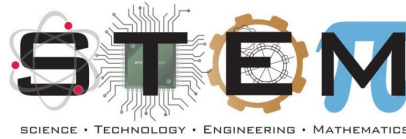Award Policies for Albert Einstein Distinguished Educator Fellowship Program

This is what was found by Einstein Pod at Albert Einstein Distinguished Educator Fellowship (AEF) Program on Hiring and/or Fellowship Award Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement[1] is included in a fellowship advertisement? Are there other inclusion statements and resources publicly available[2]?**
  - No statement on the AEF program application
    - Some research programs have a statement but Workforce Development does not yet have this.
  - No inclusion statement or resources specific to the AEF program
    - "The DOE Office of Science (SC) is fully committed to fostering safe, diverse, equitable, and inclusive work, research, and funding environments that value mutual respect and personal integrity. Effective stewardship and promotion of diverse and inclusive workplaces that value and celebrate a diversity of people, ideas, cultures, and educational backgrounds is foundational to delivering on the SC mission. The scientific community engaged in SC-sponsored activities is expected to be respectful, ethical, and professional."
    - "The DOE SC does not tolerate discrimination or harassment of any kind, including sexual or non-sexual harassment, bullying, intimidation, violence, threats of violence, retaliation, or other disruptive behavior in the federal workplace, including DOE field site offices, or at national laboratories, scientific user facilities, academic institutions, other institutions that we fund, or other locations where activities that we support are carried out."
    - "The DOE has long-standing policies and procedures for the prevention of discrimination and harassment. SC has established this site to make those policies and procedures more accessible to the scientific community and the institutions that receive DOE SC funding, as well as to clearly communicate SC's commitment to diversity, equity, and inclusion."
  - DOE Office of Science Statement on Diversity, Equity, and Inclusion
    https://science.osti.gov/sc-2/Research-and-Conduct-Policies/Diversity-Equity-and-Inclusion

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

[2] https://careers.whoi.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).

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
  - Emails and Social Media Tagging:
    - ITEEA: International Technology and Engineering Educators Association
    - National Teachers of the Year
    - PAEMST winners: Presidential Awards for Excellence in Mathematics and Science Teaching
    - NCTM: National Council of Teachers of Mathematics
    - NSTA: National Science Teachers Association
    - ASCD: Association for Supervision and Curriculum Development
  - 2021-2022 AEF Outreach and Recruitment Plan-At a Glance
    - Targets:
      - Increase presence at conferences with higher populations of K-12 STEM educators from underrepresented communities of color, subject matter and geographical location
      - Increase online amplification of Einstein Fellowship through Minority Serving Institutions and Educators of Color Organizations to request strategies/opportunities
      - Increase online activity during application window
      - Increase federal agency placements and awareness of Einstein Fellowship
    - Goals and Objectives:
      - Focus on email list-serv and web-based materials and leadership conferences for recruiting efforts.
      - Target potential applicants who have demonstrated excellence in STEM teaching at the K-12 level from underrepresented communities of color, subject matter and geographical location.
      - Target potential applicants who have demonstrated leadership in STEM education beyond teaching in the classroom (professional development, publication, district or state level involvement).

- **What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores[3]/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?**
  - Requirements: 3 letters, 5 essays, short-answer questions, resume, transcripts
  - Categories of rubric:
    - Professional Experience and Qualifications
    - Communication and Interpersonal Skills
    - Leadership
    - Goals and Preparedness for Work Environment
  - Potential Barriers (associated with requirements):
    - How much emphasis is placed on each requirement?
    - Peer Review Process - point value assigned to specific questions/pieces

- - Demographics known by evaluators (needs to be framed through an asset based lens to promote racial/cultural and gender/non-binary equity)

- **How are applicants/applications evaluated? Is that process and/or rubric[4,5] public?**
  - Initial application review is done by a team at the Department of Energy and the same rubric is used for each application.
  - After applications are sent on to agencies, each agency is responsible for their own process and rubrics are not shared between agencies.
  - DOE remains in charge of evaluating applications for Congressional fellows and the DOE agency fellow.

- **What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?**
  - Applicant names are not removed prior to evaluation. (Potential bias can be framed as antiracist if discrimination leads to advancing racial equity and increasing representation from underserved communities)
  - The Selection Committee/Review Team may not be diverse (Black, Latinx, Indigenous, Native American, Asian American and Pacific Islanders and other persons of color; religious minoritized groups, LGBTQ+ persons, persons with disabilities; persons who lie in rural areas; persons otherwise adversely affected by persistent poverty or inequality).
  - Each application is reviewed by 3 people. There are some guidelines, but not as strict as peer review
  - ***Questions and ideas:***
    - Alumni are sometimes included - how are the alumni selected? Is this a diverse group?
    - Could specific language be brought into the rubric to reduce bias and increase diverse groups to be interviewed?
    - Could DOE share strategies with other agencies for increasing diverse reviewer representation and selection of diverse applicants?

- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
  - The final decisions for hiring fellows are agency-specific and not within direct influence of DOE.
  - As an Einstein Pod, we will focus our considerations of selection committees specifically where it is most impactful for the AEF program which is examining who decides the first round of candidate cuts.

- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**
  - Not within the last 4 to 5 years
  - The process for changing the admissions process involves initial barrier analysis assessments and communication with DOE leadership.

- **The program has not yet implemented or considered strategies suggested in "Leveraging Promising Practices".**
- **Practices we would like to ponder and discuss:**
  - Cohort hiring
  - Mentors or Application Buddies to help applicants finish and submit their applications
  - Webinars during the open application period
  - Re-visioning the work culture
  - Democratize knowledge about processes, standards, and norms
  - Question the roots "objective" or "neutral" criteria internally and externally
  - Ensure values of diversity, equity, and inclusion are deeply embedded in decision making - collaborative professional instructional training and practice with all reviewers to identify and reduce bias
  - Ensure that peer-reviewers reflect diversity (Black, Latinx, Indigenous, Native American, Asian American and Pacific Islanders and other persons of color; religious minoritized groups, LGBTQ+ persons, persons with disabilities; persons who live in rural areas; persons otherwise adversely affected by persistent poverty or inequality).
  - Strengthen partnerships with Historically Black Colleges and Universities; Hispanic-Serving Institutions; Tribal Colleges and Universities; Minority Serving Institutions