
Hiring and/or Admissions Policies for University/Organization

This is what was found by Geological Sciences URGE Pod at Ohio University on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement¹ is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available²?**
- Per HR: When applicable, the university's standard diversity statement for recruitment should be utilized:
 - Ohio University is proud of its rich history, diverse campuses, international communities, and beautiful Appalachian settings. As part of our ongoing efforts to provide and support a transformative learning experience, we affirm our commitment to fostering a welcoming, respectful, diverse, and inclusive workforce and community. All qualified applicants are encouraged to apply and will receive consideration free from discrimination on the basis of race, color, religion, age, ethnicity, national origin, national ancestry, sex, pregnancy, gender, gender identity or expression, sexual orientation, military service or veteran status, mental or physical disability, or genetic information. Ohio University is an equal access/equal opportunity and affirmative action employer.
- Search committee training on diversity and inclusion is available:
<https://www.ohio.edu/hr/hire-manage/search-committee-training-and-tools>
- Search committees must include Diversity Advocates:
 - "A diversity advocate is a full search committee member helps ensure that the committee's work aligns with best practices regarding diversity and inclusion, including proactive and reactive efforts to combat the impact of bias through the search process, from preparatory stages through final selection. The diversity advocate will receive full training and will have access to ongoing, direct support from University Human Resources. It is important that the individual fulfilling this role be a self-identified volunteer rather than an appointee. This is important for a number of reasons including avoiding tokenism, avoiding the well-documented pattern of exploitation of marginalized populations in academia (especially in reference to diversity, equity, and inclusion-related work), and to ensure the highest chance of comfort and success within the role. The diversity advocate will retain voting rights within their committee."

¹ R. Kelley, 10 Samples of an Effective EEO Statement, blog.ongig.com/diversity-and-inclusion/eeo-statement-samples, (2017).

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

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

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

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

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



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- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
- GSA, AGU
- Suggested additions (these have been previously suggested, but I'm not sure which if any were included in the most recent faculty hire) SACNAS, NABG, AWG
- Per Human Resources website "Generally speaking, UHR will also post positions to the following sites:
 - OHIO Twitter and LinkedIn
 - Ohio Means Jobs (including Ohioans with Disabilities)
 - Workforce West Virginia
 - Workforce Kentucky
 - Higheredjobs.com
 - Diversityjobs.com
 - Higher Education Recruitment Consortium
 - Southern Regional Education Board (ONLY when a Ph.D. is required)"
- Per HR: Required Additional Departmental Recruitment Efforts By Position Type

Employment Type	Minimum Additional Advertising	Minimum Number of Activities
Tenure Track Faculty, Instructional Faculty, Clinical Faculty and Full-Time Regular Administrative	1 advertisement in an industry/discipline specific Journal or website.	2 active recruitment activities**
Visiting Professors, Part-Time Regular Administrators, and Full- or Part-Time Term Administrators	1 advertisement in an industry/discipline specific Journal or website <u>OR</u> an advertisement in a Regional Newspaper (Columbus Dispatch, Cleveland Plain Dealer, etc.).	1 active recruitment activity**
Instructors, Classified Staff Positions, Intermittent Staff Positions, and all Temporary Staff Positions	1 advertisement in an industry/discipline specific Journal or website <u>OR</u> an advertisement in a Regional Newspaper <u>OR</u> local newspaper (Athens News, Jackson Times Journal, Logan Daily News, Chillicothe Gazette, Lancaster Eagle-	1 active recruitment activity** (POOL postings for instructors or frequently filled temporary staff positions will satisfy this requirement)

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	Gazette, Zanesville Times Recorder, etc.) OR choose one additional active recruitment activity.	
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**Active Recruitment Activity

Examples of active recruitment activities are listed below. **Options are not limited to these examples.** Your HR Liaison can help provide more examples.

- Attend a conference and distribute recruitment packets. Gather 10 or more contacts and follow-up upon return.
- Source 15 or more candidates from online searches of other institutions or from internal contacts. Contact these individuals directly and ask them to apply.
- Use LinkedIn to source and contact 15 or more viable candidates directly.
- Ask faculty members in your department to forward the posting to their association's listservs.
- Attend a job fair. Collect resumes and follow-up with invitation to apply.
- Contact a student organization and ask to distribute information about the opening on an alumni listserv.
- Review applicants from other related searches from the recent past. Reach out to 10 or more promising candidates from those searches and ask them to apply for this opportunity.
- Utilize Handshake to reach out to 10 or more qualified Alumni and/or Dual Career Candidates and ask them to apply for this position.

- **What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores³/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?**
- Faculty candidates have historically been requested to provide names of 3 references, unofficial transcripts (official required for employment), CV, research and teaching statements, and a cover letter. Questions about prior employment and criminal history are part of the university application.
- Graduate students have historically been requested to provide 3 letters of references, a statement of goals, and unofficial transcripts (official required for employment)

- **How are applicants/applications evaluated? Is that process and/or rubric^{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?**
- In our last tenure track search, faculty candidates were evaluated in three stages. In stage 1, names, university of undergraduate degree, and nationality information was



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redacted. Candidates were scored against a rubric to determine if they met the minimal criteria. In stage 2, information was still redacted. Candidates were scored against a more detailed rubric to identify qualifications for the position (area of research, teaching experience, research productivity to date). In stage 3, letters of reference were requested for top ranking candidate of stage 2. These were then scored against a rubric. In stage 4, the highest scoring set of candidates were invited for video interviews. These were scored against a rubric and then the top 4 were invited to campus for in-person interviews, which were scored against a rubric. A committee of 3 faculty scored candidates in rounds 1-4, all faculty scored candidates in round 5.

- Overall, the rubric scoring did a good job of helping to ameliorate bias and resulted in a diverse selection of candidates. The interview pool resulted in three women and one man, which was the most diverse pool that we've ever had in the department. In the search before this, no female candidate made the interview list, but one was added for diversity reasons; relatedly, she was not really given a fair chance at the interview as she was considered the "bonus" candidate instead of a "real" candidate.
- Rubrics were retained in department files. Subsequent searches for Visiting Professors did not apply the rubric approach.
- For graduate students, we typically employ a minimum criterion of 3.0 (or near it) GPA and specific scores on English proficiency for international candidates. Beyond that step, graduate student selection is primary controlled by rank order choice of individual faculty members. This process leaves plenty of space for bias.
- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
 - Faculty selection involves a committee of three (one of which must be a woman) followed by a final vote by all faculty members. All faculty members (and also CAS staff) interact with the candidates.
 - Graduate selection involves all faculty. The potential advisor and grad chair have greatest interaction with candidates.
- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**
 - At the university level, there has been a great deal of development to produce more equitable hiring practices in the past decade.



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- Beyond university oversight, there is not specific external analysis of hiring/admissions policies within the department.
- **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”⁶?**
- These are all very weakly done. Cohort hires have not been pursued. Dual Career support is ad hoc rather than centralized. There are lunch and learn seminars, but mostly we are re-envisioned as completing more work tasks rather than providing an inclusive, positive working environment.
- Mentoring is ad-hoc dependent on the college, and again, lacks a formal support network at most career stages.