

UC Santa Cruz Advancing Faculty Diversity-Recruitment 2020-21 Proposal Institutionalization of Inclusive Hiring Best Practices

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Abstract

UC Santa Cruz proposes to collaborate with UC Merced in establishing faculty workgroups at each campus to work together in learning from the research literature, disseminating best practices to the campus, developing rubrics, and developing training materials.

Background/Overview

UC Santa Cruz was one of the Year Four AFD Recruitment projects, where we ran a pilot program involving about a third of the searches across campus. These searches used only redacted statements of contributions to diversity, equity, and inclusion for the first round of screening, and then proceeded normally with those applications that made it through the first round. That project had several goals. First was to highlight contributions to diversity, equity, and inclusion in these searches, in order to hire more faculty who would continue to contribute to diversity and inclusion efforts at UC Santa Cruz. Second was to introduce the use of rubrics for evaluating the statements of contributions to diversity, equity, and inclusion (C2DEI). Third was to have more departments thinking about contributions to diversity and actively considering these contributions as an important factor in hiring decisions, not only through foregrounding the statements, but also by asking all interviewees to give a short presentation on contributions to diversity, equity, and inclusion. Finally, we hoped that faculty would have more conversations about working to advance diversity, equity, and inclusion, catalyzed by the searches and inspired by the ideas that candidates put forward.

This proposal looks to address other aspects of hiring, particularly faculty understanding of fair hiring. We will create a faculty working group to review the recent research literature on inclusive faculty recruitment, disseminate best practices, and help revise our search committee fair hiring training. This faculty working group would be in parallel with and in collaboration with a similar group at UC Merced, so that the two groups could share knowledge and collaborate on recommendations.

We are excited to propose a collaboration with UC Merced, as our campuses have both the smallest and the most diverse faculty in the system. While the specifics of our campuses may differ, we expect there will be a lot in common that can guide the faculty working groups. The physical proximity makes it feasible for the groups to meet in person once during the project.

This proposal aims to leverage one-time funding into longer-term impact by having the faculty working group spread knowledge and best practices, and create rubrics and training materials for future search committees.

Our interest in creating a faculty working group for research review and training development derives from a much earlier effort at Davis, their STEAD project.

We seek funding primarily for course releases for the members of the faculty working group. We need to create time for them to do the work. We would support the workgroup in the fall with a graduate student researcher to help with searching the recent literature. Smaller amounts of funding would support an undergraduate to update our website, for an in-person meeting of the working groups from both campuses, and for production of video materials.

Current make-up of ladder-rank faculty.

The current proportion of under-represented minority faculty by division is:

Arts	20%
Engineering	13%
Humanities	18%
Physical and Biological Sciences	9%
Social Sciences	21%

In addition, the lack of gender diversity is also an issue in Engineering with only 20% women faculty, and PBSci with 32% women faculty.

Need and/or opportunity for faculty diversity.

Relative to availability, our biggest gaps are women and under-represented minorities in Physical and Biological Sciences. We would like to improve our representation across all departments on our campus, to have our faculty better reflect our diverse student body and our HSI status. We hope that the developments from this proposal will improve future hiring practices and results.

Project Description

This proposal is to create a new faculty workgroup in 2020-21. This group would comprise seven faculty, including at least one from each of our five academic divisions. They would be charged with the following:

1. Review the literature on faculty research about inclusive faculty hiring
2. Disseminate findings and best practices across campus
3. Develop rubrics for assessing other parts of applications
4. Develop new fair hiring training for search committees
5. Collaborate with the workgroup at Merced on each of the above

The workgroup idea is adapted from the STEAD project at Davis, which has been successful in disseminating knowledge and best practices. While Davis uses the STEAD faculty to run the fair hiring training, that would require ongoing funding for the program. Here, we propose that the workgroup develop the content for fair hiring training, but the Vice Provost for Academic Affairs will continue to run the trainings. The impact and strength of the workgroup will be amplified by our collaboration with an analogous workgroup at Merced in all of these stages.

The first task of the workgroup would be to review the literature. The Convening at UC Davis in April 2019 provides an excellent starting point. There has been much recent work in inclusive hiring practices. Our faculty are more convinced by peer-reviewed research, and we see much benefit in promoting recent research to our whole campus. The workgroup would spend fall collecting, reading, and discussing the literature. A graduate student researcher would be available to assist in the identification and collection of relevant articles. The workgroup will be asked to develop a plan for widespread dissemination of their findings in winter/spring.

We will be promoting the use of rubrics for assessing C2DEI statements as one of the lessons learned from our Year 4 AFD project. Beyond assessing the C2DEI statements, we think that rubrics will be useful for all other parts of the application, as rubrics are a potential means for reducing implicit bias by making the criteria more explicit. The workgroup will be asked to look at existing rubrics from other campuses for other parts of the application, and to develop rubrics for our campus for each of the other key application components. Future search committees will benefit from the option to use rubrics for all parts of the application.

Based on the research findings and the rubrics, the workgroup will be tasked to develop the content for future fair hiring trainings. We generally update our fair hiring trainings on a three-year cycle, as search committee members are only required to attend a fair hiring once every three years. 2021-22 would be the start of the next cycle, so 2020-21 is the time to be developing the new content. The Vice Provost for Academic Affairs will continue to deliver the trainings, so that no additional funding is required for implementation, thus effectively leveraging this one-year grant into multi-year impact.

We propose development of a written manual, and both in-person and online training materials, so that training can be delivered in a hybrid format, and by exception can be used in an online-only format. We currently require all search committee members to attend our in-person trainings, but there are typically a few that have unavoidable schedule conflicts and we struggle to provide training for them. An online-only option would help fill this gap. A small amount of funding is for development of video training material.

The training materials can be shared between Merced and Santa Cruz, as much of the content of the manual should be the same, with differences in local implementation. We expect that this material will be useful for other campuses across the system. Some of the video material should also be applicable systemwide. Because Merced and Santa Cruz have somewhat different structures and practices, materials that are appropriate for both campuses are also more likely to be useful at other campuses.

Feedback we frequently receive is that people are not aware of the diversity-related resources on our website, particularly around recruitment. We propose to hire an undergraduate student to help revise and update our website to improve its navigability and to make these resources more prominent and accessible. Having good resources for search committees is less helpful if people can't find the resources online.

Our workgroup will benefit from operating in a larger context, and we propose a close collaboration with a corresponding workgroup at UC Merced. The two workgroups would meet monthly via Zoom, and would have one all-day in-person meeting at Santa Cruz. The groups will be able to share research findings and communication materials. They can work jointly on rubrics and training materials. This larger learning community will benefit both campuses.

In addition to the workgroup connections, we propose a half-day meeting in Santa Cruz for the PIs to check-in, share updates, and coordinate continued collaboration, and an end-of-project zoom meeting for deans at both campuses to meet and share knowledge and experience.

On many campuses, including Merced, there are Faculty Equity Advisors. While we do not have equity advisors at Santa Cruz, we do cover all of the functions normally performed by equity advisors, between the VPAA, the Deans, and the search Diversity Liaisons. This proposal supports some of those functions, particularly the training role of the VPAA and the dissemination of knowledge into the broader faculty. Most of the differences between the Merced and Santa Cruz workgroups are due to these differing structures around ensuring equitable hiring. Each campus has a structure that has evolved to support the culture and practices of that campus, and we aim to leverage those structures.

Additional Points

The project will be led by the Vice Provost for Academic Affairs (VPAA), who until recently was also the Campus Diversity Officer for Faculty. UC Santa Cruz has recently restructured to have a Chief Diversity Officer (CDO), but previously had a split structure where the VPAA was the diversity officer for faculty and there was also a Campus Diversity Officer for Staff and Students. That second role has taken on the faculty component and been turned into a more standard CDO. As a result of the very recent change, the CDO works extremely closely with the VPAA, after several years of close partnership as co-diversity officers. A letter of support from the CDO is attached, and this proposal has been shared with the Senate Committee on Affirmative Action and Diversity.

UC Santa Cruz currently has a number of practices and policies supporting diversity in faculty hiring. The VPAA and the Academic Recruitment Manager (ARM) currently provide fair hiring training for all search committees, and this includes implicit bias training and training on the evaluation of contribution to diversity statements. All search committees must include a diversity liaison, someone who is tasked to pay attention to equity and inclusion throughout the search. The VPAA and ARM review and approve all advertisements, checking for gendered language¹ and requiring inclusion of diversity-encouraging text. Current advertisements typically include both “The successful candidate must be able to work with students, faculty and staff from a wide range of social and cultural backgrounds. We are especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching, and service” and “We welcome candidates who understand the barriers facing women and minorities who are underrepresented in higher education careers (as evidenced by life experiences and educational background), and who have experience in diversity, equity, and inclusion with respect to teaching, mentoring, research, life experiences, or service towards building an equitable and diverse scholarly environment.”

The campus emphasizes the importance of significant outreach efforts, as a large pool is typically a more diverse pool. We have made this emphasis for over ten years, and most faculty understand it to be “what we do” when we launch a search. The deans monitor the diversity of the pool at multiple stages, and will pause or stop a search if the pool is insufficiently representative of the available diversity. After decanal interventions in two different divisions, word got around and faculty take outreach responsibilities seriously. Each search committee is tasked with doing outreach appropriate for their discipline, and it typically includes outreach to societies or interest groups representing diverse scholars, as well as reviewing past Presidential/Chancellors post-docs. UC Santa Cruz has one of the highest rates of utilization of the PFPF hiring incentive program, particularly when considering that our campus makes fewer hires overall than most other campuses. We also point to our track record of relative success, as

¹ Gaucher, D., Friesen, J., & Kay, A. C. (2011, March 7). Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality. *Journal of Personality and Social Psychology*. doi: 10.1037/a0022530

Merced and Santa Cruz have the most diverse faculties in the system. Our hope is that this project will further improve our work, increasing representation in our faculty body.

UC Santa Cruz has been active in the Search Committee Chair survey, with nearly all searches participating. We would continue to expect all searches to participate.

Note that if the COVID-19 situation requires it, we can do all activities in this project via zoom and other remote methods.

In summary, we expect several key impacts from this project:

- 1) Dissemination of best practices in inclusive hiring from the recent literature.
- 2) Next generation fair hiring training, including written and online materials.
- 3) Increasing use of rubrics in assessment of candidates.
- 4) Updated and more easily navigable diversity section of our recruitment website.

Evaluation

Metrics for evaluation.

As this proposal does not directly involve hiring, traditional metrics of the diversity of hires made are less applicable. With a focus on changing practices, we will look to changes that occur in the 2021-22 hiring cycle, which is the second year of this project. We propose to measure the following:

1. Leverage the Recruit committee chair survey to assess the prevalence of use of best practices.
2. Survey fair hiring training participants on the effectiveness of the hiring, and for those who have taken previous fair hiring training at UCSC, to compare the new training to earlier trainings.
3. Outreach impact of the faculty workgroup in disseminating best practices - we would ask the workgroup to provide some measure of their impact, such as developing a pre- and post-training assessment tool to evaluate the degree to which the training informs and increases DEI competency and knowledge. The workgroup could collaborate with Merced in development of this assessment.

We would be able to continue monitoring use of best practices and training effectiveness in future years beyond the length of this project.

These evaluation metrics are not exactly the same as the metrics for Merced because our campuses are currently in different stages of training and assessment. We have been using the committee chair survey for several years, so it can provide us comparative information that would not be available at Merced. We have been doing implicit bias training for seven years at UCSC, so we do not expect to find as much of a difference there pre- and post-training as Merced might find, and so we focus our metrics in somewhat different directions.

Timeline

The faculty workgroup would convene starting in fall quarter. The GSR would search and identify relevant articles for the workgroup, and the workgroup would read and discuss them. Our two campus workgroups would meet via Zoom once a month throughout the year, with one in-person meeting if possible. Winter quarter would be spent developing rubrics and starting work on fair hiring overhaul. Spring quarter would see the completion of the fair hiring overhaul and the dissemination of findings to the campus. We may also work into the summer to finish fair hiring training materials. The new fair hiring training would launch in Fall 2021. Thus we expect to complete all of the work within the first year.

The second year would be limited to assessment activities.