Hiring and/or Admissions Policies for University/Organization - Example URGE Deliverable

This is what was found by Geo² at University of Wisconsin - Madison 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 Division of Diversity, Equity, and Educational Achievement serves two essential functions relative to the enforcement of UW-Madison’s Equal Opportunity Program: the production of UW–Madison’s Equal Employment Opportunity (Affirmative Action) Plan and administration of the Equal Opportunity Employment Program. The coordination of the EEOP Program is a positive effort to assure that women and minorities are not underrepresented in our workforce. Under federal law, an affirmative action plan must include (1) a workforce analysis by job group; (2) a utilization analysis and (3) a set of specific goals designed to overcome under-utilization. A utilization analysis of the workforce shows a comparison between the representation of minority and female workers in the University workforce and their availability. Goals are established based on the utilization analysis. All academic departments and employing units are expected to apply good faith efforts in recruiting and employing women and minorities to achieve these goals. The statistical analysis and establishment of goals represent an affirmative effort to ensure that the University continues to provide employment opportunities on a nondiscriminatory basis. The UW–Madison Equal Opportunity Plan is updated annually.

The University of Wisconsin–Madison is committed to providing reasonable accommodations to permit employees, students and visitors access to employment, programs, activities and facilities as required by the Americans with Disabilities Act (ADA). The ADA is a national mandate that requires UW–Madison to provide reasonable access to all of its facilities, programs, and services to people with disabilities.”

You can find other resources here (https://diversity.wisc.edu/).

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

Advertisements are posted in UW madison HR website and Relevant professional societies job listings.

² https://careers.whoi.edu/opportunities/diversity-inclusion/
⁵ https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?

For faculty hires letters requested if short-listed.

For undergraduate students, fee is $60, requires two essays, courses and grades information, ACT and SAT scores (but waived due to Covind until 2023), TOEFL for non-English speakers, and one letter of recommendation. (https://admissions.wisc.edu/apply-as-a-freshman/)

For graduate students requirements depend on where you con from but minimum requirements are official transcript and official certification of degree and date awarded. If the country of provenance is non-English speakers then it requires the TOEFL. (https://grad.wisc.edu/apply/requirements/)

How are applicants/applications evaluated? Is that process and/or rubric public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?

This can vary between different search committees to a certain degree. The recent ones I (A.D.) have served on used a rubric to evaluate candidates using a common set of criteria that were agreed upon by the committee as either (1) required or (2) desired. Using a table to carry out this process helps to see where your own biases creep into the evaluation. It might highlight candidates who are qualified that you dismissed in your mind for another reason, or reveal that you have unfairly favored a candidate. I have not tried doing this by removing the candidates names, but that is an interesting idea.

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

Faculty & a student representative.

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

Not to my knowledge.
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”?

Yes, the University of Wisconsin Madison has initiatives but to my knowledge has not yet implemented strategies. The University of Wisconsin Madison together with the Association and Land-grant Universities lead a brief about improving recruitment, hiring and retention of diverse Faculty. See Below

“Advancing diversity and inclusion in STEM is imperative to address societal inequities and provide the future talent our nation needs. While public universities have been working on these problems for years, we see significant potential in collaborating at a national level,” said Howard Gobstein, Director of the Aspire Alliance and Executive Vice President at APLU. “We’ve seen a groundswell of interest in joining this work to broaden participation and we know that will only grow as the pace of progress improves in the months and years to come.”

“When we talk about new policies and practices to promote faculty diversity, institutional leaders want to know what the research says about what works,” said Kimberly Griffin, Co-Lead of Aspire's Research Team & Professor of Education at University of Maryland. "In this brief, we provide administrators with an approachable synopsis of the literature along with a list of resources that allow them to take deeper dives into research on specific topics, challenges, and strategies for change."

Leveraging Promising Practices examines interventions and culture through four frames: equipping individuals to successfully navigate and advance in the institution; creating equal opportunity to eliminate procedural and structural barriers that are biased; managing culture to address assumptions, norms, and practices that widen inequality; and valuing difference to foster innovation. The four-frame approach is key to supporting diversity and inclusion on campus. By citing a host of empirical research, the research notes advancing these critical values also facilitates discovery and innovation, fosters a more diverse public discourse, and cultivates more broadly educated students.

Today’s release comes on the heels of a report and guidebook APLU released on the subject last week. That report outlines a series of steps higher education leaders, researchers, and policymakers can collectively take to address loss points to better attract, retain, and develop individuals from underrepresented groups in the STEM faculty. The accompanying guidebook for institutions helps institutions self-assess their successes and challenges in advancing STEM faculty diversity.