

**DRAFT**

**Report of the Working Group  
Faculty and Staff Development**

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## **Vision/Goals for Staff and Faculty Development for the coming decade**

1. **Growth and Development**: As an educational institution, Williams should aim to embody a culture of lifelong learning and growth among its students, faculty, staff and alumni. For Williams staff and faculty, the college should support and celebrate professional growth and development, broadly conceived, including in collaboration with one another. This culture will be supported by strong performance management, strong development of leaders and managers across the college, and a commitment to ongoing skill development, curiosity, and risk-taking.
2. **A Diverse and Inclusive Community**: As an institution robustly committed to learning and ongoing development, Williams College actively seeks and values multiple perspectives. The college will continue to invest in its commitment to recruit a broadly diverse workforce. It will enhance its means of supporting and retaining staff and faculty especially from groups still underrepresented at the college, in higher education, and in the northern Berkshires. It will do so by means of institutionalizing inclusive practices concerning hiring, assessment, community building, and professional development and recognition, as well as through practices aimed at minimizing bias and increasing cultural competencies. Moreover, the college will create additional ways for faculty and staff to build capacities to foster and enact an inclusive environment to collaborate with and learn from one another. The college will recognize and reward staff and faculty who contribute to these goals and seek to ensure that contributions from employees working in all areas of the college are recognized.
3. **Transparency and Effective Communication**: To accomplish these goals, Williams College should be an institution that strives to communicate expectations for its employees clearly and transparently. Resources should be easy to find and access; any changes in policies and procedures will be effectively communicated. Staff and faculty should have a voice in shaping and reviewing relevant practices and potential changes and understand how decisions are made at the college.

## Where Are We Now?

### **PRELUDE: A Snapshot of the College Workforce**

As of the fall of 2019, Williams had 1371 active employees, totaling 1275 FTE (full-time equivalency). The academic staff, including department and program administrators, lab, studio and performance personnel, librarians, instructional technologists, museum curators, and others compose about 23 percent of the staff and 17 percent of all employees, or 217 non-faculty FTE. The remainder of the staff (77% of the staff and 56 percent of all employees, or 709 FTE) serve in college operations, such as admissions, athletics, dining, facilities, alumni relations, development, and human resources. The academic faculty comprises 27 percent of the whole, at 348 FTE. Of our 348 academic faculty, 279 (78%) are in tenured or tenure-track positions, 46 (13%) are visitors, and 33 (9%) are in continuing, but non-tenure-track positions such as lecturers and instructors. Athletics faculty constitute another 35 FTE. The tenure-track faculty has grown by 14 FTE (5%) since 2009. The overall staff-to-faculty ratio is 2.7:1. Over the last decade, the faculty increased by 42 FTE (14%), while the staff increased by 155 FTE (20%).

In what follows, we discuss first issues pertaining to staff and then to faculty, followed by sections treating important shared concerns of staff-faculty collaboration and building an inclusive campus community.

### **STAFF**

#### Staff Recruiting and Hiring Processes

Human Resources (HR) provides centralized services and supports for the recruitment of staff. The employment manager assists in crafting job advertisements, developing a recruitment strategy, developing a search committee, facilitating job ad placement, and monitoring the demographics of the applicant pool. HR manages a centralized advertising budget to help ensure we are casting the broadest possible net and posting on diverse job boards and publications. The college is not staffed with recruiters, instead, individual hiring units engage their own professional networks and associations to help build a diverse pool of applicants. For some higher-level searches, a search firm is retained.

Over the past decade, HR has consistently held workshops and manager training focused on recruitment and onboarding best practices. Workshops cover all aspects of the recruitment process including writing job advertisements, implicit bias training prior to resume review, interview dos and don'ts, and the importance of onboarding to welcome and support employees during their transition to a new position at Williams. In 2018, HR and the Office of Institutional Diversity Equity and Inclusion (OIDEI) began an initiative to further diversify applicant pools and reduce bias in the recruiting process. The new process is modeled on a process developed for faculty recruitment and continues to be refined to serve the needs of staff hiring.

HR has invested in training managers and department heads across the campus to develop a shared foundation of knowledge relating to the new initiative, and OIDEI offers additional support. Now that a critical mass of hiring managers and integral staff have been steeped in the content, refreshers are required once every 12 months and the focus is now shifting to providing

interview skills training and implicit bias workshops more broadly on campus to those who participate in the interview process but may not serve on the search committee.

OIDEI reviews the composition of the applicant pool and subsequent shortlists at each stage of the search. Hiring managers send their list of candidates to be advanced to HR; OIDEI reviews candidate profiles and advises on the next steps before proceeding. OIDEI is also available to meet with candidates in a non-evaluative context during the campus visit.

Over the past decade, representation of staff of color has grown from 11% in Fiscal Year (FY) 11 to 20% in FY19. Among the categories defined by the Equal Employment Opportunities Commission (EEOC), the most significant growth has been in the number of individuals identifying as having multiple ethnicities (not of Hispanic origin) which increased from 1% to 8% (2 people to 16 people). Amongst staff of color, representation is consistently and evenly split between Asian, Hispanic/Latinx, and African American. Over the same time period, representation in the administrative staff has seen fluctuation between 9% to 14%, while the support staff have seen a linear progression from 6% to 9%. The overall staff population has consistently remained 55% female identifying and 45% males identifying. Although we are currently required to report gender in a binary manner and our software likewise restricts us to binary categorization, the college should expeditiously move to adjust our tracking and reporting.

Success in increasing the diversity of the staff can be attributed to several intentional factors, one being the creation of new positions to create pipelines for young professionals in their respective fields (e.g., Alumni Relations, Development, and Zilkha Center Coordinators, Integrative Wellness Being Services Fellows, Mellon Curatorial Fellow for Diversity in the Arts). Other staff positions have been created or refined to have a more intentional focus on diversity and inclusion efforts (e.g., Associate Director of Alumni Relations/Director for Alumni Diversity and Inclusion, Assistant Vice President (AVP) for Institutional Diversity, Equity and Inclusion/Title IX Coordinator, Associate Director/Director for Inclusive Career Exploration, AVP for Campus Engagement, and AVP OIDEI). Currently, HR is working on the creation of an Opportunity Hire Policy for staff, which closely mirrors existing faculty practices, and provides guidance for hiring individuals without a national search who bring diversity in areas where historical underrepresentation exists and/or who bring a unique or different perspective because of their professional or personal backgrounds, interests or expertise.

Despite efforts to improve hiring processes, concerns remain. One commonly heard concern relates to the timing of the process. Particularly for entry-level or short term positions, managers noted that a delay of several months between the time applications were first received and the time applicants could be contacted for an interview all but assured that the search would fail.

Another common theme of outreach related to attracting tradespeople. Though the college benefits are more generous than those of most other local employers, hourly wages and hourly wage growth are not perceived to keep pace for many positions. In addition, the college lacks a robust structure for internal skill development and well developed succession planning. Pipelines for recruitment have weakened in some skill areas given local economic changes. Certain areas of the college, particularly the facilities department, will see a large number of retirements over the coming decades and will need to undertake systematic planning to continue operations vital to the college.

## Retention

HR conducts exit interviews of staff who separate from the college; data are collected through a web-based form as well as in-person meetings. While a variety of factors contribute to staff departures, a prevailing theme in exit interviews is that staff leave for career advancement opportunities. Feedback received during outreach suggests that some people leave because the current organizational structure limits career development and others leave because they receive higher wages elsewhere.

Staff turnover (excluding retirements) has averaged 4.0% over the past five years. The turnover rate has been 3.7% for white identifying staff; it is higher for staff of color at 10%. This can be partially attributed to the creation of junior positions as pipelines, which have the expectation of higher turnover, and other differences in the composition of the workforce. We also note that many staff of color report feeling less than fully included in the campus community and facing high burdens of invisible service; these factors may also help explain turnover. We need a better understanding of the reasons underlying these disparate rates of departures by race and ethnicity.

## Staff Onboarding

Staff development begins with an orientation, staged in two parts which HR has branded as “Ephs-sentials.” The first session is held each Monday in Human Resources, typically on the individual’s first day of work. This session is focused on completing new hire forms, an orientation to college policies and online handbook resources, as well as guided assistance in enrolling in employee benefits. These sessions tend to be quite small, and in some cases one-on-one, if only one individual is starting on that date.

The second dimension of orientation is a quarterly program called “Get Connected,” where all staff hired during the past three months are invited. This program enables new staff to meet other new colleagues from across the campus. HR staff present a brief history of the college, share important data and traditions, and attempt to demystify the college’s organizational structure. For individuals for whom this is their first job in higher education, this is a particularly important session for understanding how they contribute to the college’s mission. In addition, staff are educated about three core values of Williams, sustainability (led by Mike Evans of the Zilkha Center), inclusion (led by Toya Camacho, of OIDEI), and continued learning and development (led by Kevin Thomas of HR). “Get Connected” also shares ways for staff to get involved in the life of the campus as well as the community beyond.

While nearly 100% of new hires attend the first-day orientation session, participation is not as robust in the “Get Connected” program as even new staff find themselves with scheduling conflicts. As we continue to recruit more staff and faculty of underrepresented and historically marginalized groups, creating opportunities to get connected remains critically important. Many staff mentioned a lack of robust orientation not just at the college level but also within their respective departments.

## Staff Development

There are many kinds of staff positions at the college. HR offers a correspondingly broad range of programming and resources for professional development, such as access to LinkedIn

Learning for skill-specific webinars and a wide variety of programs offered through HR, including a series focused on developing management and leadership skills. In March of 2018, the college expanded the tuition benefits for staff to include courses that are not job-related. The benefit is also no longer limited to one class per semester and enables staff to choose reimbursement or direct tuition payment by Williams. Since 2018, more than 67 people have taken advantage of the program, representing a college investment of more than \$777,000. The tuition benefit is limited to accredited institutions of higher education, which excludes many certification programs. HR is piloting a program with Facilities to cover this unintended gap in the benefit.

In our outreach, we regularly heard a desire for further opportunities for staff to learn about the college broadly, to interact with one another outside of one's own department, and to develop skills. Training is viewed as inadequate by many staff, especially in terms of technological skills. Additionally, dining employees express frustration that training has been substantially reduced in recent decades, leaving employees to learn on the job. There is a sense that this approach lowers morale and poses a safety risk.

A common theme from our outreach meetings was that it is difficult for staff to step away from their day-to-day obligations. Though training resources are sometimes available through the college, many feel that they cannot take time away from their daily obligations; the opportunity to improve job skills varies widely across units and is determined in part by manager preferences. Moreover, chronic understaffing seems to be a concern in several large units across the college, and employees have the sense they would be leaving their colleagues in a lurch if they were to take time to attend an HR training, participate in a committee, or even stay home when sick. We were told that when employees call in sick, little effort is made to bring in temporary help for time-sensitive roles, notably in dining and facilities. If, as discussed below, the college moves towards expanding growth opportunities for staff, there will have to be adequate staffing to allow employees to expend a small portion of their time on these activities - some units do not have the "slack" to make this possible. In addition, some departments would require a significant culture shift in order for employees to feel that professional development is a valued priority.

Staff members also noted that some jobs at the college lack robust career ladders. Williams tends to attract ambitious and dedicated employees, and they are sometimes frustrated by the lack of in-house growth opportunities. In some cases, this is a function of the fact that we are a small institution at which employees tend to stay a long time, thereby limiting openings for higher-level positions. We also recruit externally for some higher-level positions, in part to further our goal of a diverse workforce. Nevertheless, many employees suggested they would like to continue to challenge themselves throughout their careers. For some positions, this may mean thinking about structuring jobs as pipelines in which we invest in less experienced staff and expect that they will leave after a few years with excellent opportunities elsewhere. We can also think about "growing within" by asking employees to take on projects that are supplementary (and perhaps complementary) to their main tasks but allow them to develop new skills or engage with the campus in a new way.

### Performance Development

Performance development is an ongoing process that involves both the employee and their supervisor, and one that focuses on the development of the employee as a professional over time. The Performance Development Program provides a structured process, tools, forms, and other resources to facilitate effective communication about performance between supervisors and staff. While performance development occurs throughout the entire year, formal performance evaluations are slated to occur annually for staff.

Departments choose from among three schedules for completing the process. The flexibility in timing allows departments to be able to assess performance when it makes the most sense to do so, but also breaks the link between assessment and annual raise increases. Annual increases are determined each spring by HR in consultation with department heads and senior staff. In fact, the discrepancy in timing highlights a broader disconnect between performance assessment and compensation; employees need not receive any formal performance feedback to be considered for merit raises.

The current performance development tools were developed in 2011. Williams' performance competencies represent the knowledge, skills, abilities, and behaviors that every employee of the college must demonstrate to effectively support the college and its mission. Competencies come under three broad categories: Expertise, Professionalism, and Interpersonal Skills.

With such a wide array of jobs and professions on campus, the one size fits all approach embodied by these standard competencies does not feel relevant to many on campus. While a "short form" was created for front line service jobs, many question the applicability of these competencies. In addition, the current format is cumbersome in that it is a Microsoft Word document that must be printed and signed, making the journey to senior management, then to senior staff, and finally to HR before being manually logged in PeopleSoft. The current system lacks workflows or automated reminders for managers that would support the process.

Overall, staff have expressed concerns that the evaluation process is not well-defined or understood and more importantly, not implemented consistently. Overall participation has hovered around 40%, even as a handful of departments have strong consistent participation. There is no penalty for not complying. The result of this weak system is that some employees go years without receiving any conversation about performance or professional development, except perhaps an occasional correction when something goes wrong. Without any opportunity to articulate their own professional goals, or explicit recognition that their work is impactful to the college, many employees are left demoralized. A sense of disconnect is heightened by the opacity of the merit raise system.

In November 2019, HR hosted two half-day design thinking workshops to gather rapid feedback from the staff community. Individuals engaged in several activities to provide input on the competencies, timeline, and form templates. New prototypes will be generated by HR this winter for ongoing feedback. The long term process improvement solution will come with the transition to a new business process management software (new system that will replace PeopleSoft) with a fully integrated performance management systems, which HR and OIT are actively assessing.

Additionally, outreach surfaced another kind of concern about performance development, that it is unidirectional. Many staff lack opportunities for meaningful communication in an upward direction. Except in extreme cases, there is no way to provide feedback about a poor manager.

## Employee Recognition Program

Current staff appreciation events celebrate staff for their longevity at the college, marking five-year milestones, rather than professional accomplishments or investments. HR has been working with the Staff Advisory Council (a group of 18 staff representing six “neighborhoods” from across the college) to develop a program that would recognize individuals who are engaged in the community, invested in their own professional development, or had notable professional accomplishments. The Council has submitted a budget request and proposed a program. Alternatives include a system of self-reported activities (e.g., conference participation, publications, volunteering in the community) that can be subsequently recognized in some public manner that communicates the value of ongoing learning and professional accomplishments.

## Compensation Review

The college maintains a market-based compensation philosophy, utilizing market pay data to evaluate pay levels. The current salary structures for administrative staff and support staff were developed in the early 2000s, while the framework for Facilities and Dining was revamped in 2009. They have been tweaked and maintained by HR staff over time; however, many question whether these structures reflect best practices. HR participates in at least seven annual salary surveys for different disciplines across the campus, so that there is relevant benchmark data to support hiring practices. Benchmarks for administrative staff roles are derived from groups of comparative peer institutions, depending on the discipline. For many support and service roles the college conducts periodic local market surveys to gathering relevant data for comparison. Even with timely data, the antiquated structure poses significant challenges.

One particular area of concern is how we communicate our compensation practices to the community. While job bands and groups are posted in job ads, there is no public information about the actual salary ranges associated with these. A central reason for this is that staff wages continue to increase with years of service so there are no fixed salary ranges within band or group. Staff seek clarity in how bands reflect knowledge, skills, and responsibility and what action they can take to progress along a professional career pathway. In addition, there is a lack of clarity in how one can earn a merit-based raise.

HR has submitted a budget request for FY 2021 to conduct an external review of our compensation structure. The review would include an evaluation of our current practices as well as recommended changes after review of similar institutions of like size and diversity. This work will also involve several campus constituencies to guide and shape the process. The ultimate goal is to develop a sensible and fair compensation structure that can be effectively and transparently communicated.

## Communication

Another motif that surfaced in our outreach among staff is a desire for more effective forms of communication. The President sends an all-campus email at the beginning of each semester, now also following each meeting of the Board of Trustees, and there is a wealth of information available on the college website; nonetheless, a lack of communication from high levels of administration to employees is keenly felt. Staff report not knowing about policy decisions that

were underway, even in cases in which those decisions would directly affect their working lives. Managers vary in the degree to which they inform their employees about college-level events, opportunities, and policy decisions. Communication from senior staff to managers/chairs intended to be passed onto employees in those units does not always reach its target.

In addition, staff do not feel that it is always clear how to communicate their ideas and concerns concerning college decisions and policies. Clarifying and enhancing avenues of communication and input should be a priority in the coming years.

## **FACULTY**

Williams has good reason to be proud of its reputation for an academic faculty filled with outstanding, dedicated classroom teachers who are also outstanding, dedicated researchers and creators in their respective fields, as well as an outstanding athletics faculty dedicated to student athletes on their teams and the physical education of the student body as a whole.

Within the last two decades, the college has made important changes to support this commitment to recruiting and retaining an extraordinary faculty including by: a reduction to a 2-2 teaching load (starting 2001-02; extended to full-time visitors in 2015-16); increased financial support for research (e.g., full support for AP leave, increased start-up packages); many more faculty development opportunities (details below); and tuition support for Athletics faculty in pursuit of the Master's degree required for promotion.

At the same time, the generational transition of faculty has brought a moment of change. Many faculty members, including those that have been at Williams for some time, find themselves in need of effective ways to listen to and learn from one another, to mentor effectively, and to understand and manage dynamics inside academic units. As Williams changes, faculty must hold one another accountable for continued growth and for undertaking the work needed to participate in and produce inclusive departments, programs, and campus community.

In our outreach sessions, we learned that faculty generally feel that their jobs are rewarding and that the students are a joy to teach. That said, different faculty constituencies expressed experiences of being overstretched generally and unable to model any kind of balance for our students (many faculty), overstretched when it comes to mentoring and supporting students (especially Athletics faculty, faculty members of color, and Div 3 faculty of all backgrounds), overstretched in being asked to serve the college in a very wide range of ways (on panels, ad hoc committees, searches, at alumni and development events, etc.; especially faculty members of color in all divisions and female-identifying faculty), underappreciated and/or marginalized (especially Athletics faculty, academic faculty in continuing but non-tenure-track positions, and some faculty of color). Faculty regularly expressed a desire to have the college rethink how it "counts" time-intensive activities that support students and represent the college.

Moreover, many faculty are generally not equally aware of the resources that do exist at the college to support faculty development at all career stages, even as they also helped to identify areas for further expansion of faculty development programming and resources.

Faculty value being part of an institution where they can contribute to its activities on many levels, but we heard lots of dissatisfaction as well. Many faculty members express a sense that the current distribution of college “service” needs rethinking. Some faculty feel that only a portion of the whole faculty actively participate in the extensive college committee structure; that the role of academic unit chair, though never glamorous, has become far more fraught in recent years; that associate professors are asked to take on too much service and leadership too soon after tenure; that too many full professors are not held accountable for actively contributing to the work of their units or the college and that those who do contribute are not adequately recognized or rewarded. Additionally, Athletics faculty members express a sense of being marginalized relative to academic faculty and many seek more opportunities to be more fully involved as faculty in the operations of the college.

At present, 162 (57%) of the 270 tenure-line faculty are full professors and 33 (12%) are associate professors. The remaining 84 FTE (30%) are assistant professors. The ratio of tenured to tenure-eligible faculty now stands at 2.3:1 (compared to 2.8:1 in 2009). We currently have 37 professors over the age of 65, including 10 over the age of 70. In 2014, we introduced a generous retirement incentive plan that a number of faculty have chosen to use. The college has been hiring large cohorts of assistant professors (an average of 15 per year over the past five years) to balance the exodus of retiring faculty. We have 35 Athletics faculty as well as 41 continuing but non-tenure-track academic faculty members. And each year we host a significant number of visitors each year, ranging from those appointed as fellows, term visitors (e.g., leave replacements), or distinguished senior scholars.

### Faculty Recruitment and Hiring Processes

The college hires faculty through a process that begins at the unit level, in the context of curricular and pedagogical goals that produce priorities for specific position requests. Units may request positions (visiting or continuing) on an annual basis. Tenure-line requests are reviewed by the Curricular Planning Committee, the Vice-President and Associate Dean for Institutional Diversity, Equity, and Inclusion, and the Committee on Appointments and Promotions (CAP), with the CAP rendering the decisions. Visiting and non-tenure line continuing appointments are reviewed and approved by the CAP. Once approved, units work closely with the Offices of the Dean of the Faculty (ODOF) and OIDEI throughout the recruitment and hiring process.

To achieve the goal of a diverse faculty, Williams College has developed and implemented a number of strategies directly into the position request and search process:

- OIDEI advises the CAP on tenure-track position requests;
- Representatives from all academic units approved to conduct tenure-eligible searches participate in required workshops to optimize a diverse candidate pool and minimize bias in the search process;
- the tenure-track position requests are assessed on the unit's own reflection on this goal;
- OIDEI and DoF review candidate pools at each stage of the search process;
- Units are encouraged to arrange 1:1 meeting with the Associate Dean for Institutional, Diversity, Equity, and Inclusion with finalists for tenure-line positions;
- all finalists for tenure-line and athletics positions receive a survey on the campus visit.

The CAP also recently updated and clarified our Opportunity Appointment process, another means for identifying outstanding candidates for tenure-line positions who may be recruited without a national search process.

The college participates in additional efforts towards this goal, including:

- encouraging our own students from underrepresented groups to gain experience in academic research and consider careers in higher education (through programs such as Mellon-Mays, Allison Davis, and C3 Undergraduate Research Fellowships);
- our Bolin Fellowship pre-doctoral/post-doctoral program (74 fellows in the program's 30+ years; 10 of whom have been hired as tenure-line faculty at Williams);
- our founding partnership in the Creating Connections Consortium (C3);
- our memberships in the Consortium for Faculty Diversity and Scholars-at-Risk;
- regular outreach trips to a range of R1 institutions to promote employment at Williams;
- support for our faculty to attend meetings of national associations dedicated to the advancement of underrepresented groups in a range of disciplines and interdisciplinary areas (e.g., Society for Advancement of Chicanos/Hispanics and Native Americans in Science, National Organization for the Professional Advancement of Black Chemists and Chemical Engineers).

Over the last two decades, the college has made significant gains in diversifying our faculty, with concomitant investments in recruitment, retention, and faculty development. Female-identifying faculty now make up 47.5 percent of all tenure-line faculty, as compared with 33 percent in 1994. (Please note that, as is the case for staff, the college's current tracking and reporting is restricted to binary gender identity; the college is working to remedy this shortcoming.) In terms of racial and ethnic diversity, faculty of color now make up 28 percent of the tenure-line faculty, as compared with 14 percent in 1996 and 19 percent in 2006 (see [Fig. 1](#) in Appendix Four for demographic information about recent hires.) Among the Athletics faculty, 34% are female identifying and 9% are faculty of color. Thus, although there is a need for continued improvement, our investments have led to meaningful success in recruiting an increasingly diverse faculty across almost all curricular areas.

Newly hired faculty not only maintain important curricular areas vacated by departing faculty but also contribute to the evolution and innovation of the curriculum. The college has invested significantly recently in areas of high demand such as Computer Science and Statistics as well as expanding available offerings (just to give a few examples: Africana Studies, applied mathematics, Arabic Studies, Asian-American Studies, climate change, dance history, environmental studies, gender and [a]sexuality studies, Native and indigenous studies, and South Asia).

### Retention

In the aggregate, we retain female faculty in about the same numbers as male faculty and there are not massive disparities in retention by race or ethnicity (see [Fig. 2](#) in Appendix Four). For example, of the 198 male-identifying tenure-line faculty and 18 female-identifying tenure-line faculty who began at Williams between 1990 and 2018, 55% of the male-identifying and 60% of the female-identifying faculty members remain on the faculty today. Tenure-line faculty hired over this time period who identify as Asian, Black, or Latina/o also remain at the college overall

in percentages comparable with those of faculty who identify as white. (Of 49 Asian-identifying faculty members hired in this period, 61% remain at the college; of 31 Black-identifying faculty, 58%; of 20 Hispanic-identifying faculty, 70%, of 276 White-identifying faculty, 55%).

At first glance, these numbers refute a narrative that the college loses women of all backgrounds and faculty members of color at a higher rate than men of all backgrounds and white faculty. But these numbers don't tell the whole story. First, the absolute numbers of faculty of color are fewer than those of white faculty. Second, each faculty departure has a big impact in a small community, and especially within the home unit; this impact is magnified when a faculty member from a group historically or still underrepresented departs from the college, as those faculty members are typically carrying an outsized role in supporting students and representing the college.

More than this, we have other information, from survey data (Higher Ed Research Institute and on-campus listening sessions with faculty of all ranks, including Athletics and visiting faculty) that suggests that faculty members experience their time at Williams in ways that correlate with embodiment in ways that suggest we have more work to do to make Williams College and community life equitable and as positively experienced by all as it is by some. The ODoF now conducts exit surveys of all faculty who leave the college after serving at least one year full-time (including full-time visitors, fellows, and tenure-track faculty). Faculty leave for a range of reasons (sometimes multiple reasons) besides retirement, including: being denied reappointment or tenure; moving to a location or institution that can offer or be more proximate to job opportunities for a spouse/partner; making a career change outside of academia; moving to a research university; experiencing one's home unit unsupportive; experiencing the town and region as alienating and unsupportive. Turnover in the faculty is not always a bad thing, but the college should strive to avoid faculty departures due to factors related to experiences of discrimination, marginalization, and lack of inclusion by continuing to build practices and structures to create fully inclusive units and wider college community. We discuss this further below.

### Faculty Development

In recent years, the college has made significant investments to enhance faculty development and to clarify and revise college practices to improve the college's ability to support, develop, and retain its excellent faculty. We outline some of the recent changes that include structural changes, increased programming, and increased commitments to funding research, and increased communication. Even with these changes, we hear faculty requesting further support for faculty to innovate pedagogically across their careers, further forms of support for faculty research activity, and more institutional efforts to build capacity among senior faculty to be more effective as leaders (especially within departments and programs), mentors, and listeners. Additionally, seeking more effective ways to communicate existing faculty development resources is desirable. The NetWorks for Faculty Development website, though great in theory, does not seem to function as the best way to communicate existing faculty development resources; the recently revamped ODoF website may need further review; the annual letter from the Dean of the Faculty and targeted emails about specific faculty development opportunities are welcomed but further mechanisms for effective communication should be explored.

Recent structural changes to support faculty development include:

- the establishment of a second Associate Dean of the Faculty position (2013), a rotating post held by a tenured faculty member;
- the transformation of the Project for Effectiveness in Teaching into First3 (2013), now co-facilitated by three tenured faculty members (one from each academic division) and open to all academic and athletics faculty in their first three years, including visitors and fellows;
- the creation of Davis Faculty Fellows, whose responsibilities include mentoring and faculty development programming for Bolin and post-doctoral fellows;
- The creation of an additional Associate Athletics Director for Inclusion and Compliance;
- In addition, a request has been submitted this year for an additional staff position for the Grants Office, for someone with federal grants expertise; the goal is to transform the Grants Office into an Office of Sponsored Research that will report to the Office of the Dean of the Faculty.

Key changes in faculty development programming can be subdivided as follows:

#### *Especially for New Faculty*

In addition to the creation of First3 noted above, recent enhancements to faculty development programming include:

- Expansion of orientation programming for new faculty from a single hour meeting with the deans and the president, and a series of welcome-to-Williams receptions to the addition of a one-day teaching conference offered by P.E.T. (2003) to the creation of an additional one-day comprehensive orientation for incoming faculty offered by the Office of the Dean of the Faculty as well as a series of additional workshops (on syllabus design, on our course management software and classroom technologies);
- the creation of a mentoring program for all incoming tenure-line faculty, Athletics faculty members, Bolin Fellows, and Postdoctoral Fellows (since 2008);
- the creation of a Professional Development and Mentoring tool to facilitate effective goal-setting and communication, especially but not only for new faculty with department, program, and evaluation committee chairs.

#### *Teaching*

Williams College rightly boasts of its terrific teachers. Faculty serve as excellent resources for one another to learn new ideas for all aspects related to envisioning courses, designing syllabi, and the teaching work that happens in the classroom, lab, field, studio, on the field/court/rink/track, and in performance. In addition to programming on the unit-level (e.g., mentoring groups in Athletics, syllabus workshops in some academic units), the ODoF has supported this kind of mutual learning for more than a decade by funding the popular and successful "Teaching Roundtables;" a portion of the First3 lunches are also dedicated to pedagogical topics. The ODoF sponsors periodic all-faculty lunches on pedagogical topics, and some Associate Deans' lunch topics likewise focus on pedagogy (Associate Deans' lunches are co-hosted weekly by the faculty serving as Associate Dean of the Faculty and Associate Dean for Institutional Diversity, Equity, and Inclusion).

The college also has a wide range of highly talented staff members with expertise in a range of areas relevant for faculty to continue to improve one's teaching. Many of these staff comprise the members of the Collaborative for Faculty Development (itself the embodied corollary of the

NetWorks for Faculty Development website); its members (from the libraries, Office of Information Technology, Academic Resources, Center for Learning in Action, Grants Office) meet periodically, and host the annual "Faculty Essentials Fair" at the beginning of the year and "Teach Week" at the end of the academic year and periodically organize or host workshops. Some academic staff report that their skills and expertise are inadequately utilized and are eager for structures that would facilitate collaboration with faculty.

In addition, the DoF sponsors a number of internally competitive opportunities to incentive faculty to innovate pedagogically and curricularly (e.g., stipends for new tutorials, interdisciplinary courses, fieldwork, international travel modules, and the Hyde Teaching Fellowship for tenured faculty).

Despite these offerings, the college does not have a centralized resource related to cutting-edge scholarship on teaching and pedagogy for faculty at all career stages. Even First3 does not meet all the needs of newer faculty related to teaching resources. Reorganizing our existing resources so that they are accessible and identifying key gaps would correlate with the college's expectations that all faculty will become excellent teachers and will continue to hone their skills as educators across their careers. Moreover, this work should attend to the opportunity to highlight further the expertise of staff members and increased possibilities for collaboration between staff and faculty.

### *Research and Creative Work*

Williams expects significant, ongoing achievements in research and/or creative work from academic faculty; many of our faculty members have impressive international reputations and records. We offer generous research start-up packages for new hires, provide continuing annual funds for each faculty member to support research activity (such as travel to professional conferences, hiring research assistants, or purchasing books and materials), and have a regular sabbatical policy to support academic faculty in taking intensive time to advance their work.

Academic faculty widely share the view that research and creative activity should be valued, promoted, and expected throughout one's career. In addition to the many lectures and performances happening on campus throughout the year, and the colloquia that many individual departments and programs mount, there are also multiple long-established opportunities and structures that contribute to a campus climate that promotes ongoing research and creative work, such as: weekly Science lunches; annual Faculty lecture series; Library "Tuesday Teas;" annual Publishing Day; and the Oakley Center. In recent years, additional programming and investments have been made to enhance this goal, including:

- Enhancing funding for Assistant Professor leave to guarantee a full year at full salary, typically in the fourth year at the college;
- Institutional membership in the National Consortium for Faculty Development and Diversity and matching program to support participation in the Faculty Writing Success program or "bootcamp;"
- Creating research/creative work roundtables;
- Establishing the Oakley Center's manuscript review program;
- Offering annual publishing workshop featuring a panel, peer-editing sessions, and one-on-one sessions with editors;
- Offering periodic workshops on finding and applying for external grants.

Despite the programming above, faculty express a sense that the college could do more on this front. The funding landscape for resource-intensive research areas is difficult. Faculty members have voiced the need for support in federal grants-getting and management. We heard that faculty would like even more signals that the college values ongoing research; suggestions included additional kinds of on-campus programming, increased incentives for research, or additional investments in faculty such as increased sabbatical support. More effective communication would also assist this desire.

### *Other Forms of Professional Development*

In recent years, the college has increased the forms of programming available to faculty for forms of professional development that do not neatly fall under the headings of teaching or research/creative work.

One way to describe some of this programming is in terms of “capacity-building,” or gaining new skills that may be relevant for the classroom (e.g., inclusive pedagogies, evidence-based strategies for active learning) or effective pursuit of one’s work but are often geared at improved communication skills and even leadership development. Examples include periodic workshops (e.g., deep listening), topics for discussion in weekly Associate Deans’ lunches, open to all faculty, and all-faculty retreats (on the topics of classroom climates and campus climates), and programming built by staff and faculty collaborations (e.g., Laura Muller’s reading group *Interrogating Whiteness and Relinquishing Power in the STEM classroom*; Seth Wax and Gail Newman’s reading group on *Processing Whiteness*). It is clear from our outreach that additional investments are needed in some aspects of faculty development, especially in capacity-building for senior faculty members to be more effective mentors and communicators with newer faculty.

In response to faculty expressing a desire to understand better how decisions are made at the college and to provide a way for tenured faculty to get insight into the operations of the college, the ODoF launched a semester-long six-part series called “How the College Works” in 2016, available by application. In its three offerings thus far, 37 faculty members have participated. Topics ranged from decision-making to organizational structure to in-depth sessions about financial fundamentals of the college and the workings of specific key committees and offices.

Although not expressly for the purpose of professional development, the ODoF has established a regular set of one-on-one meetings of Dean and Associate Dean of the Faculty with faculty members (see [Table 1](#) in Appendix 4 for details). These sessions open lines of communication and may surface suggestions for further professional development programming.

Another form of professional development pertains to the leadership roles that faculty assume when they become chairs of departments and programs. The ODoF works closely with the chairs of academic units and the Director of Athletics, offering orientation for new chairs, guidance on the regular work that chairs must manage, and support when challenges emerge. In addition, OIDEI has regular points of contact with department and program chairs, together with and separately from, ODoF. Department and program chairs have expressed an increased desire for programming related to interpersonal dynamics, to skill development for facilitating effective meetings, for effective mentoring of junior colleagues, and for managing difficult colleagues.

Some of the recent programming developed has been directed at these topics, but further attention to these needs will be important. Moreover, faculty who serve as chairs regularly voice uncertainty about the precise expectations for the role (and how to manage the varying expectation that their colleagues might have) and about how to work most effectively with the Dean's office. Chairs want to be supported by the Dean, and it is important to clarify processes and expectations and work to improve practices and processes as needed.

Enhancements to the forms of development offered to chairs of academic units in recent years include:

- Orientation that focuses on how the role of chair may be experienced and perceived, not only on its concrete responsibilities;
- Creation of "roundtables" for chairs;
- Introduction of new formats for regular chairs' meetings (e.g., small-group, case-study format);
- Increased support related to the hiring process, including required workshops, opportunities to discuss requests for faculty lines, and improved communication during hiring process concerning spouse/partner hiring;
- Creation of a series of "special" meetings for chairs on specific topics (meetings about the tenure process, budgeting, evaluation of untenured colleagues, supervising staff, effective meeting facilitation);
- Transformation of the annual meeting with chairs from a focus on merit process to a focus on the overall "health" of the department or program;

In addition, the ODoF is currently building a "course" for chairs to launch next spring (2021).

#### Methods of Evaluation and Evaluation Processes

The college is committed to transparency in the evaluation process. In addition to the annual "Fuqua" letter (the staffing report verbatim) that assistant professors receive starting in their second year, faculty standing for tenure now receive a redacted staffing report before the tenure decision. This enables candidates to correct and factual or procedural errors in the unit's report prior to the Committee on Appointments and Promotions's (CAP) consideration of the tenure case.

Recent college assessment of college-wide practices and principles of evaluation of teaching resulted in a faculty vote to support three methods of evaluating teaching for untenured faculty (details in Faculty Handbook). The college has also just implemented on-line teaching evaluations, with a new Student Course Evaluation form for academic faculty and an online Student Athlete Evaluation form for athletics faculty. The value and efficacy of these forms should be assessed in the coming years.

Faculty are assessed either by senior members of the units in which they are appointed or by evaluation committees in the case of joint appointments or faculty appointed into units where there were fewer than three tenured faculty members. All units, including Athletics and evaluation committees, formulate tailored methods of evaluation consonant with the college-wide practices and principles; these statements must be approved by the CAP. New assistant professors receive this document upon arrival at the college and it forms the basis for a conversation about unit expectations.

Outreach input from assistant professors includes some concern that the variation in details of expectations creates anxiety about equity, clarity, and transparency. Faculty members express mixed feelings about the long-standing practice of department and program autonomy, with many wishing it to continue while some worrying that it impedes institutional progress towards inclusion and results in differential treatment and a sense of inequity across units. One special area of concern is variability in what kinds of service are expected and how faculty service is recognized and counted.

In recent years, the timeline and process for promotion-to-full professor has been clarified and streamlined, but there is little satisfaction with it as it stands. The expectations for promotion-to-full remain fuzzy at best and there is virtually no way to recognize extremely high-achieving faculty members. A number of associate professors express puzzlement and frustration about post-tenure expectations. There is also a sense that unit-level and college service demands substantially increase post-tenure and, combined with a lack of well-articulated expectations surrounding post-tenure scholarship, it is easy for faculty at the associated level to lose research momentum. Further conversation about the college's vision for the post-tenure period is warranted.

Non-tenure-track continuing faculty also express frustration at a lack of clarity about their assessment. The CAP is currently assessing the language in the Faculty Handbook and reviewing existing practices, which vary by unit.

### Recognition and Compensation

The college sets faculty salaries with a view towards valuing equity over a “star system” following what are known as the “Bruce standards.” There is relatively little room for negotiating starting salaries. Annual raises are governed by formulaic raises set according to standards formulated by a former Williams faculty member. Faculty are eligible for consideration for modest merit pay increases, based on the submission of an annual activity report. The recipients of merit raises are determined by the Dean of the Faculty in consultation with the Associate Deans of Faculty, the Provost, President, with input from department and program chairs. Effective for the calendar year 2019, faculty use of inclusive pedagogies and contributions to building an inclusive community are stated criteria for merit consideration in addition to significant accomplishments in teaching, scholarship and/or creative work, external awards, and contributions to the college and/or profession.

In our outreach, we heard general support for our salary setting system, with the exception of Athletics faculty who voice some concerns about how their salaries compare with those of academic faculty. At the same time, we also heard from many faculty that they feel that the merit pay system is opaque or unclear. Some believe the merit system should be somewhat more robust, though a move in that direction would be ill-advised without greater structure and transparency than currently exists.

The college has one prize, the Bushnell Prize, to recognize excellence in teaching, awarded to three faculty each year. Sustained strong Student Course Survey or SAE scores are currently the way to determine the recipients, which is not an ideal metric. When faculty members receive major external grants and awards, and the college is informed about them by the funding agency

or the faculty member, the college prepares a press release and/or internal communication. Some faculty express a desire to have the college recognize achievements more visibly.

## **FACULTY AND STAFF COLLABORATION**

Faculty (athletics and academic) and staff are all committed to supporting student development and growth. There are multiple ways in which staff, in their wide range of roles, may interact with faculty towards this shared goal. In our outreach, we regularly heard that both athletics faculty and staff members feel as if their contributions to the college's educational mission is less visible and less valued than that of the academic faculty. Some staff perceived their work to be viewed as in service of faculty, rather than in collaboration with faculty to reach a common goal. One staff member said: "we know we're the B-team."

The faculty governance structure puts (especially academic) faculty (and senior staff) at the epicenter of much decision-making, and management structures for faculty are distinct from those of staff. While distinctive organizational structures are appropriate in some cases, they also raise the need for deliberate efforts to foster interaction, collaboration, and mutual respect.

Going forward, the college should work to ensure that all employees experience their contributions to the college as valued and to consider what practices and structures might be adjusted or created to accomplish this goal. Pedagogy and course offerings, governance, and structures that enable employees to learn from one another across sectors, are three areas for further attention.

Staff who constitute the members of the Collaborative for Faculty Development (e.g., Libraries, OIT, WCMA, CLiA) provide co-curricular opportunities for students and provide some necessary professional development, research assistance, and classroom support for faculty members in their work on and off campus. Although collaborations in the form of co-taught courses (e.g., WMCA curators with academic faculty) or staff-led modules or class sessions for courses constitute positive experiences and examples, some staff report experiencing their interactions with faculty as less positive and more instrumental. Other staff who are not part of the CFD feel that their expertise is untapped and rendered invisible. For example, administrative staff members who hold terminal degrees would like opportunities to teach and to have access to resources to support their research; currently, such staff may offer Winter Study courses, albeit without additional compensation.

Some staff desire to play a larger role in college governance. Staff representatives do sit on search committees and other ad hoc committees, and staff at the highest levels are represented on many committees. Staff other than those at the highest levels are not represented some key committees that discuss matters central to staff (e.g, the Committee on Priorities and Resources) or may be present but only as non-voting members (e.g., the Committee on Academic Standing). It is possible that some senior staff representation on committees could be handed off to slightly more junior employees, or that the governance structure could be revised to incorporate more staff voices. The Williams Staff Committee and Staff Advisory Committee currently serve as avenues for discussions around the experience as staff members, but some question whether their interests and experiences at the college have weight.

We heard that the college does not always provide meaningful opportunities for staff to register concerns about a possible policy decision. Several long-standing employees told us that Strategic Planning outreach was the first time anyone from the college administration had inquired about their perspectives and opinions. An expansion of the “town hall” approach was highlighted as a partial solution to this issue (e.g., Committee for Priorities and Resources open forum on financial fundamentals), particularly if it was broadly accessible across units. It would also be important to expand the communication channels to inform staff members about opportunities to engage; some do not regularly check Daily Messages or email. A few employees voiced a preference to maintain a narrow focus on their daily tasks without engaging more broadly, but those were in the minority of those with whom we spoke.

There are some structures that enable faculty (among faculty, including Athletics) to interact across areas of specialization (e.g., First3, teaching roundtables, mentoring, committees) and some structures that facilitate the interaction of faculty with staff (e.g., some committees, the recently formed Arts Council, informal structures such as the women-of-color group, and processes related to specific work such as collaborating to support a specific student, such as through Academic Resources or the Office of the Dean of the College). It is also appropriate for departments and offices to create practices and structures for internal training and operations (such as the mentoring groups within the Athletics Department or periodic “all-hands” meetings within facilities and dining). But we also heard from many staff the sense that opportunities to make connections across the campus community are more available for faculty than staff. A desire for a First3 counterpart for staff is one example that surfaced. Considering ways that contexts for interaction across sectors of the college can build mutual regard and foster collaborations that are less instrumental will contribute to the goal of building a truly inclusive college community.

## **A DIVERSE AND INCLUSIVE COMMUNITY**

Successful strategies to foster an inclusive campus have included altering practices and policies around recruitment and hiring, supporting changes in academic units to diversify curriculum and implement inclusive pedagogies, and expanding resources for all faculty, staff, and students. A work-in-progress to be sure, the college is now challenged to make the institution inclusive and equitable for all, especially for staff and faculty from groups traditionally under-represented at Williams and/or in northern Berkshire county. Continued work in this area is essential to facilitate retention and thriving of the college workforce.

Prioritizing inclusivity and equity are necessary for the college not only to retain a diverse workforce but to foster a healthy, resilient, and dynamic college community. Faculty and staff note several challenges in the current form of the community. These include work-related concerns, notably the experience of uneven distribution of labor, especially work that many staff and faculty from underrepresented groups (by race, ethnicity, gender identity, sexuality, religion) undertake that is not formally “counted” or recognized but that supports our students. Many staff and faculty also wrestle with managing implicit and explicit bias from students, staff, faculty, and local residents unaffiliated with the college; these challenges can make it difficult to thrive personally and professionally. The latter experiences constitute an even more significant source of stress for employees when they occur in relation to supervisors, senior colleagues, students who are in a position to evaluate them, landlords, law enforcement, etc.

Finding a place to live and a community with whom to interact with is an ongoing challenge for many college employees. One question is to what extent the college has the responsibility to address all aspects of an employee's life "off the job." Nevertheless, the college must be aware that many employees move to the local area specifically for the job, and its location in a small town means that the distinction between on and off the job is fuzzy for many, though not all, employees.

The College has a large faculty and staff for a small liberal arts college. Many faculty do interact with faculty and staff beyond their units in the context of college activities (through work on college committees, shared projects related to museum exhibits, Science lunches, Oakley seminars, colloquia, teaching and research/creative endeavors roundtables, participation on advisory committees of academic programs, as affiliates of departments and programs other than their home unit, etc.). In addition, staff and faculty interact outside of the college in relation to the wider community through the school system, local government, religious communities, sporting groups, and campus wellness programming. Nonetheless, during our outreach faculty and especially staff regularly expressed a sense of operating within "silos" and a desire for additional opportunities to interact professionally and socially. Even when employees describe their immediate context (office, department, program, etc.) as positive and functional, they often articulate a desire for more opportunities to interact with employees working in other contexts. The findings of an outside research firm on Diversity and Inclusion efforts (2008) found that the college culture of academic unit autonomy poses one of the largest barriers for achieving inclusion and diversity evenly across the college for faculty as well as student classroom experiences. Qualitative data collected by the Committee on Diversity and Community about student and faculty experiences as well as information gathered in the Spring 2019 listening sessions co-hosted by ODoF and OIDEI suggests that this remains a hurdle. Furthermore, it is possible that these results extend also to staff offices and departments, given how frequently staff expressed this sense of being isolated in their units.

In our outreach, participants regularly voiced a desire to have the college provide a range of ways for employees to interact, including to socialize. We note the Dean of Faculty's regular "gatherings" invite all staff who work closely with faculty to attend and President Mandel's December 2019 holiday party held simultaneously at the President's House, Paresky, and the Faculty House as positive examples, as is First3's inclusion of staff at some social gatherings.

Williams provides a suite of benefits to its staff and faculty, which many praised as valuable and significant. Employees have access to medical, dental, vision, long/short term disability, life insurance, Health Savings Account/Flexible Spending Account, and retirement benefits at the college. For those with children, there is access to the Williams College Children's Center and access to the college tuition grant program. Additionally, Williams provides access to wellness classes and benefits that often serve as a motivator for people as well as a place for faculty and staff to connect. At the same time, we also heard especially younger faculty and staff expressing a desire for the benefits to correlate more closely with their lives and needs. The current benefit structure tends to favor those with children and those looking to purchase a home in the local area, for example. Support for reproductive assistance, easing access to providers of color and/or those who understand LGBTQ+ health issues, and student loan repayment are some key topics that were raised. The college recently piloted a shuttle program to offer transportation to commuter trains to New York City; usage has been modest so far.

Williams currently offers for rent 129 units (houses or apartments) for faculty and staff and offers a mortgage assistance program to administrative staff and all faculty, including some units that the college leases from area landlords (such as some units in Cable Mills). The college also recently made permanent a commuting housing initiative to offer seven rental units to employees who commute but whose eligibility for the regular college housing lottery has expired. Assessing whether this housing stock is serving our current and incoming faculty and staff effectively, and whether the existing practices around the housing lottery and years of eligibility in housing should be revised are topics we heard during outreach.

Some faculty and staff question whether this current rental housing system is equitable given the fact that those who have dependents receive priority in the lottery. Private market options are limited for lower-income faculty and staff or those who are looking for smaller units or apartment living. Some staff and faculty feel that it is urgent for the college to continue to invest significantly in options that minimize the stressors that faculty and staff from underrepresented groups and with significant economic constraints face. This includes a recognition that the broader local community may not feel like a comfortable and welcoming place for all employees, and affordable housing options near campus are a priority for some.

### Spouses/Partners

Another long-standing area of concern pertains to Williams College's location in a rural and relatively isolated region with a limited range of professional opportunities. The majority of our faculty and staff who are partnered have partners who would like employment. The College recognizes that for many prospective and current faculty and staff, issues relating to the professional integration of their partner is essential to their acceptance of employment and retention. In 2002, the manager of spouse/partner resources (SPR) position was created to provide transitional and job search support to spouses and partners of current and prospective faculty and administrative staff, social networking, workshops and seminars, coworking space, and a professional development fund. The latter offers limited financial subsidies to engage in job-related education, training, or professional development, typically within the first 10 years of arrival. The fund's goal is to help individuals acquire skills and qualifications that will increase their prospects for finding employment either in the Berkshires region or in a telework capacity. The SPR manager has continued to expand offerings of professional networking programs and opportunities for social engagement to build community. The Office of the DoF recently developed an official statement of practices about hiring academic partners/spouses of tenure-line professors.

### Single Employees

Faculty and staff who are not partnered have expressed a desire for resources that could fulfill a similar community-building function to that which the Spouse/Partner resource manager has been able to provide.

Although grassroots approaches to community-building have existed in the past (community potluck meals for staff and faculty hosted at people's homes) or do exist (the women-of-color group), there is a sentiment among single and/or minoritized staff and faculty that more college support is needed. This sentiment is bolstered by comments by staff and faculty the need for

more connections or gathering spaces when the larger Berkshire community does not have outlets for connection and community.

## Strategies

In our extensive outreach efforts and supporting materials from sources including faculty and staff surveys, the 2017-2018 accreditation report, listening sessions, and so on, it became clear that college employees widely share some views about the future direction of the College. Faculty and staff generally see much to celebrate about the college as it stands now, and we therefore believe it is important to consider unintended consequences before implementing new policies and practices. For example, staff and faculty want clear, routinized processes that promote and ensure equity, without further layers of bureaucracy. Nevertheless, employees are thirsty for substantive improvement in certain areas related to faculty and staff development. We focus on three themes that came to the fore: growth and development, a diverse and integrated community, and transparency and effective communication.

### **Growth and Development**

As an educational institution, Williams aims to embody a culture of lifelong learning and growth among its students, faculty, staff and alumni. For Williams staff and faculty, the College should foster and celebrate professional growth and development, but in practice access to growth opportunities is uneven and the staff management structure in particular tends to focus on meeting immediate day-to-day needs rather than long-term learning or professional development.

Recommended strategies to improve growth and development include:

- **Celebrating and investing in a culture of growth.** The college should articulate the notion that ongoing skill development, curiosity, and risk-taking are valued and supported by the institution for all employees. This message should be reinforced throughout the management structure and should be aligned with performance assessment and incentives. The college should also enable managers to implement this vision by facilitating their ability to plan ahead, supporting their efforts to identify professional development opportunities for their reports, and staffing at adequate levels. Managers should be encouraged to promote existing resources for professional development, recognizing that this is likely to expand the overall financial commitment in this area, and decisions about accessing those opportunities should be explained in a transparent way.
- **Revamping the performance development process for staff.** A strong evaluation and performance review process is a fundamental underpinning to recognizing and rewarding professional growth. It is widely agreed that the performance review process needs a significant overhaul, and steps are underway to start this process. The new system should be developed in consultation with stakeholders across campus. Based on feedback so far, we envision a system that is built on modern technology to facilitate ease of use, that includes clear and transparent performance metrics, that incorporates a culture of skill development and growth, that has applicability and validity for the job role being considered, and that includes multiple directions of feedback (peer-to-peer, employee-to-supervisor, etc.) As part of their process, staff should be empowered to voice opinions about their management without fear of retaliation. Once this ideal is realized, the implementation should be accompanied by high-quality training for supervisors and their reports, and mandatory participation should be enforced.

- **Clarifying expectations for staff contributions to forms of service to the college, the community, and profession, as well as how evidence of these should be recognized.** In our outreach staff expressed the sense that some staff perform extensive “invisible” labor, depending on one’s role (e.g., informal student mentoring and advising, outreach solicited by the Office of College Relations). The college does not have sufficient mechanisms to recognize and/or reward this work.
- **Recognizing and sharing on-campus expertise.** The siloed nature of much of the work of the College means that staff or faculty members may not be aware that an expertise or skill resource they need already exists on campus. Opportunities for staff and faculty members to share their expertise and recognition when they do so could foster better awareness and uplifting of expertise across campus. We also see sharing of expertise in this way to be a potential form of professional growth for some staff.
- **Broadening campus leadership and engagement opportunities.** Staff across the college should have the opportunity to be more fully engaged in various forms of college governance, leadership, and campus-wide work. This would help break down campus silos, facilitate communication across constituencies, promote professional development, and enrich the set of voices that are part of the campus conversation. Examples might include a restructuring of staff involvement in college-wide committees to incorporate a wider set of staff voices, increased opportunities for staff to learn about how the institution works, and support for cross-unit collaboration on projects that serve the mission of the college.
- **Systematically planning for and investing in the future workforce at Williams.** Rather than responding to needs as they arise, managers should be required to develop a plan to meet their workforce needs of the future. On the front end, this includes developing partnerships with local technical schools, developing creative approaches to recruit from outside the local community when necessary, and prioritizing hiring an adaptable workforce (rather than simply a workforce that can meet today’s needs). The college should also invest in improved on-site training of new employees for their current positions, additional redundancy to facilitate transitions when employees leave, and off-site skill development so employees will be able to fulfill future needs.
- **Re-organizing and enhancing support for faculty pedagogical development across the career arc.** Creating a Center for Teaching and Learning could provide a centralized opportunity for faculty and staff to share existing skills with one another (peer-to-peer collaboration, mentoring, and learning) and to offer cutting-edge, evidence-based pedagogical practices and research to support faculty at all stages of their careers to continue to hone their craft.
- **Expanding support for faculty scholarship and creative work.** Though extensive resources exist for faculty scholarship and creative work, some gaps remain. The creation of an Office of Sponsored Research within the Dean of Faculty’s office, already in the initial planning stages, would facilitate external grant funding to support resource-intensive projects. Expanded sabbatical support in the associate professor stage and possibly later on a competitive basis and/or increased divisional research support could be considered. In addition, further attention should be given to expectations regarding

uncompensated summer advising and supervision of students, which vary widely across the college and have important implications for research productivity.

- **Clarifying the expectations in the Associate Professor stage.** Expectations around the transition from Associate to Full rank should be clarified and perhaps enhanced, recognizing there are multiple models to make this transition successfully. The college should consider ways to protect newly tenured professors from excessive service - for example, a restriction on chairing an academic unit until at least two years in associate rank - and to keep momentum in scholarship, creative work, and professional engagement outside the college post tenure.
- **Clarifying expectations for contributions to advising, mentoring, as well as other forms of service to academic units, the college, the community, and profession as well as how evidence of these should be recognized.** In our outreach faculty regularly expressed the sense that some faculty perform extensive “invisible” labor. The college does not have sufficient mechanisms to recognize this work (in relation to college-wide expectations, teaching load, and/or merit awards), to ensure that all faculty are held accountable for contributing their share of service, or to allow the professional development needed to be able to effectively perform some types of mentoring, advising, and service.

### **A Diverse and Integrated Community**

Williams College is an institution that actively seeks and values multiple perspectives and aims to foster and enact an inclusive environment. Though the institution has made strides in hiring a staff and faculty with increasingly diverse backgrounds and experiences, there is still much work to be done to ensure that the community is one in which all members can thrive. In addition, a wide range of employees feel a lack of integration with the campus as a whole and seek opportunities to build community.

Recommended strategies to build a diverse and integrated community include:

- **Continuing to invest in recruiting, supporting, and retaining a broadly diverse workforce.** It is especially important to recruit from groups still underrepresented at the College, in higher education, and in the northern Berkshires. It is critical that we continue to develop in this area by implementing inclusive practices concerning hiring, assessment and recognition, professional development, and community building. This includes continued efforts to minimize bias and increase cultural competencies, as well as increasing awareness of and recognition for the sometimes invisible labor of building an inclusive community.
- **Fostering a sense of mutual respect among all employees.** This will be accomplished by increasing transparency and communication about decisions, expanding opportunities for staff to participate in decision-making processes and to express concerns, and enabling faculty and staff collaboration. Invest in staff morale by showing meaningful institutional appreciation for staff efforts, offering staff professional development opportunities, ensuring offices are adequately staffed, and rewarding excellence.

- **Supporting community building efforts on campus.** Initiatives to break down silos and engage the campus community are worthwhile investments, and many believe even small efforts could make a meaningful difference. Employees suggested a range of approaches including college-supported social groups based on affinities or interests, a technological platform for seeking and finding professional skills or expertise within the campus community, recognizing efforts to build community as a form of service, and developing a day of service. A “First 3-like” program for staff to get to know their entry cohort is another potentially promising approach. These internally focused efforts can complement efforts to connect the college community more fully with the larger region.
- **Considering a benefit structure for a 21st century workforce.** The structure of benefits is one way that Williams can signal its commitment to inclusion and equity. Structures should recognize and validate a broad range of economic backgrounds and family structures. Williams could consider student loan repayment as a benefit, for example. Housing benefits should continue to evolve with the changing needs of today’s workforce in mind, including a desire for small and affordable units, units that are structured to promote a sense of community, and units that are close to campus. At the same time, it is important to recognize the significant value many employees place on the benefits they currently have. One way to approach this is a “shopping cart” benefit approach which allows employees to select a set of benefits best suited to their needs, recognizing that this type of expansion would increase costs.
- **Increasing the transparency and consistency of the compensation structure.** A systematic review of the wage-setting process is needed. Clear job descriptions should be articulated and wages should be benchmarked in a transparent way. Areas for discussion are the degree to which salaries are or should be market-based, be driven by performance, and/or reward length of service at the college. The merit portion of the system should be transparent and fair, and tied to a well-functioning performance development system. Ethical levels of compensation for the lowest-paid employees at the college is another area of particular concern.

### **Transparency and Effective Communication**

Williams College is an institution that strives to communicate with its faculty and staff clearly and transparently. In practice, communication channels do not always operate as intended and could be improved.

Recommended strategies to build transparency and communication include:

- **Investing in making existing resources and knowledge easy to find and access.** Policies and procedures should be easily accessible on the web, and updates should be broadly disseminated. One approach is to regularize open-ended “town hall” style meetings with staff and/or smaller gatherings on topics of interest, perhaps in the form of a monthly lunch with a member of senior staff or a committee chair.

- **Ensuring staff and faculty have a voice in reviewing and shaping relevant practices and policies.** This includes articulating proposed changes with enough time to incorporate community feedback when appropriate, reviewing the committee structure to ensure appropriate representation of stakeholders, explaining why decisions were made, and ensuring managers effectively communicate messages from the administration to their reports and vice-versa.
- **Improving the transparency of merit systems.** Both faculty and staff merit pay should be more explicit about the criteria used to decide merit. In the particular case of staff, it should be integrated into the performance assessment systems.

## **Appendix One: Working Group Charge and Questions**

Williams seeks to recruit, develop, and retain a diverse and innovative faculty and staff whose members contribute to their fields of expertise and to the flourishing of students in a 21st century residential liberal arts college. How we define, support, measure, recognize, and publicize faculty and staff excellence should be examined and refined in relation to other key issues, including our goals for student learning (inside and outside the classroom) and for an inclusive and equitable community.

This working group is charged to develop higher-level goals and strategies concerning:

- What it means to be a faculty member at this small, residential liberal arts college, what mechanisms are currently in place to support faculty to do their work, and how the college can best communicate its expectations and support faculty in achieving them;
- What it means to be a staff member at this small, residential liberal arts college, what mechanisms are currently in place to support staff to do their work, and how the college can best communicate its expectations and support staff in achieving them;
- How faculty and staff can work together, in a collaborative and complementary fashion, to advance the shared goal of offering our students the best residential liberal arts college education and experience possible;
- How the college can more effectively recruit, support, and retain a talented and diverse faculty and staff.

The working group should consider the following questions:

- How should the college foster an environment that enables all faculty and staff to flourish in their areas of expertise and best support the education of our students?
- How should the college support faculty and staff to develop competencies to meet or exceed individual and institutional professional expectations?
- How should the college assess whether and how faculty and staff are attaining both their professional development goals and the college's goals for student flourishing?
- How should the college recognize and publicize faculty and staff accomplishments?

## Appendix Two: Methods and Outreach

Accreditation Report 2017-2018

Annual Letters from the Dean of the Faculty

Comparative information on Centers for Teaching and Learning

Listening sessions for various faculty constituencies co-hosted spring 2019 by ODoF and OIDEI

All-faculty retreat May 2019

Comments submitted via the Strategic Planning website

Strategic Academic Initiative Proposals for a Center for Teaching and Learning and for a Writing Program

Individual conversations with a range of staff and faculty

Open office hours by working group members

Dozens of outreach meetings during Fall 2019, including:

Log listening sessions each month open to all constituents

Strategic Planning Day

Dining managers

Dining staff

First 3

President's Administrative Group

Committee on Priorities and Resources

Office of Institutional Diversity, Equity, and Inclusion

Human Resources-organized monthly staff lunch

Human Resources-organized academic administrative assistants lunch

Human Resources-organized staff of color lunch

Facilities managers

Facilities staff

Instructional librarians

Science Lunch

Arts Council

Collaborative for Faculty Development

Meetings with other strategic planning working groups

Faculty Chairs of Department and Program

November Faculty Meeting

Associate Deans lunch for mid-career faculty

Committee on Appointments and Promotions

Trustee Committee on Faculty and Instruction

## Appendix Three: Operational Ideas

Below, we offer a wide sample of perspectives that we garnered from our outreach efforts. While our group does not necessarily endorse all of these ideas, we want to give voice to the thoughtful members of our campus community.

### Growth and Development

#### Staff

- Enhance orientation programming and training for new staff, such as developing a First3 counterpart for staff, dedicated training for new dining employees, etc.
- Increase on-boarding and entry level training. Allow people to start without much expertise and work their way up.
- Consider a trial period for new employees to make sure they are a good fit, and allow “speed hiring” for short term or temporary positions.
- Assign a staff mentor for new staff hires.
- Budget time and financial resources to support professional development for all staff, recognizing that the nature of development will vary significantly across job roles. This should include off-site development opportunities such as dining. competitions, visits to peer schools, conferences, certificate courses, etc.
- Increase training and professional development for support staff, and expect staff to stay up-to-date with the latest technology.
- Support external trainings in particular so that staff can learn other models of doing things and bring them back to campus.
- Mandate that staff devote five percent of their time to professional development, campus governance, community building, or volunteerism, but recognize many people already feel overstretched in their current responsibilities so this would have to be coupled with additional staffing.
- Overhaul the performance review process. Improve manager training, and once a satisfactory process is in place it should be required for all, with penalties for managers who do not complete the work.
- Institute “360” evaluations for department heads and key senior leaders every three years to create the opportunity for staff to provide feedback. This will require a technological solution, and training of managers and employees.
- Consider mandating some forms of management training beyond what is currently required so that managers can help with goal-setting and learn to be supportive.
- Build engagement in dining with local food program (detailed proposal available).
- Increase scope for cross-departmental moves and facilitate training to make this possible (e.g. dining to security); consider giving internal candidates preference.
- Expand opportunities for staff to get involved in governance, ensuring that there is rotation of staff members for committees so it is not always the same voices.
- Train managers to address problems effectively, avoid playing favorites, and offer more positive support and encouragement.
- Prepare for massive numbers of retirements coming up, plan ahead by training employees now, pending crisis particularly in the skilled trades. Also develop relationships with local technical skills.

- Improve basic safety training in dining. Right now some staff can't be left unsupervised, making it harder for other staff to engage with the campus.
- Consider role of development of athletics/arts staff, some want a career ladder that isn't always available.
- Expand funding for professional development in athletics/arts staff.
- Consider paid leaves for professional development in some cases.
- Support post-bac positions to engage recently graduated students with managing arts/research assistance/other professional development opportunities and diversify campus.
- Increase opportunity for staff to teach Winter Study and other times of the year.
- Increased support for staff research, notably for those with terminal degrees.
- Ensure adequate staffing to allow employees to take advantage of professional development opportunities.
- Expand mobility across departments by prioritizing internal hires so staff can make a lateral move or grow.
- Consider a rotational model for new staff - a program could allow them to work in different parts of the college for a few months before finalizing role.
- View staff as partners in a student advising team.
- Build a tool kit for dealing with students in crisis, angry parents, etc.
- Develop explicit job descriptions, benchmark them to market wages, and make salary ranges explicit. The merit system should be more robust and transparent, and the amount should be enough that it is not insulting.

#### Faculty

- Provide junior faculty with a teaching mentor or other structured ways to learn the craft.
- Consider fairness in evaluating teaching when new faculty are trying experimental or new approaches; beware of assimilative pressure with mentoring and evaluation.
- Clarify how publications regarding pedagogy are considered in tenure decision.
- Acknowledge disparities in evaluation and standards for tenure across departments and consider ways to equalize them without lowering standards or weakening departmental autonomy.
- Allow more flexibility in sabbatical timing to allow one to apply to external grant/fellowship funding more regularly; or allow faculty to teach an overload for more flexibility in sabbatical support.
- Signal support for scholarship post tenure - reduce service load or moratorium on major service immediately post tenure, consider raising research expectations for transition to full, Office of Sponsored Research.
- Consider full year sabbatical funding post tenure.
- Regularize professional development leaves for athletics faculty.
- Clarify expectations around transition to full without making them overly rigid, perhaps there could be a "service path" or a "research path" or "pedagogy path", perhaps consider making the timeline more flexible.
- Increase "divisional" funding for conferences and research expenses.
- Create a Center for Public Engagement or Public Discourse, or fold these skills into a Center for Teaching and Learning.
- Assess summer responsibilities for Division III faculty (or others who supervise student research over the summer) and compensate them accordingly

- Rethink financial support for student thesis materials, so faculty do not need to spend their own research budget on student research.
- Clarify expectations around student research opportunities and make these more sustainable for faculty if it is expected they will be provided.
- Establish a consistent set of norms and expectations for faculty who are lecturers or long-term visitors and they should be documented in unit-specific methods of evaluation. Issues to be considered include service obligations, thesis advising, and involvement in hiring decisions, for example.
- Consider additional creative approaches when hiring a member of a dual-academic couple.
- Expand funding for academic year research assistants.
- Expand pedagogical support for working with diverse students (recent work in Div III as model).
- Increase support for experiential learning and discussion of campus-wide goals for such.
- Devise a “programming workshop” analogous to “writing workshop” to develop student skills and take some pressure off faculty.
- Consider investing in smaller classes instead of a Center for Teaching and Learning.
- Evaluate the impact of large class sizes on faculty development goals, burnout, and student learning outcomes.
- Designate some courses as experimental and do not have SCS scores for those courses
- Consider teaching exchanges with other LACs.
- Consider ways to make service burden more equitable.
- Increase publicity around faculty members’ scholarly achievements.
- Consider a more robust and transparent merit system.

#### Collaboration

- Support staff-faculty collaboration, not just of the form that staff are supporting faculty but instead recognize expertise of both and shared goal of providing excellent education.
- Explore use of Winter Study for staff-faculty collaboration.
- Encourage more interdisciplinary teaching - two-professor courses or two-semester “linked” courses that look at the same topic from different perspectives.
- Foster faculty-staff collaboration on community-based participatory research.
- Apply Arts Council model for faculty-staff collaboration to other sectors.
- Hold a “Research/Creative Work Day” to showcase student, staff, and faculty scholarship and arts.
- Consider the form of any potential Center for Teaching and Learning, including whether and how students should be incorporated and whether it may serve as a resource for staff skill development.

#### **A Diverse and Inclusive Community**

- Adjust assessment of faculty and staff to recognize what is currently deemed “invisible labor” often linked to diversity, equity, and inclusion or the roles played by staff and faculty from groups still underrepresented in their fields and/or higher ed.
- Develop models for more equitable recognition of service; ideas suggested include creation of department “dashboards” or other metrics for service, but others were concerned about a rigid point system.

- Require anti-bias training for Tenure committee chairs and hiring committees.
- Recognize community building as a form of service and reward accordingly (as is now the case for faculty annual activity reports).
- Recognize that experience of Williams differs widely across people, and all should be part of the work of making the community more inclusive and evaluating what institutional structures may be exclusionary.
- Continue to work on the challenge of securing and evaluating long-term positions for partners of continuing faculty and staff.
- Mandate search firms for high-level searches to reduce bias and identify candidates outside existing college networks.
- Consider pay issues in relation to diversity. It will be hard to build a diverse front-line staff without wages that can allow someone to relocate to the area and/or own a car. Transportation provision could also help.
- Consider equity and fairness in wages for lowest-paid workers.
- Consider staffing issues in relation to diversity. Especially coupled with invisible labor, under-staffing can lead to exhaustion and burn-out.
- Revamp committee structure to incorporate staff voices where appropriate, thereby involving staff in governance.
- Provide college financial support for employee-generated affinity groups to foster socializing among those with common interests and backgrounds that otherwise might not know each other, building on existing Women-of-Color group.
- “Lunch with 12 strangers” and other efforts to meet people in different parts of campus, possibly in some cases through Center for Teaching and Learning programming.
- Regularize a “town hall” style meeting, or offer regular opportunities for small group meetings on topics of interest (e.g. those interested in talking about 21st century benefits could meet for lunch at the Log one week, and those interested in a particular building project could meet another week).
- Create Switchboard-like technological resource to allow sharing of expertise and skills across units.
- Consider points/ “shopping cart” system for benefits that does not necessarily reward large family sizes and allows employees to tailor benefit package to their needs. Examples might include allowing employees to choose between a mortgage benefit and student loan support.
- Offer child-care subsidies on a sliding scale.
- Rethink housing program to meet the needs of 21st century faculty including commuter housing, apartments that can foster community, housing close to campus, etc.
- Facilitate ways to come in and out of Williamstown (e.g., shuttle to NYC should go to NYC, not Wassaic, and expand shuttle service other places like Albany).
- Consider an ombudsperson for staff concerns.
- Move to more flexible gender identity reporting with updated software.
- Add a “Day of Service for staff, faculty, and students to work together to support the local community.

### **Transparency and Effective Communication**

- Articulate the value of institutional transparency.
- Offer regular “town hall” with senior staff, with efforts made to ensure employees from different shifts might have access by holding meetings at different times.

- Hold periodic smaller lunch meetings with senior staff or committee chairs on particular topics.
- Create a “How the College Works” equivalent for staff.
- Be transparent about decisions related to working from home, flex time, etc., with emphasis on making sure efforts to improve work-life balance do not unduly burden employees who do not take advantage of those opportunities.
- Improve communication about decisions that are important to a staff member’s job role like a restructuring; improve layers of communication between senior staff and front-line workers.
- Make sure workers with second- or third-shift schedules can be engaged to the extent possible, and make room for those in time-sensitive first-shift jobs (like dining) to participate as well.
- Expand opportunities for faculty and staff to socialize with each other; the casino night was an example that is missed.
- Recognize that not all workers check email, increase access to computers and find other ways to communicate.

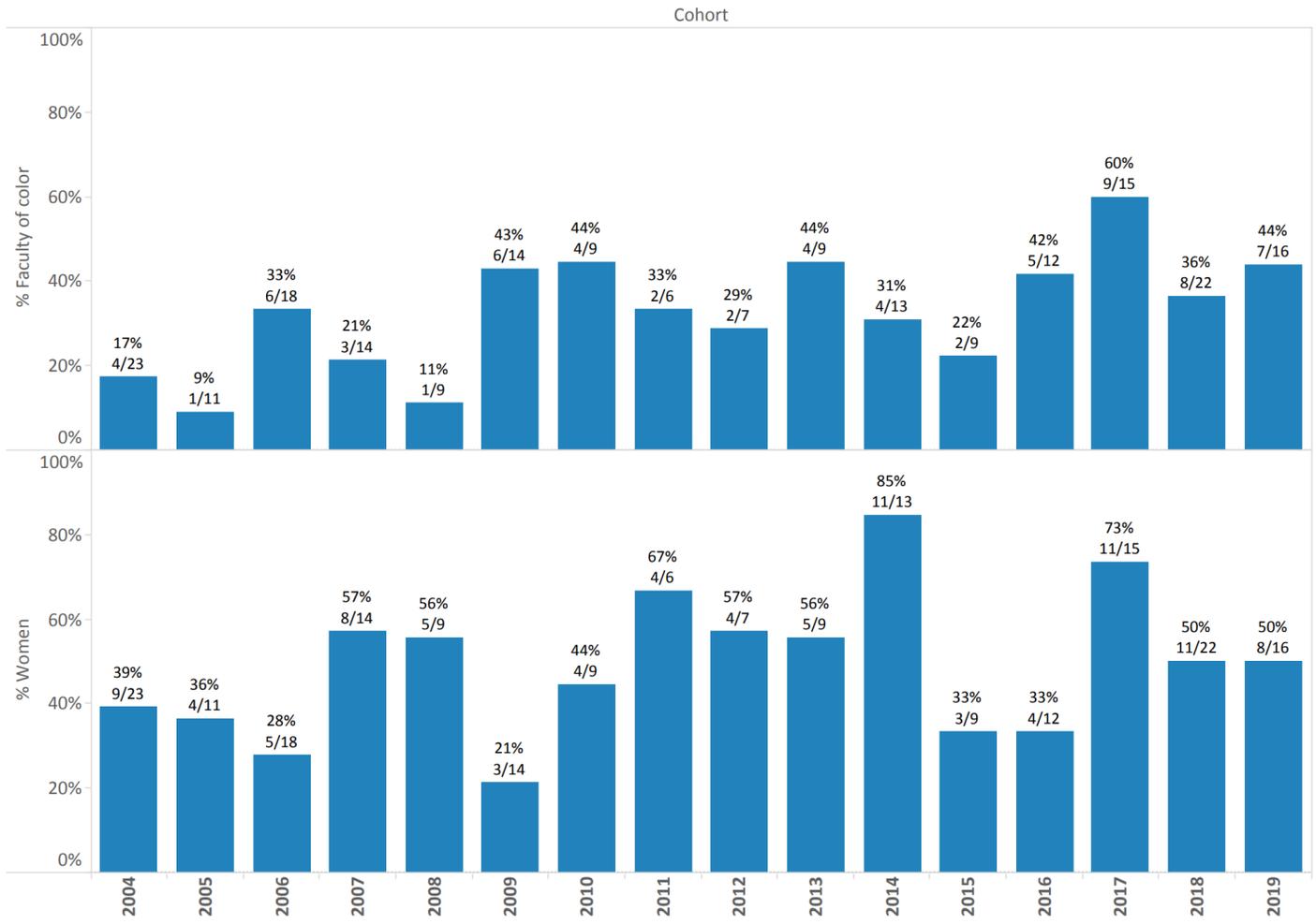
#### Appendix Four: Other Materials

Members of the Office of the DoF will always meet with faculty on an as-needed basis. In addition, the Dean of the Faculty and Associate Dean of the Faculty (faculty position) have regularly scheduled individual meetings with faculty as indicated on the Table below:

**Table 1. Regularly scheduled one-on-one meetings for faculty with either the Dean of the Faculty or the Associate Dean of the Faculty (faculty position).**

<b>Milestone</b>	<b>Faculty Member</b>	<b>Dean or Associate Dean of Faculty</b>
First year	assistant professors, athletics faculty, Bolin fellows, postdocs	Dean
Second year	assistant professors, athletics faculty, Bolin Fellows, postdocs	Associate Dean
Third year	assistant professors, athletics faculty	Dean
Fifth year	assistant professors	Associate Dean
After tenure and promotion to associate professor	associate professors	Dean
After interim associate professor review	associate professors	Dean
After promotion to full professor	full professors	Dean

**Figure 1. Entering cohorts of faculty of color and women as a percentage of the faculty hired over the last sixteen years.**



**Figure 2. Faculty retention rate as a function of race/ethnicity and gender for cohorts entering Fall 1990 to Fall 2018 .**

