Hiring and/or Admissions Policies for University/Organization

This is what was found by the MEGA URGE pod at IUPUI on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement**\(^1\) is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available?\(^2\)
  - **Job** – in 2014 “IUPUI is Indiana’s premier urban public research university and is home to 30,000 students. IUPUI is an equal opportunity, affirmative-action employer.”
  - **Grad Admissions** – None really, the application for our graduate program does not address any EEO components and instead relies on advocacy from individual faculty.

- **What was your experience like going through hiring and/or admissions, start to finish?**
  - **Job** – This is a typical hiring process in our department. The department faculty members discuss priority areas and the department chair appoints a search committee. The search committee drafts the job description and receives inputs from every member. The job description will be discussed and approved at one faculty meeting. Then department administrative personnel will work with school human resource personnel to finalize the job description and post it to some major job sites. Faculty members also help spread the advertisement. After the application deadline, the search committee screens the applicants and selects a short list for letters (every faculty member has access to all the applications). After securing the letters, all the faculty members will discuss the interviewee list. Then we start the interview process. At the end of all the interviews, all faculty

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5. https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
members will meet again to discuss and vote for the ranking of the candidates. Department chair starts negotiating with the top candidate. This is a long and sometimes exhausting experience. We are looking for the “best” candidate. But there are various opinions about what is the “best” candidate.

○ **Grad Admissions** – This is a typical grad admission process in our department. The application deadline is usually mid to late January. After the deadline, the graduate committee (usually five members) meets and starts discussing all the candidates. We just started using a rubric to rank all the candidates this year and rubic itself is still subject to changes. Diversity and inclusion are not explicit in the rubric.

- **Who is on your hiring and/or admissions committees? Who interfaces with applicants?**
  - **Job** –
    - On committee: faculty of various ranks
    - Who interfaces: Dean, all department faculty, staff, graduate and undergraduate students.
  - **Grad Admissions**
    - On committee: faculty of various ranks
    - Who interfaces: office staff, potential advisor

- **Does your organization make their hiring/admissions policies public? Are they reviewed?**
  - **Job** – Faculty and staff jobs are posted through an IU hiring site through Human Resources (HR). The job descriptions are required to clearly state the range of responsibilities and provide estimates for the amount of time expected to be devoted to these tasks. After review and approval by HR the job is posted on the university website.
  - **Grad Admissions** – **This is from our application material:** Admission and financial support are based on academic record, recommendation letters and a statement of research purpose. Our department’s Committee for Graduate Study (CGS) reviews applications, aided by individual faculty in relevant research fields. The most important criteria are a strong academic record, prior research experience, and an expressed interest in the areas of faculty research activities. We strongly encourage all potential applicants to contact members of the faculty within their area of interest to initiate a dialogue about research opportunities. This process helps to
create a faculty advocate for the applicant and provides a focus for interactions during a visit. Admission is not based on any prescribed formula. No single component of an academic record is paramount, nor do any aspects directly preclude consideration of admission. We evaluate the balance of applicant's records. Also, admission is not linked to study research areas.

- Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?
  - Job – EOS, GSA, relevant disciplinary list serves, share with colleagues
  - Grad Admissions – relevant disciplinary list serves; GSA national meeting; send announcements to colleagues

- 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?
  - Job – in 2014 “a letter of application, curriculum vitae, statement of research interests, statement of teaching interests, and the names and contact information of at least four references”
  - Grad Admissions – personal statement, transcripts, GRE scores are optional, 3 letters of recommendation. The department recently stopped GRE scores. This removes the biases inherent to these standardized tests; however, it removes one metric that was commonly used to rank applicants. Other metrics such as GPA and prior research experience become much more important for candidate selection. Related to this, the personal statement is not always useful because applicants often focus on why they are interested in Geoscience research. Few applicants provide more valuable information such as their experience with field or lab research, evidence of attaining funding, earning academic awards, communicating their research through presentations or publications, or explicitly state who they would like to work with in the department. These statements are problematic because there is an advantage for students who have prior background such as parents who are academics or they come from universities with strong research programs that prepare them for the application process. The applicants would be better served, and our department would get more valuable information, if we provided more guidance about what should be reflected upon in
the statement. Alternatively, we could replace the request for a statement with a list of explicit questions for the candidate to complete as part of their application.

- **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?**
  - **Job** – Applications for staff positions are reviewed and ranked by a committee of three - five faculty members. The top candidates are invited to interview on Skype or Zoom. During the interviews, the same set of questions are asked of each candidate. Interviews last about 30-45 minutes. There is no rubric. The committee discusses the candidates and debates their relative merits and fit for the job. Biases include having preferences for people we know or who come from labs or schools that the committee members are familiar with.
  - **Grad Admissions** – We have started to use a rubric this year, but will need to reassess how well it works next year.

- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**
  - **Job** – No
  - **Grad Admissions** – No

- **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”?**
  - **Job** – We do have a mentoring program for new faculty, available as well to junior faculty at assistant and associate rank.
  - **Grad Admissions** - We have considered workplace culture with an emphasis on providing mental health services. Our department recently instituted a small fund to defray costs for graduate students in medical crisis. The school and University do not have programs built towards improving culture/practice at this time that we are aware of.
Hiring and/or Admissions Policies for University/Organization - Example URGE Deliverable

This is what was found by MEGA pod at Purdue EAPS 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) statement**\(^1\) is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available\(^2\)?
  - Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.
  - This statement is not included in graduate student hiring advertisements
  - We require diversity statements for faculty applications

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
  - **Grad student positions:**
    - Sent to geosciences listservs and newsletters (e.g., EOS, AGU and GSA bulletins)
    - Purdue booth at conferences (e.g., AGU)
    - Ads are posted on department website
    - Posted elsewhere (e.g. sent to colleagues at minority serving institutions) and advertised more broadly (e.g., on social media) by individual faculty
  - **Faculty positions:**
    - Sent to AGU and GSA bulletins, Planetary Newsletter, etc.)
    - Posted on websites (e.g., Higher Ed)
    - Posted to listserves/newsletters (SACNAS, Society for Black Physicists)

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\(^2\) 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?

**Faculty**
- Research statement
- Teaching statement
- Diversity statement
- Letters (at long list)

**Student**
- Non-native English speakers must take TOEFL
- 3 letters of recommendation
- GRE optional
- Diversity statement (optional)
- Transcripts
- Personal statement

Barriers: cost of application, cost of taking standardized tests, first generation students not knowing how to write a personal statement.

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?

- There is no defined rubric, each faculty member/search committee evaluates prospective students and faculty differently
  - College of Science is developing an evaluation rubric for faculty searches
- Students must meet minimum defined scores for the TOEFL
- For faculty searches, all committee members are required to take Unconscious Bias Training before serving (renewed every 5 years and taken for the first time before serving on a committee)

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

**Faculty**
- Selection committee changes for each search (picked by Dept. Head)

**Student**
- Decisions largely made by individual faculty (approved by grad committee)
• Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?
  ○ No it has not been evaluated by outside consultants
  ○ Can be changed at departmental level.

• 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”?
  ○ Faculty Retention Office developed in last <10 years to assist dual-career support and hiring
  ○ Cohorts can be very powerful, the graduate committee is tracking offers made to diverse groups
  ○ College is looking into cohort postdoc and faculty hiring for URM candidates