



Unlearning Racism in Geoscience

Bates

DEPARTMENT OF EARTH
AND CLIMATE SCIENCES

Hiring Policies for Bates College

This is what was found by EACS pod at Bates College on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

Note: We have reached out to the Bates Admissions staff for a conversation about their process. We hope to be able to schedule it at a later date and update this document at that time. For now, the document is focused on hiring practices for faculty positions.

What EEO (Equal Employment Opportunity) statement¹ is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available²?

Faculty positions Equal Employment Opportunity Statement: Bates College is committed to the principle of equal opportunity and providing an educational and work environment free from discrimination. The college prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, genetic information or veteran status and other legally protected statuses in the recruitment and admission of its students, in the administration of its education policies and programs, or in the recruitment of its faculty and staff. Bates College adheres to all applicable state and federal equal opportunity laws and regulations. All college faculty, staff, students, contractors, visitors, and volunteers are responsible for understanding and complying with the Non-Discrimination Policy.

Inquiries concerning the college's policies, compliance with applicable laws, statutes, and regulations (such as Title VII, Title IX, and ADA/Section 504), and complaints may be directed to Gwen Lexow, Title IX Officer, 207-786-6445 or via email at glexow@bates.edu.

Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?

Bates posts faculty positions on its website. Postings in the Chronicle of Higher Education and Higher Ed job are standard. Additional job postings and outreach are up to each individual

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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search committee. For its latest searches, the Earth and Climate Sciences department at Bates College posted/reached out to the following organizations: SACNAS, American Geophysical Union, Geological Society of American, Minority Postdoc, National Association of Geosciences Teachers, Higher Education Recruitment Consortium, National Association of Black Geoscientists, American Indian Science and Engineering Society, Geoscience Alliance, International Association for Geoscience Diversity, Earth Science Women's Network Discussion Group (Facebook), Earth Science Women's Network, Gneiss Jobs for Geos, GeoLatinas, VlackGeoRock, AAPG Women's Network, Geo-tectonics, Geo-metamorphism, VOLCANO, MSA-Talk, and GRANITE-RESEARCH mailing lists. We also reached out to faculty colleagues at different institutions and shared the job postings on personal Twitter and Facebook accounts.

In non-COVID years and when the timing of job searches allows, we also hold information sessions at conferences and attend relevant oral and poster sessions at conferences to reach out to potential applicants.

A lot of outreach work remains to be done in the long term to expand/build our network of potential applicants. We have started by being more intentional about the speakers in our colloquium series. In non-COVID years for tenure-track searches, departments can apply for funding from the Dean of the Faculty's office to hold Emerging Scholars panels meant to build a more diverse pool of applicants. Currently, however, there is a mismatch between best practices and funding allocated by the College to allow for long-term planning in hiring, which involves significant outreach and networking, the allocation of resources in the form of faculty lines, and time.

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?

What is requested is up to each search committee. In our most recent job searches, we have requested the following:

Applicants should submit a cover letter highlighting the experience(s) that make them excellent candidates for a faculty position in the Department of Earth and Climate Sciences at Bates, a curriculum vitae, and statements of a maximum of two pages each on i) inclusive and evidence-based pedagogy, ii) their past and/or potential contributions to equity, inclusion, and diversity with regard to underrepresented groups, and iii) research. The search committee will request additional materials, such as reference letters, for selected candidates after initial



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review. Interviews will be conducted via Zoom. Employment is contingent upon successful completion of a background check.

We intentionally do not request letters of recommendation at the time of submission, but ask for them later for candidates invited for a video-call interview. We also do not require transcripts to be submitted at the time of application, but a proof of degree would be required of any hire. We hope these reduce some of the barriers to applying for faculty positions.

We noticed that there is a potential hidden requirement of mentoring in our job ads that is not explicitly reflected in the list of documents applicants need to submit: *Candidates with a demonstrated commitment to the success of historically underrepresented, marginalized and first-generation students are encouraged to apply. The successful candidate must demonstrate potential for teaching excellence in a vigorous undergraduate program, have a good knowledge of/experience with inclusive pedagogies, and welcome the opportunity to mentor serious students and advise senior theses.* We plan on making this explicit in future faculty searches.

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?

Bates has [inclusive search guidelines](#) for tenure track and 3-year non tenure-track positions only that every search committee must follow. Non tenure-track positions do not require an active and inclusive search process.

Evaluation rubrics for faculty searches are not public. We have recently tried to develop a rubric that could be used for any faculty search in our department, regardless of the makeup of the search committee. This is a work in progress, but the rubric is modelled after what we ask the candidates to submit in their application and strongly emphasizes inclusive and equitable practices.

The VPEI provides a training session on evaluating applications for tenure-track search committees as part of the active and inclusive search plan. Search committees for 1-2-year positions must request a meeting with the VPEI to discuss best practices for evaluating candidates equitably. We do not remove applicant names from the documents when we read them.



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Potential biases are introduced at all stages of the process, but we discussed video-call and on-campus interviews in particular. For example, search committees make assumptions about who candidates will want to meet with or what they will be interested in doing while in Lewiston/Auburn. We decided to give candidates choices about certain meetings or down time during their campus interviews.

Who is on selection committees and who makes the final decisions? Who interacts with the applicants?

The makeup of search committees is different depending on the type of faculty search. The search guidelines in place apply only to tenure-track searches or to visiting or temporary faculty searches. For tenure-track faculty searches, the search committee is composed of an unspecified number of faculty members from the hiring department, and two additional members from other departments. For 1-2 year temporary faculty searches, the search committee is composed of an unspecified number of faculty members from the hiring department, and must consult with and involve depts/programs whose majors, minors, and GECs might be affected. Search committee members can be tenured, tenure-track, visiting, or in lectureship positions.

Typically, applicants who are invited to on-campus interviews interact with members of the search committee, students, academic staff, VPEI, the Dean of the Faculty, and anyone the search committee deems appropriate. The search committee sets the schedule in consultation with the DOF, VPEI, and the AAA organizes the meetings.

The search committee makes recommendations to the Dean of the Faculty, and the Dean of the Faculty and/or the VPEI have veto power over the committee decisions.

Has your hiring process been evaluated by outside consultants? What is the process for changing it?

As far as we understand, the Dean of the Faculty, Associate Deans, and VPEI produce the guidelines for faculty hiring and therefore the process for changing them is under their control. We do not know whether the hiring process is specifically evaluated by outside consultants, but hiring is a topic covered by the [re-accreditation process](#) the College undergoes every decade or so by the New England Commission of Higher Education. Information about hiring is found on p. 50 of the document.



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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?

Bates has participated in the Mellon Postdoctoral Fellowship program in the past, but there are no official policies regarding cluster and partner hires, but these do occur, as evidenced by current faculty and staff employment. Proposal for faculty lines, resource allocations, and tenure-track faculty searches require an [“Active and Inclusive Search Plan”](#) which results in a more diverse pool of applicants. The College (DOF office) is formalizing mentorship of new faculty, including purchasing an institutional membership to the National Center for Faculty Development and Diversity (NCFDD), and other . Tenure and promotion criteria are currently being revised with equity and inclusion in mind.

Bates has an [HHMI Inclusive Excellence](#) currently funded (2018-2023). This grant has funded an external consultant to provide 3-day workshops on racial equity and many workshops/training activities to assist in transforming the curriculum. Many administrative office staff have taken the racial equity training, as well as 34 faculty in the sciences and mathematics division.

In September, 2020, Bates hired a Director of Equity and Inclusion Education; she has taken over so that Bates can institutionalize racial equity training among other things. Workshops and trainings are underway and [educational resources have been centralized](#).

The DOF has recently expanded their website to highlight and centralize [Ongoing Work on Equity and Inclusion](#) including foci on Transforming the Bates curriculum, Recruiting and Retaining Talented Faculty, and faculty mentoring.

Our department is working to change our departmental culture and to transform the curriculum. We have benefited from workshops sponsored by HHMI, the office of Equity and Inclusion, the DOF, URGE, and our own departmental reading/discussion groups focused on the Geosciences. We have recently initiated a new reading/discussion group which includes students. Many are eager to engage in changing departmental culture and EACS curriculum along with us.