

# URGE

## Unlearning Racism in Geoscience

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### Hiring Policies for Bowdoin College

This is what was found by the Bowdoin EOS Pod at Bowdoin College on Hiring Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement<sup>1</sup> is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available<sup>2</sup>?**
  - In recent years, the Committee for Faculty Inclusion and Diversity, the Vice President for Inclusion and Diversity, and the Dean and Associate Deans of Academic Affairs have worked together to revise the standard language for position advertisements. The most recent language is:
    - Bowdoin College complies with applicable provisions of federal and state laws that prohibit unlawful discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, ancestry and national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, genetic predisposition, veteran status, or against qualified individuals with physical or mental disabilities on the basis of disability, or any other legally protected statuses.
    - Bowdoin is a community that warmly welcomes people of all backgrounds. We encourage applications from candidates committed to the instruction and support of a diverse student population and from those who will enrich and contribute to the College's multifaceted diversity.
- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring , e.g. job fairs, showcases?**
  - Typically, positions are advertised in the Chronicle for Higher Education, GSA, AGU, SACNAS, NABG, NAGT, LADO, CFD, and discipline-specific list serves.
- **What are the requirements for an applicant, Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?**
  - Typically applicants submit cover letter, teaching statement, research statement, CV, and names of three people who can provide letters of recommendation.
- **How are applicants evaluated? Is that process and/or rubric<sup>4,5</sup> public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?**

<sup>1</sup> R. Kelley, 10 Samples of an Effective EEO Statement, [blog.ongig.com/diversity-and-inclusion/eeo-statement-samples](http://blog.ongig.com/diversity-and-inclusion/eeo-statement-samples), (2017).

<sup>2</sup> <https://careers.who.edu/opportunities/diversity-inclusion/>

<sup>3</sup> K. Cobb, #GRExit Resources, <https://doi.org/10.6084/m9.figshare.13215461.v1>, (2020).

<sup>4</sup> J. Posselt, Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping, <https://www.jstor.org/stable/j.ctvjghw8s>, (2016).

<sup>5</sup> <https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html>

<sup>6</sup> K. Griffin, J. Bennett, T. York, Leveraging Promising Practices, Washington DC: Aspire Alliance, (2020).



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- Typically the search committee reads all applications and then meets to determine which candidates among the pool will be moved into the “request letters” category. This decision is based largely on whether or not applicants meet the requirements as stated in the application.
- The committee considers whether the candidate pool reflects a diversity of institutions, backgrounds, ethnicities, genders, races (as has been self-identified by candidates) and not simply homologous to the committee members.
- From the pool of candidates for whom the committee reads letters, the committee generates an unranked list for zoom interviews (or phone interviews in the past). Unranked is key, as it prevents the committee from biasing. The intention is to encourage a range of perspectives in evaluating candidates; the committee shares these criteria to hold each other accountable to promote an equitable process.
- The committee decides what questions to ask of all candidates and sends the list of questions to all candidates in advance of the zoom/phone interview.

The committee then nominates a short list to invite to campus for an in-person interview. The list is shared with whole department, who then asks about the process and ensures that the committee has checked for bias.

- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
  - The selection committee for a tenure-track faculty search typically consists of all tenured/tenure-track faculty in the department, plus one member outside of the department who is on the college-wide Committee for Faculty Inclusion and Diversity. An ad-hoc committee also interacts with applicants but members do not provide input towards the decision. The final decision is made by the Dean of Academic Affairs based on the recommendation of the search committee and in consultation with the President and the Vice President for Inclusion and Diversity.
  - The selection committee for a visiting faculty search typically consists of a subset of the tenured/tenure-track faculty in the department. The final decision is made by recommendation of the committee to the Associate Dean for Academic Affairs.
- **Has your hiring process been evaluated by outside consultants? What is the process for changing it?**
  - Yes, outside consultants reviewed the college’s hiring practice in 2015 . Their consultations led to discussions and modification of the standard language used in advertising faculty positions. For two years, the consultants offered a series of workshops for tenure-track faculty search committees. An associate dean and



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faculty member have continued offering a series of three workshops for faculty search committees with a focus on broadening the pool of applicants, mitigating implicit bias, reviewing applications, structuring interviews, and mentoring faculty.

- The hiring process may be changed by the Dean of Academic Affairs in consultation with the Curriculum and Educational Policy committee. The Committee on Faculty Inclusion and Diversity may initiate discussions that lead to changes in policies or recommendations for practices in faculty hiring.
- **Has your university 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”<sup>6</sup>?**
  - The college has a target-of-opportunity option for tenure-track or senior hires.
  - Cohort hiring has been discussed and has not been implemented.
  - The college hires two to five post-doctoral teaching fellows each year through their participation in the Consortium for Faculty Diversity.
  - For tenure-track hires, the college has a partner hire practice (typically beginning as visiting faculty then moving to half-time tenure track).
  - The college offers dual career support: <https://www.bowdoin.edu/hr/joining-bowdoin/spouse-partner-employment.html>
  - New mentoring structures were adopted by faculty vote in Spring 2020. These mentoring structures include expectations for department mentoring of pre-tenure faculty and for a faculty mentoring committee to provide group and individual mentoring of visiting, assistant, associate, and full professors. These mentoring structures augment group and individual mentoring by the associate dean. Faculty are encouraged to develop a network of mentors within and outside of the college.
  - Peer support and mentoring occurs within the ‘self-identified faculty of color and international faculty’ group at the college. And this group combines with similar groups at nearby colleges for one or two events each year.
  - Professional development around teaching is provided through workshops, book groups, teaching triangles, and individual consultations offered by the college’s Center for Learning and Teaching.
  - All faculty have access to resources, webinars, and writing challenges through the college’s institutional membership with the National Center for Faculty Development and Diversity (NCFDD). Tenured/tenure-track faculty may also apply for funds to cover their participation in the NCFDD Faculty Success Program.



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- All faculty are invited to participate in winter, spring, and summer writing retreats sponsored by Academic Affairs. These retreats offer a space for focused writing and often foster informal mentoring and support among participants.
- Faculty voted (Fall 2020) to recognize formal faculty advising and informal identity-based mentoring of students in the review for tenure and promotion.

New teaching expectations that embody inclusive excellence as criteria for tenure and promotion were adopted by faculty vote (March 2021). These expectations correspond with evidence-based and inclusive pedagogy practices.