Hiring Policies for University/Organization - URGE Deliverable, Module 5

This is what was found by the Oberlin College pod on Hiring Policies, as well as what the pod would propose to change and improve. As Oberlin College does not have graduate students the following document deals with hiring practices alone.

Note: We acknowledge this information is not always accessible to students and even staff. If you do not have access to this information, please reflect on your own experience and outline what admissions and/or hiring should be like to foster a diverse and inclusive community.

- What EEO (Equal Employment Opportunity) statement\(^1\) is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available\(^2\)?
  - “Oberlin College is committed to student and faculty diversity, equity and inclusion. The incumbent will bring understanding of or experience working with underrepresented and diverse academic populations. Oberlin is especially interested in candidates who can contribute to the excellence and diversity of the academic community through their research, teaching, and service. Oberlin recruits, employs, trains, compensates, and promotes regardless of race, religion, color, national origin, gender, gender identity, sexual orientation, disability, age, veteran’s status, and/or other protected status as required by applicable law.”

- Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring, e.g. job fairs, showcases?
  - Jobs boards for the following organizations: Geological Society of America, American Geophysical Union, Association for Black Geoscientists, Society for Advancement of Chicanos/Hispanics and Native Americans in Science, Association of Women Geoscientists, Earth Science Women’s Network, Environmental and Earth Science Network
  - Faculty also compiled list of graduate schools with programs in the sub-discipline being recruited and emailed the Chairs of those departments directly

Proposed Future Activities
- Reach out to relevant departments within institutions that graduate the most BIPOC PhDs (such as those listed in Table 11 from Posselt, 2016 or updated

\(^2\) https://careers.whoi.edu/opportunities/diversity-inclusion/
\(^5\) https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
demographics from the Survey of Earned Doctorates) in addition to emailing chairs of ‘top’ programs in sub-discipline
○ Re-establish a presence at the annual conference of The National Association of Black Geoscientists to foster an ongoing relationship between Black geoscientists and Oberlin College outside of imminent searches
○ Post the job advertisement on Twitter with #BlackInSTEM, #WomenInSTEM, #WomenInScience, #MinorityWomeninSTEM, #WOCinSTEM and other relevant hashtags

● What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores\textsuperscript{3}/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?
  ○ Required Documents
    ■ Cover Letter
    ■ Curriculum Vitae
    ■ Unofficial Transcripts
    ■ Research Statement
    ■ Affirmation of Diversity Statement
  ○ Optional Documents
    ■ Portfolio/Other Media
    ■ Teaching Philosophy
    ■ Writing Sample
    ■ Evidence of Teaching

The hiring committee places very little emphasis on GPA and instead evaluates transcripts to ascertain fit between the candidate’s disciplinary expertise.

● How are applicants/applications evaluated? Is that process and/or rubric\textsuperscript{4,5} public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?
  ○ Oberlin College Geology uses a rubric both for evaluating the diversity statements required and for evaluating the candidate portfolios overall. Neither of rubrics are available publicly at this time.
  ○ Oberlin College faculty noted a potential bias of favoring candidates that have liberal arts college exposure (primarily in the form of undergraduate education). Their preference may be excluding BIPOC candidates, especially for non-renewing appointments such as sabbatical replacements.
Proposed Future Activities

- More information in the advertisement could help guide applicants as to what to include or address in the Diversity statement. In future, providing details on the criteria or priorities to candidates would be helpful.
- Instead of shying away from candidates without liberal arts experience or firsthand knowledge, perhaps some sort of mentoring or orientation program could better support new faculty, especially new faculty around for a short time, to the culture and demands of the liberal arts college environment.

- Who is on selection committees and who makes the final decisions? Who interacts with the applicants?
  - The hiring committee is made up of the entirety of the teaching faculty and staff of the Geology department. All departmental staff and faculty interact with candidates.
  - Select undergraduate students are also represented on the hiring committee. These undergraduates interact with candidates but do not see letters of reference recommendation or unofficial transcripts. They are the sole recipients of the teaching demonstration and only ones to evaluate it. They summarize their impressions for the hiring committee. Students give feedback on candidates and make hiring recommendations, but do not formally vote during hiring committee deliberations.
  - College Faculty Council members (2) also meet with candidates and submit a report to the departmental hiring committee before the final decision is made.
  - Candidates interact with a number of other people or group representatives while on campus based on the candidates research interests (potential collaborators, offices that deal with international travel, the office that deals with DEI issues on campus. These meetings or interactions are intended to show the candidate that they could build a community at Oberlin College rather than to solicit feedback on the candidate.

Proposed Future Activities

- Set up meetings for candidates with student DEI activists and faculty of color in other departments to give a clear picture of campus priorities and campus culture surrounding Diversity, Equity and Inclusivity issues.
- Refine/revise role of undergraduate students in the hiring process and potentially devise some sort of training or guidance for students participating in the hiring committee.
Has your hiring process been evaluated by outside consultants? What is the process for changing it?
- No formal outside evaluations have occurred at this point.
- Process for changing hiring procedures largely autonomous. Thus far modifications to the hiring process have involved incorporating suggestions and ideas from URGE through department discussion and consensus.

Has your university or company implemented or considered strategies like cohort hiring, mentoring, dual career support and partner hires, re-visioning your work culture, or other considerations outlined in “Leveraging Promising Practices”?
- Spousal hires have happened but there is not a formal policy; formal initiatives at the college level are currently limited.
- There is a formal mentoring program for new hires (each new faculty hire is assigned a mentor outside of their department to supplement any mentoring that occurs within the department).