



Unlearning Racism in Geoscience



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## Hiring Policies for the University Session 5 URGE Deliverable

This document contains information found by GEMS URGE at Rider University on the university's Hiring Guidelines and Practices, 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?

- All job advertisements contain the following statement: *Rider University is an Equal Opportunity/Affirmative Action employer dedicated to excellence through diversity.*
- Language and/or video that emphasizes the commitment to diversity is included in the job advertisement.

### Are there other inclusion statements and resources publicly available<sup>2</sup>?

- [Rider Inclusive Excellence Plan](#) (also posted on recruitment job board)
- [Center for Diversity and Inclusion](#)
- [Right to Be Free of Gender Inequalities or Bias](#)
- [Anti-Harassment and Non-Discrimination Policy](#)
- Statements included in Job postings (includes Rider's commitment to diversity)

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

Automatic Postings include: Rider's job board; LinkedIn; higheredjobs.com and other [www.higheredjobs.com/articles/DiversityResources.cfm](http://www.higheredjobs.com/articles/DiversityResources.cfm); [insidehighered.com](http://insidehighered.com); [diversityinc.com](http://diversityinc.com); [Indeed.com](http://Indeed.com); Some of the above circulate further to other job boards that cover very specific diverse group job boards

Discipline specific job boards for discipline specific hires: HR helps with researching diversity job boards and listservs for specific disciplines (professional organizations, networks, discipline specific job boards intended to communicate opportunities to diverse candidates; different employers' job boards for diverse candidates) [e.g. The Ecological Society of America (ECOLOG-L)]

### Recommendations:

<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).

- Future searches should also be advertised on Twitter posted by relevant faculty members (HR has an account that can also be used), with a specific focus on reaching out to groups that include underrepresented groups (e.g., Advancing Chicanos/Hispanics & Native Americans in Science, #BLACKandSTEM, etc.). HR can assist with language and compliance
- Department members seeking to fill a position consider reaching out to recent graduates who went through the graduate school process to determine the best places to advertise job ads
- Future efforts to fill new adjunct positions may help diversify our faculty with a faster turnover rate (since we do not hire new TT or lecturer positions very often). Since 9/2020 all new adjunct positions are advertised to reach a more diverse pool of candidates.

**What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores<sup>3</sup>/grades? Is providing any of these a potential barrier that could be further lowered or removed? Or, how are barriers and biases removed from the interview process? Are there any problematic questions asked?**

- Rider employment applications example statement: All applicants must complete an online application and must attach:
  - a letter of interest;
  - curriculum vitae;
  - a statement of teaching philosophy and goals;
  - a statement outlining a commitment to diversity, equity and inclusion in the classroom, including evidence of experience working with and teaching diverse students;
  - possibly other materials specific to discipline (e.g. portfolio of scholarly work);
  - names and contact information for three professional references
  - official undergraduate and graduate transcripts
  - completion of a background check is required for all new hires
- A Recruitment Guide that summarizes the process is circulated to search committees to guide their process
- The hiring process is supported by HR and includes the following steps in part to help avoid biases and barriers:
  - Position Announcement design
  - search committee diversity inclusion and belonging trainings
    - In an effort to reinforce the importance of diversity and inclusion during our search process, all individuals included in the selection and interviewing of candidates are required to complete an online training course, *Diversity, Inclusion and Belonging and Effective Interviewing*. Search committee members also must complete an in-person session to discuss the training and how it applies to recruitment and recruitment biases and the overall recruitment process.
  - The search committee reviews applications and develops a long list of candidates to send to HR for review of the overall pool and the diversity of candidate pool.
  - HR evaluates the interview questions to make sure they are focused on qualifications for the job.

- HR also assists with the alignment of the rubric to the qualifications of the position
- Search committee interviews the selected candidates and creates a short list which is reviewed again by HR.
- Hire recommendations from the search committee go to the provost's office before an offer is made.
- A new hire survey is about to be launched for the first time about their interview and onboarding process, and their first 90 days in their position to learn about their experiences.
- Each department conducts their own interviews of candidates, and it is expected that committee members monitor themselves to avoid problematic questions though some instances of such questions could occur.
  - The Hiring guide supplied to search committees provides example questions that are appropriate to ask and lists question types that are inappropriate to ask. In addition, the training provided to committee members addresses both.

Recommendations to consider:

- If we ask candidates for DEI statements, it is important that we take care to update job advertisements and other promotional materials to reflect our own desires to create a diverse working community.
- The GEMS/Biology departments should begin composing our own DEI statements while revising P&T criteria (which we are currently tasked with). That statement can include DEI values regarding both faculty and students, and how we can retain them both.

**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?**

- A rubric is made available to faculty search committees that is designed to assess candidates against job requirements and possibly preferred qualifications, which will assist to avoid biases. The provided rubric can be adapted for each position.
- Rubrics can be as simple or complex as the Search Committee deems necessary to evaluate effectively the candidates. The evaluation criteria normally consist of three (3) to five (5) factors which together make up the required qualifications necessary for successful job performance.

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

- Rider is a small university, so in the Biology & GEMS Departments the entire faculty sit on the hiring committee for academic jobs. The candidate interacts with all faculty members, as well as some interaction with students throughout the day. The faculty vote on their top choice(s) for a hire, and then the final decision is made by the Dean of the College of Liberal Arts and Sciences and other higher administrators.
- The Recruitment Guide asks that search committees have a diverse membership, including faculty from outside the dept and even college.

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

- Through the search committee training process and HR guidance, a department's process likely is improved each time it goes through a hire. The recruitment process for faculty is reviewed each semester. The launching of the new hire survey will assist with improvements moving forward.
- Rider's Affirmative Action Plan is reviewed annually with an outside consultant's analysis. The results are reviewed to continue process improvements.

**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"<sup>6</sup>?**

Cohort hiring - Multiple hires in the same year are not standard and they are done only to meet a business need for multiple hires. The last hires in the Biology Department (in 2019) included two tenure-track faculty and two lecturers hired as a cohort. Whether or not this was purposeful, it was very nice to be hired alongside several other colleagues so that camaraderie was established.

Mentoring - Rider makes an effort to provide new faculty with a mentor in their department and also from outside their department. The success of the mentoring relationships is the responsibility of mentors and mentees and are monitored in an effort to support their success by the Faculty mentoring Committee.

- New faculty are typically provided with:
  - A designated department mentor to consult about department processes; in some cases, the chairperson serves in this role
  - an informal mentor outside of their department to provide an external perspective about Rider's P&T process and life as an active, successful faculty member
- In addition to mentors from the Mentoring Program, new faculty are provided with support from the Teaching and Learning Center and the P & T Committee, which includes sessions on how to prepare a Promotion & Tenure portfolio, information sessions with student/faculty groups on campus, and other sessions. These sessions are intended to both provide information as well as opportunities to meet and get to know colleagues, which can be helpful for retention.

Recommendations to consider:

- Department colleagues of a new hire should take an active role in making sure their new colleague does receive the mentoring offered through the Faculty Mentoring Program.