Hiring and/or Admissions Policies for UC Santa Barbara/NCEAS

The group members of the NCEAS Pod at the University of California, Santa Barbara researched the current Hiring and/or Admissions Policies, documented them here, and proposed certain changes and improvements.

Equal Employment Opportunity statements

According to the UCSB Office of the Executive Vice Chancellor there are two options available for Diversity Statements (Equal Employment Opportunity statements) in Job Ads (1 of the 2 MUST be included):

Version 1:

“The department is especially interested in candidates who can contribute to the inclusive excellence of the academic community through research, teaching, and service. Successful candidates for faculty positions will demonstrate evidence of a commitment to equity and inclusion in their application materials, including the Diversity Statement.

The University of California is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.”

Version 2:

“The department is especially interested in candidates who can contribute to the inclusive excellence of the academic community through research, teaching, and service. We recognize the intrinsic relationship between diversity and excellence in all our endeavors; we embrace open, inclusive, and equitable access to opportunities for learning and development as our obligation and goal. Successful candidates for faculty positions will demonstrate evidence of a commitment to equity and inclusion in their application materials, including the Diversity Statement. This evidence can include:

Efforts to advance equitable access to education;
Public service that addresses the needs of California’s diverse population;
Research that informs our understanding of race or ethnicity or could contribute to the advancement of a more just and equitable society;
Mentoring and advising students, particularly from underrepresented and underserved populations;
Creating effective strategies for the educational advancement of students in under-represented groups.
The University of California is an Equal Opportunity/Affirmative Action Employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.”

All positions must include a University of California-wide equal opportunity / affirmative action statement.

UCSB supports the inclusion of statements of inclusive excellence in job applications.

From the UCSB Guidelines:
“Basic Qualifications should be non-comparative, objective, relevant to the position, and verifiable through application materials alone. They are the minimum threshold for consideration as an applicant, and should be met at the time of application. Basic Qualifications are used to identify the OFCCP applicant pool.

For pooled searches and/or searches which include more than one job (title) code, they should be set to the lowest common requirements that an applicant should have at the time of application. Specify whether the applicant should have a degree in hand by time of application, e.g. "Ph.D. in Biology," means that the applicant must have the degree conferred in order to apply for the position. If the department wants to consider applicants who are ABD, it may set Basic Qualifications as "At a minimum, applicants are expected to have completed all requirements for a Ph.D. (or equivalent) in Biology, except the dissertation (or equivalent) at the time of application." If appropriate, Additional Qualifications may be set as "PhD in Biology" (for example) to ensure that the degree is conferred by the appointment date."

NCEAS will consider including a preferred knowledge, skill, or ability for supporting diversity, equity, and inclusion in recruitments. See the UCLA Resource Guide for more examples, including:

Example 1: “Demonstrates an understanding and acceptance of diversity, equity, and inclusion concepts that are broader than only race, ethnicity, and gender."

Example 2: “Demonstrates self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes."

Example 3: “Demonstrates awareness of generational differences in work styles."

Example 4: “Demonstrates willingness to challenge and change institutional practices that present barriers to different groups."
Example 5: “Is fluent in both English and Spanish” (or other relevant language)

Notes on Minimum and Preferred Requirements for recruitments:

- Be strategic about the amount of both minimum and preferred requirements
- Women are less likely to apply for a position unless they meet 100% of requirements
- Men will apply for a position if they meet 60% of requirements
- Carefully consider education major requirements. College majors and advanced degree subjects vary significantly by gender. Listing a specific major can limit the number of applicants of specific gender identities

Candidate Diversity Statement and Questions

We propose that NCEAS requires inclusion of a diversity statement as part of the application. In doing so, provide guidance on what you are looking for to help level the playing field for folks that may or may not have mentors to provide advice on the process.

One approach is to optionally post specific questions to be answered in the cover letter:

Ex. What have you done in the last 6 months to enhance or develop your awareness on issues of diversity and inclusion?

Ex. Please share an example that demonstrates your respect for people and their differences; and how you’ve worked to understand the perspectives of others

Ex. The core values of the Division of Student Affairs are inclusion, compassion, dedication, and collaboration. Please provide examples from your previous experience that demonstrate how you have put these values into action.

*Since this document is a draft, we should consider this “rubric” a living document subject to improvement.

Characteristics of a good answer:

***We acknowledge that not everybody is aware of how to write a successful diversity statement, and this disparity can even be detrimental to goals of diversity and inclusion. In the interest of equity, we will link to a publicly-available rubric or guide in the application, so that all applicants are aware of how to best craft this statement given their individual background, interests, and goals.

A good resource is the [UC Berkeley rubric for diversity statements](https://www.berkeley.edu/rubric). Likewise, the [Effective Diversity Statement](https://www.insideinhighered.com/article/1815-effective-diversity-statements) article from *Inside in Higher Ed* provides features of a good diversity statement, and is paraphrased here:
They tell a story true to themselves. If they have overcome obstacles to get to where they are, they point those out. If, in contrast, they are privileged, they should acknowledge that. Either way, they should use their story to explain how they can empathize with students/peers who confront challenges on their way to achieving their educational and professional goals.

They focus on commonly accepted understandings of diversity and equity. They concentrate on issues such as race, gender, social class and sexual orientation. They write about racial oppression, sexism, homophobia, transphobia, ableism or some other commonly recognized form of oppression.

They avoid false parallels. Ex. do not equate the exclusion they faced due to being a Kansan in Missouri with the exclusion an African-American faces at a primarily white institution. They do not have to be an African-American to have insight into the challenges faced by African-Americans, but if they do not have experiential knowledge of racism, then they should not claim it. Instead, they focus on writing about what they do know. They don’t have to get personal; they can cite statistics or studies to make their points.

They write about specific things they have done to help students or peers from underrepresented backgrounds succeed.

They highlight any programs for underrepresented groups they’ve participated in. These kinds of specific examples show that they understand what effective programs look like and how they work.

They write about their commitment to working toward achieving equity and enhancing diversity. Describe specific ways they are willing to contribute. They mention their willingness to contribute to pre-existing programs on the campus/at NCEAS or they may express interest in creating new programs based on models at other campuses.

**Current Recruitment Practices at UCSB/NCEAS**

- UCSB Sources currently used with campus membership: BlacksInHighered, WomenandScience, Ecolog, Employ Diversity (when minimal funding is available), HCBUs via Handshake

- Recruitment advertisements are distributed based on the diversity goals for the specific position

- As part of the standard list of advertising locations, UCSB Human Resources now includes approximately 10 to 15 locations that specifically serve applicants of color, LGBTQ applicants, and persons with disabilities. Those sites are in this table:

<table>
<thead>
<tr>
<th>Association Name</th>
<th>Contact/Posting Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find My Flock</td>
<td><a href="https://www.findmyflock.com/pages/pricing">https://www.findmyflock.com/pages/pricing</a></td>
</tr>
<tr>
<td>Blacks in Technology</td>
<td><a href="https://www.blacksintechnology.net/jobs-board/">https://www.blacksintechnology.net/jobs-board/</a></td>
</tr>
<tr>
<td>Black Data Processing Associates</td>
<td><a href="https://www.itdiversitycareers.com/">https://www.itdiversitycareers.com/</a></td>
</tr>
<tr>
<td>Women in Technology</td>
<td><a href="https://www.womenintechnology.org/job-board">https://www.womenintechnology.org/job-board</a></td>
</tr>
<tr>
<td>Out in Tech</td>
<td><a href="https://outintech.com/jobs/">https://outintech.com/jobs/</a></td>
</tr>
<tr>
<td>Organization</td>
<td>Website</td>
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<td>------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Hispanic IT Executive Council</td>
<td><a href="https://www.hitecglobal.org/networking/">https://www.hitecglobal.org/networking/</a></td>
</tr>
<tr>
<td>Tech Latino</td>
<td><a href="https://techlatino.org/career-center/">https://techlatino.org/career-center/</a></td>
</tr>
<tr>
<td>Queer Coders</td>
<td><a href="https://queercoders.com/">https://queercoders.com/</a></td>
</tr>
<tr>
<td>TransTech Social Enterprises</td>
<td><a href="https://www.transtechnologies.org/jobs/">https://www.transtechnologies.org/jobs/</a></td>
</tr>
<tr>
<td>LGBTQ in Technology</td>
<td><a href="https://lgbtq.technology/">https://lgbtq.technology/</a></td>
</tr>
<tr>
<td>Society of Women Engineers</td>
<td><a href="https://careers.swe.org/">https://careers.swe.org/</a></td>
</tr>
<tr>
<td>Pursuit</td>
<td><a href="https://www.pursuit.org/talent/">https://www.pursuit.org/talent/</a></td>
</tr>
<tr>
<td>Asia America MultiTechnology Association</td>
<td><a href="https://www.aamasv.com/pages/job-postings">https://www.aamasv.com/pages/job-postings</a></td>
</tr>
<tr>
<td>Lesbians Who Tech</td>
<td><a href="https://lesbianswhotech.org/jobs/">https://lesbianswhotech.org/jobs/</a></td>
</tr>
<tr>
<td>Women in Engineering ProActive Network</td>
<td><a href="https://jobs.wepan.org/">https://jobs.wepan.org/</a></td>
</tr>
</tbody>
</table>

**Opportunities for Future Recruitment Efforts at NCEAS**

- For recruitment within UCSB:
  - UCSB Black Student Union
  - UCSB Office of Black Student Development
  - Black Resources Committee
  - Educational Opportunity Program

- Advertise on Twitter:
  - @DiverseAcademia - The best-ranked #diversity and #inclusion job boards for higher education
  - @DiversitySTEM1 - Diversity in STEM Network is the #1 place to find jobs and careers in STEM. For employers we are the affordable, highly-effective recruitment solution
  - @IDSTEM - Inspiring Diversity in STEM is a grassroots graduate student-led initiative promoting equity, diversity, & inclusion in STEM. Third biennial conference in 2020
  - @WOCinSTEMChat - Connecting #WOCinSTEM and sharing info needed to improve #diversity and #inclusion in #STEM
  - @sacnas - Advancing Chicanos/Hispanics & Native Americans in Science for 47 years. Creating #truediversity in STEM
○ **@DiversityinData** - We’re an initiative centred around diversity, equity & awareness. Each month we provide datasets which we hope you’ll help us visualize!

○ **@DiversityLabCo** - Advancing diversity & inclusion in law through data, innovation, and action. Creators of #MTNFund2025 & #MansfieldRule. #InnovateInclusion

○ **@miR_community**
  ○ Add relevant hashtags #diversityindatascience, #diversifySTEM, etc.

- ESA SEEDS Alumni list: email fred@esa.org
- Doris Duke Conservation Scholars
- Minority Postdoc ($400/month) - [https://www.minoritypostdoc.org/website-ad-rates](https://www.minoritypostdoc.org/website-ad-rates)
- **SACNAS**
  ○ Jobs Board (including postdocs)
    ■ Cost: starts at $309 for 30-day posting
  ○ Opportunities Board
    ■ For fellowships, RFPs, student opportunities
    ■ Cost: free (and they have a resume bank)
- **AISES**
  ○ Cost: $300 for 30 days and email to >15,000 subscribers
- **MANRRS** (and [Online-advertising](https://www.mansfieldrule.org/))
  ○ Cost: $150 for 30 days
- **Jopwell**
- Latinas in Science and Engineering
  ○ Cost: $150 for 30 days
- HBCU job boards:
  ○ [HBCU Career Center](https://www.hbcucareercenter.com)
  ○ [HBCU CONNECT - Employer Login](https://connect.hbcu.edu/)
  ○ [Doctorate degree info](https://www.hbcu.edu/)
- Santa Barbara Young Black Professionals [networking group](https://www.sbybp.org/)
- Other [sources that cost money](https://www.sourcesthatact.org/)

**Other Improvements**

Requirements for an applicant, (e.g. letters of recommendations, fees/test scores/grade) vary between positions. **The biggest opportunity for improvement we identified was building**
strong relationships with organizations that can serve as a pipeline to recruit future applicants. Many positions are currently filled through a close relationship with the Bren School at UCSB.

For most positions, NCEAS does not admit students (with the exception of the data intern program). Grades are generally not a key criterion for evaluation. However, the majority of the applicants to the Data Interns program have their GPA listed on their resume (even though we do not ask for it in the job advertisements). If we think this is generating bias, consider explicitly asking students to not include GPA on their resume. Specifically saying that some information cannot be included on a resume for the application to be considered is standard practice for any federal job advertised on USAJobs.

Many positions are filled through networks (e.g., Bren School at UCSB), which speaks to the importance of building stronger relationships with institutions that serve underrepresented groups. Consider adding mentoring office hours and application help for future partner organizations. Work with programs like the Bren MEDS program to ensure that they are recruiting & training a diverse group, to provide a stream of applicants to NCEAS.

Conducting Interviews

NCEAS is in the process of developing a standard set of questions to draw from in interviews and creating a rubric for assessing the quality of applicants' answers. This process will not be public. As a starting point we have developed the checklist below. We have currently shared what the current intern questions are for internal pod use.

Checklist for Reducing Bias in all steps of the interview development and implementation

- Interview questions should be based off of an analysis of the job requirements listed in the job description.
- From each requirement, determine an example of an observable application of that requirement/skill. From each of those examples, develop your interview questions.
- Ask the exact same questions of each candidate. Organizing questions in the same order has been demonstrated to allow interviewers to more accurately assess and rate candidates’ responses. It also reduces contamination by preventing discussion of tangential topics and other biasing influences.
- Limit prompting, follow-up questioning, and elaboration on questions. Prompting is a primary means by which interviewers might intentionally or unintentionally bias information gathering. If necessary aim for limited or pre-planned prompts and follow-ups. E.g. “Is there anything else you would like to add?” or “Can you say more about that?”
- Do not allow questions from candidate until after the interview
- Rate each answer. Another common improvement to reduce bias in interviews is instead of qualitative assessment of responses, rating candidate responses on a
scale of 1-5, with illustrative examples of responses at the 1, 3, and 5 marks.

- Use multiple interviewers. If you cannot ensure a diverse hiring committee, it is recommended that someone be placed on the committee with the primary charge of assessing implicit/unintentional bias throughout the process. For guidance on this, contact Deb Karoff or Nathaniel Burke (nathanielburke@ucsb.edu)
- Use the same interviewers across all candidates
- Do not discuss candidates or answers between interviews. Discussing candidates may lead to irrelevant information entering the evaluation process, as well as changing standards between interviews. This especially applies to panel/committee interviews, and especially when interviews are spread out in time.
- Average ~15 interview questions for a one-hour interview. Interviews that stray from this (either higher or lower) risk contaminating the validity of the data by providing insufficient information or extraneous information that makes it difficult to evaluate.

For research group jobs at NCEAS the interviewers/selection committee are the people the interviewee will be working with directly.
- For leadership roles (Directors, Deputy Directors), is there a search committee within and/or outside of NCEAS?
- For staff positions, the committee makes the recommendation to HR and then HR makes the official offer. This is a formality more than anything to make sure that there is funding and benefits are correctly communicated.

UCSB departments undergo External Reviews which, in part, focus on the graduate admissions process:

“Evaluate the department’s success in attracting and retaining graduate students. How would one characterize the applicant pool at the graduate level in terms of quality, size, diversity, etc.? How is the program advertised? What procedures and criteria are used to select the students for admission? What percentage of graduate students admitted in the past five years have had an undergraduate GPA of under 3.0?”

In the past NCEAS has hired interns and data fellows in cohorts. We are considering strategies for how to implement more cohort hiring, mentoring, dual career support and partner hires, and re-visioning our work culture. “Re-visioning” work culture could involve more flexible location requirements. Allowing remote work could encourage a more broad applicant pool (ex. Individuals with caregiver obligations). We can find a way to formalize the DEI contributions of NCEAS staff. We don’t want DEI work to come at a perceived “cost” to other productivity. When applying for future funding we want to include funding for multiple positions so individuals can be hired in a cohort and funding to support the mentorship activities of NCEAS employees in addition to their other work.
Agreement by pod members:

We, the members of the NCEAS URGE Pod, support this deliverable and agree to hold each other accountable to enacting it:

- Kristen Peach
- Jasmine Lai
- Kaitlyn Gaynor
- Sam Csik
- Danielle Ferraro
- Christopher Jones
- Geoff Willard
- Courtney Scarborough
- Julie Lowndes
- Paul-Eric Rayner
- Annie Colgan
- Carrie Kappel
- Juliette Verstaen
- Marty Downs
- Tess Hooper
- Amber Budden

Sources:

1. Anti Bias in Recruitment Presentation by Nathaniel Burke, Ph.D. Coordinator, Equity & Inclusion Pronouns: They/Them/Their Office of the Dean of Students nathanielburke@ucsb.edu

   Link to Presentation: https://drive.google.com/file/d/17qHBf8i3vDyMVR1iiZTVk9GQROnGckOQ/view?usp=sharing

2. Office of Equal Opportunity UCSB https://oeosh.ucsb.edu/

   Recruitment Tools: https://eodp.ucsb.edu/equal-opportunity-and-affirmative-action/academic-recruitment-tools

Sources Provided by URGE for the prompts:

2 https://careers.whoi.edu/opportunities/diversity-inclusion/
5 https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html