Hiring and/or Admissions Policies for University/Organization - Example URGE Deliverable

This is what was found by UCR Faculty and Postdoc Pod at University of California Riverside on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement**\(^1\) is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available?\(^2\)

The EEO statements, policies, and procedures can be found here: https://compliance.ucr.edu/equal-opportunity-and-affirmative-action-policies. This includes explicit statements and guidelines on EEO, Affirmative Action, non-discrimination clauses, Title IX, and codes of conduct for students and faculty.

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**

- **What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?**

Student applicants are required to complete an application, which includes 2 letters of recommendation, a personal statement, and a diversity statement. There is an application fee, though we advertise waiving this fee (i.e., department pays the fee to central campus) in the case that the applicant cannot.

Faculty applicants are required to submit a cover letter describing themselves and interests, a research statement, a teaching statement, a diversity statement, contact information for 2-5 referees, and a CV.

- **How are applicants/applications evaluated? Is that process and/or rubric public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?**

For student applicants, we (intended PIs) evaluate them as individuals against other applicants and prior experience. The department shares a rubric against which we can evaluate candidates on the basis of creativity, responsibility, motivation, etc. This rubric is approved by

---

5. https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
Graduate Division and also aids in the selection process for competitive scholarships. The department at this time does not collaborate in this effort, beyond coordination with the department Graduate Advisor in forwarding selected individuals to Graduate Division for competition for competitive scholarships. This introduces the possibility that an individual’s explicit and implicit biases control the gender/racial makeup of their research group, and thus impacts that of the department as a whole.

For faculty applicants, the search committee evaluates the candidates. There is one outside member and one diversity officer. The diversity officer undergoes mandatory training through the UC APRRecruit training regimen which includes best practices for evaluation, affirmative action, responsibilities, limitations (e.g., what is a problematic line of questioning). The search committee presents their findings to the full faculty at each stage – the formulation of a long list, short list, interview list, and candidate selection. The candidate selection must be voted on and approved by the full faculty. While the search committee seeks consensus on prior steps, they have control over the formulation of the interview list (with checks and approvals from central campus re: DEI etc).

- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**

For student applicants, there is no selection committee. Offers to students are done ad hoc by individual PIs. In some cases, a faculty PI will ask for other faculty and grad students to meet with potential applicants/students for recruitment purposes. In this way, the sphere of people that an applicant interacts with is in full control of the faculty PI.

For faculty applicants, the search committee is comprised of some number of faculty from our department, one outside member, and one member who has the necessary APRRecruit training (one of the internal members of the committee). Once an interview list is made and approved, the applicants interact with the search committee and the broader department as schedules permit. This typically includes graduate student lunches and meetings, laboratory tours with lab techs and postdocs, interactions with undergraduates and other staff, and a majority of the faculty. The search committee makes the final recommendations to the department, and the department votes to approve (or not) the findings of the search committee. The results are forwarded to the Dean’s office, who has ultimate appointment approval pending start-up negotiations.

- **Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?**
Yes, the campus and the department has been evaluated. The process for changing these processes in the department originates in the department, and for graduate admissions is executed through the graduate advisor with the campus Graduate Division offices. For faculty hiring, this similarly begins in the department with the hiring plan. Efforts for individual hires are controlled by the search committee, with executive approval from the dean of the college.

- **Has your university or company implemented or considered strategies like cohort hiring, mentoring, dual career support and partner hires, re-visionsing your work culture, or other considerations outlined in “Leveraging Promising Practices”**?
  
  UCR central campus had a strong “cluster hire” initiative for faculty hires beginning ~2015 and lasting through ~2018. This led to an enormous faculty cohort beginning in 2016 (>100 total faculty hired). Challenges arose almost immediately with respect to space resources on campus and hiring slowed significantly.

  The department of Earth and Planetary Sciences has an informal mentoring program where a senior faculty member is assigned to a junior faculty member. It requires active participation by both senior and junior members, which works well in some cases and less well in others.

  Various initiatives on campus for improving work culture and work-life balance include health initiatives, trainings and workshops in financial matters, job skill training, etc. A childcare center exists on campus, but which struggles to respond to the unexpected circumstances that arise in the lives of dual-income households.

  Dual career support and partner hires are rare, arise as the result of retention negotiations etc.