This is what was found by CU Boulder grad/undergrad pod at the University of Colorado, Boulder on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement¹ is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available²?**
  - General CU EEO statement: [https://www.colorado.edu/policies/equal-opportunityaffirmative-action-policy](https://www.colorado.edu/policies/equal-opportunityaffirmative-action-policy)
  - On job application page: “The University of Colorado Boulder is committed to building a culturally diverse community of faculty, staff, and students dedicated to contributing to an inclusive campus environment. We are an Equal Opportunity employer, including veterans and individuals with disabilities.”
  - ENVS Graduate studies page: “The Environmental Studies (ENVS) Program strives to create a graduate experience that is welcoming and supportive for people of all backgrounds, beliefs, and identities. Our community comprises students, faculty, and staff from many backgrounds and countries and whose interests span the social sciences, natural sciences and humanities. We seek to ensure that individuals from all backgrounds are treated fairly, are supported, and find professional opportunity within our program. It is also our conviction that multiple perspectives and experiences are fundamental to achieving our goals of carrying out rigorous and collaborative environmental scholarship, and for designing innovative and effective responses to environmental challenges. To foster this goal of inclusive excellence in Environmental Studies, we seek to apply the ideals of fairness, justice, equal opportunity, and representation both as we look outward at existing challenges, as well as when looking inward at our own institutional structure, standards, policies, and procedures.”
    - [https://www.colorado.edu/envs/graduate-studies-0](https://www.colorado.edu/envs/graduate-studies-0)

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
  - According to a financial meeting one of our pod members attended, CU recruits to high-income areas because they depend on out-of-state tuition. The reason they give is that Colorado has lower public funding for schools - so we need to recruit wealthy students who can pay high tuition.
  - [https://drive.google.com/file/d/1V6YpKaMN0tM8wsHkpj-el4fjdzad1TbM/view](https://drive.google.com/file/d/1V6YpKaMN0tM8wsHkpj-el4fjdzad1TbM/view)

- **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?**
  - Grad students: [https://www.colorado.edu/graduateschool/admissions/prepare-apply](https://www.colorado.edu/graduateschool/admissions/prepare-apply)
    - Need a bachelor’s degree from an accredited institution, or have work that completes the equivalent.
    - “Show promise” for advanced study, judged by academic record
    - Need GPA >= 2.75
    - College of engineering has a higher GPA requirement: 3.00
    - There is a $60 application fee (for domestic applicants, $80)
    - “The Graduate Record Examination (GRE) is required for admission to many graduate programs and is considered valuable for all others.”
      - ENVS no longer accepts GRE scores, but many departments do
- $200 enrollment deposit for accepted students (graduate level)
- 3 letters of recommendation

Questions on application:
  - Asks for citizenship status
  - Disciplinary history:
    - Pending investigations, allegations, or been found responsible for disciplinary violations at any post-secondary institution for stalking, sexual assault, or domestic violence or academic misconduct
    - Criminal history:
      - Any pending criminal charges?
      - Found guilty/convicted of assault, kidnapping, voluntary manslaughter, murder, stalking, sexual assault, domestic violence within 5 years?

- For international applicants:
  - Proof of English language proficiency (CU accepts only TOEFL or IELTS scores)
  - For 2020-2021 admissions year, they are accepting official DuoLingo scores as a proof of proficiency

- Undergraduate application requirements: [https://www.colorado.edu/admissions/first-year/apply](https://www.colorado.edu/admissions/first-year/apply)
  - Common application
  - $50 domestic, $70 international
  - Undergraduate students: [https://www.colorado.edu/admissions/first-year/apply](https://www.colorado.edu/admissions/first-year/apply)
  - Required essay on “significance” about your identity: At the University of Colorado Boulder, no two Buffs are alike. We value difference and support equity and inclusion of all students and their many intersecting identities. Pick one of your unique identities and describe its significance.(This writing supplement must be a different written response than what you provided for the Common Application essay) At the University of Colorado Boulder, no two Buffs are alike. We value difference and support equity and inclusion of all students and their many intersecting identities. Pick one of your unique identities and describe its significance.(This writing supplement must be a different written response than what you provided for the Common Application essay)
  - Transfer essay prompt: Inclusive excellence and diversity play a central role at the University of Colorado Boulder and within our learning environments. Please describe why diverse and inclusive learning environments are important and how CU Boulder fits with your academic and professional goals.

- 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?
  - Undergraduate admissions: [https://www.colorado.edu/admissions/first-year/selection](https://www.colorado.edu/admissions/first-year/selection)
    - Grades are the most important, number of AP/IB classes also important
    - [https://www.colorado.edu/envs/develop-plan-recognize-and-mitigate-bias](https://www.colorado.edu/envs/develop-plan-recognize-and-mitigate-bias)

- 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”?
  - INSTAAR JEDI Taskforce is working on recruitment and retention of BIPOC students:
○ Recruitment efforts: [http://instaar.colorado.edu/diversity/actions/](http://instaar.colorado.edu/diversity/actions/)
  ■ Recruit and support students from minoritized groups through increased faculty participation in bridge programs such as SOARS, SMART, and RESESS.
  ■ Develop an application mentorship program that pairs prospective students with current graduate students to help create strong application packets.
  ■ Explore financial incentives for recruiting students from underrepresented groups, such as small scholarships or summer funding for students transitioning from undergraduate to graduate school.

○ Mentoring Opportunities:
  ■ McNair Scholars program: mentoring minority undergraduates interested in graduate school
  ■ A peer mentoring program for incoming INSTAARS at all professional levels is currently being developed!
  ■ Career sources for underrepresented students: [https://www.colorado.edu/career/students/underrepresented-students](https://www.colorado.edu/career/students/underrepresented-students)
  ■ First generation scholarships and mentoring program: [https://www.colorado.edu/cisc/first-buffs](https://www.colorado.edu/cisc/first-buffs)

○ ENVS tried (unsuccessfully) to do a FDAP critical needs hire for diversity work - was told by the institution that there wasn’t enough funding to support it

● Suggested improvements/gaps
  ○ GRE: while various programs have dropped this requirement, it is still “valuable” for admissions and optional to submit. This essentially still means that applicants are still weighted based on the GRE.
  ○ Fees. There are many fees over the course of an application - from the application fee, to the enrollment deposit, to student fees that can become restrictive. [https://www.fastweb.com/student-life/articles/budgeting-for-graduate-applications](https://www.fastweb.com/student-life/articles/budgeting-for-graduate-applications)
  ○ “Checking off” the diversity box: Undergraduate applications include a “diversity statement” (prompt included above). We are curious to know how the responses for this prompt are evaluated during admissions. Do they actually lead to a more diverse student body?
  ○ Funding for diversity efforts: As in the example of the unsuccessful diversity hire, money seems to be continually a barrier for diversity work. In addition to this example, there is no financial incentive or compensation for faculty or students taking on this work in addition to their current job responsibilities.