



Hiring and/or Admissions Policies for University of Alberta

This is what was found by CAWS Lab & Fisheries and Aquatic Conservation Lab at the University of Alberta 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?**
- We found that on the department website and most lab websites inclusion statements weren't directly included but, EEO statements are included on every faculty job posting. The EEO statement is as follows and is uniform statement across the entire University:

” Canadians, Permanent Residents priority; required for immigration purposes - U of A committed to equitable, diverse, inclusive workforce. Welcome applications from all qualified persons. Encourage, women, First Nations, Metis, and Inuit persons, members of visible minority groups, persons with disabilities, persons of any sexual orientation or gender identity and expression; all those who may contribute to further diversification of ideas and the University to apply”

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
- For faculty job positions the job posting is first posted on Canadian-based job posting boards as the positions target Canadian citizens or permanent residents first. If the position is not filled by anyone from those categories the search can expand to other platforms. Personal networks are also used heavily. There are no specific targets for reaching women or BIPOC applicants. We suggest one way to improve the search for applicants is to target specific societies with the job add.

¹ R. Kelley, 10 Samples of an Effective EEO Statement, blog.ongig.com/diversity-and-inclusion/eeo-statement-samples, (2017).

² <https://careers.who.edu/opportunities/diversity-inclusion/>

³ K. Cobb, #GRExit Resources, <https://doi.org/10.6084/m9.figshare.13215461.v1>, (2020).

⁴ J. Posselt, Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping, <https://www.jstor.org/stable/j.ctvjghw8s>, (2016).

⁵ <https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html>

⁶ K. Griffin, J. Bennett, T. York, Leveraging Promising Practices, Washington DC: Aspire Alliance, (2020).



Unlearning Racism in Geoscience

- 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?

Four our department specifically (Renewable Resources):

Step 1: Minimum Requirements

- A 4-year undergraduate degree in a related area, or its academic equivalent, from a recognized institution.
- **Grade point average (GPA) of 3.0 out of 4.0 in the last two years (approximately 60 credits) of post-secondary study. We highlight this as a potential barrier.**

Step 2: Obtaining Supervision

- All applicants for the thesis-based graduate programs (MSc, PhD) must have a faculty member agree to supervise their program before admission is approved. We strongly recommend obtaining supervision prior to applying online. Applications with no prospective supervisor listed will not be reviewed for admission.
- Course-based applicants (MF, MAg) do not require a supervisor prior to applying. Course-based applications will be reviewed by the Graduate Program Coordinator who will contact successful applicants to help find a suitable advisor that matches the applicant's research interests and career objectives. Applicants mark the field for potential supervisors as "To be determined" in the application. Applicants must carefully state their research interests and career objectives in the Research Statement Form to aid in the selection of an advisor.
- Items to include in your email:
 - A description of your research interests (Why are you interested in their work and why do you feel you would be a good fit in their lab?)
 - Attach your Curriculum Vitae (resume), including any publications
 - Attach a scanned copy of your transcripts
 - If applicable, attach a scanned copy of English language proficiency

Step 3: Applying Online & Submitting Documents

- Once you have verified your eligibility please apply for admission by clicking on the Apply Now button at the top of this page. In order to successfully submit your application for admission you will be required to upload the following supporting documents to the online application system:
 - OFFICIAL Transcripts/ Marksheets in original language & English translations. Scans must be from official documents and must include the grading system used at that institution.
 - OFFICIAL English languages scores (if applicable)
 - Curriculum Vitae
 - Research Statement Form (available on the application portal)



Unlearning Racism in Geoscience

- Names & contact information of three references
- **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?**
- For graduate students entering research based programs the applicants are evaluated by the supervisors they apply to work with.
- There is a special course-based masters program in which the applicants are evaluated differently. This process involves a panel decision. Gather admissions until March, then the panel looks at all of the applicants and matches them to supervisors. Typically one person (the head of the panel) decides who is admitted/ or the entire small panel. We identified this process as a place where a rubric or set process could be put in place.
- For faculty positions the following steps are usually taken:
 - Certain standards: University requirements about structure of hiring committee, requirements for individuals having training for EDI, implicit bias - 15 years ago, Ellen had to go through training
 - EDI guidelines and objectives that have come out have formalized this process, but RENR has strict rubrics to evaluate the candidates
 - Rubrics are not public, but they're built on the job advertisement. Minimum requirements described in job description. Fairly objective criteria - postdoc, PhD, publications. Rating in all of those areas - long-shortlist - then subjective assessment of how they rate in those area (e.g. publication quality) - longer list for pre-interviews - reduced down to shortlist
 - All of those steps remove some biases (e.g., "who do you like")
 - Where do those formal requirements limit the typical "academic criteria"
 - Possibly encourage to explain career path - e.g., opportunities to explain publication record or career path
 - Could explicitly state this - explain delays in research
 - But don't just "count publications" and make some considerations. Basic requirements to publish (published PhD research, minimum requirements)
 - Whether someone will succeed - not easy to start as assistant professor, lots of challenge and demands in this position
- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**



Unlearning Racism in Geoscience

- The composition of selection committees for academic positions is governed by faculty policy. They include the Dean, or designate (Vice-Dean usually) as Chair; the Dept. Chair, 2 faculty members from the dept., elected by members of the dept., one faculty member from outside the dept. They can also include external reps - e.g., we have had gov't and industry reps on committee - max two people - when it was appropriate. The decision of the committee is by an anonymous vote and is as a recommendation to the Dean, who makes the final decision. The Dean rarely rejects a recommendation from a selection committees. The whole committee attends the public presentation(s) and the formal interview. Anyone can attend the public presentation(s) and there is an open call for people to meet with the candidates in small groups or one-on-one, including to external partners when appropriate. The committee also arranges times for grad students and sometimes undergrads to meet with candidates. There is also an open call for input to the committee.
- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**
 - At the faculty/department level there has not been any external evaluation of hiring processes. The department changes it in response to best practices or policy directives from central admin at the University, or based on their own initiative - for example they crafted their own interview questions and decided to add one on EDI recently (i.e. they ask how they will promote EDI in their lab groups).
- **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”⁶?**
 - None of these practices have been implemented so far and we highlight these points as areas of improvement. We particularly want to highlight that while an EDI statement/questions have been added to the hiring process, there are few supports put in place after the hiring process to promote success for recently hired faculty. We suggest training and mentoring programs should be added.