This document is what Quaternary Research Center Pod 1 at the University of Washington found in our investigation and catalog of hiring and graduate admissions policies. Because our pod has members of four departments, we have described the policies at both the university and department level. QRC itself does not carry out hiring nor admissions.

**HIRING**

**University-wide policies and resources**

The University of Washington has an extensive Handbook of Best Practices in Hiring, and search committee chairs are required to attend a training seminar on best practices for faculty searches. The Handbook includes examples of job announcement language to promote inclusiveness in the applicant pool, example rubrics for evaluation of candidates, and sources of information for advertising the position widely. The Faculty Code at UW has, since 2012, included this statement “Faculty work that enriches diversity and equal opportunity in research, teaching, and service is now explicitly acknowledged as criteria to be recognized in faculty appointment and promotion decisions.” Therefore, most or all faculty searches at UW now request statements on contributions to diversity, equity, and inclusion in job application materials (examples below). Many staff positions in the research scientist job categories also explicitly address such contributions. The UW Diversity Blueprint is publicly available and linked in job announcements.

All UW job announcements include the following language:

**Equal Employment Opportunity Statement**

University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, pregnancy, genetic information, gender identity or expression, age, disability, or protected veteran status.

**Commitment to Diversity**

The University of Washington is committed to building diversity among its faculty, librarian, staff, and student communities, and articulates that commitment in the UW Diversity Blueprint (http://www.washington.edu/diversity/diversity-blueprint/). Additionally, the University’s Faculty Code recognizes faculty efforts in research, teaching and/or service that address diversity and equal opportunity as important contributions to a faculty member’s academic profile and responsibilities (https://www.washington.edu/admin/rules/policies/FCG/FCCH24.html#2432).
UW’s commitment to diversity is limited in some important ways by Washington state law (Initiative 200), which prohibits “preferential treatment” based on race, gender, sexual orientation, and other factors during the selection phase of hiring, thereby severely limiting affirmative action. Explicit efforts to increase diversity in applicant pools are permitted however, and contributions to diversity can be considered during the hiring process.

Department-specific policies and practices

Archeology

As a subdiscipline within Anthropology, archaeology faculty are hired at the department level, faculty hiring priorities in archaeology are coordinated with the other subdisciplinary units (biological anthropology and sociocultural anthropology). Our department has a long history of including attention to diversity within our hiring processes. We were one of the first units on campus to create a diversity plan and hiring rubric that explicitly draws attention to “record on” and “vision for” diversity along with more traditional foci on scholarship, teaching and service. In job searches over the past 5-years, we have made a point of reaching out to individual colleagues and professional associations supporting URM students and professionals to circulate the job ads and activate the ‘grape vine’ within those communities. In the early stages of searches, the Anthropology Diversity Committee reviews all draft job postings and the draft rubrics and these are sent for approval to the Office of Faculty Advancement. Search committees are required to take (or retake) interrupting bias training before embarking on the search process. They have to report their recommendations and describe their selection process, including how diversity was considered, in written and verbal reports to the full faculty at each stage of pool reduction. Search committees are composed of members of the relevant subfield, and in the case of Archaeology, usually all faculty are included. One or two influential (but non-voting) students are included on every search committee and they liaison with the graduate students they represent to ensure the search committee understands student views about each candidate. The rubric is used at each step of the process of pool reduction. In normal times (pre-pandemic), medium-list applicants (n= +/-10) are interviewed online (Zoom), and shortlist applicants (ca. 3-4) are brought to campus for 2-day interviews, including meeting with the search committee, diversity committee, subfaculty (individually and in group) and students, with all members of the department invited to sign up for one-on-one time with each visiting applicant. We made a concerted effort in recent years to define searches that would more likely attract URM applicants such as “Archaeology of Indigenous Health and Wellness”, “Anthropology of Race and Racism.” In general this process has been working fairly well, though there remain struggles, tensions and conflicts arising in many searches, often in ways that intersect with issues of diversity.

Biology

With each new search, Biology changes its hiring protocol slightly. Some of these changes depend on the specific search and search committee, but many are directly related to increasing the diversity of our pool (at all stages) and equity of the searches. For example, we have become increasingly mindful of how to cast our job ads as broadly as possible, to attract diverse
candidates (who tend to not apply if they don’t feel they fit the criteria exactly to a larger degree than non-diverse candidates), and we are better of seeking our diverse candidates to encourage them to apply, and even invite them before a job search is officially on. We have introduced an initial screening using three short prompts (~100 words each) about (1) Research accomplishments, (2) Future goals, and (3) Mentorship and diversity, as well as two publications. At this stage, the review, full names are not shared. Each candidate gets looked at by at least two faculty from across the department. They are then ranked by faculty (online) on these statements, as outstanding, good or not competitive, to develop a long list based on the combination of these ranks. In the second screening of this long list, full research, teaching and diversity statements, and letters of recommendation are read by several faculty to develop a medium list using the same ranking system. This group of people are then further reviewed through structured 20-25-minute zoom interviews, where each person is given the same set of questions 30 minutes before the interview. Zoom interviews are typically conducted by the search committee, including graduate student and postdoc reps, and representatives from our Diversity and Equity Committee (DEC). The committee comes up with the short list of (5-6 people typically) based on these interviews. These candidates are invited for a full interview and campus visit (or campus zoom visit).

Before the interviews, the faculty has (as of this past year) an Implicit Bias discussion, where countermeasures to Implicit Bias were discussed. During the interviews, each candidate meets with faculty members in smaller groups or individually, gives a research seminar and a chalk talk type seminar and meets with graduate students, postdocs, staff, and the DEC for structured interviews. Each group writes up a ranking with justification of the candidates, which is presented in faculty meeting. In particular, DEC rankings (as outstanding, good, problematic) are important. In addition, individual faculty members can all submit rankings via the online portal, evaluating: Impact and innovation, Scholarship, Communication, and Passion as outstanding, good or not competitive. The final ranking, compiled by the search committee, is presented in faculty meeting, discussed and voted on.

The department also has a history of trying to make opportunity hires and to be very accommodating with spousal hires from within and outside the department, recognizing that this is an important way to diversify the faculty.

Oceanography

The DEI committee within Oceanography is undertaking a review of hiring practices. This work is in progress with goals including: embracing continuous and broad scouting practices that will allow us to build a diverse future faculty who, through research and mentoring, will have the breadth, flexibility of expertise, and vision to be scientific leaders with the background and skills to support diversity, equity, and inclusion. Our faculty numbers have been reduced by ~30% over the past 5-10 years, and we have 6 faculty positions parked at the Dean’s office as a result of retirements and other departures, so we have an opportunity to increase the diversity of our faculty through appropriate hiring practices.
Earth and Space Sciences

All recent faculty hires in the Earth and Space Sciences department have included specific requirements for statements on contribution to diversity, equity, and inclusion, have had the language of the advertisement reviewed by the DEI Committee, and have employed rubrics for the evaluation of candidates. In three recent searches and one currently in process, the rubrics have included specific DEI elements in each case, addressed in each step of the search and selection process. Search committees include early- mid- and senior career faculty and a graduate student and/or staff members.

Advertising of positions includes an ESS maintained list of venues for ads that include standard professional organization outlets, job boards, and specific forums for underrepresented group contact (SACNAS, ESWN, NABG, and others). Recent searches have included proactive recruitment of members of underrepresented groups who are known to the committee or other faculty members to apply to the position.

Two recent searches (Subduction Zone Geology in 2018 and Seismology in 2020) have yielded finalist candidate pools that are more diverse than (a) the applicant pool and (b) the geoscience field as a whole, which may be evidence of success of the changes that have been implemented.

With a current ongoing staff research scientist search, a diversity statement was explicitly requested, for the first time for a staff position in ESS.

GRADUATE ADMISSIONS

Common to all:

UW charges graduate applicants both an admissions fee and an acceptance fee. (Graduate students also pay post-tax student fees quarterly.)

Archeology (grad program within the Anthropology Department).

Background: The UW Archaeology graduate program up through 2020-21 is a Ph.D. oriented training program for which students earn a MA credential in the process. For more than a half century, this training has been geared towards preparing students for academic research and teaching jobs and positions in museums or research institutions. In 2021-22, we are starting an MA program targeted around cultural heritage management. This development is specifically inspired by the goal of reaching non-traditional students. Shorter training programs are both more feasible and more appropriate to the career goals and job opportunities available in the state of Washington. With the growth of tribal historical preservation offices (THPOs) established to manage cultural heritage compliance and culturally sensitive heritage preservation on Native American lands, we are hopeful that the MA program
will attract Indigenous students interested in the practical training needed to move into these positions as well as into non-tribal cultural resource management and agency positions.

In 2020, we decided to eliminate the GRE scores as a criterion of evaluation for reasons documented in the readings and interviews for this session. We place emphasis especially on the student’s statement of purpose, life history/diversity statement, transcript and letters of recommendation. This year we are revising our graduate admissions website and developing our prompts for the two essays to provide much more explicit guidance about how to prepare effective statements and the kinds of information that should be included. We are following recent guidelines on removing hidden or coded expectations that privilege students from certain educational backgrounds and access to mentoring compared to others lacking such assistance.

For the past decade at least, we have used (limited) support provided by our Graduate School’s Graduate Opportunities and Minority Achievement Program (GO-MAP) to recruit, support and graduate under-represented minority students in our graduate program. At the department level, we have increased minority enrollments and fully funded URM students (in the first 5 years of their program). This was aided by a decision made in 2010 to cut admission levels by 50% to manage budget cuts to TA support (still not increased back to pre 2008 levels) and out of a recognition that funding is especially critical to the success of students from non-privileged backgrounds. It is worth noting that, unlike many geoscience graduate programs, grant funding for graduate students is uncommon in archaeology or other social science fields, and there is no institutional expectation that our students will be funded by their advisors’ labs and grants.

In that context, archaeology applicants are reviewed by the entire archaeology subfaculty group (5-6 faculty members generally). Decisions are made collectively based on a ranking process including consideration of faculty rankings, discussion of candidates’ relative strengths and fit to the program, and the availability of an appropriate faculty advisor. Funding availability is an explicit criterion in the decision of how many applicants to admit. URM applicants are flagged where that information has been volunteered by the applicant, and we give those files additional attention before any are placed in the reject or waitlist category. Whenever we have a qualified URM applicant, we start the process to nominate them for a GO-MAP recruitment package. Admissions guidelines are published on our website, in a way intended to make selection criteria easily understood. That document is collaboratively written, and it is reviewed outside of our program by our Graduate Program Administrator, Department Chair, and the campus administrators who manage the formal application process. We do not have explicit policy statements about the process we follow and that is described above.

Biology - Graduate Student Recruitment Policy 2020-2021

Rationale
Due to the increasing costs associated with supporting a graduate student and the uncertain future budget conditions, it is necessary for the Graduate Program Committee to limit the number of incoming students for the 2021 academic year.

Recruitment Prioritization Strategy

1. Candidate pre-screening by faculty is strongly encouraged and will be considered when evaluating requests for interviews.

   Faculty will be granted access to applications on a rolling basis to facilitate opportunities for pre-screening. Pre-screening may include phone conversations, Skype/Zoom meetings, or other methods of assessing interest, fit and eligibility for the program.

2. Development of a strong admissible list.
   a. GPC members (faculty and postdoc) will review the research-related statements of all candidates, ranking them either 1 (outstanding), 2 (average) or 3 (below average) (Q1 and Q2). Two people will look at each candidate. Candidates will be ranked by average score. The GPC will propose that the admissible list contain all candidates with an average score of 2.0 or less. Our Graduate Program Manager will use question #3 and the personal statement to identify candidates with the potential to significantly diversify our community. Any individuals so identified will be added to the admissible list if they have a score between 2.0-2.5.
   b. The admissible list will be provided to the faculty at the end of Fall Quarter.
   c. To move a candidate to the admissible list, a brief email explanation must be submitted to the Graduate Program Chair and Graduate Program Manager by noon the next day.
   d. The Diversity and Equity Committee will flag candidates with the potential to significantly diversify our community who have not identified potential Biology faculty that can serve as their “endorsers” (see below), and reach out to appropriate Biology faculty to make sure that they get considered.

   The GPC held an Implicit Bias discussion in the last faculty meeting of the Autumn term, to highlight countermeasures against implicit bias. Faculty were encouraged to take Implicit Association Tests and reflect on them beforehand.

3. Extend no more than 40 invitations to candidates to visit campus.
   a. Faculty wishing to invite a candidate(s) to campus will be asked to submit their requests via an on-line poll by the first day of Winter Quarter. This will include listing 2-4 additional faculty (“endorsers”). Endorsers agree to assist with recruitment and potential mentorship of the candidate (e.g., interview the applicant, potentially host rotation or tutorial, serve on committee, etc.).
   b. The Graduate Program Committee reviews invitation requests and announces a final list of candidates to invite to campus on Thursday of the first week of Winter Quarter. Items considered when determining campus invitations include:
i. Quality of the applicant
ii. Pre-screening by faculty (can be email, video, in-person meeting at conference, etc.)
iii. Early stage faculty (preference given to faculty in their first three years)
iv. Current number of graduate students in the lab
v. Lab funding situation (preference given to labs that have funding available for new graduate students and that have fulfilled promises of past funding)
vi. Students that enrich the diversity of our Department
c. The GPC will extend invitations to candidates on Friday, of the first week of Winter Quarter. Faculty are welcome to contact students as well with the good news.
d. Interviews are conducted in early February. In a Faculty meeting just before these days, the GPC/DEC repeats and expands upon the Implicit Bias discussion, focusing on countermeasures to be taken during the interview stage.

4. Extend no more than 20 offers of admission.
a. Faculty will conduct interviews and be required to submit an evaluation form with each candidate in MyGrad Program no later than the week following interviews.
b. Faculty that are interested in extending an offer of admission to a candidate(s) will be asked to submit said request via an online poll by the Friday of the week after interviews.
c. The Graduate Program Committee will evaluate admissions requests, and prioritize said requests based on same following information as for step 3b.
d. Notice of those receiving offers of admission will be shared via email on the last Friday of February.
e. The GPC also distributes admission incentives, including several DEI-related fellowships and stipends (e.g., ARCS, Kenagy award).

We recognized during this process (2020-21) that we need to reform our protocol in several ways. For example, we want to possibly change the Research Statement prompts to better capture skills we think are important for grad school success as well as introduce a rubric for interviews.

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Oceanography - This year, we made changes to the way in which the UW School of Oceanography recruits and evaluates potential graduate students. This included:

- changing the application requirements and prompts,
- eliminating the GRE exam as a requirement,
- updating the School website to make sure that all applicants have the information they need to write a competitive application, and
- changing the decision-making process and timeline to make it more equitable and transparent.
Oversight is provided by the Graduate Program Coordinator. The website for Oceanography has been updated to include a clear “How to Apply tab”. This tab links to a “Graduate Applicant Mentorship Program” created to connect prospective students with current graduate students to help demystify the graduate application process and provide tips and guidance for submitting an application. Another link is to a page “How to prepare” discussing expectations and advice on communications. A page of “Application Advice from our Students” provides an informal but extremely helpful list of suggestions from the people who have recently gone through this process.

In the application review process, representatives from the faculty place applicants into Tiers, and a DEI assessment after this process ensures that applications from under-represented students are identified and considered. Faculty make initial contacts and in groups of two or three conduct online interviews (with a consistent set of questions) with the first and second Tier students. Admissions are decided at this stage, and accepted students invited to an Open House. The Open House is run by a broad mix of faculty, staff and graduate students. The present graduate students play a large role, and time is set aside for informal conversations between existing and prospective graduate students. The outcome of our recruitment effort this year resulted in a more diverse group of accepted students than in previous years. Admittance is still TBD.

Earth and Space Sciences

Graduate Admissions in Earth and Space Sciences is handled via a holistic review approach without departmentally mandated grade or test score cutoffs. Applicants apply to either the “Research” graduate program for M.S. or Ph.D. or the Applied “MESSAGe” (Masters in Earth & Space Sciences: Applied Geosciences) non-thesis M.S. program. Applications are initially reviewed by 3 or more faculty members. Two statements are required: graduate study interest and a personal statement. The statements, letters of references, and grade transcripts are all taken into account and qualitative reviews are written. We don’t use a quantitative scoring system. Faculty are reminded each January by the DEI Committee on potential for gender, race, and background-based bias in reading reference letters. In 2021, the department eliminated the requirement for the GRE for the first time, and is currently considering making that permanent.

ESS uses the Go-MAP program as described in other paragraphs here to provide additional opportunity for support for those in underrepresented groups. This is a frustratingly small pool of funding.

The number of applicants greatly exceeds the number of offers ESS can make (e.g. 160 applicants in 2021; about 20 admit offers or 13% successful). The process is driven by faculty selection of those applicants they put forth for admission which implies selection based on contact (e.g., email) received by faculty from prospective students. This is an acknowledged potential source of bias. Faculty often select those with demonstrated prior research experience, also a potential source of bias. The ESS faculty are engaged in ongoing dialog about policies that will ensure candidates are considered equitably. Admission decisions are made by a graduate admissions committee of the faculty, in consultation with the department’s Student Services representative.