



Hiring and/or Admissions Policies for Georgetown University

This is what was found by Georgetown Pod at Georgetown University 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?**

EEO Statement

Georgetown University is an [Equal Opportunity/Affirmative Action Employer](#) fully dedicated to achieving a diverse faculty and staff. All qualified applicants are encouraged to apply and will receive consideration for employment without regard to race, color, religion, national origin, age, sex (including pregnancy, gender identity and expression, and sexual orientation), disability status, protected veteran status, or any other characteristic [protected by law](#).

Additional Publicly Available Info from the Human Resources Policy Manual

Statement

Georgetown University is an Equal Employment Opportunity Affirmative Action employer. The University seeks to provide equal opportunity in employment for all persons, and prohibits discrimination in all aspects of employment because of age, citizenship, color, disability, marital status, national origin, race, religion, personal appearance, family responsibilities, matriculation, political affiliation, sex, sexual orientation, gender identity and expression, and genetic information or veteran status or any other basis prohibited by law. Additionally, the University will use good faith efforts to achieve ethnic and gender diversity throughout the workforce. The University emphasizes recruitment of women, minority group members, disabled individuals, and Vietnam era veterans.

Philosophy

To achieve its mission, the University strives to develop a community that is appropriately representative of the diversity of society. This commitment to affirmative action evidences the University's fundamental tenets and its dedication to an ongoing process of change and renewal.

¹ R. Kelley, 10 Samples of an Effective EEO Statement, blog.ongig.com/diversity-and-inclusion/eoo-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).



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Procedures

The goal of the University's hiring policy is to recruit, hire, transfer, promote and make other employment decisions using these guidelines:

- To consider individuals without discrimination based on age, citizenship, color, disability, marital status, national origin, race, religion, personal appearance, family responsibilities, matriculation, political affiliation, sex, sexual orientation, or veteran status or any other unlawful factor.
- To use good faith efforts to achieve the University's affirmative action goals for minority persons and women.
- To select the individual who best meets the needs of the selecting department and the University.
- To enhance opportunities for mobility and promotion of qualified candidates who are current University employees.

It is part of the University's policy to comply with the Americans with Disability Act. Under this Act a qualified individual with a disability who can perform the essential functions of the position with or without a reasonable accommodation is protected from discrimination due to his or her disability.

Examples of reasonable accommodations that may be provided if they do not impose an undue hardship on an employer include modifying work schedules; purchasing or modifying equipment (such as Telecommunications Devices for the Deaf); changing a desk lay-out or rearranging office furniture; or reassigning the minor or marginal functions of a job to another employee. Generally, it is the obligation of the individual with a disability to request a reasonable accommodation from the employer.

Responsibility

All selecting departments should follow the procedures and the spirit of the University's Equal Opportunity Affirmative Action policy. The Human Resources department assists selecting departments to recruit and hire candidates.

Resources

Contact the appropriate Human Resources department or the Office of Affirmative Action Program if you have questions or if you would like more information about this policy. Employees who believe they have been discriminated against should contact the Office of Affirmative Action Programs, which maintains a procedure for investigation and resolution of complaints.



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

Regarding faculty hiring, the policies & procedures outlined here give the following minimum requirements for advertising open faculty positions and attempting to reach a diverse applicant pool:

1) Advertise in selected media directed to potential minority, female, disabled and veteran applicants. Examples of appropriate media include the Modern Language Association Job List, Diverse Issues in Higher Education, and other publications of academic associations.

2) Contact senior minority and female scholars in the discipline through networking and professional associations to request nomination of eligible candidates.

3) Solicit nominations from individuals, agencies, organizations and professional associations, including campus-based groups, working on behalf of minority persons, women, disabled persons, and veterans. IDEAA maintains an updated roster of recruitment sources.

4) *Include the following language in all advertising for faculty positions:*

"Georgetown University is an Equal Opportunity, Affirmative Action employer fully dedicated to achieving a diverse faculty and staff. All qualified candidates are encouraged to apply and will receive consideration for employment without regard to race, sex, sexual orientation, age, religion, national origin, marital status, veteran status, disability or other categories protected by law."

- **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?**

Graduate Student Application Requirements

Application Check List:

- Complete form
- Unofficial college transcript(s) will be considered initially; upon acceptance official college transcripts will be required.
- A one-page essay stating your research interests and career goals. (Be sure to identify one or more faculty with whom you might like to work, and explain how your research interests are compatible with the research activities of the faculty that you identify.)
- Letters of Recommendation: Three required



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- TOEFL: (If English not first language) Minimum 80, ideally 100
- GRE: Not required!

A score of 80 is the minimum that will be considered by Georgetown University; the Department of Biology prefers a score of 100 or better.

There is no longer any graduate student vetting based just on GPA/GRE scores.

The Office of Institutional Diversity, Equity, & Affirmative Action provides a guide to interviewing and questions that are prohibited during interviews here. This guide is intended for interviews of potential university employees, and it is not clear whether the same or different standards apply to the graduate application process.

- **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?**

The process for vetting graduate admissions is not public. The applicants are first ranked by faculty--each application is scored by two separate faculty members from the Department's Committee on Graduate Students and Studies. Applicants above the score cut-off are invited to interview at the prospective graduate student weekend. This is typically about half of the students.

During the prospective graduate student weekend, students also meet with faculty. Faculty are asked to give informal feedback, including any concerns about the prospective student, using a Google Form. This form does now include a question about how well the student might continue to our shared goal of building a diverse & inclusive community.

Going forward, we suggest:

- Making selection criteria more explicit, and offering specific examples of successful personal statements. We also suggest providing a detailed outline of criteria that will be assessed/should be described in the statement and/or running info sessions or workshops for potential applicants.
- While the PhD program page on the department's website states that full funding is provided, we think specifying the minimum stipend amount could reassure prospective students that they will have enough support to cover living expenses in DC. We also think additional clarity about which research labs that are recruiting/not recruiting might help, not only on the departmental page but also individual lab webpages. We also



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suggest including information encouraging prospective students to reach out to PIs as they prepare their applications and providing detailed instructions on how to do so.

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

For faculty hiring, there's typically a four-member search committee who review applications. For graduate admissions, the Committee on Graduate Students and Studies has the final say. Some students do rotations as part of their studies before settling with a particular advisor, but many enter the program with a designated advisor--so that person has significant sway. There have been cases in recent years in which students were strongly supported by a prospective advisor and not admitted. Sometimes this is due to funding constraints, but this also worked against URM candidates before the GRE requirement was removed.

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

The hiring/admissions processes have not, as far as we know, been evaluated by outside consultants. In terms of faculty hiring, however, departmental plans are reviewed and evaluated by the Office of Institutional Diversity, Equity, & Affirmative Action (IDEAA). The guidelines for faculty hiring, here, state the following:

At the beginning of each search for full-time faculty and faculty research positions, the departmental representative must submit Part 1 of the Affirmative Action Recruitment Report. This document provides evidence of a strong recruitment plan which emphasizes the cultivation of an extensive and diverse applicant pool. IDEAA will review this report in order to assist the department in identifying any additional measures needed to achieve this end.

At the conclusion of each search for full-time faculty and faculty research positions, the departmental representative must submit Part 2 of the Affirmative Action Recruitment Report. This report is used to review the search and selection process, and shall indicate specifically any action which differs from the recruitment plan submitted in Part I of the Affirmative Action Recruitment Report.

We strongly suggest adopting an admissions review process similar to that described in this week's short video, and we plan to raise the issue at this year's Faculty Retreat alongside the possibility of an external review by outside consultants.



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- **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?**

There is strong family support in terms of parental care policies and a very high quality, subsidized childcare center on campus (there is a waiting list and infant care is not available, though staff and student parents have the same priority as faculty and administrators, which makes access more equitable, and single income families often get free tuition). Unfortunately, there doesn't appear to be great dual career support at Georgetown, especially when it comes to partner hires. There was a new faculty hiring program announced in 2020, designed as a pipeline to recruit BIPOC assistant professors called the [Distinguished Faculty Fellows Program](#). Recognizing that BIPOC faculty often immediately encounter unusual mentoring requests from students of color, this program will ease the burdens of student interaction, course preparations, launching new research activities, and service to the institution by providing a year free of obligations to devote their full-time effort to building their research program. Fellows will also be assigned two senior faculty mentors.