Hiring and/or Admissions Policies for Colorado School of Mines

This is what was found by Geophysics & Geology/Geological Engineering Pod at Colorado School of Mines on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement** is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available?

Copy/pasted from current job advertisement for professor at CSM:

“Colorado School of Mines is committed to equal opportunity for all persons. Mines does not discriminate on the basis of age, sex, gender (including gender identity and gender expression), ancestry, creed, marital status, race, ethnicity, religion, national origin, disability, sexual orientation, genetic information, veteran status or current military service. Further, Mines does not retaliate against community members for filing complaints regarding or implicating any of these protected statuses. Mines’ commitment to nondiscrimination, affirmative action, equal opportunity and equal access is reflected in the administration of its policies, procedures, programs and activities and in its efforts to achieve a diverse student body and workforce. Through its policies, procedures and resources, Mines complies with federal law, Colorado state law, administrative regulations, executive orders and other legal requirements to prevent discrimination (including harassment or retaliation) within the Mines campus community and to address potential allegations of inequity or concerns for safety.”

Diversity statements required of faculty applicants, but these statements are very open ended and can vary considerably.

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

Graduate admissions has an active marketing group. There is currently a concerted effort to digitally market Mines graduate programs. The team targets “top” institutions.

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5. https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
To reach a more diverse pool of possible applicants, a possible move could be to cultivate relationships with minority-serving institutions in Colorado and in other states instead of primarily focusing on prestige of undergraduate institution.

- 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?

Application at the graduate level in the Geology and Geological Engineering Department at CSM requires three letters of recommendation, an unofficial undergraduate transcript (official transcript required on acceptance), TOEFL scores if not a US permanent resident/citizen or a native speaker of English. A statement of goals and a curriculum vitae are also required. There is also a $75/$95 non-refundable application fee for domestic/international students. The graduate website makes no mention of a fee waiver for cases of financial need.

Last year, GGE decided to remove our GRE test requirement and make score submission optional for new applicants. Barriers that remain are the high number of required letters of recommendation, and the high application fee for both domestic and international students.

- 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?

The manner in which applicants are evaluated is not available online via the Graduate Admissions website, nor the GGE or GP department webpages. There are departmental committees that deliberate on graduate student admission, with significant influence from potential graduate advisors.

It would be a major improvement in transparency if each department could list assessment criteria for the submitted materials publicly, and also make the admissions committee composition publicly accessible.

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

The selection committee is determined by the type of hire. The hiring manager can request certain people be on the committee. For faculty hires, the search committee generally consists of faculty members in the prospective department. During the search process, the candidate
interacts with department heads, faculty, undergraduate and graduate students. Input provided from each of these groups is considered in the hiring recommendation that the search committee makes. The search committee makes their recommendation to the Dean and the Dean passes the recommendation to the Provost. Administration makes the final decision about who to hire.

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

Yes, the hiring process has recently been evaluated in conjunction with the Equal Pay Act. Outside consultants did a survey of all faculty and staff to evaluate salary rates and new procedures have been put in place to ensure equity of access to positions. Here is an email from HR that describes the process and outcomes:

"The HR team has been advancing the Equal Pay for Equal Work study since our communication last month and we would like to take this opportunity to provide you with a status update and remind you of our purpose and goals for the study. The State of Colorado Equal Pay for Equal Work Act took effect January 1, 2021, and Mines is proud to uphold – in action and principle – a law that champions equity and fairness.

All Mines administrators, the entire HR team, Equal Pay Core Project team, and everyone who participated in the Job Content Questionnaire (JCQ) process have been engaged in this effort.

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**What is Underway Now**

**Job Description review and development**

Thank you to all of you who filled out the JCQ several months ago. The HR team is leveraging the input collected to draft job descriptions for every position (excluding Classified positions, which will continue to use the State-provided descriptions). For certain positions that did not complete a JCQ, and where no other documentation exists, a member of the HR team will reach out to leadership of that department to create a new job description.

**Compensation Benchmarking**

Using the benchmarking review that we completed, with input from senior leadership, and leveraging our tools that enable benchmarking comparisons, we have begun creating market-based salary grades and ranges. Every position will be assigned a salary grade that corresponds to a pay range. These pay ranges will be visible to employees at the conclusion of this project, which we anticipate will happen by the end of May 2021.
As we do not have those pay ranges in place yet and are required by this Act to post a pay range for all positions that we are searching for, we are using this new benchmarking practice for posting market-based ranges for all new positions. For most advertisements, we are posting a market pay range from 25% to 50%, with consideration up to 75%, if necessary and once a finalist is identified, a full compensation analysis will be done based on that candidate’s particular attributes as they relate to the position.

We recognize that while we are posting new positions based on market data, we have not yet completed the benchmarking for our current employees. We are working as swiftly as possible to complete the benchmarking for all employees. We anticipate that by the end of May 2021, we will be developing short and long-term plans to adjust pay for impacted employees based on the findings of the market competitiveness and equity analysis.

**Providing additional clarity on the posting requirements** for temporary positions (including Adjunct teaching positions) and our student workers:

"Temporary, acting, or interim hires [are excluded from the Equal Pay Act]. No immediate promotion posting is required to fill a position on a temporary basis for up to six months where the hiring is not expected to be permanent, e.g., an acting or interim position. If the hire may become permanent, the required promotion posting must be made in time for employees to apply for the permanent position." It's important to note that while we are not obligated to post a requisition for these temporary positions, we still must pay equitably for temporary positions. Therefore, offers still need to be processed in partnership with Human Resources.

As mentioned in our previous communication, Teaching Assistants, Research Assistants and Student Residential Assistants are not required to be posted. All other student worker positions are required to be posted through Diggernet website.... The same obligation would apply relative to equitable pay for all student workers, regardless of title/work.

For more information, you may also visit the [Equal Pay for Equal Work](#) webpage. If you don’t see your specific question addressed, please feel free to reach out to Human Resources directly.

**More about the project...**

**Overview**

There are two main areas of focus where the CO Equal Pay for Equal Work Act provides new protections for employees in the state:

Pay Equity and Transparency
Employees are protected against sex-based pay discrimination for work requiring similar skill, effort and responsibility. Prohibits an employer from seeking wage history as a condition of employment.

New Notice and Record Keeping Requirements

- Employers must announce all job openings internally and provide pay ranges.
- Employers are required to maintain job descriptions and wage history for all employees.

Anticipated Outcomes

In order to meet the new requirements of the CO Equal Pay Act, we must complete a pay equity review of our current faculty and staff, make pay equity adjustments to erase non-compliant pay disparity, and update our compensation program to remain compliant on an ongoing basis. This phase of the study concluded by the end of this May. Here are the specific, tangible outcomes of this phase of the study:

- A campus-wide equity review to ensure that pay variations are based on bona fide factors as defined by the law (education and experience).
- A market competitiveness review to ensure that we are paying in accordance with the local market, which will allow us to improve the value proposition of working at Mines and recruit external talent without creating internal equity issues.
- Short and long-term plans to adjust pay based on the findings of the market competitiveness review and continually monitor pay competitiveness on an annual basis.
- Fundamental compensation elements that Mines needs to have in place for the future:
  - Robust job descriptions (resulting from the JCQ survey).
  - Job profiles including job type, job level, and pay grade.
  - Pay grades and ranges based on external market data (resulting from market matching conducted in partnership with campus leaders in January).
  - Consistent approach to pay through a series of updated compensation policies.
  - Pay transparency including employee access to an annual compensation statement, clear communications about the outcome/impact of the study, and salary range information for your current position.

Project Outcomes

What We Have Accomplished Together

- Completed the JCQ survey to collect position data that is being used to create job descriptions and match our positions to an external market survey benchmark.
- Completed an employee data survey to collect the education and experience of our workforce.
- Created a compensation philosophy and strategy that will guide us into the future and place our faculty and staff at the heart of our pay programs and decisions.
- Market data sources and scopes have been thoughtfully created to ensure that we are benchmarking against similar organizations and relative to our geographic location.
- Every position in the study (500+) has been matched to a market data survey. These market matches have been verified with Mines leadership over the course of a three-week period of
lengthy and intensive meetings. They will be used to assign market salary data to our internal positions for the competitiveness analysis.

- Created a career level guide that will serve as the basis of our job architecture. Each career level describes the scope of the position in terms of knowledge, impact, collaboration, reporting relationship, span of control, education, and experience.

- Each position at Mines has been assigned a career level and this will allow us to group positions based on the factors mentioned above. This will allow us to align our positions internally and provide us with a clear view of equity across the institution.

- Job families and functions have been created and assigned to further categorize our positions. This is a staple of position management and will help us to better leverage our HR data in the future.

We have developed a methodology for the equity analysis that must occur as a part of this project. Our approach will determine where Mines positions have pay variation that is not allowable under the bona fide factors defined in the Equal Pay Act (education and experience). The first step is to group together clusters of similarly situated positions into cohort groups. The Mines General Counsel team will collaborate with the CO Attorney General’s Office to assist in creating and reviewing appropriate cohort groups that are compliant with the Equal Pay Act.

Based on the responses that were received during the employee survey we conducted in late 2020, we will be applying a formula to determine how pay should be aligned in each cohort group. The formula is a simple linear regression based on Cohort Rank Points (the sum of years of education and experience). The outcome of this analysis will inform our decisions to make pay adjustments to erase non-compliant pay variations.

Many stakeholders across campus have invested a great deal of time and resources in this project because of the impact it has on our most valuable assets: the tremendous faculty and staff at Mines. The study is so critically important to our team because it is not simply a compliance project – it is firmly rooted in our values and who we want to be as an organization built for the future.

Human Resources remains committed to delivering a top tier compensation program that serves our employees and our institution equally well and we sincerely thank everyone who has contributed up to this point."

- 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”?

Mines has started to implement some of these practices at the campus level, and some additional initiatives are being led by departments. Aspects of cohort hiring and mentoring are where we are growing the most. For new faculty hires, there is approximately one week of
cohort activities and onboarding that allows the new faculty at all ranks to learn about each other, to meet faculty/staff across campus, and to engage with the campus culture. This is followed up by regular, topical meetings/training opportunities through the year to touch base and continue to learn more about the campus.

For tenure-track professors, there are dedicated sessions on preparing for tenure, and for tenured, associate professors there are dedicated sessions on preparing for promotion to full professor. Additionally all new faculty hires are announced at the annual faculty conference so everybody on campus can learn a bit about them and welcome them to Mines.

In some departments, there are shared first-year courses for graduate students to help them adapt to the university and to build their cohort of peers; however, some departments lack any formal cohort-building.

Formal mentoring is something that was largely absent at Mines 5 years ago but the university has developed a mentoring program for undergraduates through full professors that is offered as an opt-in option for anybody. The program provides training on mentoring, and guidance for semester-long mentoring activities. While optional, some departments are making the mentoring program part of their onboarding process for faculty. It is also being explored how to expand the option for students so they can have alumni mentors as part of expanding their network beyond campus. In terms of work culture, we have regular, campus-wide culture surveys that are publicly shared so discussions can be had about our strengths and our opportunities for growth.