

URGE

Unlearning Racism in Geoscience



Hiring and/or Admissions Policies for The College of Wooster

This is what was found by Department of Earth Sciences at The College of Wooster on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

Note: We acknowledge this information is not always accessible to students and even staff. If you do not have access to this information, please reflect on your own experience and outline what admissions and/or hiring should be like to foster a diverse and inclusive community.

- **What EEO (Equal Employment Opportunity) statement¹ is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available²?**
 - The College of Wooster is an independent college of the liberal arts and sciences with a commitment to inclusive excellence in undergraduate education. We are especially interested in hiring faculty who contribute to the intellectual vibrancy and diversity of the academic community through their teaching, research, and service, and who are committed to ensuring the success of diverse student populations. We evaluate qualified applicants without regard to race, color, national origin, ancestry, sex, gender identity and expression, sexual orientation, physical and/or mental disability, age, religion, medical condition, veteran status, marital status, or any other characteristic protected by institutional policy, or by state, local, or federal law. All offers of employment are contingent upon completion of a criminal background check and verification of the legal right to work in the United States as required by federal law. The College of Wooster is committed by policy and practice to diversity, equity and inclusion. For more information on our nondiscrimination policy visit: <https://www.wooster.edu/info/nondiscrimination>.
 - The link connects to the Policy on Non-Discrimination

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
 - [Wooster's HR Faculty Job Openings](#)
 - Differs depending on the discipline and the position

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).

- We do not know of specific sites that Wooster uses as an institution to recruit a diverse pool of candidates
- **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 cannot view the [Common Application or the Coalition Application](#)
 - Applicants are required to submit: high school transcript, secondary school report (including Counselor Recommendation), teacher recommendation, essay, and early decision agreement (for Early Decision applicants only)
 - Applicants have the option to submit: ACT or SAT scores and interview with admissions representative
 - Test scores are not used in consideration of merit-based scholarships
 - Admissions interview IS considered for College Scholar Award
 - [Home-schooled students](#), [Transfer students](#) have slightly different guidelines
 - [Wooster's Test Policy](#) describes the goal to “support access and reduce submission barriers”
 - The [admissions](#) page has an equal opportunity statement and a statement about our commitment to being “a place of studies for all.”
- **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?**
 - Equity Advisers have worksheets to help committee members identify unconscious bias. The kinds of biases introduced in a faculty search include non evidence-based presumptions of competence/incompetence; confirmation bias; familiarity bias; presumption that dominant-group perspectives and norms are objective and neutral in impact on decision-making, while non-dominant group perspectives and norms are subjective and skewed in impact on decision-making; using proximate status as a proxy for actual evidence of knowledge, experience, and skills; protecting other’s biases; overconfidence bias. Common manifestations of implicit bias are familiarity, less work for me, search as a sieve, and apples and oranges.
 - Equity Advisers help committees develop rubrics of essential criteria, highly desirable criteria, and hidden criteria. For each criteria, the committee decides where to look for the criteria in the application, evidence of meeting criteria, and what can’t be known at each stage of the process. For each criteria, the committee designs an interview question that can be asked of all candidates.
 - To our knowledge, rubrics differ by position and are not made public. We believe that hiring committees justify their decisions with evidence when reporting to the Provost.
 - Our experiences are that the processes used by different search committees can be very different.

- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
 - Selection committees consist of representatives from the department, external representatives. Someone on the committee is trained as an Equity Adviser for tenure-track searches. In some cases, the entire committee is also trained by the CDEIO.
 - Equity Advisers have been trained to intervene when bias occurs in the faculty search process and facilitate unbiased discussions.
 - Faculty candidates interact with the search committee, students, relevant external faculty members, DFD, and Provost. In some unique cases, members of TS&T meet with the candidate.
 - The Provost recommends to the President, who .

- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**
 - We do not know if the hiring or admissions processes have been evaluated by outside consultants.
 - Outside consultants have visited campus to train Equity Advisers.
 - We do not know the process for changing the hiring and admissions processes, but imagine that it would involve changing the Statute, which is facilitated through the Conference Committee

- **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?**
 - We are implementing many of these strategies to some degree or are in the process of moving in those directions. We’ve highlighted in blue the areas that are strongest at Wooster.
 - Our impression is that these strategies are not implemented on the college-wide level. The extent and the quality of the activities vary across departments.
 - **Fostering relationships**
 - **Building a pool** – informal talks and visits before a position opens, developing a lecture series to invite promising URG scholars, creating institutionally funded post-doctoral program that provides an easier pathway into a faculty position for funded fellows
 - **On-campus interviews** – giving URG candidates opportunities to connect with other faculty/staff who might share similar identities and experiences, meet with students (especially activists) who might provide honest assessment of campus culture and environment for URG community members, provide connections to community leaders and people who may be relevant to their work and life beyond the institution to foster a sense of comfort and connection

- **Mentoring** – establishing mentoring relationships in the transition period prior to a new hire’s arrival on campus, [institutionally sponsored mentoring that extends beyond the transition period](#), training mentors to engage in culturally responsive practices, convene groups of mentor-protégé pairs and [distribute mentoring across multiple individuals](#)
 - **Peer networks** – institutional sponsorship of affinity groups, colloquia, networking receptions, and other events
 - **Democratizing knowledge about processes, standards, and norms**
 - **Negotiating job offers** – scaffolded offer negotiation process, including negotiation templates and checklists of items that could be negotiated for or that candidates should anticipate discussing [[we think these would be good things to do](#)]
 - **Role clarity** – formal mechanisms to provide faculty information about the requirements for success in the tenure and promotion process, provide faculty early exposure to how professional reviews work, timelines for the process, benchmarks that are indicators of good progress (not in recent years)
 - **Professional development plans** – equitably distributed and structured opportunities designed to help faculty gain access to guidance and support in teaching, research, and service ([new faculty orientation, mentoring cohorts; also department-specific – this is the key to inequity on campus](#))
 - **Rethinking recruitment and hiring strategies**
 - **Ongoing recruitment** – moving from short-term hiring strategies to longer-term, ongoing recruitment using centrally created materials to ensure that consistent messages are sent to potential candidates; faculty expected to make connections with promising scholars from minoritized backgrounds at conferences and invited talks, regardless of availability of positions
 - **Diversity and inclusion in the job description** – clear statement about the importance of diversity and its value to the institution; identify a commitment to diversity in the job description
 - **Selection and training of search committees** – constructed and trained with intention
 - **Dual career support and partner hires** – include resources and support to help individuals make more successful transitions to the institution and faculty life, including partner hires ([lecturer position, but also concerns about inequity](#))
 - **Addressing faculty retention and success**
 - **Reconsidering tenure and advancement processes and criteria** – training for committee members, providing structured opportunities for mentoring and feedback, revise promotion and tenure criteria, adopting broader definitions of scholarship inclusive of teaching and community engagement

- **Family-friendly policies** – tenure clock extensions, workload modifications, grants and programs to support faculty during major life transitions, family leave, pregnant and nursing women, and child-care coupled with broad communication about family-friendly policies and resources, tuition benefit (maternity/paternity policies not very good; child-care currently an unresolved issue; also department-specific)
 - **Valuing difference**
 - **Diversity office programming** – ally trainings, affinity group month celebrations, intergroup or community dialogue series, and speaker series
 - **Revised or expanded criteria for the review of candidates during faculty searches and promotion and tenure review** – welcoming and inclusive application review and interview process that frames diversity as a strength; expressing value and interest in diversifying the curriculum, bringing requirements for advancement into alignment with institutional rhetoric about importance of teaching and mentoring (hiring can be department-specific)
 - **Managing culture – moving this way**
 - **What is considered “normal practice” on our campuses either implicitly or explicitly recognizes or benefits individuals from privileged groups and devalues meaningful labor that is shifted in unequitable ways to women and men of color** – questioning long held assumptions about what excellence means and looks like, which contributions to the institution are most meaningful and valuable, and how we assess whether someone’s work is having an impact
 - **Normalizing and celebrating new policies and programs**
 - **Institutional leaders consider their role and responsibility in fostering a climate where all can feel included, respected, and valued** – presidents, provosts, deans, and (some) department chairs set the tone