Hiring and/or Admissions Policies for Willamette University

This is what was found by Scott Pike and Katja Meyer at Willamette University on Hiring Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement**\(^1\) is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available?\(^2\)
  
  Willamette’s Human Resources website has a diversity statement at the bottom of it’s “Careers” front page. An additional statement is listed on each job solicitation web page.

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
  
  Advertisements are posted on Willamette’s Human Resources website as well as Chronicle of Higher Education and in discipline-specific organizations (e.g. AGU). There is not a unified strategy across departments or colleges for reaching applicants, so location of postings will vary.

  Willamette ENVS hopes to hire an additional position in the next 5 years, and here are some strategies we are considering:

  1. Reach out directly to relevant subgroups/committees within professional organizations (AGU, GSA, AAG, SAA, AIA, etc.)
  2. The year prior, develop a seminar series in which we invite speakers from institutions of interest (e.g. predominantly minority serving universities) to make connections with those institutions and their recent graduates
  3. Use social media to post job advertisements (twitter)

- **What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?**

  In the past, searches have asked for letters of recommendation, transcripts, personal statements (teaching and research), recent publications, CV, cover letter, and diversity statement.

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\(^2\) https://careers.whoi.edu/opportunities/diversity-inclusion/


\(^5\) https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html

Going forward, we could wait to request letters of recommendation until we do the first round of cuts and have our list of ~20 applicants.

- How are applicants/applications evaluated? Is that process and/or rubric public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?

In the past, ENVS has developed interview questions that we asked each phone candidate. We did not supply the candidates with the questions in advance of the phone call, and we did not ask follow up questions. (We read from a script). ENVS has not used an explicit rubric or explicitly decided upon criteria prior to the beginning of the search.

Lack of explicit criteria or rubric allows individuals personal preferences or biases to be incorporated into the decision making process. To reduce these biases, we recommend having a department conversation prior to beginning the search in which we develop some clear criteria for who we would like to join our department (what classes they might teach, what types of research experience they can provide for our students, how much overlap with other faculty in teaching/research, etc.). We also might consider developing a rubric for evaluating the candidates.

- Who is on selection committees and who makes the final decisions? Who interacts with the applicants?

Selection committees are usually composed of members from the hiring department, one faculty member from outside the department, and one faculty member from the Equity, Diversity, and Inclusion faculty committee to help gauge the inclusiveness of the search.

- Has your hiring process been evaluated by outside consultants? What is the process for changing it?

We are not aware of any outside evaluation. We are also not aware of any explicit processes for changing our process.

- Has your university or company implemented or considered strategies like cohort hiring, mentoring, dual career support and partner hires, re-visioning your work culture, or other considerations outlined in “Leveraging Promising Practices”?
There has been some discussion about cohort hiring, but we are unaware of any plans for a formal process to implement this. We have an unstructured mentoring program for tenure-track faculty, and a monthly professional development meeting with the dean of faculty. Typically, a new hire faculty member is assigned a tenured-faculty mentor, but there is no formal programming beyond that. We do not support dual careers or partner hires.