

**URGE Session 5 Deliverable: [Admissions and Hiring Practice](#)**

1. OSU

a. Hiring: OSU has the Search Advocate (SA) Program that means that at least one member of the search team has been trained and will focus on JEDI for the search. This has definitely made at least some of the searches better. An external Search Advocate from outside the hiring unit is appointed for each search, and it is recommended that search committee chairs also have SA training. Human Resources and the SA program advocates an approach using a rubric similar to holistic admissions assessment. Qualifications assessed match qualifications in the job description. The job description is best written collaboratively by the committee and the hiring official. The office of Equal Opportunity and Access keeps hiring targets for diversity in employment units (colleges, departments) and does demographic analysis of identities in the application pool to assess the effect major screening stages have on diversity in the pool. The Provost provides incentives to hiring managers to improve diversity of employees in their units. This does not mean that unwanted bias is not present, it can still come into the process unless everyone involved works hard to stop it, and maybe even then.

b. Graduate Admissions: With regard to grad student admissions, we **are learning how** to take a more holistic approach to admissions. See attached. CEOAS has made the GRE optional, and it doesn't figure into the admissions rubric (below). Every application is initially assessed against the rubric by 3 randomly assigned faculty reviewers. All that said, the old ways of assessing student applicants (reliance on GREs and single factors at early search stages, as discussed by Posselt) are rearing their ugly heads up still.

Here is an example rubric used for Physics of Oceans and Atmospheres graduate admissions in 2021:

Item	Green (exceeds standard)	Yellow (meets standard)	Red (does not meet standard)	WHAT CAN WE USE TO ASSESS?
<b>Academic and Cognitive Preparation for ATS/PO Tracks</b>	A- or better records in core STEM classes AND B or better in non-STEM courses, academic honors & recognition, demonstrated strong	B or better in all core STEM classes, concerning grades have reasonable explanation, sufficient mathematics background	lower than a B in two or more core STEM classes, grades of C or lower are not explained, insufficient mathematics background (terminated at	transcript, GPA, resume, letters of support, core classes defined based on their intended course of study (math, physics, engineering ...)

	mathematics background (through ODE or equivalent) AND strong analytical or programming skills	(beyond calculus) AND demonstrated analytical or programming skills	calculus)	
<b>Quantitative Skills</b>	physics, engineering, mathematics, or chemistry (atmospheric science admission only) background equivalent to a major (undergraduate major or collective classwork equivalent to a major, e.g., physics/engineering courses beyond core mechanics and E&M sequences AND mathematics background with linear algebra, differential equations, other upper level elective)	physics, engineering, mathematics, or chemistry (atmospheric science admission only) background equivalent to a minor (undergraduate minor or collective classwork equivalent to minor(s), e.g., physics/engineering training beyond core mechanics and E&M sequences AND mathematics background beyond calculus track)	collective physics, engineering, mathematics, or chemistry (atmospheric science admission only) background equivalent to less than a minor	transcript considering grades in physics/math/engineering classes (primarily A/Bs); 'equivalent to' statement allows for students who lack a technical major/minor but have taken significant course work in the collective physics/math/chemistry/engineering fields and students who have pursued additional classwork to meet qualification after receiving an undergraduate degree
<b>Written Communication</b>	record of strong writing skills (e.g., undergraduate thesis, publication	potential for developing strong writing skills (no previous research	no demonstrated potential to develop writing skills (no previous research	letters of support, resume, written statements

	history, or well-written personal statement)	papers/thesis but a clear and structured personal statement)	papers/thesis and poorly written and organized written personal statement)	
<b>Alignment with POA Research</b>	enthusiasm for research that aligns strongly with POA faculty, previous contact with faculty, responsive to communications	research statement with some alignment with POA faculty, responsive to communications	unclear research statement does not align with POA faculty	written statements, offline communication with individual faculty
<b>Scholarly Potential</b>	previous research experience, previous publication history, demonstrated commitment and enthusiasm for research	expression of an understanding of the research enterprise and/or a demonstration of enthusiasm for research	no evidence of understanding of the research enterprise, no expression of passion for research/science	resume, letters of support, written statement
<b>DEI Contribution</b>	active advocate for DEI	some evidence for DEI training, engagement, and/or support for DEI	limited or unmentioned DEI	Specific Prompt
<b>Realistic Self-Concept and Appraisal</b>	clearly expresses personal abilities (both strengths and weaknesses) AND evidence for past self-development	expresses self-awareness in terms of strengths and weaknesses without specific information, some	low self-awareness through over- or under-statement of abilities, indications that self-assessment or learning from	Specific Prompt

	activities and experiences	evidence of self-development activities or experiences	experiences are limited	
Expressi on of Career Goals	clearly articulates both short and long term goals AND has a record of engaging in long-term endeavors	clearly articulates both short and long term goals OR has a record of engaging in long-term endeavors	goals not articulated, limited history of engagement of long-term projects	standard OSU question seems to address this point
<b>Perseve rance &amp; Coping Mechani sms</b>	demonstrated record of completing challenging goals, describes a challenge/failure and successful coping strategy	identifies a challenge/failure but struggles to express coping mechanism	no evidence of experience with failures/obstacles, struggles to identify coping strategies	resume and written statement, in addition to Specific Prompt
<b>Ancillar y Life Experie nce</b>	engaged in experiences outside the classroom, evidence of self-taught skills	some evidence of non-traditional learning	has no experience in learning outside the classroom	resume, in addition to job experience (of any type) look for items like volunteering, civic engagement, or other non-required training

2. University of Washington:
  - a. Hiring: The [university-wide handbook on faculty advancement](#) lists 'best practices for faculty searches' that follow a similar model as Griffin, 2020 and provides guidelines on the scouting, preparation, outreach, assessment, recruitment, and retention. It urges hiring to be viewed as an ongoing activity, from the job description to encourage applicants who are committed to diversity-related work, and show a commitment to diversity and inclusion. The search committees include at least one person from outside the subfield, a graduate student (optional), and a member of a diversity committee (optional, if diversity committee at department-level exists). Resources: [Faculty Best Practice Handbook: UW](#), [Faculty Search Recommendations: College of Engineering](#), [UW Affirmative Action Plan for Minorities and Women](#). Recent [assistant professor job posting](#) includes specific details about recruiting diversity and inclusion advocates and will pay a graduate student to sit on the search committee.
  - b. Admissions: Admissions are carried out at a department level. For example, the Civil and Environmental Engineering (CEE) Department writes and processes all graduate applications. There is a faculty sub-committee focused on admissions. CEE creates a departmental-wide application (personal statement and a few short answers) and graduate advisors perform the 'initial review' based on GPA and GRE (optional this year). Then, the applications are sent to the faculty chair from each sub-department to review and send to individual faculty members, which causes each sub-department to have their own evaluation procedures. For doctoral students, a professor has to take on a specific student (a time that implicit biases may have large implications). The department is moving towards removing GRE requirements and creating a rubric to assess students more holistically (similar to the UW atmospheric department).
3. Washington State University Vancouver
  - a. Faculty hiring - I am a graduate student, and my department does not involve graduate students in faculty searches (though we often have a Q&A/seminar with potential candidates and can provide input that way). I looked online to find more. WSU has a [Faculty Recruitment Toolkit](#) online that provides insight into the faculty search. Faculty searches are done with a department-level search committee.
    - i. The toolkit includes an [Equity Guide](#) for faculty searches, which has best practices from job posting to on-boarding.
    - ii. WSUV requires an EEO statement on their job applications (recent assistant professor posting [here](#)). They also require applicants to provide a [statement](#) explaining their past and expected future contributions to equity & diversity, in addition to CV, list of publications, cover letters, and reference letters.

- iii. Faculty postings are located on the [WSU website](#) and a searchable directory [Workday](#). I've also seen postings on some larger social media sites (e.g. LinkedIn, InsideHigherEd), and the recruitment toolkit has a lot of other suggested websites for posting.
  - iv. A [sample rubric](#) for evaluating candidates is provided in the toolkit, though I imagine this varies with department in actuality. Teaching and research experience, publications, professional and community involvement, outreach, and "experience with diversity or multicultural issues" are emphasized on the sample rubric.
  - v. WSU has an active [cluster hire program](#) to hire faculty researching social inequity and racism and increase retention of these faculty.
  - vi. Since I'm a grad student there's a lot of this process I can't see, but areas for improvement I can see from the outside are (1) more transparency in the rubric--e.g. department publishing their specific rubric along with the job description (more than just a sample rubric online); (2) partnerships with bridge programs at HBCUs/MSIs to build collaborative pathways into faculty positions, rather than relying on online advertising; (3) expanding the cluster hire program to include more branch campuses (fall 2021 cluster hire was focused on Pullman and Tri-Cities; this is especially important because branch campuses are smaller and more isolated).
- b. Graduate admissions - As a graduate student I am not personally involved in graduate student review. However, I was able to find some information online:
- i. [Requirements](#) to apply to my department: three letters of recommendation, transcripts, TOEFL scores for international applicants, CV/resume, personal statement, and a supplement with additional questions. GRE is not mentioned in requirements.
  - ii. WSU has a [Graduate Recruitment Toolbox](#) online available to graduate school coordinators. This toolbox links to a report on [Holistic Review in Graduate Admissions](#), however otherwise I could not find information on how students are reviewed in my department.
  - iii. One big area of improvement would be making this process more transparent--it's even less transparent than the faculty hiring process. I could not find a rubric online for how graduate students are typically evaluated in my department, which makes it difficult for students to know how to tailor their application and statements. Furthermore, TOEFL tests average [>\\$200](#) which can be a barrier to some students, in addition to the WSU graduate admission fee (\$75). Additionally, I imagine that prior research experience is weighed heavily in the admissions process. WSUV has some research opportunities for undergraduates available; continuing to develop these positions (and make sure they are paid positions)

can help build an improved pipeline from undergrad to graduate school.