



Advancing Faculty Diversity First Year Report of AY2020-21 Awards

Academic Personnel and Programs

UC Office of the President

March 2022

TABLE OF CONTENTS

- I. Introduction
- II. 2020-21 Program Overview
- III. Evaluating Project Success
- IV. Year-end reports: Recruitment

UCLA: Mentor Professor Program

UC Merced: DEI Excellence and Hiring a Diverse Faculty at UC Santa Cruz and UC Merced - DEI Faculty Working Group and 'First Round' Diversity and Research Statements

UC Santa Cruz: Institutionalization of Inclusive Hiring Best Practices

UC San Diego: Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego

- V. Year-end Reports: Improved Climate and Retention

UC Davis: Professors Leveraging a Community of Engagement with CAMPSSAH (P.L.A.C.E.)

UC Irvine: Thriving at UCI: Interventions to Support Leadership, Scholarship and Service Equity for Underrepresented Faculty

UC San Diego: A Holistic Strategy for Academic Success and Retention at UC San Diego

UC San Francisco: Leadership Equity Advances Diversity (LEAD): Increasing Women and Underrepresented Minority Faculty in Leadership Positions

UC Santa Barbara: Data Leadership and Intervention Strategies for More Equitable Faculty Service Workloads

- VI. AFD Project Budgets and Expenditures for AY2020-21

VII. Looking Ahead: Working in the Context of an Ongoing
Pandemic

Appendix A: Abstracts of New AFD Awards, beginning in FY2020-21

Advancing Faculty Diversity

First Year Report of AY2020-21 Awards

I. Introduction

Since the 2016-17 and through the 2020-21 academic year, the University of California has received one-time State funds in support of equal employment opportunities for faculty for a total of \$8.5 million. With this infusion of funds, the University established what is now known as the Advancing Faculty Diversity (AFD) program to support development of innovative and focused campus projects designed to increase faculty diversity in selected pilot units. At the same time, UC funded efforts to gather reliable data and information that could be used to help guide any future allocations in support of increasing faculty diversity. The AFD program was expanded in 2018-19 to include funding provided by the Office of the President for projects focused on faculty retention efforts, including programs targeted at improving department or school climate. After its fourth year, UCOP also worked to build a community of practice in which leaders of AFD-funded projects would share progress, advice, lessons learned, and to identify possible synergies and opportunities for potential future collaboration. This community of practice is dedicated to building inclusive and equitable communities throughout the university.

Since the program's inception, AFD projects have integrated various types of interventions and activities in order to achieve project goals. Some past interventions have included redesigning recruitment protocols, creating new community-building and faculty support activities, and research into important areas that could impact academic climate and faculty retention throughout the system and beyond.

In 2020-21, the Advancing Faculty Diversity program was fully funded by UC, with President Michael T. Drake committing up to \$3 million to support Recruitment and Improved Climate and Retention projects. This is the first year since 2016-17 in which the University did not receive one-time funds from the State to support equal employment opportunities for faculty. For 2020-21, UC has awarded a total of \$2,676,000 to four AFD Recruitment pilots and five AFD Improved Climate and Retention projects. Recruitment projects, including a joint project at UC Santa Cruz and UC Merced, UC San Diego, and UCLA received a total of \$1,577,000, with Improved Climate and Retention projects at UC Davis, UC Irvine, UC San Diego, UC Santa Barbara and UC San Francisco receiving a total of \$1,099,000. Over the last five years the University has awarded funds to forty Recruitment and Improved Climate and Retention projects, with all ten campuses receiving at least one award through a competitive awards process. Abstracts for AY 2020-21 funded projects are available in Appendix A.

II. 2020-21 Program Overview

UC has committed to increasing the diversity of its faculty, both in underrepresented minorities (URM: African American, Chicano (a)/Latino (a)/Hispanic, and Native American) and female faculty on the campuses. Since 2016-17 the AFD program has been offering competitive awards to support

recruitment and in 2018-19, to support improved climate and retention projects in selected campus units, demonstrating that UC has a deep commitment not only to recruiting diverse faculty members but also to creating academic communities on the campuses that help facilitate an inclusive environment in which faculty are able to do their best work with a sense of belonging.

2020-21 Recruitment program. On March 2, 2020, just prior to the COVID-19 pandemic shutdown throughout the UC system, the UC Provost released an RFP inviting each campus to propose recruitment projects predicted to result in more diverse faculty hiring by implementing innovative recruiting processes. Although project proposals were due on May 1, 2020, the disruptions caused by UC's response to the coronavirus pandemic led to an extension of the due date for proposals to June 1, 2020.

Advancing Faculty Diversity Recruitment awards are now two-year awards with current cohort's pilots covering two years, AY2021 & AY2022. One of the biggest lessons learned from the prior funding cycles is that the pilots experienced challenges utilizing grant funds in a single year. The additional year gives the new pilots more flexibility to match the funds to their campus faculty recruitment and hiring timelines. As with the 2019-20 awards, the 2020-21 awards included a requirement that campuses receiving awards would agree to use the Search Committee Chair Survey, available in UC Recruit and in use by several campuses, for all ladder-rank recruitments, beginning in the 2020-21 recruitment year.

For 2020-21, the fifth year of the AFD Recruitment program, UC has awarded projects at UC Santa Cruz, UC Merced, UC San Diego, and UCLA a total of \$1,577,000. UC Merced and UC Santa Cruz submitted a joint project that was funded in year 5.

Based on input from a review committee that included UC faculty and academic administrators, for year 5 of the AFD program, the UC President's Office selected these four campus projects to receive recruitment project funds. This year Recruitment proposals continued to build on prior pilots' successes in outlining their own project plans. They also demonstrated a deep understanding of and support for increasing the diversity of the faculty. Funded projects acknowledged the importance of a diverse faculty in educating UC's increasingly diverse student body.

In addition, the funded projects shared other qualities:

- their campus leadership/Deans/Chairs demonstrated a strong commitment to faculty diversity;
- they included practices from previously funded pilots that had proven successful in building a more diverse faculty; and,
- those planning for recruitments planned sufficient hiring for the year, so their enhanced recruitment efforts were more likely to produce a diverse set of new faculty members. They also demonstrated use of innovative recruitment processes that can be replicated at other campuses.

2020-21 Improved Climate and Retention program. In its second year, the Improved Climate and Retention program went through a significant redesign process to ensure that the program structure was aligned with campus expectations and based on relevant research and national practice. As a result, the program, in the year under review, supports 1) equity-oriented interventions, 2) data leadership, and 3) research. Projects that allow the university to make progress in improving campus climate and retention outcomes for faculty members from historically underrepresented groups have been

especially encouraged, as have joint submissions from more than one campus. This year's program prioritized projects specifically aimed at responding to COVID-19 issues that have affected faculty and those projects addressing issues of racial justice through proposed interventions.

In 2020-21, UC funded five Improved Climate and Retention projects at UC Davis, UC Irvine, UC San Diego, UC Santa Barbara and UC San Francisco, for a total of \$1,099,000. Of the funded projects, three are combined intervention and data leadership projects, one is a combination of intervention, data leadership, and research, and the fifth is a combined intervention and research project.

2020-2021 Convenings. Each year the AFD program hosts two gatherings of the funded project teams designed to build a community of practice for faculty Recruitment and Improved Climate and Retention work on the campuses. In applying for AFD funding, if selected, project leaders and team members make a commitment to attending each of these convenings that take place in fall and spring of the academic year. While in-person convenings are the goal, given the COVID-19 pandemic AFD project leaders were once again brought together in a virtual environment via Zoom.

UCOP held the first of the two convenings over two days on October 8-9, 2020. The two-day convenings are split into two separate meetings, one for Recruitment projects and the other for Improved Climate and Retention projects, with a third joint convening of all projects. Over 60 attendees participated, and the program included panels of previously-funded projects as well as a panel of new projects funded in FY 2020-21. Participants also had an opportunity to share their experiences, successes, and challenges in managing their projects, particularly during the pandemic and under conditions of heightened attention to racial justice issues. The joint session of the fall convening included a keynote speech by UC Provost Michael Brown and a special presentation by Dr. Kyle Lewis of UC Santa Barbara entitled "Micro-experiments and experimental design in work to measure and assess climate and diversity in academic units." The spring meeting was held on June 14-15, 2021 and included a conversation between UC Provost Michael Brown and UC Merced Chancellor Juan Sanchez Muñoz on where UC is headed in its work on advancing faculty diversity, equity, inclusion and belonging. This meeting had approximately 50 attendees and featured a presentation by UC Davis Professor of Law Brian Soucek on the use of contributions to diversity statements in recruitment. Each of the sessions on recruitment and on improved climate and retention, as well as joint sessions were well attended, with opportunities for individual participants to engage with the speakers in Q&A discussion, as well as with other project colleagues in smaller breakout rooms.

The AFD convenings, while not held in person, were well received, with AFD project PIs and other systemwide campus leaders continuing to be incredibly engaged in sharing best practices across the system, as well as ways to handle the challenges brought by the pandemic. Additionally, these convenings have been a safe space for projects to share some of the additional challenges associated with the pandemic, social justice, and with changing the culture within the institution.

III. Evaluating Project Success

Since Advancing Faculty Diversity's first year, the Office of the President has convened a systemwide Advisory Group to help guide the program and to monitor funded projects. The AFD Program Advisory Group currently includes representatives appointed by the Executive Vice Chancellor/Provost on each UCOP Academic Personnel and Programs

campus as well as representatives from the systemwide Academic Senate. The Advisory Group has advised on data collection and analysis as well as on appropriate metrics to measure the success of the projects. For the Recruitment projects, core metrics have focused on hiring outcomes in the pilot compared to results in prior years as well as to results from comparable units on another UC campus that had not received AFD support. When the Improved Climate and Retention programs were initiated in year 3, each program developed program-specific evaluative measures to determine the success of their innovations. Details of their progress in year one of the 2020-21 awards are outlined in this report. The AFD Advisory Group also provides feedback into the RFP development process.

The pages below summarize the data collected on the first year of both Recruitment and Improved Climate and Retention projects. Since each of the programs spans more than the 2020-21 fiscal year, the results should be considered preliminary. AFD staff at UCOP employ a series of activities to monitor the work of the campus projects, including the following:

- Projects submit progress reports regularly during the year, including at the two AFD convenings.
- Projects submit budget reports two times during the year and submit requests for budget adjustments and accompanying new budgets for any re-budgeting of award funds.
- Project leaders from each of the individual projects meet with UCOP AFD program leaders via Zoom three times during the course of the year for project check-ins.

In year 5 of the AFD program, two of the four recruitment projects were assigned comparator units so that hiring outcomes in funded units could be compared with hiring outcomes in comparator units that did not receive AFD awards. The Santa Cruz project, a joint effort with UC Merced, did not include any planned recruitments, so no comparators were assigned. For the UCLA project (A), comparators were recruitments from other campus psychology departments (Comparator A). The UC Merced project's (B) comparator unit is that campus' recruitments in the School of Social Sciences, Humanities and Arts, and School of Natural Sciences in the prior two years. For the UC San Diego project, the number of completed recruitments meant UCOP was unable to generate specific recruitment data for hires made in FY2020-21; those data will be reported officially next year. As with prior years, UC Recruit staff at UC Irvine worked with UCOP staff to support data collection and reporting efforts. UC campus comparator units were selected based on similarities in size, location, program, and ranking.

IV. Year-end reports: Recruitment

Below are summary reports for the first year (AY 2020-21) of each of the four 2020-21 funded recruitment projects. Note that most of the projects have experienced some delay in their activities due to the Covid-19 pandemic and planned activities may need to expand beyond the second year (AY2021-22). The need for more diverse faculty at UC was highlighted by the pandemic, as its disparate impact on students of color meant that the students sought out faculty, including faculty of color, for academic and personal support to navigate the environment during this challenging time.

1. UCLA: UCLA Mentor-Professor Program

UCLA's project entails conducting two searches using the successful Mentor-Professor Program (MPP) model which has been in place for eight years within the Division of Life Sciences. The MPP promotes equity, diversity, and inclusion across multiple departments and has demonstrated success in enhancing UCLA's faculty diversity. The UCLA project PIs sought to conduct two high impact senior-level searches in 2020-21, one division-wide, and the other in Psychology.

The second project objective is to use the Psychology search to assess how the multi-departmental approach could be modified and adapted for a departmental search. The project is examining how departmental culture, committee composition, discipline-specific committee training, etc. influence the effectiveness of Mentor-Professor searches within these different contexts. Finally, the project is conducting a retrospective analysis of the Mentor-Professor search process to identify key elements for success in attracting a diverse pool of outstanding scholars. To achieve the second and third objectives, the UCLA project PIs hired a research team from UCLA Graduate School of Education and Information Studies and the University of Maryland School of Education. Metrics include quantitative and qualitative indicators of program success. Data collection includes interviews with current search committee members involved in Mentor Professor and non-Mentor Professor searches, former Mentor Professor search chairs, department and campus leadership, and faculty hired through the Mentor Professor mechanism.

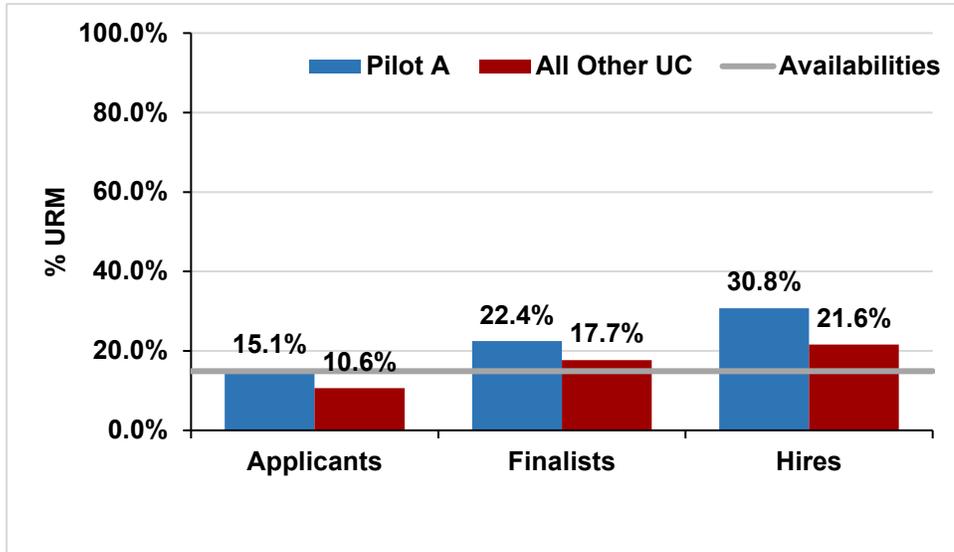
In FY2020-21, the division-wide search for applicants with a "demonstrated commitment to mentoring students from underrepresented and underserved communities" yielded approximately 850 applications. Every department in the Life Sciences had several candidates who made up a robust and impressive short list. After evaluation of the candidates by individual departments and the candidate interviews, three offers were extended through departments in the Life Sciences, and one offer was extended through the David Geffen School of Medicine. Two of these offers were accepted. The search in the Department of Psychology had fewer applications, which was not unexpected given that the advertisement was for a senior researcher. The strongest candidates, almost none of whom were actively seeking positions, were often identified by direct outreach and word of mouth. One offer was extended and accepted. Overall, UCLA's MPP hiring efforts yielded three new diverse hires.

Profile of UCLA Pilot A and Comparator A

UCLA's Pilot A had a total of 160 ladder rank faculty in fall 2020, compared to 1,065 for its All Other UC comparator, which includes all other comparable psychology departments at other UC campuses. UCLA Pilot A had a higher percentage of URM faculty than the comparator, with 13.1% and 8.6%, respectively, and a nearly identical percentage for women faculty, 38.1% versus 38% for the comparator. Even though Pilot A exceeds its UC comparator, it has a lower percentage of URM and women in the ladder rank faculty than the national availability pool of 14.9% URM and 60.1% women.

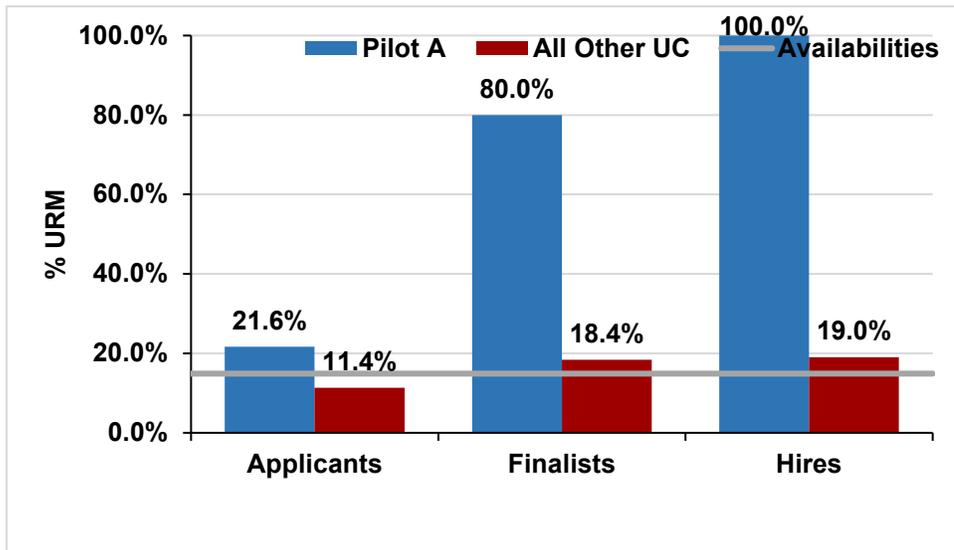
Chart 1 indicates that for the previous two academic years, UCLA's Pilot A has performed well in its recruitment of underrepresented minority ladder-rank faculty compared to All Other UC, with hiring exceeding the percentage of availabilities reported. The percentage of URM ladder-rank faculty hired at UCLA in AY2018-19 and 2019-20 was 30.8%, while the percentage of URM ladder-rank faculty hired at the All Other UC comparator was 21.6%. **Chart 2** shows that in 2020-21, Pilot A had a much higher percentage of URM candidates in the finalist pool: 80% compared to 22.4% in the prior two years, with 100% of hires being URM.

Chart 1: UCLA Pilot A and All Other UC
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,
Academic Years 2018-19 and 2019-20



Comparator had 7 waivers of recruitment who were URM candidates.

Chart 2: UCLA Pilot A and All Other UC
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,
Academic Year 2020-21

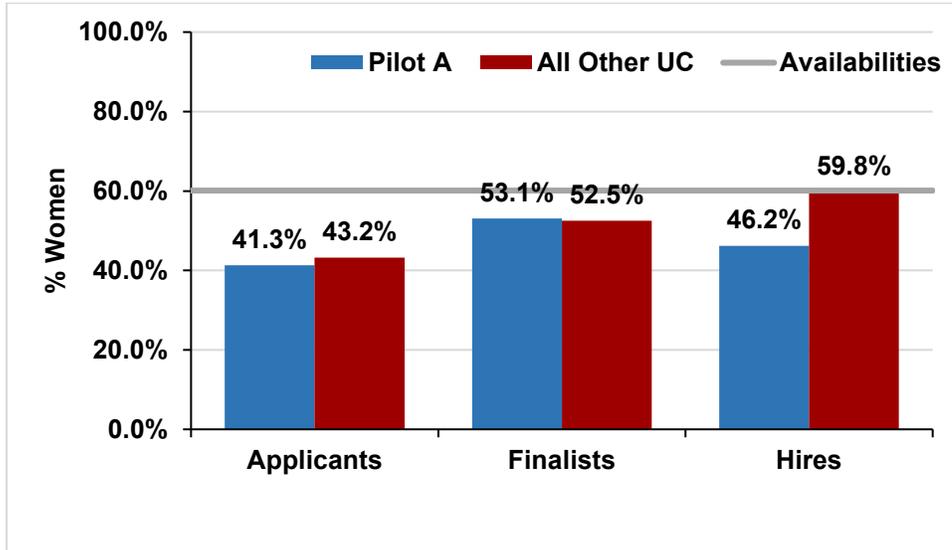


Comparator had 3 waivers of recruitment who were URM candidates.

Also reflected in **Chart 3** below is the result of Pilot A in recruiting and hiring of women ladder-rank faculty in the two years before the pilot. For that period, women made up 53.1% of finalists in Pilot A, slightly higher

than All Other UC which reported 52.5%. Pilot A also showed significant differences in the hiring outcomes during that time period, with 46.2% of all hires being women compared to 59.8% at All Other UCs.

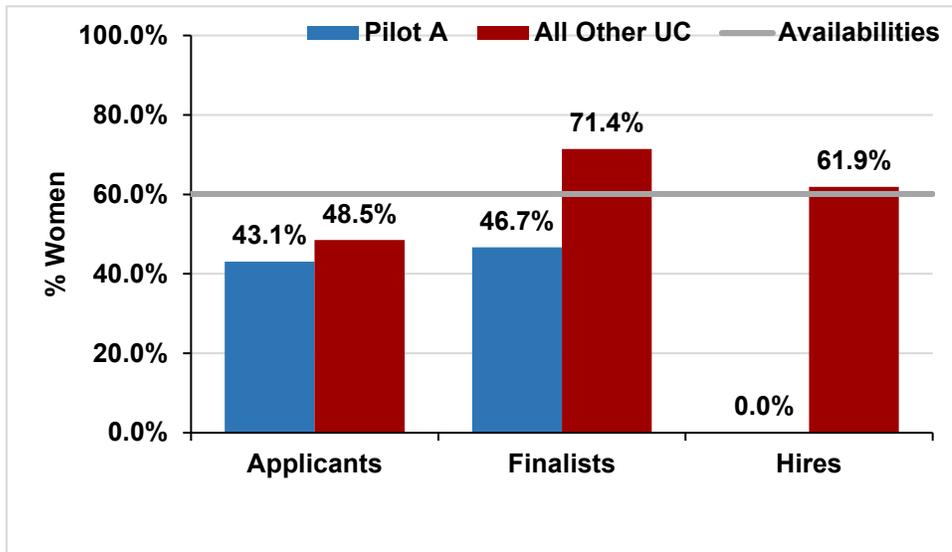
**Chart 3: UCLA Pilot A and All Other UC
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,
Academic Years 2018-19 and 2019-20**



Comparator had 12 waivers of recruitment who were women candidates.

The hiring of women in Pilot A showed a significant decrease in academic year 2020-21, from 46.2% in the two previous academic years to 0% in AY2020-21 (**Chart 4**). For the All Other UC comparator, 61.9% of hires made were women in 2020-21. The percentage of finalists also went down for Pilot A from 53.1% in the prior two years to 46.7% in 2020-21, while the finalist pool for the comparator group demonstrated large gains of women among the finalists: 71.4% in 2021-21 versus 52.5% in the previous two years.

**Chart 4: UCLA Pilot A and All Other UC
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,
Academic Year 2020-21**



Comparator had 5 waivers of recruitment who were women candidates.

2. UC Merced: DEI Excellence and Hiring a Diverse Faculty at UC Santa Cruz and UC Merced: DEI Faculty Working Group and “First Round” Diversity and Research Statement

UC Merced Faculty Equity Advisors collaborated with a DEI faculty group at UC Santa Cruz to develop and implement two new initiatives aimed at Advancing Faculty Diversity in Recruitment: 1) The cross-campus DEI Faculty Working Group sought to build capacity for diversity, equity, and inclusion training workshops at the respective campuses through the development of materials and web resources that include evidence-based effective practices; and, 2) with guidance from UC Santa Cruz, UC Merced followed the lead of a handful of other UC campuses to use Contributions to Diversity (C2DEI) Statements for “first round” screening in Hiring for the 2020-2021 recruitment year, which included five authorized searches.

On the first initiative, UC Merced Faculty Equity Advisors (FEAs) collaborated with faculty from UC Santa Cruz to develop a website that would showcase materials being developed by UC Santa Cruz that include a bibliography of materials on best practices in recruitment, hiring, and retention of diverse faculty. Teams from both campuses met several times over the year to discuss work in progress and to work through challenges associated with diversifying faculty. While the project did encounter the challenge of not being able to meet in person, this was a highly successful cross-campus collaboration, with involved faculty engaged, committed, and interested in working on what has been characterized as critical resources to improve faculty diversity.

The goal of the joint Working Group is to compile and disseminate best practices on inclusive faculty hiring and to enhance/develop home campus fair hiring training for search committees. The UC Merced team has made progress with its website which will include categories for the different groups

associated with the recruitment and hiring processes. Materials on the website will include videos on implicit bias; rubrics for assessment of research, teaching and service; best practices for search committees; information on writing diversity statements for potential job candidates; training materials for FEAs and other topics of interest, including an FAQ page that will address several myths associated with diversifying the faculty.

On the second initiative, with guidance from its UC Santa Cruz partners, the UC Merced team launched an opt-in pilot for faculty searches using C2DEI statements for first-round screening in its searches, but after consultation with Santa Cruz, decided to also allow Research Statements along with C2DEI statements in first-round screening in recognition of the challenges in achieving faculty buy-in for the exclusive use of the C2DEI statements in the first round. The project's key purposes are to:

- Emphasize, review, and evaluate candidates' statements on contributions to equity diversity and inclusion
- Center discussions on DEI in faculty recruitment
- Signify salience of rubrics in assessment of all materials
- Attract a more diverse pool of applicants

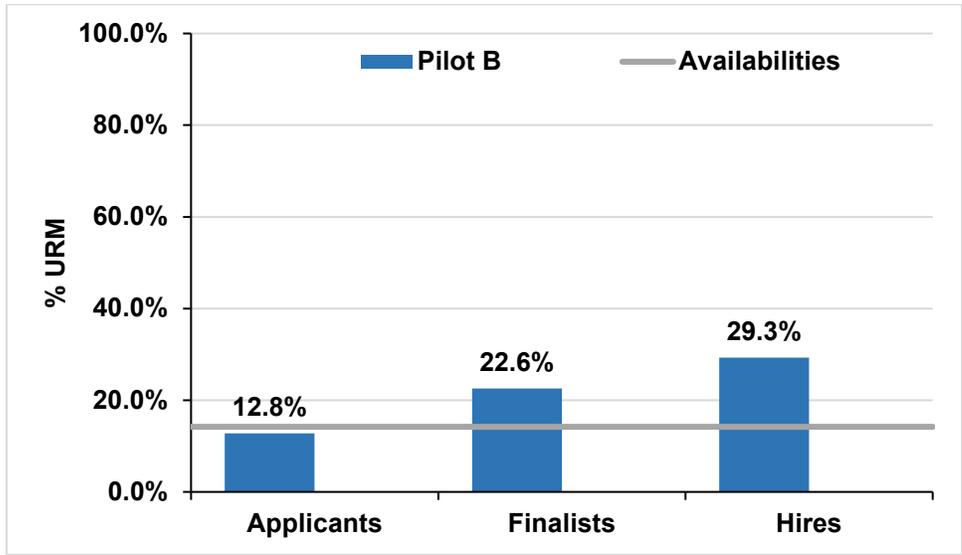
The initiatives associated with this collaboration are ongoing, and this successful collaboration has resulted in a second AFD grant between these two campuses which began in 2021-2022.

Profile of UC Merced Pilot B and Comparator

UC Merced's Pilot B had a total of 244 ladder rank faculty from the Schools of Natural Sciences and Social Sciences/Humanities in AY2020-21. Of that total, 20.5% are URM and 46.7% are women. The project comparator for the UC Merced Pilot B is all other hires from the prior two years in those campus units.

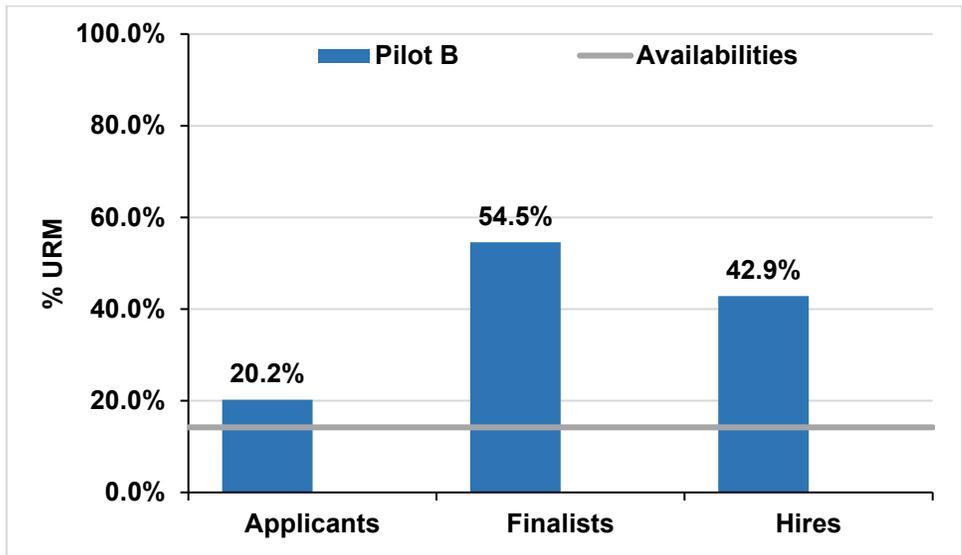
The percent of URM ladder-rank faculty hiring shows an increase from 29.3% in AY2018-19 and 2019-20 to 42.9% in AY2020-21 (**Chart 5 and Chart 6**). By comparison, the finalist pool was significantly higher in the most recent academic year, 54.5% compared to 22.6% in the previous two years. In the most recent year, the applicant pool exceeded the availability pool (14.2%).

Chart 5: UC Merced Pilot B
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Years 2018-19 and 2019-20



Pilot had 13 waivers of recruitment who were URM candidates.

Chart 6: UC Merced Pilot B
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2020-21

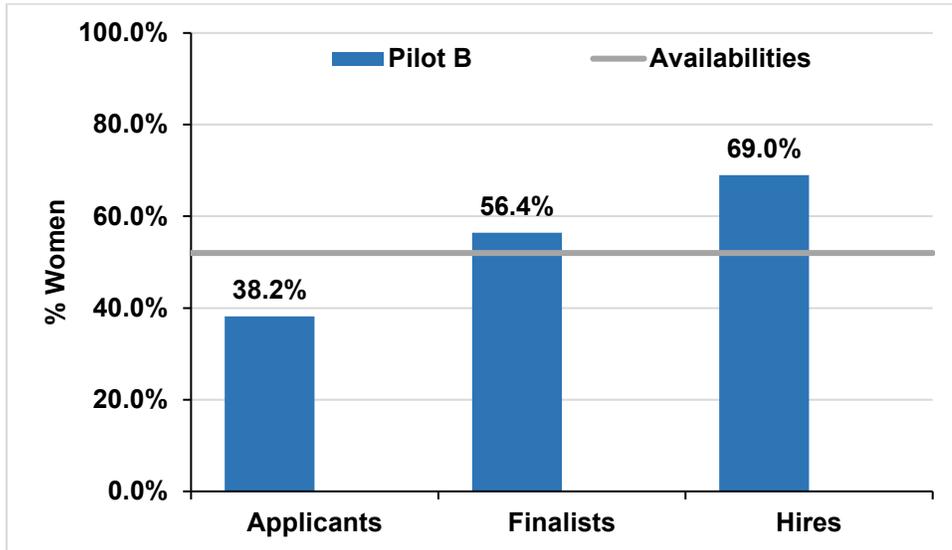


Pilot had 2 waivers of recruitment who were URM candidates.

Chart 7 and **Chart 8** indicate that over the last three academic years, the availability pool of women far exceeded the percentage of women applicants. However, in AY2018-19 and AY2019-20 as well as

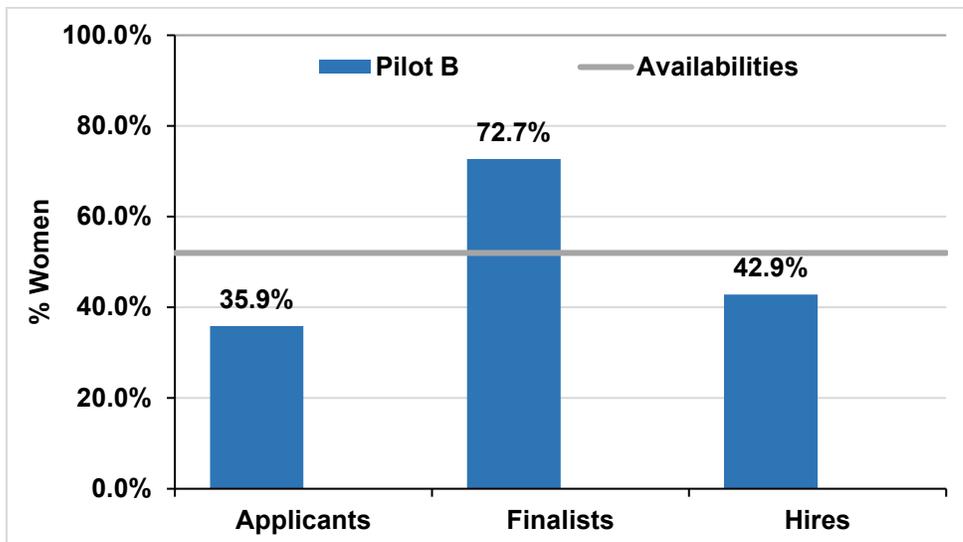
AY2020-21, the percentage of women finalists exceeded the availability pool. The percentage of women hired dropped by 26.1% between AY2018-19 and 2019-20 and AY2020-21 despite having a significantly higher percentage of women finalists (72.9%).

Chart 7: UC Merced Pilot B
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,
Academic Years 2018-19 and 2019-20



Pilot had 19 waivers of recruitment who were women candidates.

Chart 8: UC Merced Pilot B
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,
Academic Year 2020-21



Pilot had 2 waiver of recruitments who were women candidates.

3. UC Santa Cruz: Institutionalization of Inclusive Hiring Best Practices (joint with UC Merced)

This one-year UC Santa Cruz project proposed to convene a faculty workgroup to help institutionalize best practices for inclusive hiring and help with culture change on the Santa Cruz campus. This is a joint project with UC Merced, where a team of faculty equity advisors operated in parallel, working on complementary projects.

The UC Santa Cruz workgroup was charged with the following:

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

The first phase was a deep dive into the research literature to understand what the research findings are and how best to convert those into practice. The workgroup spent fall 2020 creating this annotated bibliography on their research about inclusive faculty hiring. The resulting draft will need further editing before it is ready for public release.

The UCSC workgroup shifted from the original project goals to look into the literature and best practices for diversity, equity, and inclusion (DEI) during the pandemic. The workgroup felt that the pandemic was having disparate impact on faculty from certain groups, particularly those in minoritized groups, so they felt it was important to create a narrative and recommendations on DEI during the pandemic. That work reduced the time available for other parts of the project, and the goal of developing rubrics for assessing other parts of applications was put on hold. The resulting report outlines diversity and equity impacts of the pandemic on faculty, and includes recommendations for mitigating those impacts. The shift in priority for the project was timely and helps advance the overall goals of the AFD program. UC Merced PIs are working on a website where the work will be available to those involved in the faculty hiring process. The current work is on the dissemination of those findings and a revision of the Santa Cruz campus fair hiring training for faculty search committees.

Because of the pandemic, all meetings with Merced have had to be via zoom, rather than having at least one in-person meeting as originally planned. This work and collaboration with the faculty equity advisors at UC Merced has been successful and will be continued beyond this AFD-funded project.

4. UC San Diego: Advancing Diverse Faculty, Curricula and Research in STEM through a Cluster Hire at UC San Diego

As funded, the UC San Diego project originally engaged in a campus wide process to hire ten ladder rank faculty, in STEM and Health Sciences, who would contribute to researching and teaching the African American and Black Diaspora in the United States; with the Chancellor's support, that number is now 13 (with the additional of recruitments in Medicine, Engineering and Data Science).

The UCSD Cluster Hire Initiative leverages institutional strengths, student needs and opportunities to diversify faculty, research, and curriculum at the intersection of the social sciences and STEM. The work of the faculty hires focuses on racial/ethnic disparities in health, medicine, and the environment with a significant focus on the Black Diaspora and the African American community. The planned recruitments will increase the number of faculty prepared to mentor and support diverse students; advance research benefiting communities of color; and diversify curriculum.

The initiative hires will be located in the Physical Sciences, Biological Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences, the Scripps Institution of Oceanography, School of Engineering, School of Medicine, Data Science, and the new Wertheim School of Public Health and Human Longevity Science; most, if not all of the hires will share affiliation with the African American Studies Minor and newly developed major.

In year one, six departments engaged in or moved forward with faculty searches, with a total of four ladder rank faculty members offered a position in FY2020-21. The remainder of the searches are taking place in 2021-22. The four offers made were in Biological Sciences, Jacobs School of Engineering, Scripps Institution of Oceanography (SIO), and Physical Sciences; two offers had been accepted by the end of the year (Biological Sciences and Engineering).

Key project accomplishments in 2020-21 include:

- AFD committee members comprised of project PIs, faculty and staff, meet regularly to discuss strategies for outreach and education, as well as their own efforts for active recruitment (see below).
- The AFD Committee helped initiate formal searches in six schools/departments, including SIO, Biology, Engineering, Pharmacy, Public Health, Physical Sciences, and Data Science.
- Campus wide education on the initiative included meeting with all Deans from the participating schools and departments to educate them on the initiative and the partnership with the African American major and minor, EDI Advocates & Influencers Winter 2021 Forum webinar, campus news articles, as well as anti-bias training for Search committees in STEM including the Health Sciences.
- AFD committee membership and participation on each search committee, 6 this year, as part of this initiative.
- The Associate Vice Chancellor for Diversity, Equity and Inclusion met with all visiting candidates and EDI plays a key role on the committee helping to navigate departments.
- Memorandum of Understanding for each faculty member between their home Department and the African American Studies Major and Minor.
- Educating candidates on the connection to the African American Studies major and minor and learning about their enthusiasm to engage in cross disciplinary teaching, research, and engagement.
- Stronger communication efforts have emerged between the executive campus leadership and the AFD committee, particularly to explore solutions for working with and educating difficult department climates.

All of the job candidates were highly competitive scholars with competing offers from prestigious top tier universities. All candidates were enthusiastic about the AFD initiative and often held off on making their decision until they interviewed with UCSD. Project PIs report that there is a level of excitement across the campus STEM community about recruitment efforts and partnership with African American Studies.

Even with the accomplishments listed above, PIs reported some challenges in the first year of the project. For instance, the AFD committee spent a great deal of time sharing profiles of highly qualified URM faculty UCSD might recruit in their areas of study and experienced resistance in select departments when candidates did not hold a Tier-One degree. The COVID-19 pandemic also created significant challenges with the inability to hold in-person interviews. Additionally, existing structures and bureaucratic processes that run counter to the Cluster Hire Initiative made for slower search processes.

At the end of the first year, the UCSD project had reported acceptance of two offers, but the official hires not reported as completed in UC Recruit for purposes of data comparison. Complete hiring data should be available at the end of AY2021-22 for comparison purposes.

V. Year-end reports: Improved Climate and Retention

Following are summary year-end reports for the first year (FY 2020-21) of each of the five 2020-21 Improved Climate and Retention projects.

1. UC Davis: Professors Leveraging a Community of Engagement with CAMPSSAH (P.L.A.C.E.)

The UC Davis project P.L.A.C.E. with CAMPSSAH (Center for the Advancement of Multicultural Perspectives on Social Science, Arts, and Humanities) is an interdisciplinary hub for research and service activities for faculty of color, underrepresented minorities, and faculty whose work forms the foundation of inclusive excellence on campus. To foster holistic development and retention of these faculty, this endeavor invests resources in three areas: community, leadership, and recognition. To address these issues of retention, project PIs envision P.L.A.C.E. as a space for interdisciplinary collaborations, writing groups, and mentorship.

The vision for the project is ambitious: leaders designed a survey to document the experiences and perceptions of URM faculty at UC Davis in regards to resource accessibility, recognition of their scholarly and service contributions, leadership development and support to build community with other faculty. The Scholar of the Quarter award aspect of the project recognizes faculty at the assistant or associate ranks whose scholarship epitomizes engaged excellence defined as scholarly or creative achievements with a commitment to social change. This past year, the project awarded two Scholar of the Quarter Awards in winter 2021 and spring 2021.

To help mitigate the stall at the associate rank, the project also made available to newly tenured faculty a Post-Tenure Start-Up Award to assist them in developing a new project or refocusing their energies in ways more attuned with their desired career path within the university. Two awards were made in the UCOP Academic Personnel and Programs

first year and both awardees plan to use the funds to enroll in the National Center for Faculty Development & Diversity (NCFDD) Post-Tenure Pathfinder's Program.

The third component of the project is a Yearly Writing Community. The project's PI notes that there is evidence and research that women faculty and faculty of color are more likely to remain in the associate rank longer due to factors such as childcare/family care responsibilities and service work overload, in addition to the ongoing gender and racial biases. The writing community initiative serves as a space for community building and peer mentorship as well as for individualized technical support in crafting a book project. This year four faculty worked together for winter and spring quarters to move their projects toward completion.

Another writing community-oriented part of the program is the Summer Writing Symposium. The symposium, which took place in mid-September 2021, included faculty working to complete an introduction, a book proposal, or chapter and who would benefit from uninterrupted writing time, and structured feedback. Six faculty were selected to participate in the retreat, which was originally scheduled to take place in Lake Tahoe but was moved to Sacramento due to the ongoing pandemic and area wildfires.

A final effort of this project is the Manuscript Writing Workshop. The project allocated funds for a faculty member to convene chosen experts in their field for a one- or two-day workshop, to help prepare a manuscript for submission to a publisher. This year the project had funds for four awards for the Manuscript Writing Workshop and made one award.

Each of the initiatives implemented by the project in the 2020-2021 were successful, with the mark of success being the direct impact on the faculty members' engagement with each other, their writing, and the community. That said, project PIs noted that the most successful were the Writing Communities initiatives that hit on multiple levels of engagement – both individually and collectively. As one scholar participant wrote in her reflection on the experience: *“Reading and listening to the work of diverse writers and scholars was the key to the evolution of my book. I was emboldened and inspired by the scholarship, creativity and bravery of the group. When I pointed out the performative elements of their work, they pushed back lifting up the scholarly elements of my work. I emerged with an outline for the book that is unlike any voice (for the actor) I'd ever read.”* The proposed book, noted the participant, responds to discoveries made in facilitated group sessions.

Project PIs noted that:

“For many scholars working in the humanistic social sciences and the arts, the significance of our research and writing is less “a measure of disciplinary or theoretical contributions but as a reflection of our broader values and goals as publicly engaged scholars.” It is here where the core of diversity sits for these scholars. The Writing Community created a space for the participants to access that part of their life's work to make more meaningful (and possible) the movement from Associate to Full Professor. We anticipate that these individual impacts will have a ripple effect in terms of changing Associate Professor's perceptions of their work-life at UC Davis and giving them energy to

continue to pour into the undergraduate students, graduate students, junior faculty and the community at-large.”

2. UC Irvine: Thriving at UCI: Interventions to Support Leadership, Scholarship and Service Equity for Underrepresented Faculty

This project addresses challenges identified by UCI URM faculty through three interventions to support leadership, scholarship and service equity. In order to support leadership, during Year 1 project PIs established a Diversity Leadership Council consisting of five senior Inclusive Excellence Professors, who help with grant activities and serve as mentors/coaches to underrepresented faculty on campus.

The project also offered a first cohort of the Elevate Women Program modeled after the UC Women’s Initiative. UCI convened 5 workshop sessions in 2 cohorts (assistant and associate faculty) and recruited 25 participants, or nearly two thirds of all UCI URM women assistant/associate professors, who evaluated the program as valuable and provided very supportive qualitative feedback, with the great majority requesting follow-up sessions in 2021-22. The program impact was also noted quantitatively with scores for self-assessed confidence in building strategic networks and having a supportive peer group increasing between the pre- and post-survey.

To support scholarship, UCI created an annual writing cohort that advanced the previously existing U See I Write Initiative at UCI, and provided training and dedicated space for regular research writing time, forged across group connections and allyship. While the grant anticipated 12 participants in person, the online format and outstanding interest allowed project PIs to convene 39 participants. All who answered the post-program survey said they would recommend the program to their colleagues. PIs also organized a Summer Writing Retreat (three days of 3.5 hours), which was attended by 18 participants and was evaluated as worthwhile (2.9 out of 3).

To support service equity, the project made strides toward creating an inventory of visible and invisible workload activities to improve transparency, accountability and credit for service contributions. They convened three focus groups with URM women faculty on the topic and started recruitment of four departments to participate in interventions in 2021-22.

3. UC San Diego: A Holistic Strategy for Academic Success and Retention at UC San Diego

Building on the UCSD Center for Faculty Diversity and Inclusion’s infrastructure of faculty affinity networks, this project proposed nine interventions to improve the retention and success of underrepresented faculty at UC San Diego. To date the project has successfully implemented monthly learning chats on a range of topics, quarterly webinars, a faculty leader mentor program, and the faculty COVID relief grant providing more than \$100,000 in support. Project PIs also engaged academic appointees in a number of roundtable discussions around the 2020 Academics@UCSD Survey results

through a collaborative process of sense-making and institutional transformation. Additional interventions, including the Coalition for Aspiring Male Allies, a peer group coaching program, and a systemwide meeting to share best practices around climate assessment and faculty engagement in institutional improvement are planned for year 2 of the project.

Although the pandemic impacted original plans, causing delays and unanticipated shifts in implementation, project PIs were largely able to adapt and maintain steady progress and momentum. In an effort to be responsive, they modified their original interventions to facilitate remote participation and to ensure that offerings addressed the most pressing concerns of faculty, especially with regard to the pandemic and social justice. Through these collective efforts, project PIs strive to provide additional opportunities for connection and mentorship; demystify academic policies and dismantle myths around faculty success; and cultivate critical agency and leadership.

4. UC San Francisco: Leadership Equity Advances Diversity (LEAD): Increasing Women and Underrepresented Minority Faculty in Leadership Positions

LEAD focuses on increasing the representation of women and underrepresented minority (URM) faculty¹ in departmental leadership positions. Primary Aims for Year 1 include:

- Develop, pilot, and evaluate a leadership toolkit for systematic policies and procedures for internal departmental leadership selection based on existing protocols for external faculty searches across 28 departments within the UCSF School of Medicine (SOM).
- Develop a novel Data Leadership Tool to facilitate strategic use of information on diversity in leadership for easy aggregation/analysis of annualized data over time.

Baseline data (from 2019) indicated that just 50% of SOM departments had formal job descriptions for leadership positions and depending on position, between 50% and 83% of paid leadership positions in the School of Medicine were appointed by the Chair. Annual Chair Accountability data indicated that women held just over a third of leadership positions in the School (e.g. Division Chief, Vice Chair, Residency and Fellowship Program Director positions [with women comprising 48.4% of SOM faculty]. URM held about 9% of overall leadership positions [with URM comprising 10.8% of SOM Faculty]).

The LEAD team developed comprehensive resources to facilitate and track use of promising practices for internal departmental leadership positions in the UCSF SOM. These included educational resources on unconscious bias, procedural documents guiding faculty through practical steps in committee responsibilities and selection for departmental leadership positions, a central repository of job

¹ UCSF Definition of URM: Someone whose racial or ethnic makeup is from one of the following: African American / Black; Asian: Filipino, Hmong, or Vietnamese; Hispanic / Latinx; Native American / Alaskan Native; Native Hawaiian / Other Pacific Islander; or Two or more races when one or more are from the preceding racial and ethnic categories in this list.

descriptions across departments, and modifications of an existing UC survey to assess search committees' use of recommended practices in searches.

The team organized and facilitated sessions introducing the intervention to key stakeholders, including Department Chairs in the SOM, Faculty Equity Advisors, and Department Diversity Leaders. Stakeholders were enthusiastic about the proposed interventions, with 86% of Chairs agreeing that the project will facilitate increasing the number of women and URM in leadership positions.

5. UC Santa Barbara: Data Leadership and Intervention Strategies for More Equitable Faculty Service Workloads

The UC Santa Barbara project has made significant progress on all three project components outlined in its original proposal. First, a faculty climate survey, the first in more than five years and with a focus on faculty service and mentoring workloads, was fielded in Spring 2021. Analysis of the survey data and report writing are currently in progress. Second, a faculty workload intervention program, modeled off of the O'Meara et al. (2019) NSF Advance-funded program, was adapted for the UC context and launched in 4 pilot departments across campus (Chemistry, Communications, Linguistics, and Mechanical Engineering). A booklet and toolkit were developed to walk departments through the program outcomes, and a kick-off workshop led by Dr. KerryAnn O'Meara of the University of Maryland was held in April 2021. The departments are currently working on developing dashboard templates for tracking faculty work activities, especially in the areas of service and mentoring; expectations for workloads in these and other areas by rank; credit schemes for awarding credit to service and mentoring work of different time intensities; and service assignment schemes. This work, including activities such as focus groups and a post-survey, will continue into the second year.

Third and finally, the project has launched an exploration of the operation of Active Service-Modified Duties (ASMD; the UC policy to allow modified duties while maintaining active duty for new parents) across campus. Staff in different divisions and colleges have been interviewed about processes and procedures in their units. Data on duty modifications (modification requests) have been obtained from Academic Personnel and campus units, where available, for between 2-10 years back in time. In the second year, duty modifications will be coded, the resulting data analyzed, including for equity issues, and a report will be written. The findings from all three project components will be used to launch divisional and campus-wide conversations about the key issues revealed.

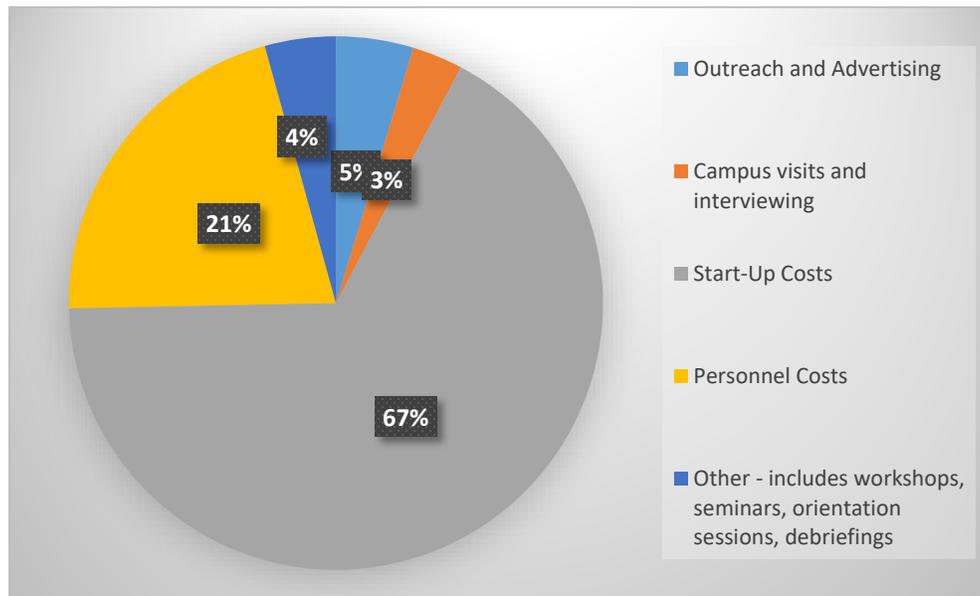
VI. AFD Project Budgets and Expenditures for AY2020-21

In FY2020-21, a total of \$1,577,000 (rounded) was awarded to four Advancing Faculty Diversity Recruitment projects and \$1,099,000 to five Improved Climate and Retention projects. Each of these are two-year projects, with the goal of completing all projects no later than the end of FY2021-22. However, given the ongoing challenges associated with the COVID-19 pandemic, a number of the projects have not had the expenditures originally anticipated for their projects. This phenomenon is not unusual – in fact, for the 2019-20 funded projects, a number of them have also been heavily impacted by COVID-19 and have had to extend their projects for an additional year. Below is an outline of dollars allocated by

expenditure category, for projects funded in 2020-21, as well as reported expenditures at year's-end by individual project.

As indicated below, for Recruitment awards, the bulk of funding is allocated to start-up costs, which is typical when recruiting new faculty. Total dollars allocated by expenditure category for Recruitment awards are presented in **Chart 9** below. For Recruitment awards overall, expenditures for start-up costs make up the bulk of total funding, or 67% in 2020-21. Start-up funds are typically a significant part of total costs associated with faculty recruitment. These funds assist incoming faculty members establish their research labs, hire graduate students, and pay for professional development; in these cases, the funding goes directly to support the work of our diverse new faculty. For AFD projects, these funds have been a key tool utilized to improve faculty diversity, as funding incentives to attract highly qualified diverse applicants.

Chart 9: AFD Recruitment Awards, 2020-21
Percent (%) of Total Dollars Awarded



As seen in **Table 1 below**, by the end of the 2020-21 fiscal year, over eighty percent of AFD Recruitment funds were unspent; this demonstrates the struggles associated with faculty hiring during a worldwide pandemic. While funded proposals did anticipate that the pandemic would affect their efforts, without knowing precisely how long the continued shelter-in-place orders would last, funded projects had to shift their recruitment efforts to a fully online platform for the bulk of the year. However, some of the funding has been committed to incoming faculty with start dates in the next academic year. The COVID-19 pandemic has continued to affect the ability of campus recruitment projects to move forward with regularly planned activities, such as in-person interviews and finalizing offers. The pandemic also continues to affect in-person activities created to serve as community builders for newly recruited

faculty, in addition to professional development programming for new faculty. Much of this activity has successfully shifted to being fully online which means fewer expenses for funded projects.

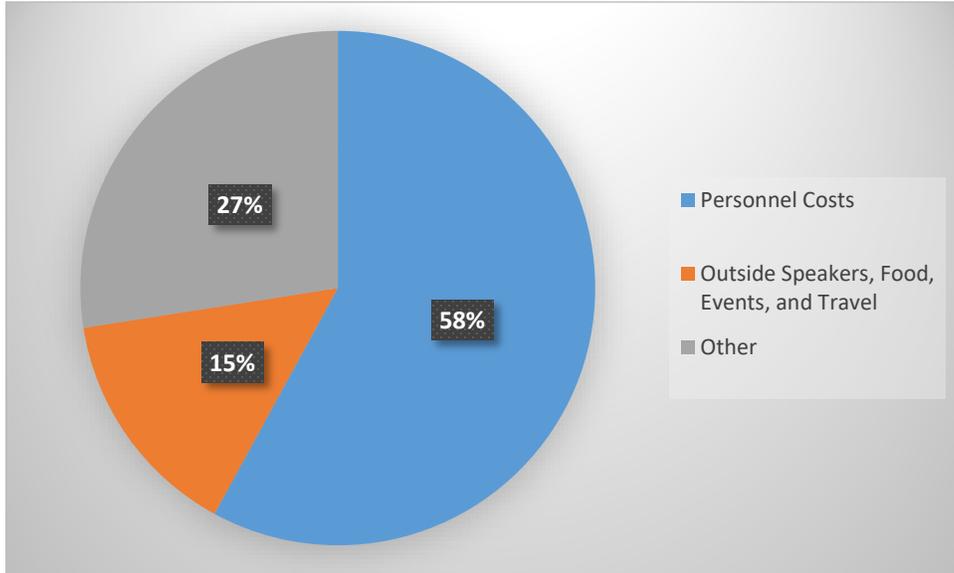
Table 1: AFD Recruitment Pilots, Budget Allocation and Expenditures, FY20-21

	Recruitment Activity Funds (\$)	Expended (through 6/30/21) (\$)	Funds Remaining (\$)	Percent of Line Item Funds Spent (%)
Outreach and Advertising	74,000	10,459	63,541	14.1%
Campus visits and interviewing	48,300	6,565	41,735	13.6%
Start-Up Costs	1,055,000	150,000	905,000	14.2%
Personnel Costs	331,340	152,391	178,949	46%
Other - includes workshops, seminars, orientation sessions, debriefings	67,787	-	67,787	0%
TOTAL	\$1,576,427	\$319,415	\$1,257,013	

Of the total funds allocated to the four AFD Recruitment pilots, only 14.2% of start-up funds had been spent compared to 39.2% of start-up funds expended at the same time last year for 2019-20 funded projects. While reduced expenditures of start-up funds are expected given that these funds cannot be spent until the faculty members are on campus and conducting their research, the significant reduction in expenditures for this line is unprecedented, a sign of challenges experienced by projects in their recruitment of new faculty during the global pandemic.

Similar to the Recruitment projects, Improved Climate and Retention projects have also experienced a significant delay in their activities during the pandemic. **Chart 10** below displays the categories of expenditures for all Improved Climate and Retention awards outlined in original project proposals.

**Chart 10: AFD Improved Climate and Retention Awards, 2020-21
Percent (%) of Total Dollars Awarded**



For the Improved Climate and Retention projects, 58% of total funds were originally designated for personnel costs. Details vary by campus project, but for most funded projects personnel costs account for the highest line item in the budget. These personnel costs point to the significant investment needed to improve climate and retention, including funds to buyout faculty time and staff personnel time in order to focus efforts on the specific interventions necessary at the campus and local level.

Funding details are noted below by expenditure category in **Table 2**. Of total funds awarded in FY2020-21, less than one fifth, just over 18% of funds, have been spent.

**Table 2: AFD Improved Climate and Retention Projects,
Budget Allocation and Expenditures, FY20-21**

	Improved C&R Activity Funds (\$)	Expended (through 6/30/20)(\$)	Funds Remaining (\$)	Percent of Line Item Funds Spent (%)
Personnel Costs	636,971	177,676	459,295	27.9%
Outside Speakers, Food, Events, and Travel	160,178	6,650	153,528	4.2%
Other	302,002	17,376	284,626	5.8%
TOTAL	\$1,099,151	\$201,702	\$897,449	

In 2020-21, the inability to hold events in person has once again affected project expenditures, and could account for some project budgets showing significant savings. Several projects have requested and had modifications to their budgets approved in keeping with AFD goals. For some projects this allowed for additional funds to go to personnel costs associated with administering the awards. In one case, funds were shifted to support small COVID relief grants for faculty. Staffing for projects was a significant issue for several awards, some not having anticipated the amount of work it takes to run the project; for others, staffing shortages in administrative units had significant impact on project work, particularly with administrative functions like budget tracking and reporting.

VII. Looking Ahead: Working in the context of an ongoing pandemic

Given the continued shelter-in-place orders associated with COVID-19 at the state and regional levels, the 2020-21 academic year continued to present challenges to the work of Advancing Faculty Diversity projects. The AFD bi-annual convenings continued to be hosted entirely online as they were when the pandemic initially hit and the programming took place entirely online over two days in April 2020.

Challenges of the continued COVID-19 pandemic as well as social justice concerns remain at top of mind for the 2020-21 funded Advancing Faculty Diversity projects, in what one project deemed a “double pandemic” affect. Most projects reported significant COVID impacts to their projects, with only two exceptions: UCSF and UC Santa Cruz, both of which report that their work was able to progress as planned despite the pandemic. For the majority of projects, however, shifts in work plans and interventions (even during the application process) happened due to COVID-19 and the murder of George Floyd and social justice issues reported at the end of May and early June 2020. For one project, the work shifted to happen earlier rather than later; for another, interventions shifted a bit to address the immediate concerns associated with COVID. Some examples of activities that took place specifically in response to the pandemic include the following:

- COVID relief grants, anticipating shifts to remote learning and the potential impact on faculty;
- shifting activities to best serve faculty in a virtual environment; and,
- deprioritizing interventions and activities that relied on faculty service or leadership so as not to add additional burden on faculty time

Another observation is that it takes longer to get activities off the ground during the pandemic. COVID burnout and Zoom fatigue have been reported by projects which caused some of the work to be pushed out further. Time constraints were also reported as a reason for pushing some work out as increased workload during the pandemic was reportedly quite significant; some of the delays were associated with faculty’s most immediate concerns such as child and perhaps other dependent care issues. Also, demands on PI time was heavily impacted over the last year as they are often already involved in supporting underrepresented students of color that have been disproportionately impacted by the pandemic; the additional service load beyond their established commitments has to some degree affected project progress.

The inability to host events and activities in person affected projects’ continued ability to move forward with planned project activities. That said, projects adjusted to the virtual environment successfully.

Requests to extend project activities by one year were considered over the last year, not just for newly UCOP Academic Personnel and Programs

funded projects but also for a few 2019-20 funded projects that relied on in-person activities. Most funded projects have been forced to alter the intervention plans and activities outlined in their original proposals in some way, and UCOP continues to acknowledge the need to do so given the continuing pandemic. Although project plans and timelines have needed adjustments, the UCOP staff continue to ensure that the project budget changes are aligned with the spirit of their original proposals and the AFD program overall.

Advancing Faculty Diversity is now in its sixth year, and UCOP is planning a full review of the program. In spring of 2021, UCOP contracted with Harvard University scholar Dr. Amal Kumar to assist in preparing for the review. The assessment and subsequent report provides a sense of what is needed to complete a retrospective evaluation of the AFD program. The assessment provides some recommendations for structuring an evaluation. A key point Dr. Kumar makes is that the fundamental principle upon which he believes any AFD evaluation should be based, which will be a study of the recruitment of, working climate for, and retention outcomes of faculty of color and other minoritized faculty, must adhere to the principle of “nothing about us without us,” meaning that any evaluation of the Advancing Faculty Diversity program “must center the voices of the faculty affected by, and the campus-level staff administering, the funded pilot projects.” UCOP’s next steps will be to contract with someone who will conduct the evaluation sometime in the coming months.

Appendix A: Abstracts of AFD grants awarded in FY2020-21

Recruitment

UC Merced: DEI Excellence and Hiring a Diverse Faculty at UC Santa Cruz and UC Merced: DEI Faculty Working Group and “First Round” Diversity and Research Statement, \$489,000

UC Merced is collaborating with UC Santa Cruz to develop and implement two new initiatives aimed at Advancing Faculty Diversity in Recruitment: 1) A new DEI Faculty Working Group, and 2) The Use of Contributions to Diversity (C2DEI) and Research Statements for “first round” screening in hiring. The goal of the multi-campus DEI Faculty Working Group is to build capacity for diversity, equity, and inclusion workshops at our respective campuses. The DEI Working Group will increase faculty knowledge and implementation of best practices in DEI processes related to recruitment and hiring. In partnership with UC Santa Cruz, UC Merced will launch an “opt-in” pilot for faculty searches using C2DEI and research statements for first round screening. The collaboration on these two initiatives will improve diversity, equity, and inclusion in faculty recruitment and hiring, and will also foster collaboration and networking opportunities between faculty invested and committed to DEI at UC Merced and UC Santa Cruz.

UC Santa Cruz: Institutionalization of Inclusive Hiring Best Practices, \$135,000

UC Santa Cruz is building on its Year 4 (2019-20) project in close collaboration with UC Merced. The project will establish 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. As part of this joint project, UC Santa Cruz will also provide guidance to UC Merced in launching an “opt-in” pilot for faculty searches using C2DEI and research statements for first round screening.

UC San Diego: Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego \$493,000

Leveraging its institutional strengths, student needs, and opportunities to diversify faculty, research and curriculum at the intersection of the social sciences and STEM, UC San Diego proposed a multidisciplinary cluster hire of up to ten faculty whose research is focused on racial/ethnic disparities in health, medicine, and the environment. The new faculty will be located in the Physical Sciences, Biological Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences, the Scripps Institution of Oceanography, and the new Wertheim School of Public Health, and will contribute a significant focus on African American communities and the Black Diaspora. The cluster will serve three purposes: 1) to increase faculty diversity; 2) to advance research on and for communities of color; and 3) to diversify curriculum in STEM affiliated with the DEI course requirement and African American Studies Minor. At the height of the COVID-19 pandemic where we are witnessing social disparities translate into disparate health outcomes, this innovative proposal is both timely and globally relevant.

UCLA: UCLA – Mentor-Professor Program, \$460,000

The UCLA Division of Life Sciences has experimented with a Mentor-Professor Program (MPP) for eight years to promote equity, diversity, and inclusion across its multiple departments covering biological and psychological disciplines. The MPP has been effective in its goal to recruit outstanding scientists with a history of mentoring under-represented groups (URGs) in the sciences and successful in enhancing UCLA’s faculty diversity. However, project PIs identified an important, unmet need to recruit senior scientists who have experience mentoring graduate students, post-docs, and early career scientists from URGs. The Division will conduct two high impact senior-level searches in 2020-21—one division-wide and one departmental within psychology. In addition to assessing carefully the parallel search processes, the project proposes to analyze retrospectively the eight years of MPP experience to draw out lessons and design strategies. UCLA will produce a final report that consolidates all recommendations for UC campuses that seek to utilize mentor-professor recruitments.

Improved Climate and Retention

UC Davis: Professors Leveraging a Community of Engagement with CAMPSSAH, \$225,000

Professors Leveraging a Community of Engagement (PLACE) with The Center for the Advancement of Multicultural Perspectives on Social Sciences (CAMPSSAH) positions the center as an interdisciplinary hub for research and service activities for faculty of color, URM and other faculty whose work forms the foundation of inclusive excellence at UC Davis. To foster holistic development, sustained growth, and retention of these faculty, “PLACE with CAMPSSAH” seeks resources to work in three areas: community, leadership, and recognizing contributions. PLACE, at its core, will consist of writing communities led by the PI/CAMPSSAH Faculty Director. These writing communities for suggested CAMPSSAH Scholars and Faculty Affiliates will meet for two quarters during the academic year and for a week-long off-campus writing retreat. They are opportunities to engage across disciplinary boundaries and ranks to create a “third space” of engagement among the participants. The grant will also enhance resources for URM and faculty of color at various junctures in their career trajectory with manuscript workshops, post-tenure start-up funds, and supplemental conference travel grants for childcare expenses.

UC Irvine: Thriving and UCI: Interventions to Support Leadership, Scholarship and Service Equity for Underrepresented Faculty, \$224,000

How do we retain our underrepresented faculty and help them thrive? Informed by positive organizations scholarship and evidence-based research on faculty retention, the PIs designed three interventions. First, *Supporting Leadership* establishes a Diversity Leadership Council with senior Diversity Professors serving as mentors/coaches to underrepresented faculty on campus and offers a faculty development program modeled after the UC Women’s Initiative. Second, *Supporting Scholarship* creates a writing community based on the U See I Write initiative that provides training and dedicated space for regular research writing time and forges across group connections and allyship. Third, *Supporting Service Equity* takes inventory of visible and invisible service activities to develop and implement a service matrix aimed to improve transparency, accountability and credit for service contributions. All proposed interventions include data collection and efficacy evaluation and they scale to other UC campuses.

UC San Diego: A Holistic Strategy for Academic Success and Retention at UC San Diego, \$200,000

Building on the Center for Faculty Diversity and Inclusion’s existing infrastructure of faculty affinity networks, this project proposes to improve the retention of underrepresented faculty through a Holistic Strategy for Academic Success and Retention at UC San Diego. Through monthly coffee conversations, quarterly webinars, a topic-based mentoring pool, coaching for mentors, and a coalition for aspiring male allies, the project seeks to: 1) Create additional opportunities for connection, mentorship, and sponsorship; 2) Demystify academic policies and dismantle myths around faculty success; and 3) Cultivate self-efficacy, critical agency, and leadership. These activities would complement ongoing institutional change efforts to improve department culture and academic leadership. Engaging faculty in the process of institutional transformation, the project also proposes a unique approach to interpreting the 2020 Academics@UCSD survey results with faculty as partners in sensemaking and strategic action planning. By 2023, project PIs hope to be able to demonstrate improvements in faculty wellbeing, success and engagement.

UCSF: Leadership Equity Advances Diversity (LEAD): Increasing Women and Underrepresented Minority Faculty in Leadership Positions, \$225,000

This pilot and data leadership project – Leadership Equity Advances Diversity (LEAD) – focuses on increasing the representation of women and underrepresented minority (URM) faculty in departmental leadership positions, many of which are internal appointments. This project allows for the development, piloting, and evaluation of a leadership toolkit intervention focused on implementing systemic processes and tracking and accountability measures across 28 departments within the UCSF School of Medicine (SOM). Outcomes will be assessed both through tracking implementation of best practices for searches as well as change in representation of women and URM in leadership. The intervention will build upon UCSF’s best practices for external faculty searches, the SOM Differences Matter initiative, and a recently implemented leadership accountability survey. After project materials are developed at UCSF in Year 1, the LEAD project team will work closely with UC Health to disseminate toolkit materials throughout UC health professional schools.

UC Santa Barbara: Data Leadership and Intervention Strategies for More Equitable Faculty Service Workloads, \$225,000

Service is a significant climate, recruitment, and retention issue for women and underrepresented minority faculty members at UCSB. Faculty service workloads include department and campus committee and leadership service, as well as mentoring responsibilities. This project proposes to collect and analyze comprehensive data on service workloads and climate more generally, as well as on modified workloads under family accommodation policies, to rectify the dearth of available information. This information will be disseminated and used to inform both policy and a faculty workload intervention program modeled on that of O’Meara et al. (2018, 2019; 2015 NSF ADVANCE). The resulting data collection instruments, templates, and processes have scale-up potential across the campus and UC system.