTS FOR LEARNING

Search for available learning activities. Use the Filters to narrow your results.

FILTERS

MY FILTERS

Enter new filter name

20 of 185 results for "faculty search committee training attestation"

Sort By: Best Match ▾



ONLINE COURSE

Faculty Search Committee Training Attestation

This training is designed to ensure rigorous, equitable, and non-discriminatory search practices, fostering a welcoming environmen...

UWSOM216417



Start “faculty search committee training attestation”

[Home](#) / [Back to Search Results](#)



UW Medicine
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ONLINE COURSE

FACULTY SEARCH COMMITTEE TRAINING ATTESTATION

IN PROGRESS

START

[Attempt History](#)

Faculty Search Committee Training Attes...

DETAILS **ACTIVITIES**

▼ Full Description

This training is designed to ensure rigorous, equitable, and non-discriminatory search practices, fostering a welcoming environment for all candidates. The presentation will help guide faculty search committees in the preparation, outreach, assessment, and interviewing stages, ensuring that all candidates receive full and fair consideration, regardless of race, ethnicity, gender, national origin, sexual orientation, religion, disability, and other protected classes.

Enter your FULL name and UW email address, then click “NEXT”

Attestation for Faculty Search Committee Training in Best Practices for Equity, Access and Inclusion in Hiring

Please enter your first and last name:

Please enter your UW email address:

UW Medicine
UNIVERSITY OF WASHINGTON
SCHOOL OF MEDICINE



NEXT >



Read the text and click “NEXT”

All members of a faculty search committee in the UW School of Medicine are required to complete a training in best practices for equity, access and inclusion in hiring. This requirement can be fulfilled by doing ONE of the following:

1. Attend a live (in-person or online) 1-hour training by the Assistant Dean for Faculty Recruitment and Retention or their proxy
2. View a recorded training video prepared by the Assistant Dean for Faculty Recruitment and Retention (available in this module)
3. Attend all 3 live workshops in the Office of Faculty Affairs Excellence in Faculty Recruitment Series ([Upcoming Recruitment Workshops](#))

Once completed, the training requirement will be met for three years. Repeat participation in a training will be needed for service on a search committee more than three years after completion.

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Select the training format that applies to you and click "SUBMIT"

Please select one of the following options that best applies to you:

- ☐ I attest that I have completed a live (virtual or online) training by the Assistant Dean for Faculty Recruitment and Retention or their proxy.
- ☐ I would like to watch the pre-recorded training video.
- ☒ I attest that I have attended each of the three Excellence in Faculty Recruitment workshops through the UW SoM Office of Faculty Affairs.



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⚙️ SUBMIT ✓



Enter the month and year of the live training and click "NEXT"

The Excellence in Faculty Recruitment Series of workshops occur in spring, summer and fall.

Please enter the month and year that you completed the final workshop (mm/yyyy). This is generally in October or November every year.

10/2026



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⚙️ < PREV NEXT >



Save your attestation in PDF format

****Email the PDF to your academic HR team or search committee chair****

This attestation confirms that you completed the live virtual/in-person 1-hour training by the Assistant Dean for Faculty Recruitment and Retention or their proxy.

Please print this page as a PDF and submit to your department's search committee chair. Save a copy for your records. This attestation is good for 36 months from the training completion date.

Click the Exit button to complete the Attestation for Required Faculty Search Committee Training and return to the UW Medicine Learning Hub.

Sahar Rooholamini

srooh@uw.edu

Completion Date: 08/2026

Print Page

Exit



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Training verification will be required before job ad approval

- Academic HR colleagues in Committee Manager or Administrator roles in Interfolio Faculty Search will be asked to add an attestation under Internal Notes that they have verified completion of training for all search committee members
- We are monitoring this process after 7/1 implementation and gathering feedback

Before search committee work begins: Records Management Plan

Records Related to Faculty Searches

Substantive Records: Retain 6 years after end of search then shred/delete

These substantive records created during this preparation stage must be retained [until end of the search plus 6 years](#).

The substantive records created during this Preparation Stage may include, but are not limited to:

- Search Committee Charge Letter
- Committee assignments
- Goals for the search and any relevant data
- Planning documents for outreach
- Meeting minutes, agendas, and notes of unit leadership and/or the search committee prior to the job posting
- Correspondence among unit leadership and the search committee
- Finalized Assessment Plan
- Finalized Assessment Rubrics
- Recruitment plans
- Finalized Position Description
- Correspondence regarding the review and approval of the final job posting from local HR units and Academic Human Resources

Action Items: Substantive Records

- **WHO: Committee Admin (Search Chair if no Admin)**
 - **WHEN:** Once the job posting is published on Interfolio
 - **DO WHAT:** Request and gather all finalized preparation stage records
 - **WHERE:** Store it in a secure & centralized shared drive or SharePoint space
 - **HOW:** See [link for filing schemes](#) and how to handle paper records
 - **THEN WHAT:** Retain until end of search, plus 6 years.
-
- **WHO: All Other Search Committee Members**
 - **WHEN:** Once the job posting is published on Interfolio
 - **DO WHAT:** Submit any finalized records to the Admin/Search Chair
 - **THEN WHAT:** Shred/Delete your, now duplicate, version

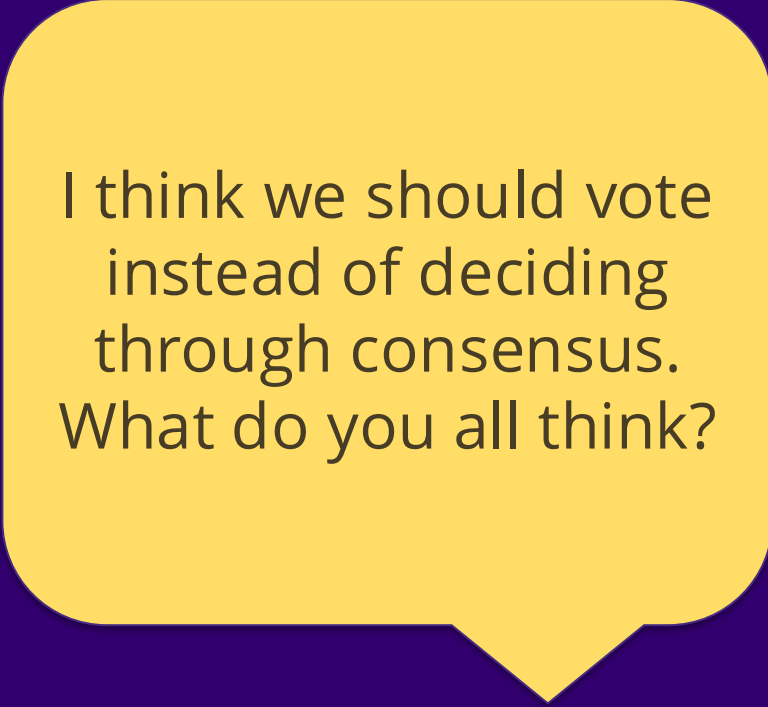


"Old Cassette Recorder From Early 80's MK 232"
by jarekwally is marked with Public Domain Mark 1.0.

Before search committee work begins: Crucial Dialogue



How are we going
to decide on the
short list?

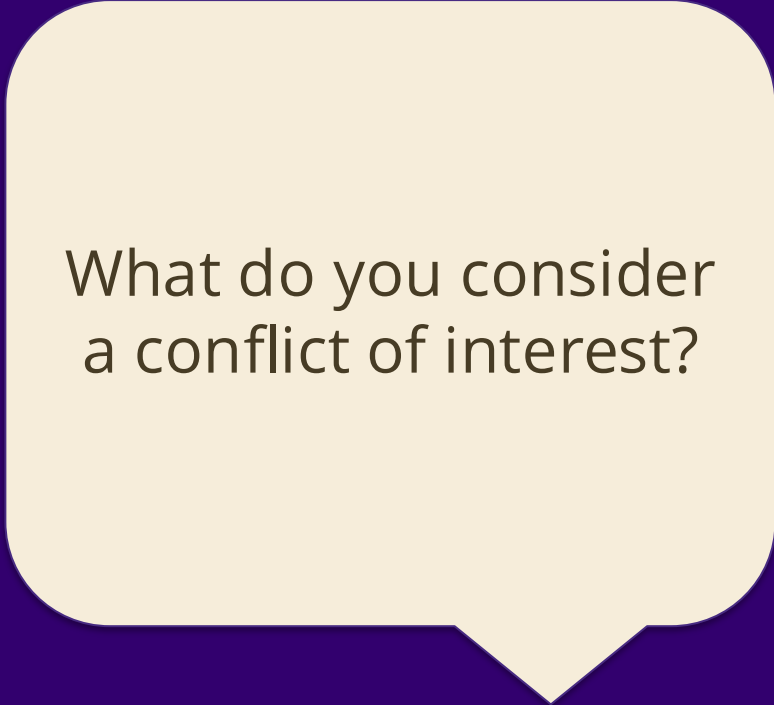


I think we should vote
instead of deciding
through consensus.
What do you all think?

Before search committee work begins: Crucial Dialogue



How are we going
to handle
potential conflicts
of interest?



What do you consider
a conflict of interest?

Relationships with Applicants and Potential Conflicts of Interest



"A conflict of interest exists when a person participating in a decision has a **substantial connection or interest** related to individual(s) affected by the decision that might bias or otherwise threaten the integrity of the decision process or that might be **perceived by a reasonable person** as biasing or threatening such decisions. This includes familial, romantic, or sexual relationships and financial conflicts of interest. **This may also include some professional relationships.** No list of rules can provide direction for all the varying circumstances that may arise; **good judgment** of individuals is essential."

(Faculty Code Section 24-50)

Relationships with Applicants and Potential Conflicts of Interest

- How will committee members **define** potential conflicts of interest?
 - Familial relationships
 - Romantic or sexual relationships
 - Business or other financial interests
 - Official academic advising relationships
 - Major research collaborator, mPI, or co-author

} Always conflicts of interest

} May or may not be conflicts of interest
- How will committee members respond to potential conflicts of interest?
 - When to disclose?
 - When to recuse?

Writing an Effective Job Ad

With thanks to Professor Chad Allen and Professor Joyce Yen for use/adaptation of their slides

Interfolio (friend, not foe)

- Interfolio is the system through which we ensure consistent, fair and legal recruitment practices at UW
- Multiple user guides are available (see our Toolkit)
- It is important to communicate with your Academic HR representative **early and often** when writing the job ad

Interfolio non-negotiables

- Once an ad is published, it must stay open/accept applications for a **minimum of 30 days**
 - Publication in national print journal or *Chronicle of Higher Education* (online) also required for minimum of 30 days
- There is stock language that must be included
 - Ex: "All University of Washington faculty engage in teaching, research/scholarship and service."
- Monthly base salary range and other planned compensation must be included

New in 2026: Job Ad Templates

Posting Jobs

The University of Washington uses Interfolio's Faculty Search to manage all competitive academic personnel searches. Units must ensure that every stage of recruitment aligns with University policy, equal opportunity requirements, and approved hiring practices.

All new faculty job postings must use the standardized job posting guidelines created by UW Human Resources (UWHR) and the Office of Academic Personnel & Faculty (APF). The language included in these guidelines regarding application instructions must be used without modification.

[View Guidelines](#)

New in 2026: Job Ad Templates

Standardized Job Posting Guidelines

Please use the appropriate template for your recruitment:

- [Clinical Practice Faculty_job_posting](#)
- [Instructional/Visiting Faculty_job_posting](#)
- [Research Faculty_job_posting](#)
- [Teaching Faculty_job_posting](#)
- [Tenure-track & WOT_job_posting](#)

Three Parts of the Job Ad

- **Position Description**
 - Job duties
- **Qualifications**
 - Not to be confused with preferences
 - These are MINIMUM qualifications
- **Instructions for applicants**

Position Description

The [Department/Unit] at the University of Washington invites applications for a faculty position at the rank of [Assistant/Associate/Full Professor], with an anticipated start date of [month, year]. We seek applicants who demonstrate commitment to excellence in research, teaching, and service in a diverse and inclusive academic community. The successful candidate will join our faculty on a full-time basis for a [nine-month academic/twelve-month] appointment [add "3-year term, renewable" if Assistant Professor] beginning [date].

The base salary range for this position will be [\$XXXX - \$XXXX] per month, commensurate with experience and qualifications, or as mandated by a U.S. Department of Labor prevailing wage determination.

The successful candidate will be expected to [Insert specific details about expectations for the position.]

[Insert relevant information about the hiring unit.]

All University of Washington faculty are expected to engage in teaching, research, and service.

Position Description (1)

The [Department/Unit] at the University of Washington invites applications for a faculty position at the rank of [Assistant/Associate/Full Professor], with an anticipated start date of [month, year]. We seek applicants who demonstrate commitment to excellence in research, teaching, and service in a diverse and inclusive academic community. The successful candidate will join our faculty on a full-time basis for a [nine-month academic/twelve-month] appointment [add “3-year term, renewable” if Assistant Professor] beginning [date].

Position Description (2)

The base salary range for this position will be [\$XXXX - \$XXXX] per month, commensurate with experience and qualifications, or as mandated by a U.S. Department of Labor prevailing wage determination. [additional language depending on compensation plan]

The successful candidate will be expected to [Insert specific details about expectations for the position.]

[Insert relevant information about the hiring unit.]

All University of Washington faculty are expected to engage in teaching, research, and service.

Reframing the Job Ad as an Opportunity...

- ...to tell applicants WHO we are, WHAT we do, and signal ENTHUSIASM for welcoming qualified and collaborative colleagues
- ... to SHOW that we want a broad pool of applicants with a range of relevant expertise and interests
- ... to DESCRIBE potential opportunities in funding, research, education and career advancement
- ... to make your work and lives EASIER by establishing a **throughline** between our mission/vision/values, the job description, and assessment rubric

Position Description

- Highlight why your department/division would be a great place to work
- Describe potential collaborators across UW and SoM; for example, research centers, outreach programs, and/or faculty development resources
- **Use inclusive, inviting language that will appeal to a broad range of applicants**

The original	The revision
All University of Washington faculty engage in teaching, research and service. [required; cannot be edited]	

The original	The revision
All University of Washington faculty engage in teaching, research and service. [required; cannot be edited]	ADD: The University of Washington School of Medicine (UW SoM) is dedicated to improving the health of the public. Faculty contribute to this mission in meaningful and diverse ways, through excellence in biomedical research, education, clinical care, and service to communities across the Pacific Northwest region.

The original	The revision
Clinician Scholars are expected to participate in scholarly activities including research and publication as an integral part of their job description.	

The original	The revision
Clinician Scholars are expected to participate in scholarly activities including research and publication as an integral part of their job description.	EDIT: Clinician Scholars are expected to participate in scholarly activities, within and beyond the University and Seattle Children's Hospital, including establishing a focused area of research and track record of peer-reviewed publications and presentations. We have numerous opportunities and resources available to explore and strengthen research in biomedical, clinical, implementation science, and educational fields.

Example: Open Rank (WOT) Search – Congenital Cardiac Surgeon



Position Description

Seattle Children's Hospital and the Department of Surgery, Division of Cardiothoracic Surgery at the University of Washington invites applications for a faculty position at the ranks of Assistant Professor, Associate Professor and Professor, without tenure (WOT), by reason of funding with an anticipated start date of December 2026. We seek applicants who demonstrate a commitment to excellence in research, teaching, and service in a diverse and inclusive academic community. The successful candidate will join our faculty on a full-time basis for a twelve-month appointment (3-year term renewable for Assistant Professor) beginning December 2026.

The base salary range for this position will be: Assistant Professor, \$54,167-70,834 per month, Associate Professor, \$70,834-\$87,500 per month, Professor \$75,000-\$125,000, commensurate with experience and qualifications, or as mandated by a U.S. Department of Labor prevailing wage determination.

The successful candidate will be expected to provide the full spectrum of cardiac surgical care for pediatric patients, including neonatal surgery, heart transplantation, and mechanical cardiac support. The primary site of practice for this position is Seattle Children's Hospital, and may participate at other sites consistent with regional affiliations and strategy. Congenital Cardiac Surgeons at Seattle Children's Hospital perform 500 cases annually, providing the full spectrum of cardiac surgical care for pediatric patients, including neonatal surgery, heart transplantation, and mechanical cardiac support. This position will actively participate in quality assessment and quality improvement programs at both institutions. Additional responsibilities include engagement in the selection and training of residents and fellows.

All University of Washington faculty engage in teaching, research, and service.



Be Careful with "Preferences"!

- All education, experience, skills and qualifications – even if "preferred" -- will be treated as a *requirement* by Dept. of Labor
- Job ads are often sent back for revision because of this issue
- Preferences can be written as anticipated job duties in Position Description

Qualifications

Applicants for this position must meet the following minimum qualifications:

[Insert minimum qualifications, including professional training (e.g., earned doctorate by the date of appointment) appropriate to the teaching, scholarship, and service requirements of the position.]

- State **minimum** qualifications for the position (e.g., minimum degree(s), required experiences or training, etc.)
- Remember that any qualification can/will be interpreted literally

Application Instructions

To ensure full consideration of your application, please submit all materials no later than [date]. Priority will be given to those applications received by [date]. Applications will only be accepted via Interfolio: [link]. The position will remain open until filled.

Applications should include the following materials:

1. a cover letter of no more than [#] pages detailing your interest in the position, relevant qualifications, and experiences
2. a curriculum vitae
3. [description of additional material, if any, e.g., research statement; note that, per administrative guidance, information about past and planned contributions to diversity, equity, and inclusion is to be woven into other materials and not presented in a standalone statement]

Applicants should articulate how their past experiences and/or future plans in research, teaching, mentoring, patient care, and/or service promote a sense of belonging and foster a welcoming and inclusive environment.

Please also include contact information for at least [#] referees who are prepared to provide letters of recommendation upon request [alternatively, # of letters of recommendation to be submitted at time of application].

Open Discussion about Job Ads



Questions? Contact Sylvia Woods, Academic HR Manager, Faculty Recruitment and Onboarding: woosyl@uw.edu



Drafting Assessment Rubrics

The Throughline - Consistency



There should be a **throughline** between the mission, vision, and values of your unit, the job ad, and the assessment rubric and plan used by the search committee.

This means that there should be **consistent themes and content** across all stages of the search process.

Assessment Rubrics



Create your rubric(s)
**at the same time as
your job ad**



Map assessment
criteria to specific
parts of the job
ad



Finalize the rubric
BEFORE review of
applications

Rubrics in the SoM Recruitment Toolkit

UW Medicine
UNIVERSITY OF WASHINGTON
SCHOOL OF MEDICINE

OFFICE OF FACULTY AFFAIRS

Welcome

OFA Programs

Career Advancement

Well-Being & Support

Equity, Diversity, Inclusion

Assessment Guidelines

Assessment Responsibilities

WHEN should an assessment rubric be created?

WHY are assessment rubrics and plans so important?

HOW to create an assessment rubric

HOW to create an assessment plan

HOW to create an assessment rubric

Here are [sample rubrics](#) for you to use and adapt to your search.

- Generally, the search committee should aim to develop a rubric with 5-8 criteria (or domains). This range strikes a balance between being comprehensive and efficient in assessment.
- Some committees may choose to have a single rubric, whereas others may find it helpful to have multiple rubrics for different stages of a search.

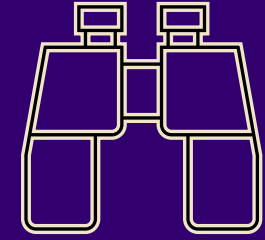
This “staged” approach with separate rubrics should be determined ahead of time and applied in the same way for all applicants.

Some committees find it useful to “scaffold” their rubrics so that they use 2-3 criteria in the first round of assessment (e.g., application screening) and then add additional criteria in subsequent rounds (e.g., interviews).



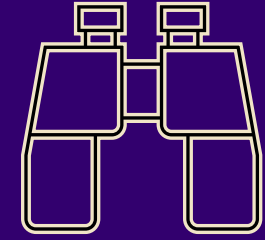


Creating an Outreach Plan



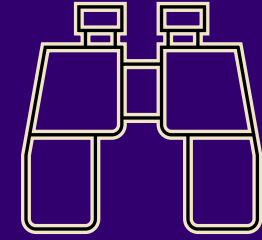
SEARCH is a verb!

- Circulate the job ad **as widely as possible**
- Use multiple avenues:
 - Professional job boards
 - Scholarly publications
 - Listservs, websites and social media accounts of relevant professional groups or organizations
 - Conferences



SEARCH is a verb!

- Activate your professional networks!
 - Ask all department faculty to contact their colleagues at other institutions
 - Send announcements to sections of regional, national, or international organizations working to advance health equity
 - Host a targeted reception at a conference

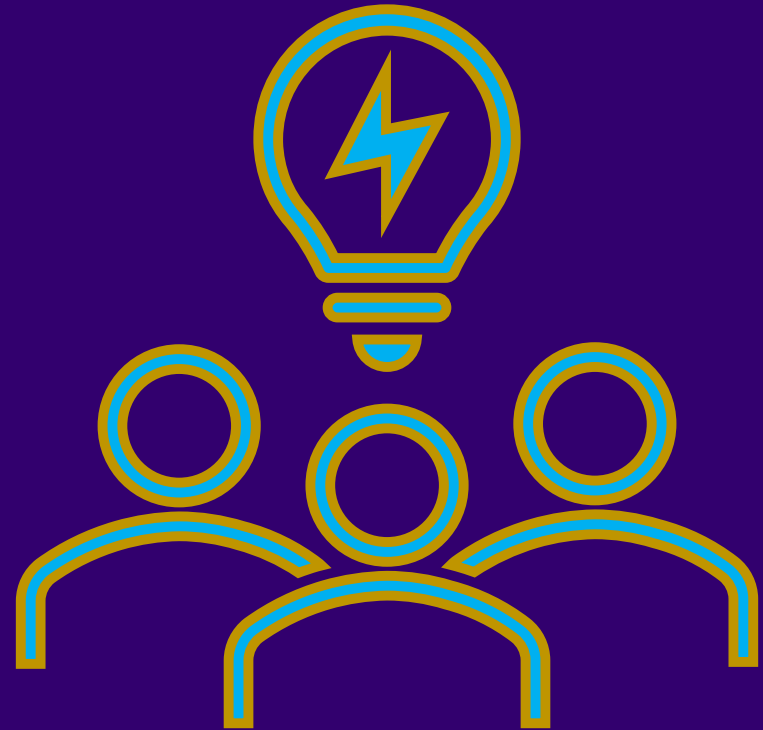


SEARCH is a verb!

- Send out job announcements/request nominations broadly, including from institutions that serve large numbers of historically underrepresented populations
- Have unit leadership or search committee chair personally contact qualified potential applicants

We do not rise to the level of our goals; we fall to the level of our systems. (James Clear)

Effective IS efficient



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- Office of Healthcare Equity



Thank you!
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Thank you!

EVALUATION



TOOLKIT

