

URGE

Unlearning Racism in Geoscience



Hiring and/or Admissions Policies for University/Organization

This is what was found by Grand Rapids GeoPod at **GRAND VALLEY STATE UNIVERSITY** on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve. We note that the Geology Department at Grand Valley State University does not offer graduate degrees. Thus, the department does not have specific admissions policies beyond those of the undergraduate admission requirements of the university.

- **What EEO (Equal Employment Opportunity) statement¹ is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available²?**
- There are multiple statement options on the GVSU Affirmative Action/Equal Employment Opportunity (AA/EEO) website (<https://www.gvsu.edu/affirmative/affirmative-action-equal-opportunity-employer-statements-28.htm>).
 - *Preferred version:* Grand Valley State University is guided by values for inclusiveness and community which are integral to our mission to educate students to shape their lives, their professions, and their societies, and to enrich the community through excellent teaching, active scholarship, and public service. The University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. Members of the University community, including candidates for employment or admissions, and visitors or guests have the right to be free from acts of harassment and discrimination, including sexual misconduct, which are prohibited if they discriminate or harass on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including gender identity and expression), sexual orientation, veteran or active duty military status or weight. The University will provide reasonable accommodations to qualified individuals with disabilities. See www.gvsu.edu/affirmative/. [*Include the following for job advertisements:*] TDD Callers: Call Michigan Relay Center at 711 (in State) or 1-800-833-7833 (out of State).
 - Short versions, if necessary due to space constraints:
 - Grand Valley State University is an Affirmative Action/Equal Opportunity Employer, which includes providing equal opportunity for racial and ethnic

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

² <https://careers.whoj.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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minorities, women, protected veterans and individuals with disabilities.

University policy extends protections to additional identities.

See www.gvsu.edu/affirmative/. [*Include the following for job*

advertisements:] TDD Callers: Call Michigan Relay Center at 711 (in State) or 1-800-833-7833 (out of State).

- Grand Valley State University is an EOE which includes protected veterans and individuals with disabilities.

See <http://www.gvsu.edu/affirmative/>. [*Optionally, include the following for job advertisements:*] TDD Callers: Call Michigan Relay Center at 711 (in State) or 1-800-833-7833 (out of State).

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
 - Departments and Units are required to submit a recruitment plan when requesting a new position. The plans are expected to include explicit strategies for building a diverse applicant pool of qualified candidates.
 - We noted in Session 3 the GVSU AA/EEO website does provide a list of different organizations that could be useful outlets for disseminating position announcements. We also noted that the current list could be supplemented by adding more organizations and societies aimed at supporting diverse scientists specific to STEM disciplines: <https://www.gvsu.edu/affirmative/inclusive-recruitment-resources-27.htm#discipline>
 - For example, for the geosciences, we should add:
 - Geoscience Alliance: <https://geosciencealliance.org/>
 - NABG: <http://www.nabg-us.org/>
 - IAGD: <https://theiagd.org/>
 - AWG: <https://www.awg.org/>
 - In addition, we proposed that relevant organizations and societies should be listed both by identity and by discipline.
 - For example, SACNAS is listed under Hispanic/Latino but is not also listed as a Science organization.
- **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?**
 - We did not find any explicit policies regarding requirements for applicants to faculty or instructor positions.
 - We noted the following recommendation on the AA/EEO website: “Units should consider how the proposed level of appointment, field of specialization, and required qualifications may affect the availability of diverse candidates in the



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applicant pool. Required versus preferred qualifications should be seriously considered.” (<https://www.gvsu.edu/affirmative/inclusive-hiring-toolkit-37.htm>).

Related to this, our department has made attempts in the past to construct position announcements that indicate preferred fields of specialization rather than limit the applicant pool by setting restrictive requirements.

- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
 - Search committees in the department typically include the Unit Head and two or three other faculty. Search committees are required to include a faculty member from another department who is trained and serves as the Inclusion Advocate (IA). The IA is intended to facilitate dialogue around inclusive talent acquisition and ensure that faculty and AP staff searches are conducted in an equitable manner (<https://www.gvsu.edu/affirmative/inclusion-advocates-program-33.htm>).
 - In the past, search committees review applicants, identify top candidates, and make recommendations to the department as a whole. The department then votes on who to select for interviews.
 - Candidates who come to campus for interviews have historically met with most other tenure-track or tenured faculty, including less-formal conversations during meals. Candidates also meet with an Associate Dean of the College of Liberal Arts and Sciences, the college of which the geology department is a part. The candidates typically give a presentation related to their scholarship and for some positions there may also be an opportunity to teach a class. The department also arranges time for candidates to meet with students and students are queried for feedback.
 - Final decisions about the candidates are made by all tenured and tenure-track faculty who have completed their third-year contract renewal.

- **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?**
 - The university makes the following additional recommendations regarding the search committee process.
 - Search committees should attempt to meet with university leaders to discuss the university’s commitment to diversity and best practices for inclusive recruitment and hiring.
 - Search committees may choose to review current demographic statistics, availability analysis, and utilization/underutilization reports. Review of the data may assist the committee in adjusting search and recruitment efforts as needed. Contact the [AA/EEO Office](#) for more information.



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- We recognize that future searches can be better informed by engaging more regularly in conversations about diversity with our administration as well as seeking out current demographic and availability data.
- **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?**
 - GVSU offers a resource called the “Inclusive Hiring Toolkit” (<https://www.gvsu.edu/affirmative/inclusive-hiring-toolkit-37.htm>). In particular, we took note of the recommendations related to building relationships and pipelines; these recommendations align with similar recommendations outlined in “Leveraging Promising Practices.”
 - GVSU does have standing policy regarding partner accommodations: <https://www.gvsu.edu/policies/policy.htm?policyId=419838E6-DCFC-4BA1-4B3A02880465AA21>. Different options include the following: making use of the Higher Education Recruitment Consortium; providing Human Resource Office Assistance; creating temporary appointments; encouraging partners to apply for existing open faculty positions; creating a shared position, or creating a new position.

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This is what was found by Grand Rapids GeoPod at **GRAND RAPIDS COMMUNITY COLLEGE** 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?**
 - **GRCC Jobs website:** <https://www.grcc.edu/faculty-staff/human-resources/jobs>
 - The second sentence on page states: “Grand Rapids Community College is an Equal Opportunity Employer.”
 - Main page has a statement about campus security and about Title IX but nothing specific about diversity.
- **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?**
- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
 - The following webpage has a link to an Introductory Guidance Video for applications: <https://www.youtube.com/watch?v=mv0FvdQoH-M&feature=youtu.be>
 - Video statements:
 - GRCC values: Diversity is #2
 - “We create an inclusive, welcoming, and respectful environment that recognizes the value, diversity, and dignity of each person.”
 - Video states that GRCC values are tied to hiring practices.
 - “Hiring Diversity”:
 - “GRCC is committed to hiring a workforce that reflects the students we serve.”
 - NOTE: After serving on a search committee, I’m not sure how this is implemented.
 - “Hiring Innovation”:
 - “...committed to reviewing our hiring process and making changes for improvements that align with our values...”
 - NOTE: It was not clear where we would find evidence/examples of this, video also notes “dashboard measurements” but has no links to this data.

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² <https://careers.whoj.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>

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- **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?**
 - Personal experience (Tari Mattox):
 - Job application sent out, needed to apply through their electronic submission system.
 - Requirements were: Cover letter (unofficially told the cover-letter needed to be two pages long); Resume; Unofficial transcripts; **and** Three letters of recommendation
 - Process: Committee chosen by department head. I interfaced dominantly with the School of Art and Sciences Associate Dean for Faculty Evaluation and Hiring and later, the director of HR.
 - Round 1 interview via video/remote
 - Specific questions were not revealed to candidates, but an internet search revealed common questions asked at CCs. Example: “How will you handle teaching a diverse student body (racial, religion, economic, and simply different styles of learning)?”
 - Round 2 interview in person with 2 components
 - Interview and specific questions (see above)
 - Teaching demonstration on specific, predetermined topic
 - Dinner out with members of search committee and with members of department and tour of department

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This is what was found by Grand Rapids GeoPod at **MUSKEGON COMMUNITY COLLEGE** 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?**

EEO statement: Muskegon Community College continues to promote staff diversity, and is an equal opportunity employer. MCC does not discriminate on the basis of race, color, religion, sex, national origin, marital status, sexual orientation, gender identity, transgender status, political persuasion, disability, height, weight, veteran status, age or any other protected class in any of its educational programs, activities or employment. Minorities, women, veterans, and the physically challenged are encouraged to apply. Anyone with a disability will be reasonably accommodated by the College. If you have a disability and need an accommodation or assistance in applying for this position, please contact the Human Resources Office.

Qualification listed in job postings: Demonstrated use of tact, judgement and discretion, and ability to relate to people of all ages, races, and social-economic backgrounds.

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

Postings for faculty and higher-level admin are shared nationally on platforms like “Higher ed jobs” and “Chronical of higher ed” – depending on the job, there are some diversity list serves where we share postings (e.g. “Black nurses of America”). Sometimes job fairs are held for positions, depending on the type of position. Admissions does do job fairs and works with “Michigan Works” (unemployment office). We have admissions representatives who partner with high schools, work with athletics coaches, etc. with diversity in mind.

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

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

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- **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?**

We do not require letters of recommendation for admissions or hiring. CV and cover letter are required for hiring.

- **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?**

Rubrics are used. This started with faculty and expanded to other positions. Rubrics have been modified to try to remove bias (e.g. for faculty positions: faculty tended to have a bias for PhD, when that isn't the minimum requirement, so the rubric was modified to try to remove that bias).

Names have not been removed, but that idea has been discussed. MCC will participate in a HireReach/Talent 2025 – a group whose goal is to diversify the educator population, hiring boot camp next Fall (2021).

HR has noticed a common bias in hiring for faculty: an affinity to their own type of institution. To combat this and other biases, HR often talks to department chairs about what the strengths of department are and what is missing. HR tries to emphasize what different characteristics can be brought by a new hire, to include diversity in many aspects.

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

With covid it has been a little different, with less than usual interaction and interviews conducted via zoom. Participants on search teams for faculty is defined by the faculty contract. They include the department chair, a discipline expert (faculty), an HR person, a person from academic affairs, and an outside-expertise faculty person (usually in a related, but external field). For the second round, sometimes the team changes sometimes not, in case a broader perspective is needed. The search team then sends one to two finalists to the college president. Search teams for other roles include the supervisor of the position, an HR person, one outside of department person, +/- fourth person, usually from within the department of hire. For a higher-level admin position, the search team would be five to six people with a faculty participating, usually someone with a related expertise (e.g. graphic design prof for a marketing position).



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- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**

Hiring will be evaluated by the Talent 2025 HireReach program

(<https://www.hirereach.org>). For who is on search teams for faculty, that is contractual so would have to be changed during contract negotiations. For changing processes, there isn't a formal process, just: talk to the people in charge. The atmosphere is very collegial and many high-level positions have approachable people, so this functions for the most part. We did discuss how a lack of a formal process might be a barrier if the people in those positions change and are less receptive to trying out new things and hearing advice from other employees.

- **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?**

The HR lead has done cohort hiring at a previous institution, but this hasn't been done at MCC. Being a smaller institution, we are limited in the number of hires we do at once.

For partners, HR tries to connect them with area hiring groups, but this is mostly ad hoc vs. planned. Again, we are limited in that we don't often have many positions open at once.

For culture – diversity pieces are a part of new faculty orientation. For example, “achieving the dream” (<https://www.achievingthedream.org/>) MCC student profile recordings have been shown, to bring awareness to new faculty of the variety of students we typically have. There are many other college initiatives and programs to boost diversity's role in college culture, but they are not particularly formalized through a central office, more organized by individuals but supported by the institution.

We have been working with an external consultant and a committee, who are working on diversity initiative. They are likely to make a recommended position to hire a chief diversity officer. The position might have a similar role to LEDA (“Lakeshore Ethnic Diversity Alliance” <https://ethnicdiversity.org/>) in the Holland, MI and Ottawa country area (providing trainings for the community and external organizations), but hoping to expand a similar capability northward.