Hiring and/or Admissions Policies for University/Organization - DRAFT

This is what was found by Huliāmahi at University of Hawai‘i at Mānoa 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 available²?

**UH Manoa EEO Office**

Found on UH Manoa “Work at UH” page

The University of Hawai‘i is an Equal Opportunity/Affirmative Action Institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, domestic or sexual violence victim status, national guard absence, or status as a covered veteran.

Employment is contingent on satisfying employment eligibility verification requirements of the Immigration Reform and Control Act of 1986; reference checks of previous employers; and for certain positions, criminal history record checks.

*This could potentially be used unfairly against political activists in other countries or persons who have committed petty crimes, such as marijuana possession. This check could potentially deem applicants ineligible that disproportionately affect people of color (nationalities and race).*

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, annual campus crime statistics for the University of Hawai‘i may be viewed at: https://www.hawaii.edu/titleix/help/campus-security/, or a paper copy may be obtained upon request from the respective UH Campus Security or Administrative Services Office.

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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
Accommodation Request: The University of Hawai‘i complies with the provisions of the Americans with Disabilities Act (ADA). Applicants requiring a reasonable accommodation for any part of the application and hiring process should contact the EEO coordinator directly. Determination on requests for reasonable accommodation will be made on a case-by-case basis. For further information, please refer to the following link: https://www.hawaii.edu/offices/eeo/accommodation-request/

- Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?
  - Subject specific listservs
  - AGU Career Center
  - Personal networks
  - Advisor networks
  - https://www.higheredjobs.com/
  - https://gems-program.org/
  - UH Manoa “Work at UH” page
  - Single faculty advertising for postdoc example
    - https://engineering.academickeys.com/seeker_search.php?q=&job%5Bre
      mote_position%5D=&job%5Bctry%5D=1&job%5Bdistance%5D=50&job%
      5Bpostal_code%5D=96822

Looking towards the future, we should reach out to:
  - Targeted communities, like Latinas in Geoscience
- Other MSI institution listservs

<table>
<thead>
<tr>
<th>Table 11</th>
<th>Top 30 Institutions Producing African American, Latina/o, and Asian/Pacific Islander PhDs</th>
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<tbody>
<tr>
<td></td>
<td>Top 10 African American</td>
</tr>
<tr>
<td>1</td>
<td>Howard University</td>
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<tr>
<td>2</td>
<td>Spelman College</td>
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<tr>
<td>3</td>
<td>Florida A&amp;M University</td>
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<tr>
<td>4</td>
<td>Hampton University</td>
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<tr>
<td>5</td>
<td>Southern University A&amp;M College</td>
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<tr>
<td>6</td>
<td>Jackson State University</td>
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<tr>
<td>7</td>
<td>Morehouse College</td>
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<tr>
<td>8</td>
<td>University of Michigan–Ann Arbor</td>
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<tr>
<td>9</td>
<td>North Carolina A&amp;T University</td>
</tr>
<tr>
<td>10</td>
<td>University of California–Berkeley</td>
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Sources: Lundy-Wagner, Voltaggio, and Gasman 2013, 158, citing Survey of Earned Doctorates 2009.

- 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 Hiring
- Application package:
  - CV
  - Cover Letter
  - Research Statement
  - Teaching Statement
  - Diversity Statement
  - Three letters of recommendation but can list many references

- Phone Interview
- On-site Interview: typically 1 – 2 days of relentless intense interaction, typically 12 – 20 one on one interviews, 3 meals with groups of people, and 1 job talk/seminar.
Potential barriers:
On-site interviews were physically and mentally taxing. There are accessibility issues all along the on-site interview process. The applicant must be able to take time off, travel, walk around campus.

- Caretakers may not be able to take time off.
- Applicants from a low socioeconomic background may not be able to front money to travel.
- Physically disabled applicants may not be able to navigate with ease across the various appointments on campus during an interview.

Neglect associated with visit experience. The experience of an interview:
- Not to be left alone
- Add some more breaks

How to be more welcoming? For example, avoid problematic conversations with having children and resources associated
- Have a meeting with HR to cover these awkward topics

Graduate Admissions
- Letters of recommendation (3)
- Online application form
- GRE no longer needed
- Minimum 3.0 GPA with some room for exceptions (university wide)
- Statement of objectives
- $100 application fee - this is mitigated by professors selecting students in advance of formal application so that only the selected student has to pay this
- Transcripts
- Proof of sufficient funding for international students - US government requirement
  - Cannot pay students until 6 weeks after arrival, due to visa and social security logistics
  - Propose a loan system?
  - Health insurance issues for international students- might not be covered until getting an SSN depending on the plan they are on
- TOEFL or IELTS for non-native English speakers
- Graduate assistantship application form
- Individual recruitment, pre-application many involve: cover letter, C.V., contact info for 3 recommenders

Availability and access of information, and disorganization of application website are barriers to submission of properly completed applications for everyone.
It is not always clear that many professors recruit students individually and aren’t taking students who apply to the university first without contacting them. We should put this on the department website.

- 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?

UH Manoa’s document on how to Review Applicants – Bias and Assumptions (courtesy of University of Wisconsin Madison)

Biases and assumptions can influence your search in the following ways:
- Women and minority candidates may be subject to different expectations in areas such as numbers of publications, name recognition, or personal acquaintance with a committee member. (Recall the example of the Swedish Medical Research Council.)
- Candidates from institutions other than the major research universities that have trained most of our faculty may be undervalued. (Qualified candidates from institutions such as historically black universities, four-year colleges, government, or industry, might offer innovative, diverse, and valuable perspectives on research and teaching.)
- The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (Recall the biases seen in evaluations of written descriptions of job performance, and the attribution of success to luck rather than skill.)
- The ability of females or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity may be underestimated. (Recall social assumptions about leadership abilities.)
- Assumptions about possible family responsibilities and their effect on the candidate’s career path may negatively influence evaluation of a candidate’s merit, despite evidence of productivity. (Recall studies of the influence of generalizations on evaluation.)
- Negative assumptions about whether female or minority candidates will "fit in" to the the existing environment can influence evaluation. (Recall students’ choice of counselor.)

Tips for Reviewing Applicants:
- Learn about research on biases and assumptions
- Discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation of candidates.
- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Spend sufficient time (15-20 minutes) evaluating each applicant.
- Evaluate each candidate’s entire application; don’t depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting
institutions or post-doctoral program.

• Be able to defend every decision for rejecting or retaining a candidate.

• Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.


- Before recruitment have to check with current Affirmative Action Plan or contact the Director of EEO/AA, or the Campus EEO/AA Coordinator to determine of underutilization in the job group for which recruitment is to be carried out.
  - Why is the Director of EEO in charge of this? Why is it assumed to be explicitly related to affirmative action?

- Recruitment step 4) ‘Conduct affirmative action/recruitment. If there are underrepresented groups, affirmative recruitment efforts should be made in addition to the minimum advertising specified in 4.c.’ Gives suggested Affirmative Action Procedures:
  a) Specifying a longer recruitment period to encourage a broader applicant pool.
  b) Including members of underrepresented groups on committees for recruitment, screening, interviewing and selection.
  c) Encouraging members of underrepresented groups to apply for higher-level positions.
  d) Sending copies of advertisements to organizations which may bring the available positions to the attention of minorities, as identified by the underutilization analysis.

- Announcing openings step 5) ‘All advertisements (except Work at UH or successor) will include the phrase “Equal Opportunity/Affirmative Action Institution” or “EEO/AA Employer” if space is a premium.’

- ‘Affirmative action efforts and results shall be documented, and documentation shall be retained in the employing unit for at least three years’


Search Committee EEO Training – contact your unit’s HR Representative for a briefing.
Who is on selection committees and who makes the final decisions? Who interacts with the applicants?

Graduate students:
- Admission process via committee
  - Graduate admissions chair did an initial pass
    - Sort by GPA and faculty advisor interest
  - Graduate admissions committee ranked applicants to receive Bullard
    - Problem with Bullard: cannot advocate for diversity through these funds
      - Potentially look at language of the gift framing at all
- The faculty advisor has full authority in selecting or deciding to admit the student but the graduate admissions committee has sway in incentivizing the student to come with scholarships and TA or RAships.
- The applicants interact first with the faculty advisors, then with the faculty who were recruiting at our recruiting event.
- Problems
  - Competitive graduate students are offered 5 years of funding from other institutions and we do not
  - Multiple faculty do not evaluate every applicant

Faculty:
- Selection committees are composed of other faculty members from the department and other departments with vested interest in the search. Typically, a woman or underrepresented minority faculty member is on the search committee.
- The dean makes the final decision as to offering the position to the faculty, with sway from the department chair or director.
- The applicants interact with about anyone: graduate students, staff, engineers, faculty, postdocs, undergraduate students.

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

No, we have not had our hiring or admissions process evaluated by outside consultants. We want to bring in the Search Advocates group to evaluate, call out malpractice, and revamp the process.

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”?
UHM has done faculty cohort hiring --
   - Sustainability cluster hire (2011) [https://seagrant.soest.hawaii.edu/sustainability-initiative/](https://seagrant.soest.hawaii.edu/sustainability-initiative/)

Earth science department was attempting to hire a cluster of 3 before COVID shut that effort down

Although there exists a faculty mentoring program at UH Manoa, the matching process is slow and bottlenecked. Informal mentoring occurs organically but some faculty don’t receive mentoring. Faculty voice forming their own networks

Graduate peer mentoring is informally organized, e.g. friendly faces.
   - IDP mentoring program in the works (where a faculty member who is not their research advisor serve as a holistic mentor to a student in a different field -- not being a research advisor, just providing an outside perspective)
   - Senior students mentoring junior students, e.g. big brother/sister program

SOEST, or UH broadly, has resisted dual career support and partner hires but ultimately some faculty applicants have successfully negotiated terms into offers.

We as an institution need to be more thoughtful about the types of positions partners may occupy, not just faculty positions
   - Perhaps a bank of positions
   - Conduct a study of who the partner hires are

Broaden our idea of where we ask for employment opportunities for partners

Start up funds are a way to incentivize but what are the cycles of money for more leverage?

We need to prepare a packet of information of the options available

Re-visionsing your work culture happens at a grassroots level, not at a department or school level.

Leveraging Promising Practices: These promising practices urge institutions to:
   - Foster relationships all along the faculty career pathways. - SAT
   - Democratize knowledge about processes, standards, and norms. - UNSAT, depends on the mentor

Rethink recruitment and hiring strategies. - UNSAT
   - Seems like just us but institution recruiting strategy from 2015, rather recent
   - Some developments, could do better

Address the conditions of faculty retention and success. - UNSAT
In regards to bad behavior, some faculty who sexually harass students are still around - UNSAT

In regards to means or pathways to succeed - SAT

- More room for professional development for faculty and graduate students - UNSAT

Celebrate diversity regularly.

- Emails and seminars around Hawaiian culture from seminar committee and UH at large - SAT
- Department level though? - UNSAT

Expand definitions of excellence for faculty accomplishments.

- Giving credit for DEI, with new ERTH faculty committee - SAT
- Encouraging definition to include more service, major roadblocks in changes - UNSAT

Question the roots “objective” or “neutral” criteria internally and externally.

- Questioning happening within our group, some little actions from faculty in recruiting nontraditional students - SAT
- Not enough structural change for faculty to take action - UNSAT

Ensure values of diversity, equity, and inclusion are deeply embedded in decision-making. - UNSAT

- Incentivized to take the time to get to know a diverse applicant