

## University of California Santa Cruz

### New Faculty Hiring Procedures to Promote Diversity

**This Action Applies to Rubric Item(s): 1**

#### **Description of Work:**

Increasing the diversity of the professoriate is critical for the 10 campuses in the University of California (UC) system. In many disciplines (and especially in Science, Technology, Engineering, and Medicine (STEM)), people who identify as women remain underrepresented on the faculty, sometimes strongly so. Many UC campuses are now Hispanic Serving Institutions, with an undergraduate population that is greater than 25% Latinx (i.e., UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz, with UC Davis across the threshold for eligibility). Yet for many racial and ethnic groups, the faculty do not reflect the diversity of the state or nation. This situation is damaging to our core mission of research and teaching.

Recognizing the depth of this problem, state lawmakers provided new funding to the University of California Office of the President to advance faculty diversity, and in 2019, UC Santa Cruz was [awarded a grant](#) from the program. The campus estimated that it would be recruiting ~30 faculty in 2019-20, and the new procedures proposed under the grant were used for about one third of the searches across four schools/divisions. Here, we focus on the searches conducted in the Division of Physical and Biological Sciences for a cluster hire in Global and Community Health.

Four positions were authorized for recruitment across this broad field, with potential placement in three departments. Our position description invited *“applications for tenure-track Assistant Professors in global and community health who conduct basic and/or translational research that addresses human health and disease, and have interests in promoting diversity, equity, and inclusion.”* We believed that the broad wording, with respect to research areas, would lead to a wider and more diverse pool. We also wanted to ensure that candidates understood that our desire to hire faculty who would tackle issues of diversity was co-equal with our goals in a particular area of research.

An important factor in our search was the decision to initially screen candidates based on redacted statements of contributions to diversity, equity, and inclusion. The job description stated that *“candidates must demonstrate an understanding of the barriers facing women and people of color, and describe their experience and future plans to promote equity and inclusion in teaching, mentoring, and research.”* On our application web site, we provided guidelines on expectations for this statement, and we informed candidates that initial screening of their files

## Year 1 Public Description of Work for Action Collaborative on Preventing Sexual Harassment in Higher Education

would be based on the statement. For this search, we redacted the statements in an effort to reduce implicit bias. We used a rubric to assess the statements and trained search committee members in its use. The large search committee for the cluster hire (~20 people divided into different areas of expertise) also received our standard diversity training for recruitments. As per long standing practice, the search committee had a diversity liaison (a senior faculty member other than the search committee chair). Following the initial screen, the pool of applicants was broadly representative of availability in this discipline (based on recent U.S. Ph.Ds. awarded) with respect to both gender and race/ethnicity.

The position description also stated that *“financial and in-kind resources will be made available to faculty who promote equity and inclusion at UC Santa Cruz, and their work will be recognized as important university service during the faculty promotion process.”* The financial resources were provided by the grant we received. We believed it important to state explicitly that the work on diversity, equity, and inclusion would be formally recognized in the personnel process. It is not an added expectation, but rather will come at the expense of other types of service.

Finally, during the “chalk talk” portion of the interview process, candidates not only discussed new research ideas, but they also laid out their ideas on promoting diversity, equity, and inclusion at UC Santa Cruz. This provided an additional, important basis for assessing their overall qualifications for the position.

**Outcome:** Because the process identified such an outstanding pool of candidates, we were allowed to make offers to our top 6 candidates from the search. Among these individuals, 5 were women, 4 were people of color, and 3 were from underrepresented minority (URM) groups. We lost a URM male candidate to another UC campus and made a partner hire (also in global and community health) to secure the recruitment of one of our top 6 candidates. Ultimately, the group comprised 4 women, 3 people of color, and 2 URM faculty. The hires had a greater representation of women than the available pool, whereas the proportion of URM hires was roughly similar to the available pool.

**Next steps:** We have not yet done a campus wide analysis of how our recruitment process worked this year, or written a press release on our outcomes. Both are likely this fall. For the coming year, we will be doing more focused hires in the sciences, though we will still try to cast as broad a net as possible with respect to research area. For all searches in the science division, we will do our initial selection on both unredacted diversity (assessed using our rubric) and research statements, but we will not include CVs or external letters. We will expect *all* members of the department making the hire to receive our standard training in diversity for recruitments (assuming they haven’t had it in the last two years).

Another major project is to establish shared expectations about the assessment of work on diversity, equity, and inclusion work across the different groups that are part of the

## Year 1 Public Description of Work for Action Collaborative on Preventing Sexual Harassment in Higher Education

personnel process (i.e., departments, Academic Senate, administration). This will be paired with a deeper look at our personnel processes for the coming years to ensure that professional disruptions associated with the ongoing pandemic do not have a differential negative impact on parents and other care givers, women, and members of URM groups.

**Website for further information (if applicable):**

**Point of Contact Name:** Paul Koch

**Email Address for Point of Contact:** plkoch@ucsc.edu