

# **Advancing Faculty Diversity First Year Report of 2021-22 Awards**

**Academic Personnel and Programs  
UC Office of the President**

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## **Advancing Faculty Diversity**

### **First Year Report of 2021-22 Awards**

#### **I. Introduction**

Since the 2016-17 academic year and through 2021-22, the University of California has received a total of \$11.5 million in one-time State funds in support of equal employment opportunities for faculty. With this infusion of funds, the University established what is now known as the Advancing Faculty Diversity (AFD) program to support development of innovative campus projects designed to increase faculty diversity in selected pilot units. During that same time, UC has 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 the AFD program's 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 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.

Over the last six years the University has awarded funds to fifty-five Recruitment and Improved Climate and Retention projects, with all ten campuses receiving at least one award through a competitive awards process. In 2021-22, the Advancing Faculty Diversity program received the largest funding allocation in a single year: \$3 million from UC President Michael V. Drake and an additional \$3 million in one-time State funds in support of "equal opportunity practices." In 2021-22, UC has awarded a total of \$4,493,661 to seven AFD Recruitment pilots and eight AFD Improved Climate and Retention projects. Recruitment projects received a total of \$2,872,810, with Improved Climate and Retention projects receiving a total of \$1,620,851. Abstracts for 2021-22 funded projects are available in Appendix A.

#### **II. 2021-22 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 the program began supporting Improved Climate and Retention projects in selected campus units. Together these programs underscore UC's 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.

In mid-March 2021, the UC Provost released a two-pronged RFP inviting campus proposals for Recruitment projects expected to result in more diverse faculty hiring by implementing innovative recruiting processes and projects designed to improve academic climate and faculty retention in funded units. Campuses were invited to submit up to two proposals in response to each project type outlined in the two RFPs, with a fifth proposal allowed for a small external fundraising award through the Improved Climate and Retention program (a maximum of five proposals per campus). The timeframe for each award is up to two years for recruitment proposals and up to three years for Improved Climate and Retention proposals.

#### *2021-22 Recruitment Program*

As noted above, the Advancing Faculty Diversity Recruitment program offers two-year awards with current projects covering 2021-22 and 2022-23. This year a new secondary category was added allowing for proposals to focus on improving the recruitment process through building new trainings or informational components for use in recruitment, supporting research on recruitment at more than a single campus, or reimagining the recruitment process. Contingent with receiving an award, campuses must 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 2021-22 recruitment year.

Based on input from a review committee that included UC faculty and academic administrators, for 2021-22 the UC Office of the President selected seven campus projects to receive Recruitment project funds, awarding a total of \$2,872,810 for projects at UC Berkeley, UC Davis, UC Riverside (two), UC San Diego, and UC Santa Barbara (two).

This year's Recruitment proposals continued to build on prior pilots' successes in outlining their own project plans. They also outlined clear goals and commitment to efforts to increase faculty diversity. Funded projects acknowledged the importance of addressing issues associated the COVID-19 pandemic and its related exposure of inequities.

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;
- they also demonstrated the ability to be scalable to other units across the campus or across UC campuses.

#### *2021-22 Improved Climate and Retention program.*

In 2021-22, the Improved Climate and Retention program supported 1) interventions aimed at improving the academic climate and retention of faculty, 2) data leadership, and 3) research projects. 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 two or more campuses. This year's program funded projects for up to three years and 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 2021-22, UC funded eight Improved Climate and Retention projects at UC Berkeley, UC Davis, UC Irvine, UCLA, UC Merced, UC Riverside, UC Santa Barbara and UC San Francisco, for a total of \$2,872,810. Of the funded projects, four are joint projects, and one funded project was designed to host a systemwide meeting of Faculty Equity Advisors.

### *2021-2022 Convenings*

Each year the AFD program hosts two gatherings of project teams designed to build a community of practice around faculty recruitment and academic climate and retention work on the campuses. In applying for AFD funding, project leaders and team members make a commitment that if selected they will attend 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 November 2-3, 2021. The two-day convenings were split into three 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 2021-22. 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 Dr. Kerry Ann O'Meara of University of Maryland, College Park entitled "Equity Matters: Advancing Full Participation in Discretionary Spaces." The spring meeting was held over the course of three days: April 8, 2022, May 13, 2022, and May 25, 2022. These meetings included a panel discussion from prior funded AFD projects, conversations on looking to the future of AFD in supporting improvements in academic climate and retention and closing remarks from outgoing Vice Provost Susan Carlson on AFD lessons learned. 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.

These AFD virtual convenings were well received, based on conversations 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. Additionally, these convenings continued to offer a constructive space for participants to share some of the additional challenges associated with the pandemic and social justice issues.

### **III. Evaluating Project Success**

Each year the Office of the President convenes a systemwide Advisory Group to help guide the program and to monitor funded projects. The AFD Program Advisory Group includes representatives appointed by the Executive Vice Chancellor/Provost on each 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. The group has also advised on the direction of the AFD program generally. 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 program was 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 2021-22 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 2021-22 fiscal year, the results should be considered preliminary. AFD program staff monitors the work of the campus projects in a number of ways, including the following:

- Progress reports submitted by funded projects during the year, including at the two AFD convenings.
- Submission of budget reports two times during the year and submission of 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 six of the AFD program, four of the seven recruitment projects were assigned comparator units so that hiring outcomes in funded units could be compared with hiring outcomes in units that did not receive AFD awards.

#### **IV. Year-end Reports: Recruitment**

Below are summary reports for the first year (AY 2021-22) of each of the seven 2021-22 funded Recruitment projects.

##### **1. UC Berkeley: Advancing Faculty Diversity in the Social Sciences**

The Advancing Faculty Diversity in the Social Sciences initiative aims to promote diversity in faculty recruitment, and to provide support to new junior faculty in their overall career advancement as well as in their engagement with diversity, equity, inclusion, belonging and justice (DEIBJ). This project seeks to accomplish this by 1) enhancing outreach efforts, 2) integrating contributions to DEIBJ in the search processes, and 3) providing post-hire faculty support through mentorship and funding.

This project implemented interventions aimed at identifying emerging scholars in priority areas as well as expanding search practices to prioritize diversity, equity, inclusion, and belonging (DEIB) at all stages of the search and recruitment process. Project PIs also initiated a new divisional mentorship program focused on community building, professional development, and structured mentorship around DEIB work and overall career advancement of junior faculty. To provide new junior faculty with the support to UCOP Academic Personnel and Programs

succeed at Berkeley and to engage DEIBJ in their research, teaching, and service, this project developed a structured cross-disciplinary mentorship program that pairs new junior faculty with senior faculty from different departments who will mentor them for a three-year period. To provide support for mentors, two mentor meetings were conducted in Fall 2021, during which guidelines and best practices for mentorship as well as a mentor checklist were shared. These Fall 2021 meetings were followed by a Spring 2022 convening of mentors. Mentors also participated in at least two workshops or facilitated conversations about mentorship or related issues in the Spring semester to further enhance their mentoring capacity. Meetings were also conducted with mentees as a cohort in the Fall and Spring semesters. Additionally, mentors and mentees also scheduled their individual mentoring meetings in the Fall and Spring 2021-2022 semesters.

In addition, project PIs have created a startup funding program for faculty to undertake DEIBJ projects in research, teaching, and service. A total of eight awards were made to support a wide range of DEIBJ projects in five departments (Sociology, Political Science, History, Ethnic Studies, and African American Studies); some of the departments are among the biggest in the division, and where advancing DEIBJ is a special priority for the Social Science division.

To enhance outreach, in its first year the UC Berkeley project supported the formation of the graduate student-led Emerging Scholars Reading Groups to assist departments in identifying potential candidates. In this inaugural year, 23 graduate students from seven departments participated in the Emerging Scholars Reading Groups, including students from African American Studies, Sociology, Political Science, Economics, Anthropology, Social Welfare, and Education. The number of participating departments and students exceeded the project's targeted goals.

To improve the search process, project PIs introduced new search guidelines that include contributions to DEIBJ as an important criterion in candidate evaluation, and a two-way conversation in which both the candidates and the department can share their visions and goals for DEIBJ. The project effectively integrated the AFD guidelines into this year's search process that yielded a very high number of recruits from underrepresented groups. Through its faculty grant program, the project was able to fund eight projects that will contribute significantly to advancing DEIBJ on and beyond the UC Berkeley campus.

### **Profile of Pilot A and Comparator A**

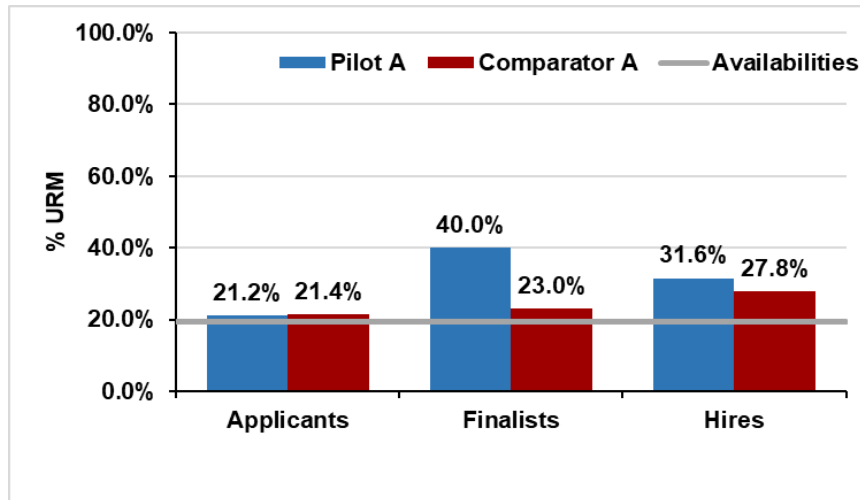
UC Berkeley's Pilot A had a total of 247 ladder rank faculty in Fall 2021, compared to 305 for Comparator A., which includes a single UC campus school/division with comparable majors. Comparator A had a significantly lower percentage of URM faculty than UC Berkeley Pilot A, with 20.6% compared to 25.6%, and nearly identical percentage for women faculty, 38.4 % for the comparator versus 37.7 % for Pilot A. Even though Pilot A exceeds its UC comparator, it has a lower percentage of women in the ladder rank faculty than the national availability pool of 52.6% women.

**Chart 1** indicates that for the previous two academic years, UC Berkeley's Pilot A has performed comparably in its recruitment of underrepresented minority ladder-rank faculty compared to Comparator A, with hiring exceeding the percentage of availabilities reported. The percentage of URM ladder-rank faculty hired at UC Berkeley in AY2019-20 and AY2020-21 was 31.6%, while the percentage of URM ladder-rank faculty hired at the comparator was 27.8%. **Chart 2** shows that in 2021-22, Pilot A UCOP Academic Personnel and Programs



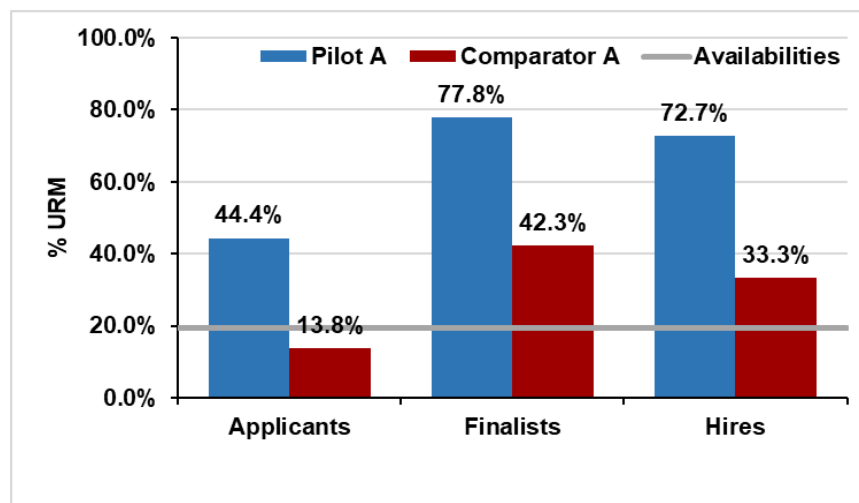
had a much higher percentage of URM candidates in the finalist pool: 77.8% compared to 40.0% in the prior two years. Pilot A also had a significantly higher percentage of URM candidates hired with 77.2% versus 33.3% for its comparator.

**Chart 1: UC Berkeley Pilot A and Comparator A  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2019-20 and 2020-21**



Pilot had 1 URM waiver; Comparator had 2 URM waivers.

**Chart 2: UC Berkeley Pilot A and Comparator A  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2021-22**

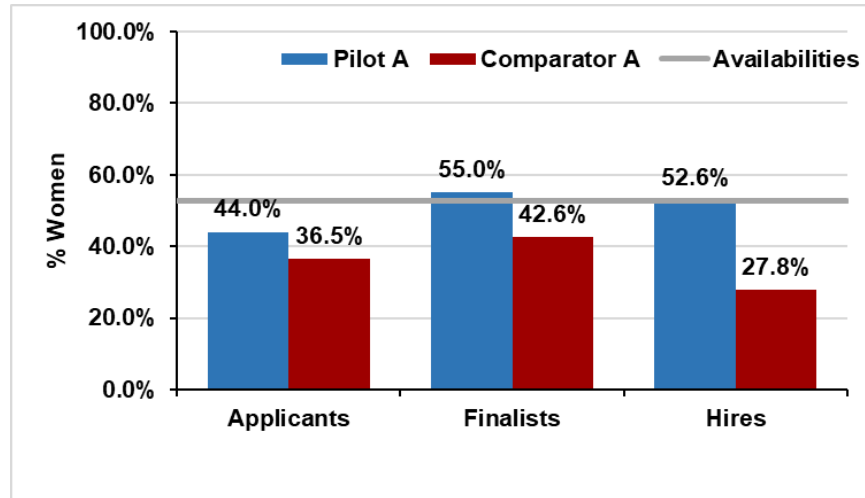


Pilot had 1 URM waiver; Comparator had 1 URM waiver.

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 55.0% of finalists in Pilot A, higher than Comparator A which reported 42.6%. Pilot A also showed significant differences in the hiring

outcomes during that time period, with 52.6% of all hires being women compared to 27.8% for Comparator A.

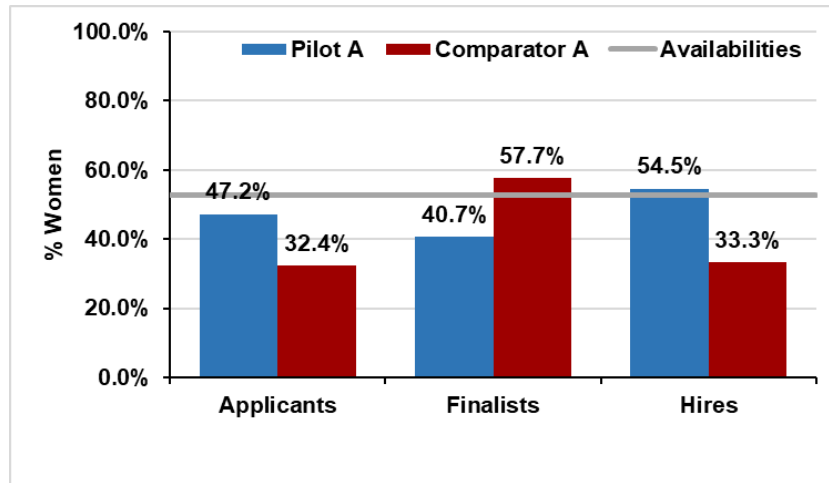
**Chart 3: UC Berkeley Pilot A and Comparator A  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2019-20 and 2020-21**



Pilot had 4 women waivers. Comparator had 1 women waiver.

The hiring of women in Pilot A showed a slight increase in academic year 2021-22, from 52.6% in the two previous academic years to 54.5% in 2021-22 (**Chart 4**). For Comparator A, 33.3% of hires made were women in 2021-22. There is also an increase in Pilot A applicant pool from 44% to 47.2%. The percentage of finalists also went down for Pilot A from 55% in the prior two years to 40.7% in 2021-22, while the finalist pool for the comparator group demonstrated large gains of women among the finalists: 57.7% in 2021-22 versus 42.6% in the previous two years.

**Chart 4: UC Berkeley Pilot A and Comparator A  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2021-22**



Pilot had 1 women waiver.

2. UC Davis: Fostering crucial conversations and building opportune consensus on the use of contributions to diversity, equity, and inclusion statements for faculty recruitment

The *Fostering crucial conversations and building opportune consensus on the use of contributions to diversity, equity, and inclusion statements for faculty recruitment* project is conducting an exhaustive study into the use of Statements of Contributions to Diversity, Equity, and Inclusion in recruitment through research into how they are employed and valued at UC campuses and other universities. At UC Davis, prior recognition of the use of these DEI (diversity, equity and inclusion) statements provoked some Senate faculty to protest their mandatory inclusion in faculty applications. After completing the research, which includes studying hundreds of public comments from Senate members providing opposing and supporting views on the use of the DEI statements, this project plans to develop two “industrial films” – one using professional actors discussing use of the statements in the context of recruitment committees reviewing applications (Faculty Recruitment Training Film), and a live performance facilitated by an experienced DEI facilitator and screenwriter to gain student perspectives on their lived experiences and focusing on their engagement with faculty. These films will be provided to future recruitment committees at UC Davis and other UC campuses as a hiring resource.

In the initial year, project PIs made significant progress on their first-year goals to build a team of collaborators and develop strategies for scripting the live performance and Faculty Recruitment Training Film.

This project conducted research into other higher education institutions around the country and the world doing similar work using investigatory theater for DEI interventions on campus and initiated a collaboration with world-renowned investigatory theater pioneers Ping Chong Company as consultants. Project PIs also hired a GSR (Graduate Student Researcher) who is a current Ph.D. student in Performance Studies to assist in conducting a series of faculty interviews on the use of DEI statements in faculty hiring.

PIs also met with Strength Through Equity and Diversity (STEAD) trainers on the campus to understand how their training film can supplement the program, through which trained UC Davis faculty members provide information and advice about practices for achieving excellence, equity, and diversity in faculty recruitment. PIs also secured the Jan Shrem and Maria Manetti Shrem Museum of Art for rehearsals and created the video “Intent vs. Impact Course Trailer” to use as course promotion for students. Project PIs also hosted an information session for students to generate interest in a two-quarter university-approved course scheduled for Fall 2022 and Spring 2023, focused on developing a script with faculty and students, rehearsing the resulting play, and performing and filming a live performance in the spring 2023 quarter.

### 3. UC Riverside: Advancing Faculty Diversity and Epistemologies in Black Study, Health & Environmental Inequities

UC Riverside’s project *Advancing Faculty Diversity and Epistemologies in Black Study, Health & Environmental Inequities* entails a multidisciplinary cluster hire to promote inclusion of Black Study faculty at UCR and to advance Afro diasporic epistemologies in the study of health and environmental inequities. Project PIs have noted that the interconnected long-term forms of inequality made evident by the COVID-19 pandemic, climate crisis, and racialized state violence raise the level of urgency and need for this cluster hire. This interdisciplinary collaboration engages the various facets of anti-blackness and the overlapping mutual ability to respond to these contemporary challenges. Building on earlier related efforts to support faculty retention, this cluster hire will support the Political Science and Religious Studies departments and initiatives working to form a new Department of Black Study (DBS) and Department of Environment, Sustainability, and Health Equity (ESHQ). The project’s cluster hire is designed to promote interdisciplinary collaboration in developing new curriculum, advancing creative and community-engaged activities, and promoting hiring and retention of Black Study faculty.

The first hire to be made in the project’s first year was a joint hire in Black Study and Religious Studies. Despite the ongoing impact of COVID-related budget uncertainties and unforeseen campus circumstances, the project moved very quickly upon approval to launch the recruitment in time for the typical job market cycle in Religious Studies. The search committee was comprised of equal numbers of Black Study and Religious Studies representatives and included three graduate students, a staff member, and four faculty members. The recruitment produced a small but highly qualified pool of candidates, an excellent result for a search in a small field of study. All finalists were interviewed online to ensure equity in the interviews and a top candidate accepted the offer.

The second recruitment – a joint search in Black Study and Political Science – also ended successfully despite the recruitment being initiated much later than is typical for the job market cycle in Political Science (due to unforeseen delays). The search committee was originally constituted of four people: one faculty member in Political Science, one graduate student in Political Science, one faculty member in Political Science working on the Black Study Initiative (BSI), and one faculty member working on the BSI who was appointed in the Anthropology department. However, due to the timing of the search, the BSI faculty member in Anthropology resigned from the search committee, having accepted a faculty position at another university.

This recruitment resulted in a small pool of applicants for the position –12 completed applicant files –

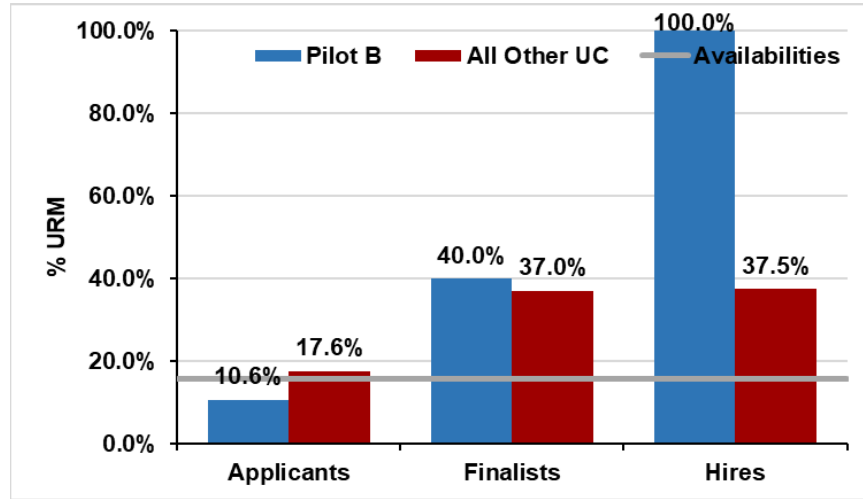
particularly as compared to an earlier search by Political Science for a junior faculty member specializing in Black Politics conducted in the same academic year which had 42 completed files. With input from both BSI and Political Science, the committee invited 3 candidates for on-campus interviews. Following the on-campus interviews, there was agreement among both Political Science and BSI faculty on extending an offer to one candidate. Project PIs shared that “the significant resources provided by the AFD grant helped them to decide to leave their current position and join UCR, beginning in July 2023.” In addition, the project identified one of the finalists to potentially be recruited to UCR in the future through the President’s Postdoctoral Fellowship Program (PPFP), which demonstrates how the award has a reverberating positive impact.

### **Profile of Pilot B and Comparator B (All Other UC)**

UC Riverside’s Pilot B had a total of 31 ladder rank faculty in Fall 2021, compared to 300 for its UC comparator, which includes all other comparable African American Studies, Black Studies, Political Science, and Religious Studies departments at UC. UC Riverside’s Pilot B had lower percentages of URM faculty (9.7% versus 18%) and women faculty (25.8% versus 37.7%) than the comparator. Even though Comparator B (All Other UC) exceeds Pilot B in its share of women faculty, both still have a lower percentage of women in the ladder rank faculty than the national availability pool of 40.1%.

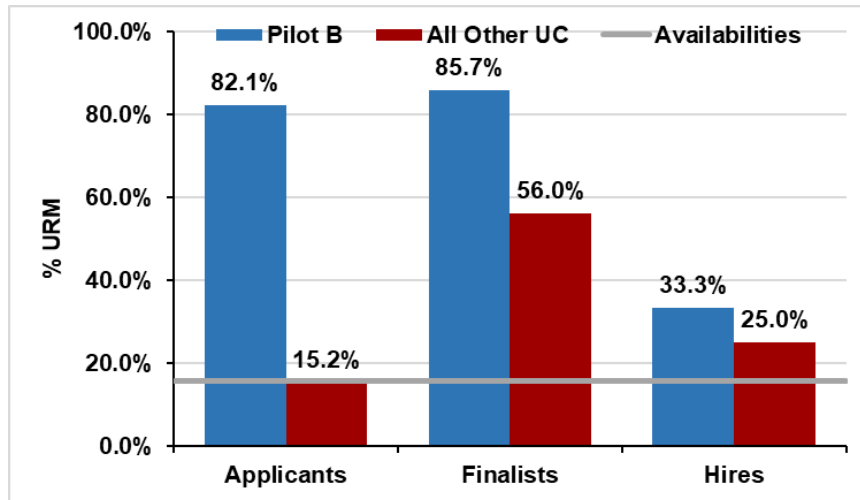
**Chart 5** indicates that for the previous two academic years, UC Riverside’s Pilot B has performed well in its recruitment of underrepresented minority ladder-rank faculty compared to All Other UC, with hiring exceeding the percentage of availabilities. The percentage of URM ladder-rank faculty hired at UC Riverside in academic years 2019-20 and 2020-21 was 100%, while the percentage of URM ladder-rank faculty hired at All Other UC was 37.5%. This could be caused by a low number of recruitments during these two academic years. **Chart 6** shows that in 2021-22, Pilot B had a much higher percentage of URM candidates in the finalist pool: 85.7% compared to 56.0% in the prior two years.

**Chart 5: UC Riverside Pilot B and All Other UC  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2019-20 and 2020-21**



Comparator had 3 URM waivers.

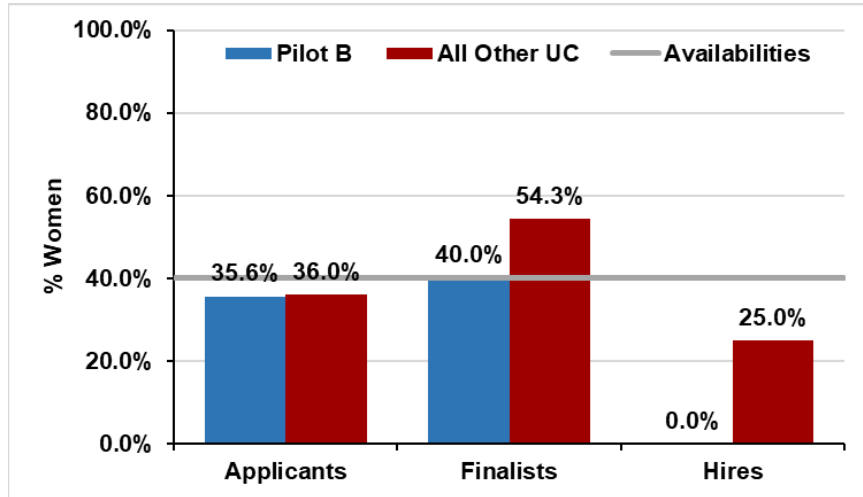
**Chart 6: UC Riverside Pilot B and All Other UC  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2021-22**



Comparator had 1 URM waiver.

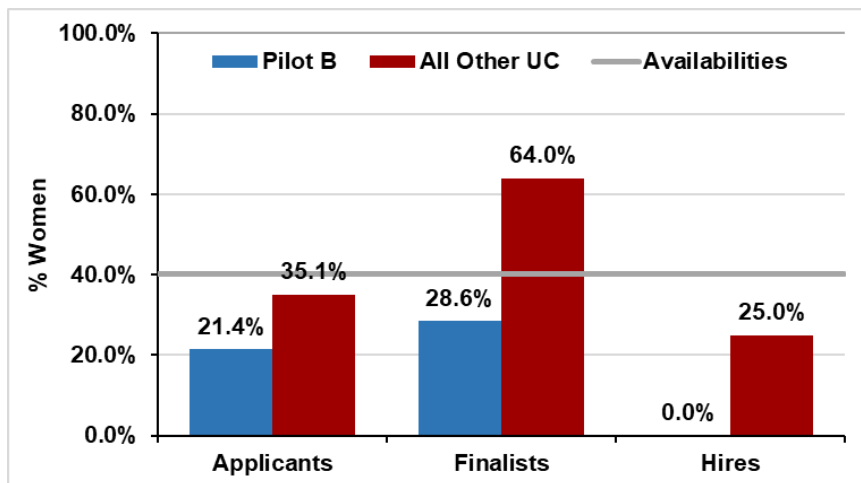
**Chart 7** below presents Pilot B’s recruiting and hiring of women ladder-rank faculty in the two years before the pilot. For that period, women made up 40.0% of finalists in Pilot B, much lower than All Other UC which reported 54.3%. Pilot B also showed significant differences in the hiring outcomes during that period, with no hires being women compared to 25.0% at All Other UC.

**Chart 7: UC Riverside Pilot B and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2019-20 and 2020-21**



The hiring of women in Pilot B showed no increase in academic year 2021-22 (**Chart 8**). For All Other UC, the same percentage of hires made (25%) were women in 2021-22. The percentage of finalists also went down for Pilot B from 40% in the prior two years to 28.6% in 2021-22, while the finalist pool for the All Other UC group demonstrated large gains of women among the finalists: 64.0% in 2021-22 versus 54.3% in the previous two years.

**Chart 8: UC Riverside Pilot B and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2021-22**



#### 4. UC Riverside: Advancing Faculty Diversity at the UC Riverside School of Business

The UC Riverside School of Business project builds upon successful aspects of previous AFD initiatives at UCR with plans to expand them in new directions. First, the project planned to implement an innovative recruiting method that targets specific areas of research in business that are important to supporting URM/DEI business growth (e.g., pay gap, minority-owned businesses).. Second, the project sought to expand the search for scholars from related fields such as psychology and sociology, as those areas have a more diverse pool of candidates. Each of these interventions is designed to increase the diversity of the applicant pool, including seeking qualified applications from candidates of all background who have strong interests in advancing DEI issues. Third, with the School of Business currently having zero URM faculty, the project sought to increase the diversity of its search committees with the goal of having equal representation of URM faculty serving on search committees by requesting nominations from deans for potential search committee members who are engaged in DEI issues and research. Finally, project PIs worked to make the new positions attractive by not only providing incentives, but also emphasizing the important opportunities the new hires will have in making a difference in the lives of UCR's diverse students.

This project's recruitment focuses on the following program innovation strategies:

1. Increasing networks of diverse candidates by
  - a. Working closely with the PhD Project, an organization founded upon the premise that advancements in workplace diversity are propelled forward by increasing the diversity of business school faculty.
  - b. Leveraging campus faculty and staff members' affiliations to leading journals
2. Recruiting from related fields that have a more diverse pool of candidates by
  - a. Targeting post docs at the University of California President's Postdoctoral Fellowship Program and Historically Black Colleges and Universities (HBCU)
  - b. Offering transition training to related field researchers to help them cater their research to business journal outlets
3. Generating earlier connections with diverse candidate pools by
  - a. Developing early connections with diverse candidate pools through programs such as UCR's involvement in the Summer Institute for Emerging Managers and Leaders (SIEML) which offers an all –expenses=paid immersive business and career leadership experience for undergraduate students enrolled in their sophomore or junior year at an HBCU (Historically Black College and University) or HSI (Hispanic Serving Institution).
  - b. Beginning summer research assistant initiatives, connecting with undergraduate students in Honors programs and mentoring them with the long-term prospect of turning them into Business PhD students, and later potential UCR business faculty.
  - c. Leveraging the School of Business' seminar series which serve the purpose of educating and introducing UCR's Ph.D. students to a host of faculty from other schools, some of whom are established scholars and some who are job candidates. UCR will invite potential candidates to present their research and meet UCR faculty and students.
  - d. Explicitly seek out candidates through recruitment ads that emphasize diversity in research and teaching. Also, advertise in organizations such as the PhD Project and Academy of Management (AOM).



- e. UCR will note in their ads that they seek to recruit candidates that contribute (or have the potential to contribute) to diversity via research and teaching.

Although this project received its AFD award later than other funded projects this year, several of the project's proposed ideas were implemented in the Business School's faculty recruitment process in the 2021-2022 academic year. One aspect of proposed interventions not implemented was the search committee composition goal of 50% URM faculty.

The UC Riverside Business School held five academic searches (one tenure-track professor in accounting, one in management, one tenure-track professor of teaching in accounting, one in information systems, and one in management) in AY2021-22. While the project was funded after the recruitment process began, because two of the recruitments already integrated several interventions proposed by project PIs, those searches became part of the AFD-funded project.

In this initial year, project PIs asked the school's faculty equity advisor to assist in all academic searches and that all search committees assign applicant profiles to individual committee members and rank them according to their respective strengths in research, teaching, service, and DEI efforts. After this individual ranking stage, the committee met to discuss the candidates. The faculty equity advisor was present in these meetings, and while typically not a voting member, they would encourage the committee to consider different weights of the DEI dimension and to explore the robustness of the long-listed candidates' contributions to DEI. The project PIs found that this method made sure that diverse candidates were considered at multiple times in the process.

Recruitments for the assistant professor of management and of accounting included within the AFD project resulted in hiring of URM candidates while the recruitment for the assistant professor of information systems resulted in the hiring of a URG candidate. The search for the assistant professor of teaching in accounting was unsuccessful in that no candidate was hired.

For the next academic year, the project will implement all of the interventions outlined in its original proposal. The project originally intended to hire 4 new faculty through its AFD project and with the hires made in AY2021-22, project PIs seek to exceed their original hiring goals. In terms of specific searches for the next academic year, project PIs are currently recruiting for the following two positions: a tenure-track open-rank professor of management and a tenure-track open-rank professor of teaching in information systems.

5. UC Santa Barbara: Building the Pipeline for African American Faculty whose Research is Centered on Ameliorating the Disparately Negative Health Effects of Racial Trauma in Black Communities

The Department of Counseling, Clinical, and School Psychology (CCSP) outlines a comprehensive plan to recruit and hire two new professors whose research contributes to DEI, and specifically racial trauma in Black communities, in the Gevirtz Graduate School of Education CCSP Department. This plan is contextualized in the recent establishment of the Healing Space, a clinical research hub for racial trauma. This project is outlining a 2-year plan where in year 1 the project will leverage campus and community partnerships to develop a mentoring network for scholars in CCSP and campuswide

(including graduate students) and in year 2, hire two Assistant Professors researching interventions for racial trauma. CCSP plans to build on synergy that exists between the Healing Space and the growing diversity of graduate students and faculty to build a mentoring network that supports the socioemotional and research needs of scholars, making UCSB a destination for health disparities research and training. Through the Healing Space, in partnership with the Center for Black Studies Research (CBSR), diverse scholars and graduate students at UCSB will have a rich training environment where they can receive high-quality intellectual support and mentorship while in community with others.

In this project's first year the Healing Space has built upon ongoing efforts at UCSB in support of Black driven scholarship and faculty recruitment, hiring, and retention. The Healing Space initiated a collaborative relationship with the CBSR to pursue the proposed program's strategic alignment with their NSF IChange Network pathway initiative focusing on increasing Black faculty in STEM fields. Together they developed strategies and participated in the development of a campus-wide mentoring network. In doing so, project PIs have learned that developing a mentoring network is a lengthier and more challenging process than previously anticipated. That said, the project met with campus stakeholders, engaged in outreach efforts, and held a "Black Scholars Event" in May 2022 that was well attended and received by participants. They also gained feedback from participants with plans to offer writing retreats for junior faculty. Project PI's also secured foundation funds (Towbes Foundation; Santa Barbara Foundation) to hire a per diem licensed mental health professional. This professional will help expand clinical and training services in Healing Space and will allow Project PIs to focus more of their time on the faculty recruitments and campus mentoring network. This project is on track to begin the hiring process in mid- to late-fall 2023.

#### 6. UC Santa Barbara: A multi-tiered approach to recruiting and maintaining a diverse faculty in Psychological & Brain Science

The Psychological & Brain Sciences (PBS) Department project at UC Santa Barbara outlines three interconnected plans to achieve the following goals: aggressive and opportunistic recruitment, priming the pipeline, and enhanced mentorship and retention strategies. The first prong of the recruitment plan is aimed at maximizing inclusion in upcoming searches and went through a range of strategies and outreach in recruiting diverse candidates to the Santa Barbara campus. The second prong of the recruitment strategy is to leverage the UC President's Postdoctoral Fellowship Program for potential target of opportunity hires. The priming the pipeline plan is aimed at expanding the cohort of postdoctoral students and exposure to diverse senior academics with the expectation that these scholars will be candidates for future positions. Finally, the enhanced mentorship and retention plan is aimed at maximizing efforts by supporting the career trajectories of new colleagues.

In Year 1 the project centered on two sets of activities: 1) maximizing opportunities in open searches and 2) exposure to potential target of opportunity hires. Regarding the first set of activities, PBS had one authorized academic year 2021-2022 search, an Assistant Professor with Advanced Quantitative Skills. With AFD support, project PIs were able to fund expanded advertising, with project PIs codifying current best practices into their search plan. All search committee members and the department chair underwent additional trainings from a specialist in UCSB's DEI office and from the director of UCSB's

Equal Opportunity & Discrimination Prevention Office. These trainings led to changes in the standard practices. This recruitment required a DEI statement from each candidate and the search committee created a rubric for rating candidates that weighted DEI efforts, research, and teaching equally. Also, the search expanded the short list of candidates beyond the traditional three and inviting four candidates to interview. These practices are now implemented as standards of practice and will be used in all future searches.

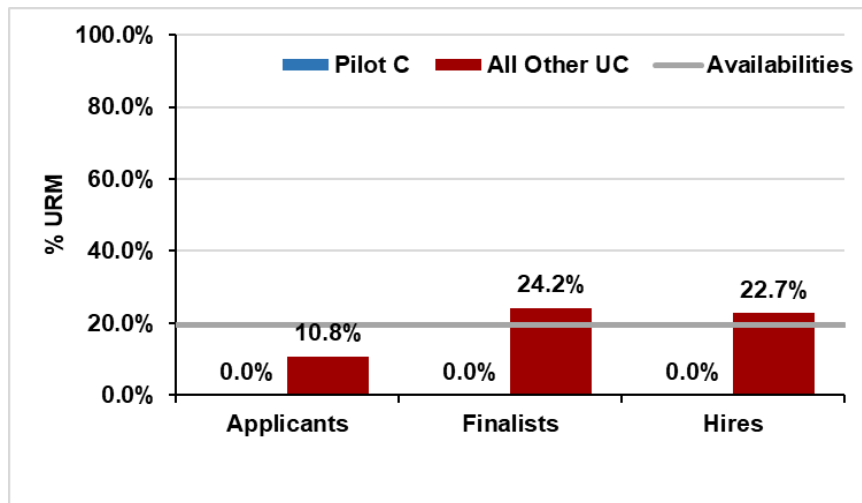
**Profile of Pilot C and Comparator C**

UC Santa Barbara’s Pilot C had a total of 36 ladder rank faculty in Fall 2021, compared to 285 for its UC comparator, which includes all other comparable departments at UC. UC Santa Barbara’s Pilot C had lower percentages of URM faculty (8.3% versus 10.2%) and women faculty (41.7% versus 50.2%) than the comparator. Even though the UC comparator exceeds Pilot C, both still have a significantly lower percentage of URM and women in the ladder rank faculty than the national availability pool of 19.4% URM and 71.4% women.

**Chart 9** indicates that for the previous two academic years, UC Santa Barbara’s Pilot C did not perform well in its recruitment of underrepresented minority ladder-rank faculty compared to All Other UC. UC Santa Barbara’s Pilot C in AY2019-20 and 2020-21 did not hire any URM ladder rank faculty, while the percentage of URM ladder-rank faculty hired at All Other UC was 22.7%. Over this time period, UC Santa Barbara had one hire (and a very small pool of applicants) compared to 22 hires for its comparator.

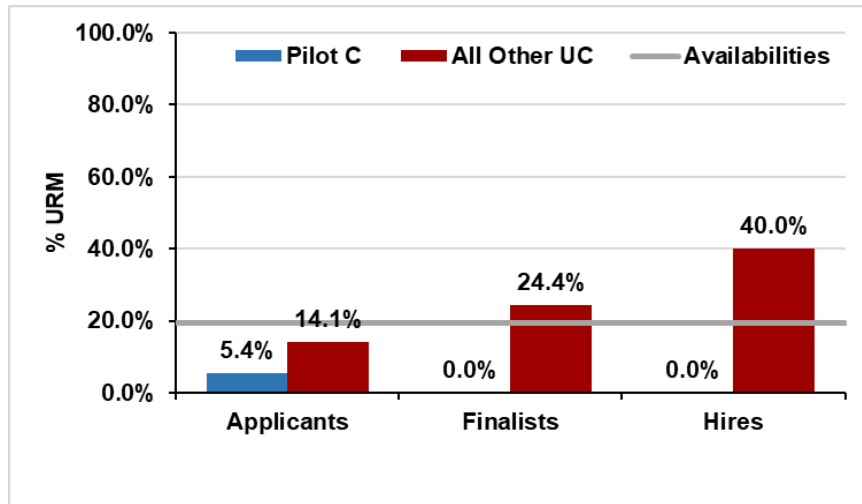
**Chart 10** shows that in 2021-22, Pilot C increased its percentage of URM candidates in the applicant pool to 5.4%, up from zero in the prior two years. There were no URM candidates in the finalist pool. Nonetheless, the diversity of the candidate pool shows some progress made as a result of the project interventions.

**Chart 9: UC Santa Barbara Pilot C and All Other UC  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage  
Academic Years 2019-20 and 2020-21**



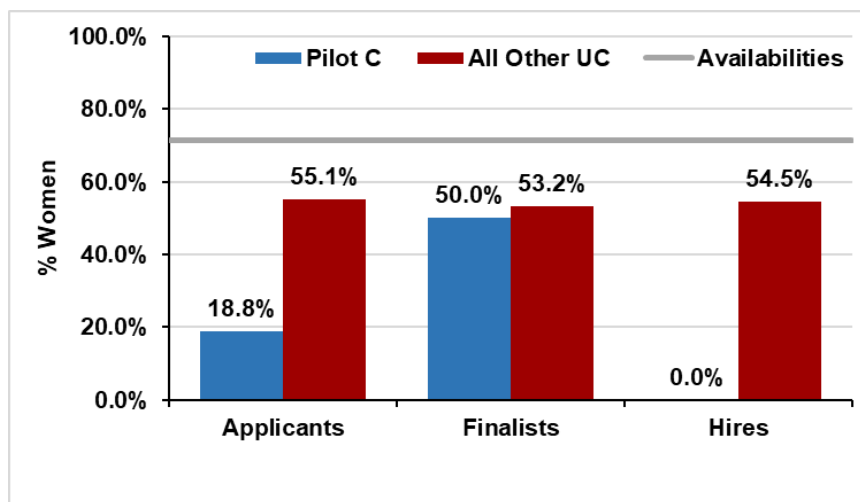
Comparator had 1 URM waiver.

**Chart 10: UC Santa Barbara Pilot C and All Other UC  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage  
Academic Year 2021-22**



Also reflected in **Chart 11** below is the result of Pilot C in recruiting and hiring of women ladder-rank faculty in the two years before the pilot. For that period, women made up 50% of finalists in Pilot C, compared to All Other UC which reported 53.2%. Pilot C also showed significant differences in the hiring outcomes during that period, no women hires compared to 54.5% at All Other UC.

**Chart 11: UC Santa Barbara Pilot C and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage  
Academic Years 2019-20 and 2020-21**

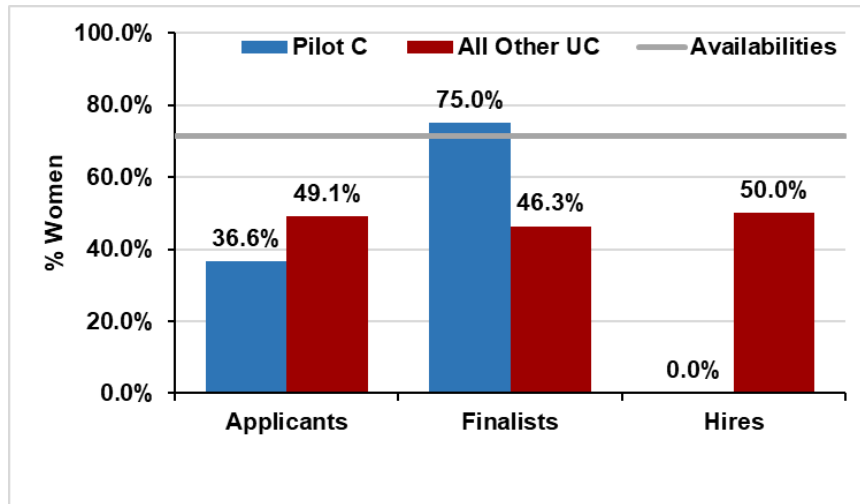


Comparator had 4 women waivers.

The hiring of women in Pilot C showed no increase in academic year 2021-22 (**Chart 12**). For All Other UC, 50% of hires made were women in 2021-22, lower than the previous two years. The percentage of finalists also increased significantly for Pilot C from 50% in the prior two years to 75% in 2021-22, while UCOP Academic Personnel and Programs

the finalist pool for the comparator group demonstrated a decrease of women among the finalists: 46.3% in 2021-21 versus 53.2% in the previous two years.

**Chart 12: UC Santa Barbara Pilot C and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage  
Academic Year 2021-22**



7. UC San Diego: Transforming UC San Diego from an emerging HSI to an HSRI through a Latinx cluster hire initiative

The UC San Diego Latinx Cluster Hire Initiative (LCHI) leverages a strong campus commitment to diversifying the faculty while simultaneously working to fulfill its student-centered mission. As an Emerging Hispanic Serving Institution (HSI), UC San Diego is uniquely positioned to transform into an HSRI (Hispanic-Serving Research Institution) and STEM HSI with the support of leadership and commitment to meeting the curricular, co-curricular, and cultural needs of Latinx, URM and increasingly first-generation students. The LCHI project plans to hire up to fourteen faculty in Arts and Humanities, Social Sciences, Global Policy Studies, and Rady School of Management that will further elevate faculty research, teaching, and service in Chicana, Latinx, and Latin American Studies. Moreover, it is leveraging the Chicana/Latinx Studies and Latin American Studies programs, strong EDI initiatives underway and the expertise of campus Faculty Equity Advisors. A robust hiring initiative across four divisions and nine academic departments that serve a critical mass of Latinx students will serve as a catalyst for UC San Diego becoming a Latinx serving and responsive institution. In 2021-22, eight departments engaged in faculty searches, with a total of six ladder rank faculty members offered a position.

The six offers include accepted associate professor positions in History, Theater and Dance and Ethnic Studies as well as accepted assistant professor positions in Literature and Visual Arts. Part of the LCHI project's initiative is to establish a steering committee that will work in collaboration with departments to develop a recruitment approach for this initiative and partnership with participating Divisions and Departments. The LCHI Steering Committee consists of faculty representatives from across Schools of Arts and Humanities and Social Sciences to ensure representation. The LCHI Steering Committee was

formed in time to participate on each of the AFD search committees while also meeting regularly to discuss strategies for outreach and recruitment.

The LCHI Steering Committee recruitment methods included:

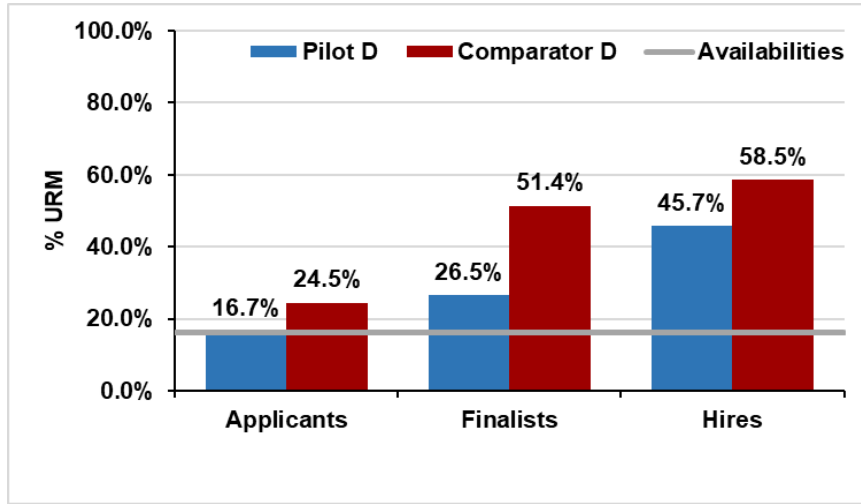
- Meeting with every finalist
- Meeting with every hiring unit (including department chair, search committee chair, and AP staff)
- Meeting with every dean involved in each LCHI hires
- Serve as full voting participant in every search
- Review and approve of each job ad and short list for all searches to ensure alignment with cluster hire goals

### **Profile of Pilot D and Comparator D**

UC San Diego's Pilot D had a total of 420 ladder rank faculty in Fall 2021, compared to 432 for its UC Comparator D, which includes a single UC campus school/division with comparable majors. UC San Diego's Pilot D had a comparable percentage of URM faculty than the comparator, with 20.7% versus 20.8%, and a slightly lower percentage for women faculty, 39.5% versus 42.8% for Comparator D. Both Pilot D and Comparator D have a higher percentage of URM and a slightly lower percentage of women in the ladder rank faculty than the national availability pool of 16.2% URM and 52.1% women.

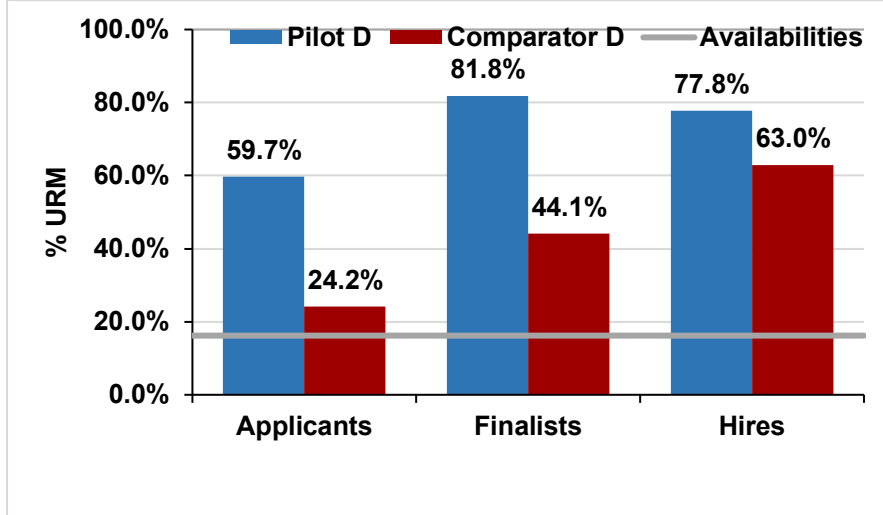
**Chart 13** indicates that for the previous two academic years, UC San Diego's Pilot D has performed fairly well in its recruitment of underrepresented minority ladder-rank faculty. The percentage of URM ladder-rank faculty hired at UC San Diego in AY2019-20 and 2020-21 was 45.7%, while the percentage of URM ladder-rank faculty hired at Comparator D was 58.5%. **Chart 14** shows that in 2021-22, Pilot D had a much higher percentage of URM candidates in both the applicant and finalist pools: 59.7% compared to 15.3% and 81.8% compared to 35.1%, respectively, for its comparator. Significant increases in the total URM hiring percentages were also made by Pilot D over the prior two years, with 77.8% of hires being URM in 2021-22 versus 45.7% in the prior two years. For Comparator D, the percentage of URM hires remained lower in 2021-22 with 63%.

**Chart 13: UC San Diego Pilot D and Comparator D  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2019-20 and 2020-21**



Pilot had 7 URM waivers; Comparator had 9 URM waivers.

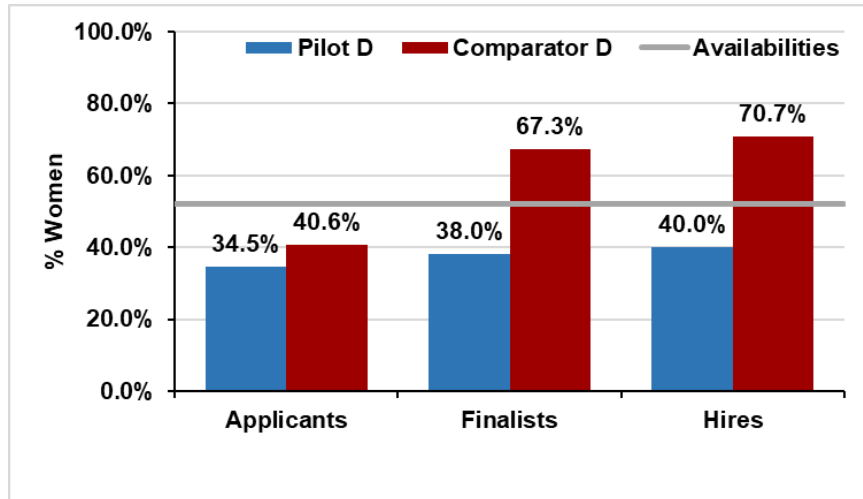
**Chart 14: UC San Diego Pilot D and Comparator D  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2021-22**



Pilot had 1 URM waiver; Comparator had 2 URM waivers.

**Chart 15** below indicates the results of Pilot D’s recruiting and hiring of women ladder-rank faculty in the two years before the pilot, as well as that of Comparator D. For that period, women made up 38% of finalists in Pilot D, much lower than Comparator D which reported 67.3%. Pilot D also showed significant differences in the hiring outcomes during that period, with 40% of all hires being women compared to 70.7% for Comparator D.

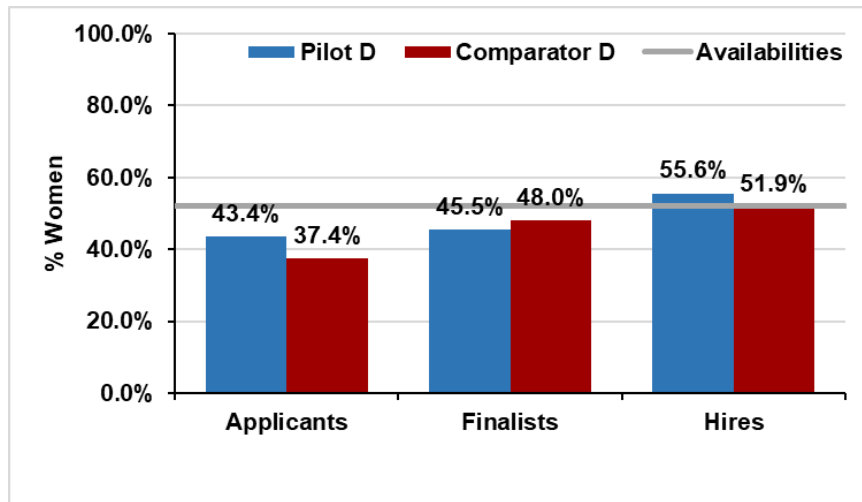
**Chart 15: UC San Diego Pilot D and Comparator D  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage  
Academic Years 2019-20 and 2020-21**



Pilot had 6 women waivers; Comparator had 9 women waivers.

The hiring of women in Pilot D showed a significant increase in academic year 2021-22 (**Chart 16**). For Comparator D, 51.9% of hires made were women in 2021-22, which is much lower than the previous two years (70.7%). The percentage of finalists also increased for Pilot D from 38% in the prior two years to 45.5% in 2021-22, while the finalist pool for Comparator D demonstrated a decrease of women among the finalists: 48% in 2021-22 versus 67.3% in the previous two years.

**Chart 16: UC San Diego Pilot D and Comparator D  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage  
Academic Year 2021-22**



Pilot had 1 women waiver; Comparator had 3 women waivers.



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

Following are summary year-end reports for the first year (AY 2021-22) of each of the eight 2021-22 Improved Climate and Retention projects.

### 1. UC Berkeley, UC Davis, & UCSF: AFD Climate and Retention Pilot Intervention Program (DEI Blueprint)

DEIBlueprint (Diversity Equity Inclusion and Belonging Blueprint) is a three-year joint pilot project between the Berkeley, Davis, and San Francisco campuses. This project takes a proactive approach to addressing department climate challenges as they relate to advancing faculty diversity. This project's purpose is to develop and test a program to help a diverse range of department types and campuses build healthy academic climates for all constituents, including students, staff, faculty, and other academics. It is the belief of the DEIBlueprint that improving climate and retention that must be addressed at every level of the department. Two main elements of the pilot project include a Climate Survey Question Bank and an Academic Climate Toolkit.

In Spring 2021, DEIBlueprint hired an Academic Climate Program Director to manage the DEIBlueprint project. Project PIs meet with the program director monthly to discuss project progress from each of the 14 participating departments on the three campuses (listed below).

DEIBlueprint is a culture change project and in its first year has made the following accomplishments and intentional steps:

- communicated regularly with each department and as a collective group of campus participants
- shared the concept, elements, timeline, and expectations
- delivered easy-to-use strategies to impact climate change including a climate survey
- established or reestablished department-wide climate committees with representation from all constituents; developed a theory- and practice-based framework
- formed consensus within each of the following 15 participating departments across the three campuses:
  - UC Berkeley - Civil & Environmental Engineering, English, Goldman School of Public Policy, Political Science, Spanish & Portuguese, Statistics
  - UC Davis - Earth & Planetary Sciences, Mechanical & Aerospace Engineering, Pediatrics, Plant Sciences
  - UCSF - Preventive & Restorative Dental Sciences, Surgery, Social and Behavioral Sciences, Bioengineering & Therapeutic Sciences

DEIBlueprint has also made significant progress with the Climate Survey Question Bank, where there are 10 modules with a total of 90 questions developed. Each module has several questions (listed below). The modules marked with an asterisk are required for each department, then departments may select any of the other modules to use.

## DEIBlueprint Climate Survey Question Bank Modules

<u>SECTIONS</u>	<u># OF QUESTIONS</u>
Introduction	0
Constituent Group*	1
Overall Climate*	12
Diversity, Equity, Inclusion, Belonging and Justice*	6
Principles of Community	7
Leadership, Structures, Governance	8
Mentoring and Support	9
Workload Equity and Satisfaction	12
Norms for Department Behavior (Civility)	4
Psychological Safety	7
Bullying, Exclusion, Harassment	9
Attitudes, Beliefs, and Norms	10
Department-specific questions	5

Project PIs hope is that the results of this project will provide a useful framework for academic departments across the UC system to use going forward.

### 2. UC Davis: Solutions to Disruptive Speech in the Learning Environment

*Dialogues Across Difference* at UC Davis seeks to advance faculty retention by addressing the negative impact of disruptive speech in learning environments. The project defines disruptive speech as politically provocative, harassing, or hate speech, including the display of symbols or objects, that adversely affect teaching and learning. This project is broken down into three phases. The first phase is documenting the extent of the disruptive speech problem in these politically polarizing times. Second, project PIs will build communities of faculty from across the Davis campus to generate a collective awareness and structure composite stories. In the third phase, project PIs will write and produce performance pieces based on the composite stories that reflect experiences of and responses to disruptive speech. Once produced, the performance pieces will be offered in synchronous and asynchronous environments as part of broader programming to empower faculty, graduate students, and other instructional staff and to inform policy.

This project represents phase two of the institutionalization of a previous grant awarded to UC Davis for the Faculty Retention and Inclusive Excellence Networks—Designing Solutions (FRIENDS) project. FRIENDS leveraged a community of practice (COP) model to empower associate professors to make change, improve climate at the departmental level, and have an impact on the retention of women and underrepresented minority faculty. A COP is a group, in this case associate professors, who share a common focus. All members commit to participate in a series of structured and facilitated meetings with a specific aim. In that project, it was promised that in year two (year three, due to COVID), one or more working groups would have the opportunity to pilot their proposed intervention with \$100,000 reserved from the original grant. What FRIENDS achieved through its four Communities of Practice (CoP) groups was that it:

1. allowed for innovation
2. responded to local context and culture
3. built local leaders
4. expanded buy-in through ownership

FRIENDS focused on ideation and development of initial proposals which is a focus PIs with this project still believe should continue to drive academic diversity initiatives. Because this project seeks to remain faculty-driven, project PIs have assembled an advisory committee, many of whom participated in FRIENDS, that reaches across departments, disciplines, and identities. This advisory committee goal is to meet regularly to steer the direction of the project.

In its first year, the *Dialogues Across Difference* project has reported some uneven progress towards achieving its stated goals. Given the complexities of “free speech” and “cancel culture” this topic warrants different levels of understanding while also remaining a prominent conversation in public media. That said, the project has made progress with finalizing and convening its advisory committee. In its initial meeting, the advisory committee reviewed a draft questionnaire that looks at the interviewee’s experiences with disruptive speech across a variety of contexts and offered suggestions for improvement. They engaged in a lively and informative discussion of dissemination and framing of the questionnaire specifically and of the project. The questionnaire was also reviewed by a survey expert in the UC Davis Budget and Institutional Analysis Office, and by the project’s Graduate Student Researcher.

Key to this initiative has been addressing possible areas of resistance to the issue of disruptive speech that *Dialogues Across Difference* seeks to address. Project PIs have developed some initial messaging to address the resistance but understands that being deliberate about its next steps will set the project up for a better outcome. Rather than moving forward immediately with its original plans, the project instead developed an introduction video to accompany the questionnaire to address anticipated areas of resistance and carefully explain the nuance of this project. Project PIs hope that this project will be perceived as an issue of effective teaching and of providing real support to all faculty, regardless of identity or viewpoint.

Like many other AFD projects, *Dialogues Across Difference* modified its project timeline. Project PIs previously intended to distribute its questionnaire at the start of the 2022 spring quarter. However, the evolution of the project and other factors delayed the initial launch. The launch was expected to take place in the fall 2022 quarter. The second phase of the project, now anticipated to start in winter 2023, will build communities of faculty from across campus to generate a collective awareness and structure composite stories. In the third phase of the project, project PIs will write and produce performance pieces based on these stories that reflect experiences of and responses to disruptive speech. Once produced, these pieces will be offered in synchronous and asynchronous environments as part of broader programming to empower faculty, graduate students, and other instructional staff and to inform policy.

### 3. UC Davis, UC Riverside, & UC Santa Cruz: Mining Text for Bias in Student Evaluations of Teaching

This joint project seeks to investigate potential bias in written comments from student evaluations of teaching, analyzing current data as well as building a predictive model at UC Riverside by integrating it into the iEval student teaching evaluation system to assess both practical and cultural implications of augmenting written comments with a summary report showing the proportions of positive, mixed, or negative comments and using the predictive model to investigate the degree of bias in written comments with respect to the gender, ethnicity, and rank of the instructor, and compare the findings to a parallel bias study of the corresponding numerical scores.

This multi-campus project has made great strides in assembling a corpus of written comments from student evaluations of teaching, assembling over 100,000 written comments from the Santa Cruz and Riverside campuses. The comments have been sampled from large classes at each campus that were taught between AY2018-19 through AY2020-21. There are plans to include comments from UC Davis, however access to those evaluations has been delayed due to continued consultations with the Academic Senate at the Davis campus.

Even with the delay in accessing information, in its first-year project PIs tasked GSRs at Santa Cruz and Riverside with supervising undergraduate students at each campus to label the comments according to the project plan. Progress has developed with the building of a baseline classifier of text comments that has reasonably good accuracy. GSRs did significant R programming (the language platform that assists in the pre-processing steps needed to analyze the comments) to explore alternative models along the way and reached into the literature to understand options for text mining features.

Looking into the upcoming year, project PIs plan to evaluate the label classifications with respect to gender and ethnicity to detect if there are any statistically significant differences in the frequency of mixed, positive, and other labels due to demographic variables.

### 4. UC Irvine & UCLA: Multi-Pronged Initiatives to Address URM Faculty Retention and Climate

This project partners UCLA Faculty Development and Equity, Diversity and Inclusion with the Institute of American Cultures, and UC Irvine to conduct four programs over three years. The four programs include:

- UC Systemwide Summit on Best Practices in Under-Represented Faculty Retention & Climate
- UCLA Mentoring Circles
- Honorary Society for Inclusive Excellence in Faculty Mentoring
- Chair Workshops on Department Climate

On May 5, 2022, 62 faculty and administrators from all ten UC campuses and UCOP attended the first of four programs, the UC Systemwide Summit on "Sharing Best Practices for Climate and Retention to Advance Faculty Diversity." The goals of the Summit were to share programs and policies across UC

campuses to improve the climate and retention of under-represented faculty by learning from one another's successes and challenges. A secondary goal was to continue developing a network of individuals to facilitate system-wide collaboration around these issues. The program included panels, speakers, breakout rooms, lunch, and a reception. Evaluations and informal feedback indicated the Summit was successful in meeting the goals. The follow-up conference will be held at UC Irvine in 2024.

The project has also launched small group Mentoring Circles for all faculty requesting them, by stated workgroup preferences. Initially one small group gathered on November 13, 2021, in a meeting with lunch that included six LGBTQ faculty members from across campus, facilitated by Professor Carlos Santos from the department of Social Welfare. Lunch was provided for meeting attendees. When asked in a post-meeting survey if participants gained any personal insights about themselves, one commented: "Yes, I felt that I have a good sense of belonging on the campus. I need to remember that more often." Another stated, "I think the most valuable lesson was that I am valuable to the campus community and that even if I have felt targeted before, sometimes those feelings are part of larger cultural issues rather than intentional harassment." Two additional mentoring circles were rescheduled for late summer/early fall due to faculty travel in spring.

The Honorary Society for Inclusive Excellence in Faculty Mentoring selected a cohort of 12 ladder-rank faculty out of a total of 29 nominees to be the first honorees for exceptional mentoring of early and mid-career faculty. These individuals were honored at the Faculty Mentoring Honorary Society at an in-person celebration on May 19, 2022, honoring exceptional mentors as one way to make "invisible labor" recognized and rewarded. Chair Workshops on Department Climate held two virtual focus groups which were hosted with 40 out of 64 department chairs in January 2022. In these focus groups, department chairs discussed their views and practices regarding URM faculty equity and inclusion in their departments. In both sessions, overall themes were identified: Climate (Conflict and/or Hostility), Institutional Bureaucracy and Knowledge of its System, URM Faculty Service Burdens, Existing URM Faculty Pipeline and Improving for the Future, Retention of URM Faculty, and Academic Personnel Discussions.

In the upcoming year, 3 of the 4 projects will be continuing their progress. This includes the committee selecting 2022-23 Faculty Mentoring Honorary Society recipients, planning a celebration for the Honorary Society and the continuation of the Mentoring Circles and new Chair workshops.

##### 5. UC Irvine: CREATE (Creating Relevant Equity Advisor Tools to Empower) at UCI

The CREATE project enhances opportunities for interaction, reflection, and collaboration across the UC system through dialogues and virtual strategy groups related to faculty development, retention and thriving. This systemwide project's four main goals aim to:

- Translate inclusive excellence strategies for retention more broadly into practice
- Explore potential extensions of equity advisor models for earlier pathways to the professoriate
- Promote holistic and meaningful measures of climate
- Enhance the accountability of equity advisors and their institutions for advancing equity and inclusion

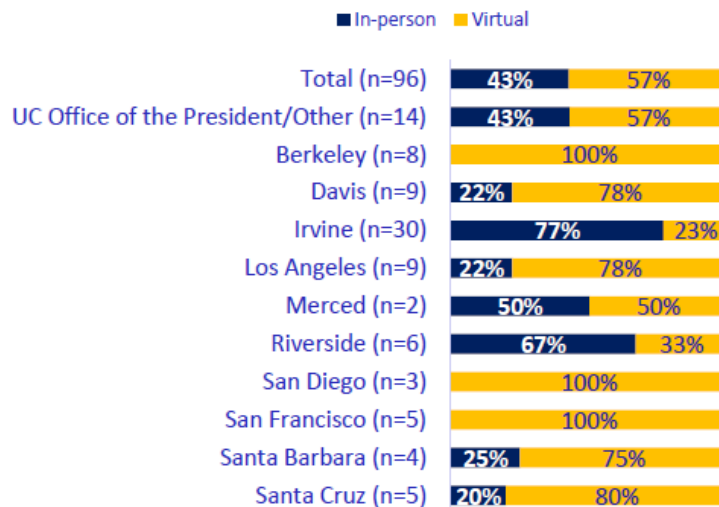
This project responded to the AFD call for a proposal to launch a systemwide convening of campus faculty equity advisors and was funded as a two-year project. In this first year, project PIs relied on fostering connections across campuses to encourage awareness about the impact of the equity advisor models in their various forms across the system.

Key accomplishments during 2022 included organizing and hosting a systemwide CREATE symposium and planning subsequent collaborations and meetings with UC’s equity advisors at various campuses. The project PIs further revised CREATE action plans to align with the systemwide support for SEA Change engagement.

The CREATE symposium program was developed with an 11-person planning group, including the project PI’s, a representative from UC Office of the President, and the Davis, Riverside and Santa Barbara campuses. The planning group met virtually over several weeks to identify pertinent themes from past UC-sponsored meetings and those curated from CREATE registrants. The event was held at the UCI campus on April 27, 2022. Nearly 100 systemwide participants attended the symposium, with 55 virtual attendees and 41 in-person participants (Figure 1), and the majority of attendees representing administrators and AFD project leaders at 68% compared to equity advisors at 32% overall (Figure 2). While attendance was negatively impacted by a spring COVID-19 variant surge and ongoing concerns and actual illnesses related to COVID-19 transmission, guests remained fully engaged both in-person and virtually throughout the entire program.

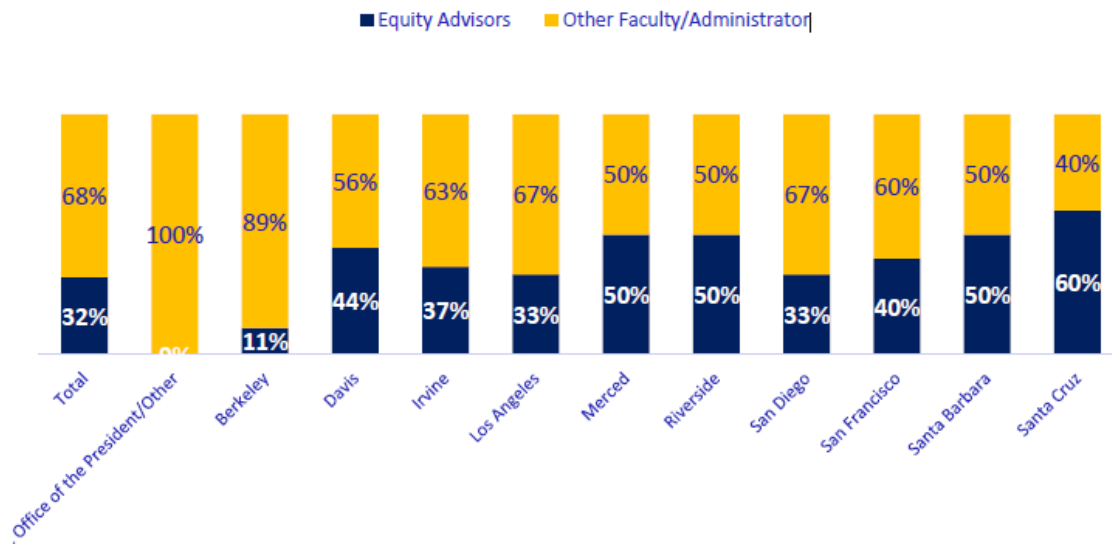
**Figure 1: CREATE Attendees by Institution and Mode of Attendance**

(data in %; Total participants=96)



**Figure 2: CREATE Attendees by Institution and Registrant Type**

(data in %; Total participants=96)



Program sessions included UCI and other campus senior leaders, non-UC leaders engaged in faculty diversity work, UC Office of the President leadership, and faculty from all 10 UCs. The sessions provided specific project reviews from funded AFD initiatives examining early recruitment best practices for sustainability, mentoring models for retention and faculty advancement, and data analyses to inform plans for faculty growth, career development and supports for positive academic climates.

A website for the CREATE project was developed and hosted by the Office of Inclusive Excellence (OIE) at: <https://inclusion.uci.edu/event/comparing-relevant-equity-advisor-tools-to-empower-create/>. The current website includes the program book and announcements for the upcoming virtual series. Before and during the symposium, the website featured symposium logistics and was accessible to those with the URL link. In future, this website will also host tools and other contributions developed during the duration of the CREATE project by campus groups.

Before, during and after the April symposium, project coordinators met with several CREATE participants and contacts to identify presenters whose research spanned areas of interest based on innovation and expertise. The coordinators used these suggestions to arrange a series for 2022 – 23– UCI CREATE Change Forums in year 2. These virtual meetings are exploring topics in greater depth to support broad dissemination of learning about innovative practices across UC equity advisors, as well as CREATE project goals to promote novel adaptations of the AAAS SEA Change framework for local efforts (e.g., UC System SEA Change submissions and action plans), diverse faculty and student recruitment and engagement, and organizational change metrics for examining progress in diversity, equity and inclusion. The SEA Change initiative uses self-assessment and recognition to disrupt the barriers and to facilitate the supports for greater diversity and inclusion in STEMM fields in higher education.

Year 2 activities will support local actions stemming from this system awareness about key issues in faculty advancement, retention, and campus climate. Additional CREATE refinements will connect

campus-based expertise through shared network experiences and activities - best positioning each campus-based group (envisioned as equity advisor groups organized by campus) to yield desired outcomes that align to a STEMM Equity Achievement (SEA) Change model.

Future forum dates, presenters and topics include:

**October 26, 2022** – Lisa Laskow Lahey - Lecturer, Co-Founder and Co-Director of the Harvard University Minds at Work group in a workshop on ‘immunity to change’ research and applications

**November 2, 2022** – Damani White- Lewis, Assistant Professor of Higher Education at the University of Pennsylvania on enhancing equity in the faculty recruitment and career experience

**December 2, 2022** - KerryAnn O’Meara, Professor of Higher Education and Distinguished Scholar Teacher at the University of Maryland Professor on supporting organizational change for faculty systems of advancement and rewards

**February 2, 2023** – Lisa Laskow Lahey - Lecturer, Co-Founder and Co-Director of the Harvard University Minds at Work group in a workshop on ‘immunity to change’ research and applications

**February 15, 2023** – Forum co-sponsored by UCI CREATE SEA Change and UC Davis on Metrics and Mentoring to spotlight systemwide examples from Advancing Faculty Diversity projects to advance UC SEA Change action plans

**March 2, 2023** – Forum focused on “What’s Next?” to move the action plans of UC equity leaders into practice and continuous improvement for UC SEA Change priorities

6. UC Merced & UC Santa Cruz: Developing and Implementing Equity Advocate Programs at UC Santa Cruz and UC Merced

This joint project is working to develop and implement a Faculty Equity Advocate (FEA) program at UC Santa Cruz and enhancing the existing Faculty Equity Advisor program at UC Merced and developing training materials for the program, working cross-campus to assist each other in their respective program’s development. During the 2021-2022 academic year, a workgroup formed at UC Santa Cruz focused on planning its FEA program. The inaugural year of their Faculty Equity Advocates program will be the upcoming year, 2022-2023. The UC Santa Cruz workgroup created the job description for Faculty Equity Advocates, identified five additional FEAs for the 2022-2023 year, and created new Fair Hiring materials.

UC Merced’s team focused on expanding its FEA program by revisiting, revising, and expanding existing FEA duties and the process document for appointing and compensating FEAs. The revisions were approved by UC Merced’s Academic Senate. UC Merced also focused on developing a robust set of training materials and resources for equity advisors that were shared with members of the UC Santa Cruz workgroup. The UC Merced team launched an inaugural FEA training that took place online in the Fall of 2021.

The UC Santa Cruz workgroup developed a plan for the responsibilities of Faculty Equity Advocates that considers separate responsibilities for Recruiting and for Climate and Retentions FEAs. The UC Santa



Cruz workgroup also created a call for FEAs, accepted applications, and selected a cohort of FEAs (two from each academic Division). Finally, the workgroup created new Fair Hiring materials, developed a PowerPoint presentation, and completed a Fair Hiring script for training.

7. UC Riverside: Increasing Faculty Diversity in CNAS through Mentorship – Advancement and Retention in Academe

This UC Riverside project is developing a structured yet flexible mentoring program for the faculty of the College of Natural and Agricultural Sciences (CNAS). The mentoring program, Advancement and Retention in Academe, or ARIA, has the following goals: (1) develop workshops for acquainting senior faculty in best practices in mentoring and providing mentoring resources; (2) pair Assistant Professors with UCR and non-UCR mentors; (3) develop a series of professional development workshops for Assistant Professors in CNAS; and (4) assess the impact of ARIA's workshops and mentor-mentee relationships on a regular basis to improve the program's content and strategies.

Due to project funding issues, the initiative of the CNAS mentoring program did not begin until spring 2022. The program was active for approximately three months in AY2021-22. During this period, organizational meetings with PIs were held to prioritize program content development, the name of the program was chosen, meetings with the CNAS Deans office leadership and 13 department chairs were held or scheduled in July 2022, strides for the appointment of ARIA's Advisory Committee were made, and PIs attended multiple meetings to establish relationships and garner insight into UCOP AFD-funded programs, as well as DEI initiatives at UCR. Collectively, these actions have set the foundation for the development of ARIA's program workshops. During summer 2022, an ARIA website will be developed and workshops for training senior faculty as mentors will be developed.

8. UC Santa Barbara: UCSB Arts + Racial Equity Commons: Campus Communities of Practice Residencies (CPR)

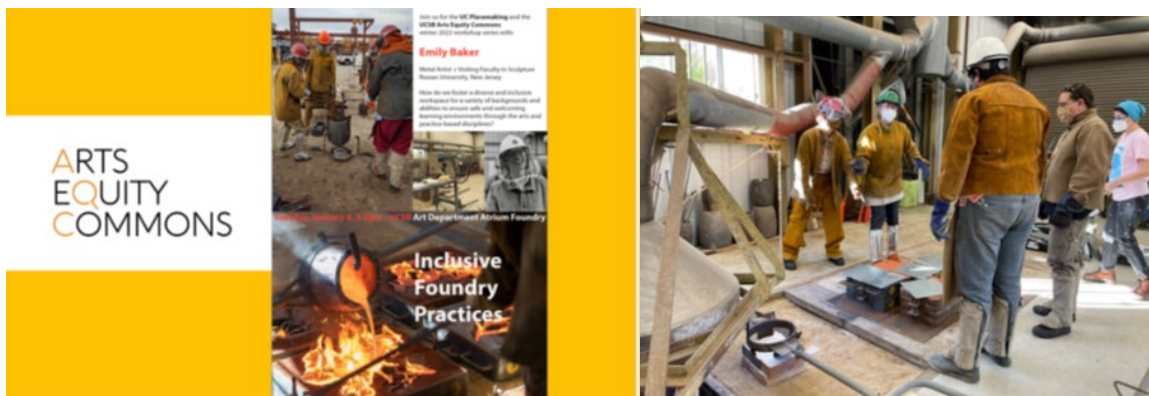
The *UCSB Arts and Racial Equity Commons: Campus Communities of Practice Residences* is a three-year pilot program designed as a workplace climate intervention at UC Santa Barbara. This project is designed to provide the groundwork for a renewed ecology around the arts, culture, and communities of practice to improve campus DEI climate and retention. The Arts Equity Commons (AEC) intends to create an interdisciplinary arts research commons to foster collaboration, intergenerational research mentorships, enhanced cultural programming and artists residences across multiple arts and racial justice-focused departments and presenting venues at UCSB.

In this project's initial year, project PIs developed the Arts Equity Commons, marking a first step in what the project is calling "a more conducive atmosphere for diversity and equity in the arts." Beginning with weekly planning meetings, the deep program involvement of Professor Gabriel Ritter as the Director of the Art, Design & Architecture Museum at UCSB and the addition of a project manager who developed

the visual identity and promotional program for the initiative, the project's team has grown tremendously and successfully planned and implemented a pilot residency program.

This year's AEC weekly planning and preparation for the pilot Artist-in-Residence resulted in an invitation to Los Angeles-based El Salvadoran artist, Beatriz Cortez, for a residency taking place from January to May 2022 in the Department of Art's metal casting foundry. Under the aegis of the AEC, her technical team, including foundry and fabrication specialists and current graduate and undergraduate art students were assembled to prepare and execute the project. The primary goal for the situated residency is to activate campus practice-based research as a site catalyst for supportive knowledge commons that will successfully advance campus faculty diversity. Thus, ensuring that the University can attract and sustain diversity among new and current faculty, as well as current and prospective students who are considering UCSB for education and research. The Black, Indigenous, People of Color, Queer, and Trans (BIPOCQT) presence and leadership demonstrated by Cortez and inclusive able-ism demonstrated by Emily Baker and their teams generated an exciting interdisciplinary model and nexus for faculty and students from the departments of Art, the History of Art and Architecture as well as the engagement inspired by the Art, Design and Architecture Museum. Cortez' research and her work, creating metal and magma forms, provided an engaging, hands-on platform and investigative bridge across the Arts, Humanities and STEM (e.g., Earth Sciences and Materials Research), inspiring collaborations among campus faculty and staff. Following a six-week residency developing work in the Art Department's foundry, Cortez and her technical team were in residence on a weekly basis between January 2022 and May 2022.

To foreground and train both professional and campus participants, AEC hosted a resin/sandcasting workshop, "Inclusive Foundry Practices," with UCSB Alumna (MFA 2018) Emily Baker, currently Assistant Professor at University of Georgia, who has gained international recognition for her expertise in metal casting practices as well as her advocacy for access and inclusion within practices that have been historically male-dominant, both academically and professionally to the exclusion of women and women of color and varying abilities. Baker led a successful 3-day workshop (January 3-5, 2022) with faculty, students and affiliate lab technicians. Her engagement facilitated the reactivation of Art's metal foundry, which has been dormant due to the absence of expertise among current faculty. Twelve participants were trained in preparation for the residency pilot while successfully executing individual works in bronze.



Cortez arrived in January 2022 to commence work with her assembled team. Weekly meetings included creative and technical discussions as artists worked to realize Cortez' project. During this time, Cortez and foundry and fabrication specialist Kari Reardon participated in a roundtable conversation with History of Art and Architecture Assistant Professors Alicia Boswell and Allison Caplan, art historians who work on different periods and regions of Latin America.

Despite some delays in accessing project funds, this project has been able to make progress towards its stated goals.

## **VI. AFD Project Budgets and Expenditures for 2021-22**

In 2021-22, seven Advancing Faculty Diversity Recruitment projects received a total of \$2,872,810 while eight Improved Climate and Retention projects received \$1,620,851. In this fiscal year, the program was able to provide supplemental funding to projects. In doing so, the program opened a brief call for currently active recruitment projects to request an additional supplement to start-up funds for their recruitments. Also, the program offered a supplemental amount to projects engaging in systemwide efforts or that have the potential of being launched systemwide.

This past year the COVID-19 pandemic continued to have a significant impact on the funded projects, and many have struggled to move projects forward due to staff shortages on campuses, continued issues associated with meeting in-person (which meant less expenditures of project funds), and other unforeseen circumstances affecting PIs directly. Bright spots in the year include two systemwide convenings of AFD PIs and other campus leaders this past spring, organized and led by AFD funded projects, that re-energized the Advancing Faculty Diversity community and provided a forum to reconnect in person (one of those meetings also included an online attendance option).

Below is an outline of dollars allocated by expenditure category, for Recruitment projects funded in 2021-22, as well as reported expenditures at year's-end by individual project. Total dollars allocated by expenditure category for Recruitment awards are presented in **Chart 17** below. The majority of funding for Recruitment awards is allocated to start-up costs, which is typical when recruiting new faculty. Project allocations to start-up costs make up 70% of all Recruitment funds awarded in 2021-22, like the prior year and typical of the AFD-funded projects that involve recruitments.

Start-up funds are typically a significant part of total costs associated with faculty recruitment. These funds provide incoming faculty members funds to establish their research labs, hire students/post-docs, support research development and pay for professional development; in these cases, the funding goes directly to support the work of UC's new faculty. For AFD projects, these funds have been a key tool utilized to improve faculty diversity, as funding incentives to attract highly qualified applicants.

**Chart 17: AFD Recruitment Awards, 2021-22  
Percent (%) of Total Dollars Awarded**

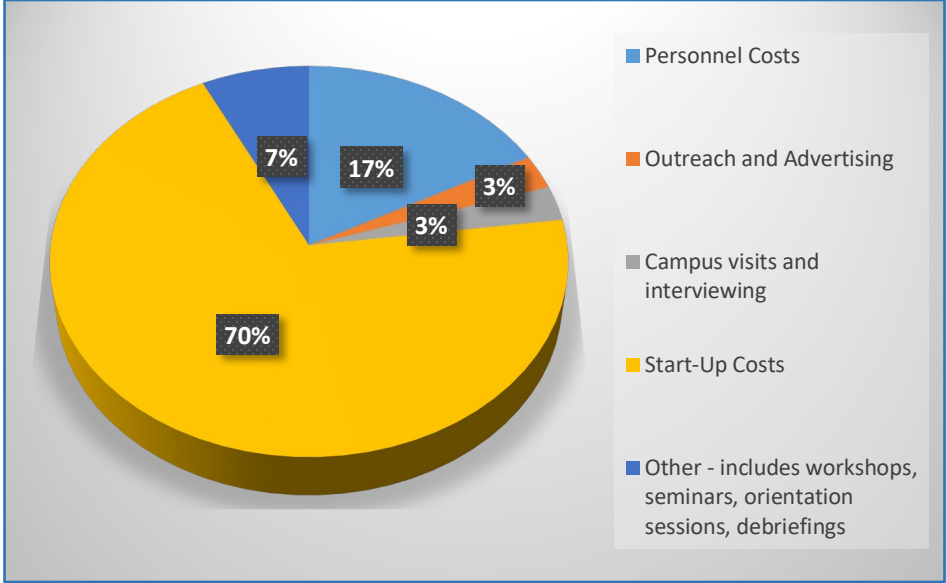
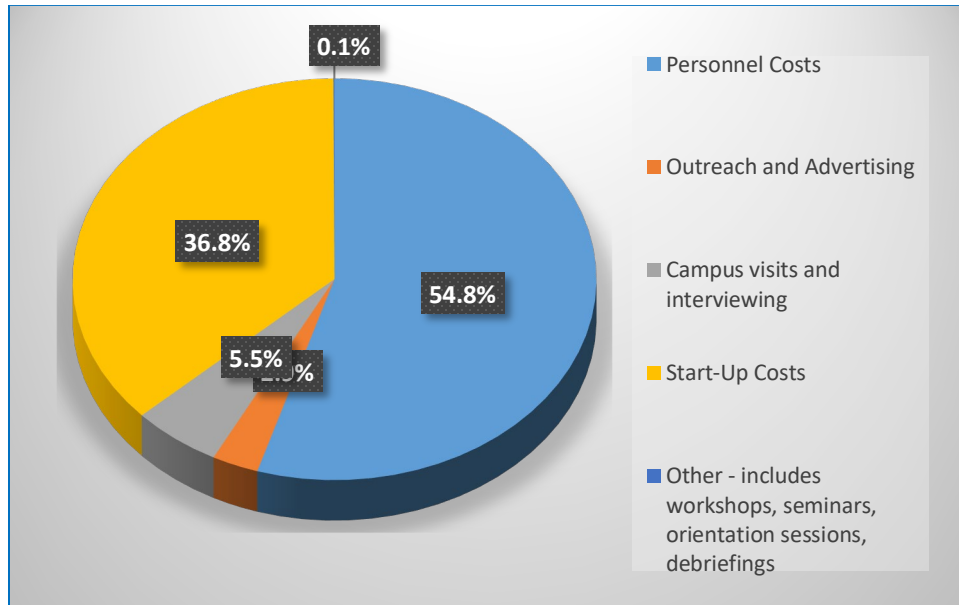


Chart 18 and Table 1 below show the expenditures over the past year among the newest Recruitment projects. This year, a significant reduction in the use of start-up funds from 2020-21 may be due to recruitments being initiated later than anticipated, plus newly hired faculty may not have started until the new academic year. We anticipate that the second year’s spending of these Recruitment projects will reflect a significant proportion of start-up funds being spent or allocated to support newly hired faculty. This year there was an increase in campus visits and interviewing expenses, 19.9% of total funds allocated by funded projects, compared to 13.6% in the prior year, a sign that the challenges in recruitment associated with the COVID-19 pandemic may be on the decline.

**Chart 18: AFD Recruitment Awards, 2021-22**  
**Percent of Total Expenditures by Funding Category**



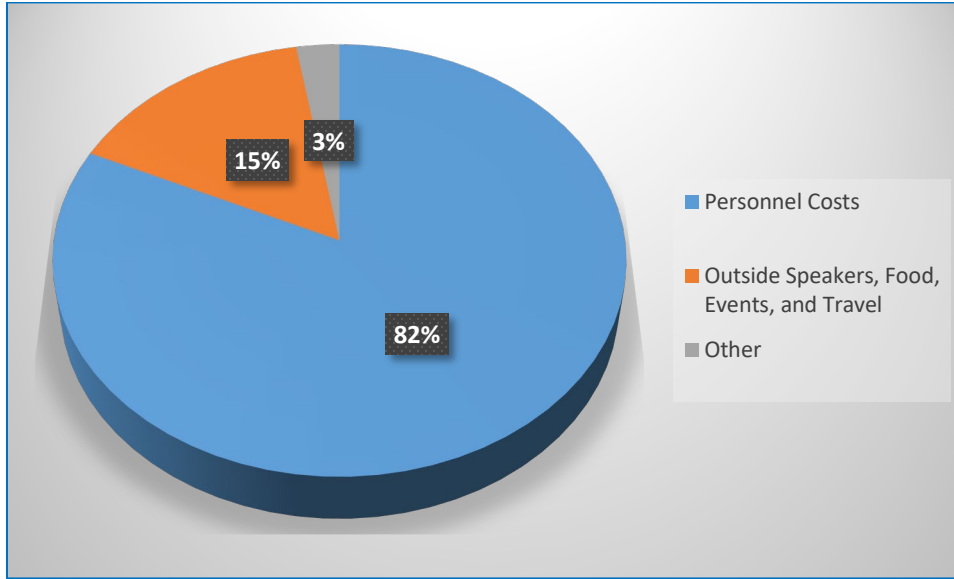
Overall, just over 10% of the total funded for Recruitment projects in 2021-22 had been spent by the end of the year. This demonstrates the struggles associated with faculty hiring during a worldwide pandemic. While funded proposals did anticipate that the pandemic would affect their efforts, without 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  
Budget Allocation and Expenditures, FY21-22**

	<b>Recruitment Activity (\$)</b>	<b>Expended (through 6/30/22) (\$)</b>	<b>Remaining (\$)</b>	<b>2021-22 Total Spent (%)</b>	<b>2020-21 Total Spent (%)</b>
Personnel Costs	\$494,585	\$163,720	\$330,865	54.8%	46%
Outreach and Advertising	\$80,200	\$8,591	\$71,609	10.7%	14.1%
Campus visits and interviewing	\$82,620	\$16,475	\$66,145	19.9%	13.6%
Start-Up Costs	\$2,006,081	\$110,000	\$1,896,081	5.5%	14.2%
Other - includes workshops, seminars, orientation sessions, debriefings	\$209,324	\$200	\$209,124	.1%	.1%
<b>TOTAL</b>	<b>\$2,872,810</b>	<b>\$298,986</b>	<b>\$2,594,024</b>		

In 2021-22, the inability to hold events in person did still affect expenditures for Improved Climate and Retention projects, but not to the degree that it had in 2020-21. Table 2 below shows a significantly higher percentage of funds (19.9%) for outside speakers, food, events and travel spent in 2021-22 than in 2020-21 (4.2%) in projects' first year. Several projects have requested extensions to project timelines given continued challenges associated with staffing at the campus level. Still others have requested modifications to the expenditures themselves to adjust for these and other challenges experienced in administering project funds.

**Chart 19: AFD Improved Climate and Retention Awards, 2021-22  
Percent (%) of Total Dollars Awarded**



**Table 2: AFD Improved Climate and Retention, Budget Allocation and Expenditures, FY21-22**

	Improved C&R Activity (\$)	Expended (through 6/30/22) (\$)	Remaining (\$)	2021-22 Total Spent (%)	2020-21 Total Spent (%)
Personnel Costs	\$1,328,021	\$309,578	\$1,018,443	23.3%	27.9%
Outside Speakers, Food, Events, and Travel	\$249,727	\$49,613	\$200,114	19.9%	4.2%
Other	\$43,103	\$6,892	\$36,211	16%	5.8%
<b>TOTAL</b>	<b>\$1,620,851</b>	<b>\$366,084</b>	<b>\$1,254,767</b>		

**VII. Looking Ahead: Advancing Faculty Diversity in a hybrid/return to campus model**

Given the shelter-in-place orders associated with COVID-19 to a hybrid slow return to work model at the state, regional and university levels, the 2021-22 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.

The return to in-person/hybrid model remained top of mind for the 2021-22 funded Advancing Faculty Diversity projects. Most project PIs reported significant progress with their projects, due in large part to the return to in person gatherings. Although AFD bi-annual convenings were held virtually, projects reported a deep appreciation for community and fulfillment of collaboration from attending project

convenings hosted by UCLA's *Multi-Pronged Initiatives to Address URM Faculty Retention and Climate* and UCI *CREATE*. For other projects that held in-person meetings and events, the turnout was reported to have a great number of in-person participants, further proving the need for in-person collaboration systemwide.

The ability to host events and activities in hybrid model has affected projects' continued ability to move forward with planned project activities in a positive way. We found projects adjusted to the hybrid environment successfully. Requests to extend project activities by one year were considered over the last year, not just for newly funded projects but also for several 2019-20 funded projects that relied on in-person activities or that experienced unique challenges brought on by the COVID-19 pandemic. 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. Although project plans and timelines have needed adjustments, 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 seventh year, and UCOP is planning a full review of the program. In spring of 2021, UCOP contracted with a Harvard University scholar to assist in preparing for the review which had been anticipated in 2021-22. The assessment and subsequent report provide a sense of what will be needed to complete a retrospective evaluation of the AFD program. Given the leadership transition at UCOP, the evaluation will instead take place in 2022-23.



## Appendix A: Abstracts of New AFD Awards, 2021-22

### 2021-23 Advancing Faculty Diversity: Recruitment

Six projects were funded for a total of \$2,872,810.

#### **UC San Diego: Transforming UC San Diego from an emerging HSI to an HSRI through a LatinX cluster hire initiative; \$498,600**

The UC San Diego Latinx Cluster Hire Initiative (LCHI) leverages a strong campus commitment to diversifying the faculty while simultaneously working to fulfill its student-centered mission. As an Emerging Hispanic Serving Institution (HSI), UC San Diego is uniquely positioned to transform into an HSRI (Hispanic Serving Research Institution) and STEM HSI with the support of leadership and commitment to meeting the curricular, co-curricular, and cultural needs of Latinx, URM and increasingly first-generation students. The LCHI proposes to hire up to fourteen faculty whose research and pedagogical focus is on issues affecting and of interest to Chicana/Latina students. Moreover, it will leverage the Chicana/Latina Studies and Latin American Studies programs, strong EDI initiatives underway and the expertise of campus Faculty Equity Advisors. A robust hiring initiative across four divisions and nine academic departments that serve a critical mass of Latinx students will serve as a catalyst for UC San Diego becoming a Latinx serving and responsive institution.

#### **UC Berkeley: Advancing Faculty Diversity in the Social Sciences; \$497,475**

The Advancing Faculty Diversity in the Social Sciences Program focuses on three broad areas of faculty hiring for the 2021-22 and 2022-23 academic years: 1) outreach efforts, 2) search processes, and 3) faculty support and professional development. With the demonstrated commitment from campus and divisional leadership, the Social Sciences Division will combine best practices already promoted on campus with interventions piloted by previous successful AFD projects at UC Berkeley. The project will implement interventions aimed at identifying emerging scholars in priority areas as well as expanding search practices to prioritize diversity, equity, inclusion, and belonging (DEIB) at all stages of the search and recruitment process. It will also initiate a new divisional mentorship program focused on community building, professional development, and mentorship around DEIB work, and will create a startup funding program for faculty to undertake DEIB projects in research, teaching, and service.

#### **UC Santa Barbara: Building the Pipeline for African American Faculty whose Research is Centered on Ameliorating the Disparately Negative Health Effects of Racial Trauma in Black Communities; \$295,246**

This UC Santa Barbara project includes a comprehensive plan to recruit and hire two new professors whose research contributes to DEI, and specifically racial trauma in Black communities, in the Gevirtz Graduate School of Education Department of Counseling, Clinical, and School Psychology (CCSP). The project's plan is contextualized in the recent establishment of the Healing Space, a clinical research hub for racial trauma, and the availability of URM faculty to serve as mentors in 2020. In this project, CCSP aims to:

- leverage campus and community partnerships to develop a mentoring network in CCSP and across campus, including graduate students in Year 1
- hire two Assistant Professors researching interventions for racial trauma in Year 2. CCSP will build on synergy that exists between the Healing Space and the growing diversity of graduate students and faculty to build a mentoring network that supports the socioemotional and research needs of Black scholarship, making UCSB a destination for health disparities research and training.

**UC Riverside: Advancing Faculty Diversity and Epistemologies in Black Study, Health & Environmental Inequities; \$496,570**

This project at UC Riverside plans a multidisciplinary cluster hire to promote inclusion of Black Study faculty at UCR and to advance Afro diasporic epistemologies in the study of health and environmental inequities. The interconnected long-term forms of inequality made evident by the COVID-19 pandemic, climate crisis, and racialized state violence render urgent this proposed cluster hire. This interdisciplinary collaboration engages the various facets of anti-blackness and the overlapping mutual ability to respond to these contemporary challenges. Building on earlier related efforts to support faculty retention, this cluster hire will support (a) two existing departments (Political Science; Religious Studies) and (b) exciting initiatives to form two new departments – The Department of Black Study (DBS) and The Department of Environment, Sustainability, and Health Equity (ESHQ). The proposed cluster hire will promote interdisciplinary collaboration in developing new curriculum, advancing creative and community-engaged activities, and promoting hiring and retention of Black Study faculty.

**UC Riverside: Advancing Faculty Diversity at the UCR School of Business; \$500,000**

UC Riverside’s School of Business seeks to build upon successful aspects of previous AFD initiatives at UCR and expand them in new directions. First, the project will implement an innovative recruiting method to target specific areas of research (in business) that are more likely to attract scholars from diverse backgrounds, including URM scholars (e.g., pay gap, minority owned businesses). Second, the project will expand the search for scholars from related fields (e.g., psychology, sociology) that have more diverse candidate pools. Third, the project will follow the spirit of Senate Bill 979 which requires publicly held corporations in California to diversify their boards of directors by 2023. Project PIs plan to appoint a search committee that includes URM faculty and that ideally, reflects an increasingly diverse student body on campus. Finally, the project will make the new positions attractive not only by providing “perks” but also by emphasizing the important opportunities the new hires will have in making a difference in the life of URM students.

**UC Santa Barbara: A multi-tiered approach to recruiting and maintaining a diverse faculty in Psychological & Brain Science; \$369,918**

The Psychological & Brain Sciences Department at UC Santa Barbara has a unique opportunity to advance faculty diversity in the next two years and set themselves up for continued progress for several years. This project outlines three interconnected plans to achieve its goals: aggressive and opportunistic recruitment, priming the pipeline, and enhanced mentorship and retention strategies. The first prong of

the recruitment plan is aimed at maximizing inclusion in upcoming searches and aggressively recruiting diverse candidates to campus. The second prong of the recruitment strategy is to leverage the UC President's Postdoctoral Fellowship Program for potential target of opportunity hires. The priming the pipeline plan is aimed at expanding the cohort of postdoctoral students and exposure to diverse senior academics, with the expectation that these scholars will be candidates for future positions. Finally, the enhanced mentorship and retention plan is aimed at maximizing recruitment by supporting the career trajectories of new colleagues.

**UC Davis: Fostering crucial conversations and building opportune consensus on the use of contributions to diversity, equity, and inclusion statements for faculty recruitment; \$135,000**

This UC Davis project will conduct an exhaustive study into the use of Statements of Contributions to Diversity, Equity, and Inclusion in recruitment through research into how they are employed and valued at UC campuses and other universities. UC Davis has recognized potential value in a previous AFD grant, which provoked some Senate faculty to protest mandatory inclusion of these statements in faculty applications. After completing the research, which will include studying hundreds of public comments Senate members provided opposing and supporting the statements, project leaders will develop two "industrial films" – one using professional actors discussing use of the statements in the context of recruitment committees reviewing applications, and a documentary facilitated by an experienced DEI facilitator and screenwriter to gain student perspectives on their lived experiences and focusing on their engagement with faculty. These will be provided to future recruitment committees at UC Davis and other UC campuses as a hiring resource.

**2021-24 Advancing Faculty Diversity: Improved Climate and Retention**

Seven projects were funded, for a total of \$1,376,422

**UC Davis: Solutions to Disruptive Speech in the Learning Environment; \$175,000**

Negative workplace climate and racial trauma both contribute to loss of productivity among faculty and to faculty turnover. *Dialogues Across Difference* advances faculty retention by addressing the negative impact of disruptive speech in learning environments. Project PIs define disruptive speech as politically provocative, harassing, or hate speech, including the display of symbols or objects that adversely affect teaching and learning. This project has three phases. The first phase will document the extent of this problem in these politically polarizing times. The second phase will build communities of faculty from across campus to generate a collective awareness and structure composite stories. In the third and final phase, project leaders will write and produce performance pieces, based on these stories, that reflect experiences of and responses to disruptive speech. Once produced, these pieces will be offered in synchronous and asynchronous environments as part of broader programming to empower faculty, graduate students, and other instructional staff and to inform policy.

**UC Santa Cruz and UC Merced: Developing and Implementing Equity Advocate Programs at UC Santa Cruz and UC Merced; \$246,936**

This two-year project involves the creation of an Equity Advocate (EA) Program at UC Santa Cruz and the expansion of the EA Program at UC Merced to improve climate and retention outcomes for diverse faculty. During Year 1, and drawing on earlier AFD-funded collaborative research, these campuses will create a robust set of training materials for EAs, whose roles will include advising on faculty searches, fostering retention and promotion, and promoting equity and inclusion. During Year 2, the campuses will develop a crossover EA training - the first of its kind held at these campuses. UCSC will launch its first cohort of EAs and UC Merced will expand its school-level program by engaging in campus-level strategic planning and department-level demographic reporting on diversity. This project responds to the call of the UC-wide Committee on Affirmative Action, Diversity and Equity for every UC campus to create an EA program that aligns these campuses with nationally-recognized best practices.

**UC Santa Cruz, UC Riverside and UC Davis: Mining Text for Bias in Student Evaluations of Teaching; \$186,100**

This multi-campus research project has four specific aims: 1) develop a predictive model that efficiently and automatically scans written course comments, and determines the proportions reflecting student satisfaction levels that are positive, mixed, or negative; 2) pilot an implementation of the predictive model at UC Riverside by integrating it into the iEval student teaching evaluation system to assess both practical and cultural implications of augmenting written comments with a summary report showing the proportions of positive, mixed, or negative comments; 3) use the predictive model to investigate the degree of bias in written comments with respect to the gender, ethnicity, and rank of the instructor, and compare the findings to a parallel bias study of the corresponding numerical scores; and 4) evaluate the efficacy of UC Santa Cruz's recent revision of instructional evaluation questions as an intervention for reducing bias in comments.

**UC Davis, UC Berkeley and UC San Francisco: AFD Climate and Retention Pilot Intervention Program - DEIBlueprint; \$249,986**

DEIBlueprint addresses department climate by creating an easy-to-use process - a blueprint! - that sets departments up for success in diagnosing and addressing diversity, equity, inclusion, and belonging (DEIB); in short, department climate. All too often, departments are on their own, trying to effectively implement initiatives from campus-wide surveys, fashioning original department climate surveys, analyzing their data, and conjuring action steps in response. This process is time-consuming, often error-prone, sometimes expensive, and potentially uninformed by campus expertise. Using a quasi-experimental design, DEIBlueprint has two components: (1) an online climate survey Question Bank, containing validated survey items participating departments can choose from to create customizable climate surveys appropriate to their unique context; and (2) a Climate Toolkit to support responsive activities. Toolkit elements will be associated with particular issues and span a wide range of accessible activities. The overall aim is to make departments more inclusive for all, increasing faculty retention and success.

**UCLA and UC Irvine: Multi-Pronged Initiatives to Address URM Faculty Retention and Climate; \$250,000**

This joint project involves a partnership of the UCLA Offices of Faculty Development in Academic Personnel, and Equity, Diversity and Inclusion (EDI) collaborating with the UCLA Institute of American Cultures that fosters ethnic studies research, and with UC Irvine. The project proposes a multi-pronged approach to improve mentoring, climate, and retention of ladder faculty:

1. Faculty mentoring using an established small group mentoring model and for groups with common identities from across campus.
2. Inclusive Excellence Faculty Mentor Awards honoring exceptional mentors as one way to make “invisible labor” visible and rewarded, with Award Celebrations that also provide for faculty networking.
3. Chair workshops on departmental climate designed to address retention and climate for all faculty especially URM faculty
4. A UC Systemwide Summit on Best Practices in URM Faculty Climate and Retention, followed by a conference two years later to report on progress.

As a large campus with an increasingly diverse faculty, UCLA is well positioned to lead and benefit the entire system.

**UC Santa Barbara: UCSB Arts+Racial Equity Commons Campus Communities of Practice Residencies (CPR); \$175,000**

UC Santa Barbara’s three-year pilot for a “workplace climate intervention” provides the groundwork for a renewed ecology around the arts, culture, and communities of practice to improve campus DEI climate and retention through a reconceptualization of three arts research units within the Division of the Humanities and Fine Arts (HFA). As a pilot for an Arts and Equity Research Commons at UCSB, this project includes an Arts Administrative Support Center (AASC) that will be developed to support minoritized faculty through an interdisciplinary research commons to foster collaboration, intergenerational research mentorships, enhanced cultural programming and artists’ residencies across multiple arts and racial justice-focused departments and presenting venues at UCSB. In coordination with a campus DEI divisional initiative, “Racial Equity in the Arts and Creative Economy,” the project includes a working network of cooperative chairs, faculty and administrative staff committed to building upon collective research strengths, resources, programming and DEI strategic planning by each of their arts practice-based departments to better align and leverage overlapping academic and curricular planning opportunities. The three-year pilot proposal is designed to include an artist in residence incubator program as a catalyst for leveraging existing units, staff and attendant programming as a demonstration model. The first year of the three-year intervention will be dedicated to strategic self-study, mapping of alignments in faculty, staff and student leadership and support personnel, curricular initiatives and program opportunities across the units.

This year’s RFP also included funding for a project that will manage a systemwide convening of campus Faculty Equity Advisors. The funded project is described below:

### **UC Irvine: CREATE (Creating Relevant Equity Advisor Tools to Empower) at UCI; \$93,400**

UC Irvine's Comparing Relevant Equity Advisor Tools to Empower (CREATE) will convene an initial hybrid meeting of strategic leaders – faculty peer consultants, equity advisors, and others – from across the system to discuss key issues and actions for improved academic climate and faculty retention. CREATE at UCI will build on a faculty-peer consultancy model that has been foundational to equity advisor-faculty change programs across the system and nationally and instrumental during its 20-year history at UCIA hybrid one-day spring event in 2022 aims to generate longer-sustaining strategic planning and actions among a broader group of equity advisors and faculty and staff leaders. The project provides opportunities for these group and network members also to engage on their respective campuses during a two-year duration, convening initially in the hybrid in-person and virtual meetings at UCI and then enacting and tracking levers for change over virtual connections in the subsequent years. A first step includes using the CREATE at UCI forum to dialogue and prioritize actions specific to four key themes that would substantively improve faculty academic perceptions of belonging, engagement, and advancement, particularly for faculty men and women of color. Activities will build synergy from equity advisors and other leaders to refine specific actions through a systems lens to: (1) translate inclusive excellence strategies into practice, (2) extend an equity advisor model effectively as a lever for change in earlier pathways to the professoriate, (3) promote holistic and meaningful measures of climate, and (4) enhance the accountability of equity advisors and their institutions related to programming, creating cultural consciousness, and adoption of best practices for advancing equity and inclusion for diverse faculty. Products from this strategic alliance will include a training video and published proceedings with strategic outcomes.