Williams College+ URGE POD
Deliverable #5

How our hiring process works:

College Level:

Recruiting diversity
https://employment.williams.edu/faculty/faculty-recruiting-and-hiring-guidelines/recruiting-diversity/

- Work strenuously to build a diverse pool of applicants. (see Diversify Your Pool)
- Ensure that your search committee has the broadest representation possible.
- The Associate Dean for Institutional Diversity and Equity shares summary applicant profiles with search chairs shortly at each subsequent stage of the search process (application deadline, long list, short list). A search committee might consider intensifying the search or even extending the deadline if the initial pool looks too homogeneous
- Screen to include candidates. Screening only to narrow the pool may cause you to miss attractive candidates.
- The Office of Institutional Diversity & Equity provides a list of questions that are not appropriate to ask candidates.
- Mention the Manager of Spouse/Partner Resources and include their contact information in whatever materials you give your candidates.

Conducting the search
https://employment.williams.edu/faculty/faculty-recruiting-and-hiring-guidelines/conduct-the-search/

Bias Workshops hiring committees (from https://diversity.williams.edu/resources/):
Inclusion, Diversity and Equity Workshops: The Office of Institutional Diversity and Equity and partners across campus lead and facilitate conversations and workshops on matters of diversity, inclusion and equity on and off campus. These include hiring workshops aimed at minimizing bias in the faculty and staff recruiting processes, identity workshops, bias workshops, other topics, including those that focus on religion, micro- and macro-aggressions and affirmations, Title IX, and accessibility. Workshops may be requested by emailing us at diversity@williams.edu. Upon receipt of your request, you will be contacted to discuss any special requests, audience, and format.

Bias workshops for staff hiring committees: As part of a comprehensive staff diversity initiative, OIDEI is conducting workshops to raise awareness and minimize the impact of bias in hiring. All search committee members are required to attend the workshop, which is offered twice a week throughout the year. Staff who have attended the workshop in the past 12 months, may, in consultation with the search committee chair, opt out. We encourage staff to attend the workshop for each search, and we hope that
committees will attend together when possible. Chairs are asked to coordinate attendance for their committee and have all committee members sign up for a workshop or opt out.

Geoscience Department Level

- Chair and at least one additional department member attend a hiring workshop before the hiring process begins.
- OIDEI (Office of Institutional Diversity Equity and Inclusion) provides a list of graduate departments that have diverse student bodies in our discipline for us to reach out to directly.
- Where we have advertised in the past: GSA, AGU, ESWN, many email list serves - however, we have not kept track of all the lists we have advertised with in the past
- We have each forwarded the ad to people in our personal networks and on social media.
- We ask for letters of recommendation after creating a "long list" of candidates to do phone/video interviews with.
- Because our department is small, historically all faculty members have participated in all faculty searches. For the most recent search because of the large numbers of applicants and compressed timeline to review them, not everyone read every application in the initial stage, but we made sure each was read by at least three faculty members. In previous searches, all of us read all the applications.
- For phone/video interviews, candidates are given interview questions ahead of time.
- Usually 3 candidates are brought for an on-campus interview
- If our short list does not reflect the diversity of the pool, we can get approval from OIDEI to bring a 4th candidate in for a campus interview
- The department makes a hiring recommendation to the Committee on Appointments and Promotions, who then generally approves the recommendation.
- Dual academic career support usually happens in the form of a short-term visiting position for a partner, where the academic unit relevant to the partner of the tenure-track hire has the choice of whether or not to participate.
  - This is not ideal.
  - Research (see ADVANCE work) and informal discussions shows that the impact of weak spousal hiring practices is often substantial for attracting/retaining international and domestic BIPOC applicants.
  - It affects both young single people and those with an established spouse/family group.
  - Administrators can do better, but without policies and dedicated resources, outcomes for individual faculty can be arbitrary and capricious.

We use a rubric to evaluate candidates in the first round. In the most recent search, we rank ordered candidates after video interviews and then rank ordered them again after in-person interviews. Generally this involved a numerical score and extensive qualitative comments.
Summarized Rubric for the first round evaluations for a recent search in the Department - some criteria may not be relevant to future searches:

Criteria to seek and react to

- **Ph. D in hand by XXXX**: If still a student, need evidence that graduation will be within the timeframe: e.g. scheduled defense date. This is a firm requirement: candidates without it are excluded from consideration.

- **Demonstrated teaching experience**: What kind of teaching experience has the candidate had? Does the candidate only have experience as a TA, or have they taught fully-realised courses or gained teaching experience in K-12 situations or at community colleges? Greater levels of teaching experience will elevate an application, but we can also recognise efforts on the parts of younger and less experienced candidates to build their portfolios.

- **Interdisciplinarity in research**: To what extent does the candidate’s work integrate multiple approaches or cross disciplinary lines? This could include a component of whether the candidate addresses that specifically in their statement, and/or our individual judgement of the nature of the research.

- **Interdisciplinarity in teaching**: How does the candidate address the call for teaching across disciplinary boundaries, and the capacity for forming connections with other departments?

- **Undergraduate-involved research**: How well does the candidate address the question of involving our students in their research? Cursory versus detailed/specific.

- **Diversity statement**: (a) Did the candidate include, somewhere in the application, an explicit statement addressing diversity issues? and (b) Does the statement provide a thoughtful engagement with how the candidate might address diversity issues? This could take a wide range of forms, and it might be general or very specific, but it should indicate an awareness of diversity issues, and some ideas/thoughts about approaches.

- **Research output**: In the context of the candidate’s career stage, what has been their productivity? Emphasis on first-authored papers in peer-reviewed journals.

- **Overlap with existing skill sets/research areas**: Some overlap can be strengthening, too much overlap creates redundancy.

- **Presentation/professionalism**: What is the overall quality of the application, in terms of how it is put together? This would include the quality of the writing, evidence that the candidate did some research into the institution and the department, and whether there are obvious gaffes that may be viewed as lack of commitment (e.g. is the application simply recycled from some other call).

Other things to bear in mind that might elevate an application, but the absence of which would not count against the candidate:

- **External funding record** (any kind of success attracting grants of any kind, and/or articulation of plans for future funding)

- **Outreach** (history of engagement beyond the academy and/or ideas or plans in that arena)

What changes we plan to make moving forward:
We feel good about our hiring process in general, but see some opportunities to make it even more transparent and equitable, especially when it comes to the “hidden curriculum”. Many of our hires in the recent past had familiarity with SLAC institutions, or some informal connection to Williams College. This presents an opportunity for us to make it easier for people without this knowledge or connections to learn about / apply to / be successful in applying for our faculty positions.

We propose to make the following changes and adjustments moving forward:

1. Updating our website to make it easier for potential candidates to learn about the department, and to make our priorities as a department more clear.
2. Not expecting candidates to be familiar with our institution at the initial application stage, but only later during the video conference interview stage - this will reduce additional labor from candidates applying for many jobs, etc, and does not expect familiarity with liberal arts institutions at the outset.
3. Provide links on our website to existing resources on how to write a cover letter for a SLAC faculty position such as https://www.ams.org/journals/notices/201906/rnoti-p855.pdf and https://www.sciencemag.org/careers/2014/08/getting-hired-liberal-arts-college
4. Continue to broaden our advertising of the job posting with groups like NABG, SACNAS, GeoLatinas, and others and keep better track of where we advertise for positions.
   Suggestions include:
   a. EOS (AGU)
   b. GSA Today
   c. Chronicle of Higher Education
   d. Academic Keys
   e. National Association of Geosciences Teachers - post to Career Hub
   f. Hearts of GOLD (Geosciences Opportunities for Leadership in Diversity) email list
   g. Posting on Association for Women Geoscientists website
   h. Earth Science Women’s Network email list and facebook page
   i. Posting on AcademicCareers.com with their Diversity Package
   j. Society for Advancement of Chicanos/Hispanics and Native Americans in Science
   k. American Indian Science and Engineering Society
   l. Latinos in Science and Engineering
   m. National Association of Black Geoscientists
   n. Diverse: Issues in Higher Education
   o. Hispanic Outlook in Higher Education
   p. GeoLatinas
5. We will discuss as a department whether we should ask for a separate 1-page diversity statement instead of asking for it to be incorporated into the cover letter.
   a. Some of our pod members have experience asking for this in applications and feel that it results in better, more thoughtful responses.
b. In our last job ad, we asked “applicants are asked to state in their cover letter how they will enhance the diversity of offerings and educational experiences if hired.”

c. We will consider changing the wording to be more explicit and broad and ask for a statement regarding justice, equity, diversity, and inclusion (wording TBD).