

Attachment 1

Advancing Faculty Diversity (AFD) Project Abstracts 2016-17 through 2021-22

AFD Recruitment Projects

2016–17

UC Davis: Advancing Faculty Diversity in Agricultural and Environmental Sciences, \$600,000

With a focus in the College of Agricultural and Environmental Sciences, which planned to undertake significant hiring during 2016–17, the project leveraged ongoing campus efforts to improve recruitment, mentoring, and community engagement for non-majority faculty. Targeted efforts included advertising in new venues/splash ads, a two-offers-from-one-search program, second visits for recruits, startup support, Capital Resource Network referrals, partner opportunity investments, and launching a President’s/Chancellor’s Postdoctoral Fellows seminar series.

UC Riverside: Advancing Engineering Faculty Diversity at the University of California, Riverside, \$600,000

With a focus in the Bourns College of Engineering (BCOE) and related cluster hiring, the project targeted potential engineering faculty slightly earlier in their careers – senior PhD students or very recent graduates – by offering new faculty members funding for a postdoctoral research fellowship and additional early-career professional development through the new Provost’s Diversity in Engineering Fellows (PDEF) Program. The project included an enhanced recruitment process involving all searches within the engineering college, required diversity statements, splash ads, and a centralized review committee. All awarded funds would be committed to three new hires through the PDEF program. BCOE would also have additional hires through positions supported with college funds and positions funded through the UCR “cluster hiring” initiative.

UC San Diego: Engineering Diversity: Broadening Applicant Pools, Evaluating Objectively, and Attracting Diverse Faculty to the Jacobs School of Engineering, \$512,000

Through the leadership of the Jacobs School of Engineering Dean and plans for substantial hiring in 2016–17, this project consisted of four elements: targeted outreach to minority applicants, use of written evaluation tools (rubrics), job support mechanisms for spouses or partners, and the building of a faculty diversity cohort. The additional support was thought to be particularly important in handling the challenges of meeting new faculty members’ family needs such as child or eldercare responsibilities or partner employment. The project also drew on recent enhancements to family accommodations, recent evidence-based review of recruitment efforts, a database of Latino(a) engineers around the country, and campus-wide efforts to build an inclusive climate.

2017-18

UC Berkeley: Advancing Faculty Diversity in Berkeley Engineering, \$500,000

With strong commitment by the leadership and plans for substantial hiring in 2017-18, this project focused on four broad categories: increasing the diversity of applicant pools; emphasizing and requiring contributions to equity and inclusion; improving evaluation and reducing bias; and increasing the effectiveness of interviews, recruiting, and professional development. In addition to employing best practices already promoted by the campus and ensuring they are implemented well, this project implemented additional interventions, including those identified in year one of the Advancing Faculty Diversity program and from UC Berkeley's own Search Committee Chair Survey conducted from 2012-16. The interventions included revisions to position announcements, targeted outreach, required diversity statements, expanded startup funding, equity advisor meetings for candidates, evaluation of candidates by a student committee, multi-criteria rubrics, a centralized review committee, increased pool of finalists, support for partner/spouse careers, and postdoctoral support.

UC Irvine: Building Our Own Pipeline to the Professoriate: Advancing Faculty Diversity in Science, Technology, Engineering, and Mathematics Schools at the University of California, Irvine, \$450,000

In addition to extending best practices in use at UCI, this project piloted a locally funded Provost Hiring Incentive to recruit former postdoctoral scholars associated with the system-wide University of California President's Postdoctoral Fellowship Program (PPFP) and the campus-level partner Chancellor's Postdoctoral Fellowship programs (CPF). The project supported the transitions of postdoctoral scholars into faculty positions through a concierge strategy that consisted of research support, work-life integration resources, and community connections for retention and advancement through a newly established Society of Inclusive Excellence Fellows. One of the schools comprising the pilot unit served as a comparator unit during year one of the Advancing Faculty Diversity program.

UC San Francisco: Advancing Faculty Diversity in the Biomedical Sciences at the University of California, San Francisco, \$450,000

With the recruitment of new Deans in the School of Nursing and School of Dentistry, there was significant hiring of ladder-rank faculty in the biomedical sciences in 2017-18. For optimal impact on these recruitments, this project included a search oversight committee and active and targeted outreach through search ambassadors; the project also leveraged the existing mentoring program, required diversity statements, and allocated recruitment funds to faculty who will contribute significantly to diversity and inclusion. The Executive Vice Chancellor and Provost provided matching funds for the recruitment of the faculty.

UC Santa Barbara: Enhancing Faculty Diversity at UC Santa Barbara, Department of Economics, \$500,000

The Department of Economics prepared a comprehensive plan that builds on a cluster hire approach to construct a strategic initiative that focused on four key components: searching across multiple ranks and fields, advertising, attractive research start-up packages, and enhanced faculty and staff time to focus on a broad search. A key component of this project was the adaptation of a successful intervention from year one of the Advancing Faculty Diversity program with the

creation of a postdoctoral fellowship to precede the assistant professorship, as well as enhancement of the endowed chair start-up package to support work with underrepresented minority and low-income students.

2018-19

UC Berkeley: Initiative to Advance Faculty Diversity, Equity and Inclusion in the Life Sciences, \$500,000

With strong commitment by campus leadership, this unique program is a cross-divisional collaboration to advance faculty diversity in the life sciences. This program centers on four broad categories: building a critical mass; strengthening applicant pools; improving candidate evaluation processes; and institutional change. The interventions will include the allocation of FTE across the life sciences; a centralized cross-department review committee; winter seminar series with participants from the President's Postdoctoral Fellowship Program (PPFP), Chancellor's Postdoctoral Fellowship Program (CPFP), and other institutions; faculty search ads; targeted, personal outreach using a database of promising candidates; rubrics for evaluating contributions to diversity statements; search committee training; valuing contributions to diversity, equity, and inclusion alongside contributions in research, teaching, and service; Council of Life Sciences Faculty to provide ongoing program development; diversity, equity, and inclusion retreat; a cohort mentoring program; and additions to start-up packages for equity and inclusion programs.

UC Davis: A UC Davis Pilot Study in Centrally Co-led Open Searches to Prioritize Academic and Educational Excellence, \$422,347

This project centers on taking proven best practices for a diverse and inclusive recruitment process, and applying them to "open searches" directly by coordinating them through the central Office of Academic Affairs, in collaboration with the deans' offices of participating schools and colleges. Open searches will be college or school-wide, without specification of a specific discipline or department, provided that an applicant's area of expertise falls within a discipline embodied in the academic unit. The interventions will strategically utilize college-level or school-level open searches to obtain highly diverse pools of applicants by leveraging diversity hiring incentives and investment through PPFP/CPFP, Center for the Advancement of Multicultural Perspectives on Science (CAMPOS), and the Mentored Clinical Research Training Program; successful candidates must have demonstrated significant commitments to diversity, equity, and/or inclusion. Other interventions include search committee training; broad advertising; utilization of data-driven recommendations; targeted outreach; a new faculty support program to provide dual career support and family integration resources; a mentoring committee; enrollment in the National Center for Faculty Development and Diversity; assignment of a faculty peer; and graduate student support. Senior leadership and deans express strong support for the program.

UC Merced: Pathways to the Professoriate. Advancing Faculty Diversity in the Schools of Natural Sciences and Engineering at UC Merced, \$498,052

This project centers on leveraging PPFP and CPFP; a new "Two Offers from One Search" Program; and the development of a Leadership Council Pilot Program to oversee these searches.

The interventions will leverage PFP and CFP; the faculty equity advisor program; best practices in recruitment and hiring, including implicit bias training and diversity statements; the National Center for Faculty Diversity and Development Program; and Accountability and Mentoring Programs. The project will also enhance mentoring and faculty success training for new hires, including teaching mentoring. Leadership will take an active role in recruitment and hiring through the formation of a Leadership Council pilot program.

UC Riverside: Advancing Mathematics Faculty Diversity at the University of California, Riverside, \$500,000

This project builds on successful aspects of previous Advancing Faculty Diversity initiatives and enhances prior programs in significant ways. As a pilot unit in the first year of this initiative, UCR initiated a highly successful Provost's Diversity in Engineering Fellows program. The current interventions build on the first year program elements of attractive, targeted advertisements; use of the Statement of Contributions to Diversity as an initial rather than later selection criterion; a boost to the candidate's research career through an additional year of funded research training anywhere in the U.S. while having a tenure track position secured; and support and mentoring throughout from their UCR base. The Mathematics project will also use the tools afforded by applying through UC Recruit rather than MathJobs, making a significant difference to the ability to monitor and boost development of a diverse pool of applicants; host a symposium early in the Fall quarter to showcase both the diversity of the campus and the quality of the Mathematics Department to attract more applications from prospective URM faculty; and implement specific mentoring to develop skills for teaching mathematics to first generation students. There is a strong commitment by the leadership to support the project.

2019-20

UC Davis: The UC Davis Pilot Study to Prioritize Academic Excellence in Research and Contributions to Diversity, Equity, and Inclusion / Phase 2: Institutionalization, \$500,000

This proposal builds on UC Davis's 2018-19 grant, which demonstrated that a structured and deliberative approach to using contributions to diversity statements together with conventional selection criteria leads to a pool of candidates, and ultimately faculty hires, that will have the largest impact on equity and inclusion for the campus's diverse student body. Having demonstrated this through their 2018-19 pilot study of eight new faculty searches, the 2019-20 project will test and institutionalize their findings through approved searches planned for the 2019-20 academic year.

UC Irvine: Advancing Faculty Diversity, \$500,000

Building on past successes at UC Irvine, this project is aimed at a particularly stubborn problem: the core Physical Sciences. It includes three main elements: using innovative targeted outreach to create a particularly diverse applicant pool; implementing inventive techniques to reduce implicit bias in choosing candidates, such as blind (redacted) searches; and improving yield-on-offers by individualizing startup packages with tools such as teaching release, family-friendly support, and mechanisms for partner hires. Over two years, the school expects 13 searches.

UC Irvine: Piloting Chancellor's Inclusive Excellence Awards at the University of California, Irvine, \$482,000

UC Irvine's Chancellor's Inclusive Excellence Awards program will use evidence-based practices to distribute up to 10 Chancellor's awards to newly hired tenured (5) and tenure-track (5) faculty in both academic and professional schools. Pilot awardees will serve for two years, receiving a minimum \$50,000 budget for scholarship related to inclusive excellence, and travel support of up to \$5,000. These funds will incentivize yield of these faculty members, and support scholarship aligned with the UCI strategic plan, particularly in the areas of building capacities through growth that makes a difference, developing a student experience that is first in class, and engaging with community members as partners. This pilot resonates with evidence that campus resources and commitments to reward distinguished scholarship in inclusive excellence fosters faculty inclusion and satisfaction. It also addresses tenure-track faculty's need for scholarship resources and clear supports for mid-career reviews. The cohort of 10 awardees will not only deepen faculty leadership in campus strategic areas, but will also generate critical momentum for a \$10M campaign to endow the program.

UC Riverside: Advancing Faculty Diversity in the Physical Sciences, \$500,000

This project broadens application of previous successful interventions at UC Riverside to include the departments of Physics and Astronomy and Chemistry, while also adding an important new feature – the recruitment of two mid-level faculty, one in each department – to be Provost's Professors for Advancing the Physical Sciences. Each department will recruit one junior and one mid-level faculty member using best practices identified from previous years of the Advancing Faculty Diversity program, including targeted recruitment, the use of contributions to diversity statements and rubrics, and the offer of an enrichment year and mentors for junior faculty recruits. The mid-level faculty will be recruited at the tenured level, with the intention of forming a nidus of faculty members throughout the college aimed at increasing faculty diversity. These faculty members will be offered the termed, but renewable, title of Provost's Professor for Advancing the Physical Sciences, and will work within the departments and with the Dean to advance faculty diversity within the College of Natural and Agricultural Sciences

UC Santa Cruz: Improving Application Diversity and Impact of Contributions to Diversity, \$497,000

UC Santa Cruz will introduce the first-line use of contributions to diversity, equity, and inclusion statements for departmental searches in Arts and Engineering and for a cluster hire of four faculty members in a new program in Global and Community Health in the divisions of Physical and Biological Sciences and Social Sciences. Selection committees will use rubrics to assess the statements. The use of contributions to diversity statements and rubrics in the initial screening of applicants builds on successful interventions used at UC Berkeley and UC Davis during year 3 of the Advancing Faculty Diversity project and represents a significant change for UC Santa Cruz.

2020-21

UCLA: Advancing Faculty Diversity Recruitment Proposal UCLA – Mentor Professor Program, \$460,000*

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

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

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

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

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

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

UC Santa Cruz is building on its Year 4 project in close collaboration with UC Merced. The project will establish faculty workgroups at each campus to work together in learning from the research literature, disseminating best practices to the campus, developing rubrics, and developing training materials. As part of this joint project, UC Santa Cruz will also provide guidance to UC Merced in launching an “opt-in” pilot for faculty searches using C2DEI and research statements for first round screening.

2021-22

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

The Advancing Faculty Diversity in the Social Sciences Program is focused 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 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 project proposes to 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.

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

This project proposes 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 working 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 UC Riverside School of Business, \$500,000

This project proposes to build upon successful aspects of previous Advancing Faculty Diversity (AFD) initiatives at UC Riverside and expand them in new directions. First, the project will implement an innovative recruiting method by targeting specific areas of research (in business) that are more likely to attract scholars that advance diversity, equity, and inclusion in their research areas (e.g., research on pay gap and on minority-owned businesses). Second, the project will expand the search for scholars from related fields (e.g., psychology, sociology) that have a more diverse pool of candidates. Third, the project will follow the spirit of Senate Bill 979 that requires publicly held corporations in California to diversify their boards of directors by 2023 by appointing search committees that strive to have 50% of their members being under-represented groups (URG) and underrepresented minority (URM) faculty.¹ Finally, the project will 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 life of diverse students.

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, UC San Diego is uniquely positioned to transform into an HSRI 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 on issues affecting and of interest to Chicana/Latina students. Moreover, it would 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 Santa Barbara: A multi-tiered approach to recruiting and maintaining a diverse faculty in Psychological & Brain Science, \$369,918

The Psychological & Brain Sciences Department 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 Presidential 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 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 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 CCSP Department. This plan is contextualized in the recent establishment of the Healing Space, a clinical research hub for racial trauma, and the hiring of two African American Teaching Assistant Professors in 2020. In this project, CCSP aims to:

- Year 1- leverage campus and community partnerships to develop a mentoring network for Black scholars in CCSP and across campus, including graduate students;
- Year 2- hire two Assistant Professors researching interventions for racial trauma. 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 scholars, making UCSB a destination for health disparities research and training.

*Note that in FY2021-22, additional funds were awarded to selected recruitment projects for supplemental start-up funding. A total of \$40,000 per campus were awarded through an additional application process. Funded projects are noted with an *.

AFD Improved Climate and Retention Projects

2018-19

UC Berkeley: Fostering a Climate of Inclusion: A Strategy for Enhancing Faculty Diversity at Berkeley's School of Public Health, \$75,000

Led by the School of Public Health ("SPH") Senate Faculty Council ("FAC"), the proposed pilot will be modeled after a successful faculty-led effort to advance gender equity via a FAC standing committee of both male and female professors from all divisions within the School. It would also build on the School's longstanding commitment to diversity, focusing attention on solving some of the most challenging climate issues. The pilot effort will conduct research on resources and best practices for nurturing a positive faculty climate; bring in skilled consultant(s) to conduct interviews, focus groups, relevant trainings; organize a school-wide speaker series on Diversity, Equity & Inclusion ("DE&I") scholarly research and evidence-based best practices; provide nominal research fund compensation for SPH faculty participating on the DE&I committee; and build a website for sharing DE&I resources and for fostering communication.

UC Irvine: University of California, Irvine, Faculty on Retaining Women and Racial/Ethnic Diversity (UCI FORWARD), \$75,000

UCI FORWARD is will maximize support to incoming and continuing junior faculty in order to expedite preparation for favorable mid-career reviews. It will build on and complete a career ecosystem dedicated to inclusive excellence in STEM fields. This program builds on UCI's 2017-18 Advancing Faculty Diversity Year 2 program. Building on the Year 2 recruitment cohort, campus leadership now seeks to capitalize on these successful outcomes by proposing a Career Concierge approach; Faculty Career Team grants; complementary workshops; and Career Travel Awards.

UC Riverside: Faculty Commons Pilot Program at the Center for Ideas and Society, \$75,000

The College of Humanities, Arts and Social Science's ("CHASS") Faculty Commons Pilot Program seeks to build intellectual and supportive interdisciplinary communities based on common research, teaching, and learning concentrations and integration of those communities with one another and the campus as a whole. The pilot effort will empower dynamic and flourishing groups by offering support for building membership across CHASS and UCR; holding community building events; hosting outside speakers and experts in each group's research topics; sponsoring research and working paper discussions; sponsoring manuscript development sessions; funding working lunches and group excursions related to the workshop's topics; mentoring junior colleagues and helping them to develop their academic networks; and pursuing cross-programming opportunities with other working groups and with other interdisciplinary projects at the Center for Ideas and Society.

UC San Diego: Inclusive Excellence in the Arts and Humanities – A More Diverse Humanism: Faculty Retention and Academic Climate, \$75,000

The Division of Arts and Humanities proposes to implement divisional workshops with junior and mid-career faculty; to sponsor public forums and lectures that engage timely, difficult, and complex issues of the day; to invite artists to present their work on the campus and the broader community to establish meaningful ties within and beyond the campus; and to establish a new faculty Q&A series, a mentorship structure across divisional boundaries, a manuscript forum, and a new annual event that showcases and celebrates major research contributions by junior faculty.

UC Santa Barbara: Advancing Faculty Diversity through Faculty Retention and Academic Climate in Engineering and Physics at UC Santa Barbara, \$75,000

The College of Engineering and Department of Physics propose to improve faculty climate and retention through an ambitious program that will launch a new comprehensive team-mentoring program for pre-tenure women and URM faculty combined with key inclusion and equity workshops that will improve the skills and awareness of faculty members and departmental leaders with regard to improving climate and retaining women and URM faculty members and those with other diverse identities. The program will contribute to the development of a new campus-wide Equity Advisors program; establish mentoring teams and peer mentoring as part of a comprehensive junior faculty mentoring program; implement inclusion and equity workshops, which will focus on equitable distribution of "low- and high-promotability tasks" and on male allies and advocates; and address retention and climate issues in the units.

UC Santa Cruz: UC Santa Cruz Community Networking Program 2018-2019, \$68,200

The campus-wide proposal, Community Networking Program, will generate mutual affinity-group mentoring for faculty to create more widespread structures for development and support. These groups will be formed with the aim of supporting the success of faculty in the target demographic and will be open to faculty in that target demographic as well as their supporters. Each group will be led by a faculty convener who will convene the group on a monthly basis. To recognize the efforts of the convener, the faculty member will be provided with one course release, as underrepresented faculty are often in high demand to provide service, which can reduce their available time and energy for research. Each group will produce a white paper.

2019-20

UC Berkeley: The Climate Initiative: An Intervention to Promote Faculty Success, Satisfaction, and Belonging. Intervention, \$135,000

UC Berkeley's project provides access to information, advising, and networks for faculty members from underrepresented groups. It draws from common elements of traditional mentoring programs, faculty development workshops, and affinity groups. The design includes identifying faculty experts in a variety of topics, relevant to both scholarship and climate; holding events to showcase and discuss each topic; and providing ongoing one-on-one confidential advising by faculty experts. The goals are to promote success of underrepresented faculty by providing information necessary to advance and succeed, to increase satisfaction, and to improve the overall sense of belonging.

UC Davis: A UC Davis Initiative to Engage Faculty in Faculty Retention and Inclusive Excellence Networks—Designing Solutions (FRIENDS). Intervention and Research, \$200,000

This project invites associate professors to participate in facilitated design thinking sessions focused on removing barriers for marginalized faculty to thrive. The project has three parts: sharing learning from stories behind data-driven insights on faculty experiences; developing communities of future faculty leaders interested in issues of faculty equity, retention, and climate; and designing innovative interventions to tackle known issues. The focus on associate professors is informed by UC Davis's understanding, through participation in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey, that associate professors require climate interventions to improve their experience at UC Davis and that they are best placed to inform the ways that the campus can do better to address their concerns.

UC Davis. UC Davis: Creating an Inclusive Campus Climate through Enhanced Academic Review and the Creation of Faculty Learning Communities. Intervention, \$174,488

UC Davis will implement two interventions that have the potential to positively influence the experience of URM faculty at the University of California. The first intervention will pilot an online training module aimed at improving how contributions to diversity, equity, and inclusion are utilized in the merit and promotion process, and the second will enroll a cohort of URM faculty at UC Davis and UC Merced in Faculty Learning Communities.

UCLA: Advancing Faculty Diversity through Improved Climate and Retention Programs. Data Leadership, \$200,000

UCLA will construct “EDI Scorecards” that go beyond traditional diversity dashboards. Ordinary dashboards are often criticized as either “irrelevant” because they do not provide the right baseline for comparison, or “incomplete” because they only count demographics. UCLA’s project will implement two innovations: the provision of customizable comparator baselines (e.g. graduate student population, percentages at peer institutions, etc.) so that raw statistics can be interpreted according to appropriate context, and the inclusion of equity and inclusion metrics, which can be measured separately, and possibly aggregated into a composite score. By providing these next generation data mirrors not only to leadership, but also to faculty, UCLA expects to make it easier to hold deans and departments accountable for their performance, especially at formal reviews, and to strengthen the voice of rank-and-file faculty who feel unheard, by providing them with useful facts and more information.

UC Merced: Improving Climate and Retention for STEM Faculty through Inclusive Communities at UC Merced. Intervention, \$130,874

Drawing on a conceptual model emphasizing two faculty career stages—a transition period for community integration among early career faculty, and faculty retention programs aimed at professional development, leadership and advancement, and work/life satisfaction-- *Inclusive Communities* expands a robust Faculty Mentoring Program for academic success; establishes a Faculty Leaders Peer Mediation Program for greater equity, diversity, and conflict resolution; creates a Central Valley Resource Taskforce for community integration; and develops a multi-campus Faculty Learning Community in partnership with UC Davis.

UC Riverside: Faculty Commons Project at the Center for Ideas and Society. Intervention, \$150,000

This project helps retain minoritized faculty by nurturing supportive communities and intellectual homes based on common interests, affinities, and identities. The 2018-19 pilot project created five interdisciplinary working groups geared towards fellowship, research, and career support. The 2019-21 project scales up by addressing the university research and service policies needed to advance minoritized forms of knowledge, planning unique academic programs and centers and deepening ties with Riverside and Inland Southern California communities. Alongside recruitment efforts, pay equity, and campus-wide climate programs, the Faculty Commons Project aids retention by facilitating university and community engagement, providing for career support, and cultivating culturally relevant knowledge.

UC Santa Barbara: Creating a Diverse, Equitable, and Inclusive Climate in the UCSB Communication Department & Campus Community. Intervention, \$113,725

Like many divisions, UC Santa Barbara’s Social Sciences Division has experienced obstacles to removing barriers that hinder the success of URM faculty and faculty of color. The Division has more URM faculty than others on campus, but they report greater inequities than faculty in other divisions, despite efforts to address these issues. This project includes three interventions addressing the Department of Communication, the Division of Social Sciences, and the UC Santa Barbara campus: tailored and facilitated DE&I workshops in the department of communications, a division-level DE&I monitoring working group, and an annual DE&I conference scheduled for April 2021.

UC Santa Barbara: Moving Beyond the Institution: Analyzing Barriers to the Retention, Attrition, and Persistence of Underrepresented Minority Faculty at UCSB. Research, \$75,000

This research project examines how psychosocial factors inform the decisions that URM faculty make about their relationship to UC Santa Barbara. Utilizing an ecological model that focuses on interactions between individuals, communities, social structures, and the environment, this research will operate in three phases: an historical analysis of demographic shifts of UC Santa Barbara since the passing of the Civil Rights Act of 1964; an intersectional analysis of the 2014 Campus Climate Survey data for the campus; and an intersectional examination of retention, attribution, and persistence of URM faculty over the last twenty years through semi-structured interviews. It seeks to address why URM faculty are leaving UC Santa Barbara, why some are staying, and what resources and strategies the campus can use to more efficiently address faculty diversity issues in a more holistic way that builds off existing strengths and establishes new action plans for areas of weakness.

UC Santa Cruz: Rebuilding the academy with marginalized faculty: The role of transformative models for campus leadership. Research, \$74,717

The academy thrives from the leadership of faculty from URM backgrounds. Yet, URM faculty might feel wary taking on formal university leadership roles, given how much informal leadership they already engage in, often to their detriment. This research project, through surveys and interviews, will examine how URM faculty view transformative leadership—leadership designed to validate and bolster the critical contributions of URM faculty, and explore strategies for redesigning leadership opportunities for faculty in ways that promote their wellbeing and retention.

2020-21

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

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

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

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

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

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

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

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

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

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

2021-22

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. This 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 has three phrases. The first will document the extent of this problem in these politically polarizing times. The second will build communities of faculty from across campus to generate a collective awareness and structure composite stories. In the third, they 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; both campuses will use similar evaluation metrics for data-sharing and comparison. 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 proposal 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, \$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 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 URM ladder faculty:

1. URM faculty mentoring using an established small group mentoring model.
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 URM faculty networking.
3. Chair workshops on departmental climate designed to address URM faculty concerns.
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 Riverside: Increasing Faculty in CNAS through Mentorship, \$174,430

Retention and advancement within the professoriate of women faculty and faculty from diverse backgrounds is a widespread challenge in academe. UC Riverside, like many institutions, is facing similar challenges in faculty retention of these demographic groups. Faculty surveys have indicated that collegiality, work-life balance, potential for professional growth, and teaching and service inequities are challenges faced by women faculty and faculty from diverse backgrounds. The project plans a three-year mentoring program in the College of Natural and Agricultural Sciences (CNAS) to address these needs. The program consists of three interlaced phases, which include: (1) faculty mentor training, (2) team mentoring of assistant professors, and (3) professional development workshops. The curriculum is designed to: (1) enhance mentor/mentee competencies, (2) support and facilitate faculty career development through mentoring, and (3) improve campus climate by increasing awareness of systemic inequities and promote a culture of mentorship. This program will provide a timely structural intervention to support faculty, during these unprecedented times.

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

UC Santa Barbara proposes a three-year pilot for a “workplace climate intervention.” It 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 will include 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.

The 2021-22 RFP yielded a single award for management of an FEA convening and the project will do the following:

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

Organizers propose a meeting for Comparing Relevant Equity Advisor Tools to Empower (CREATE) at the University of California, Irvine (UCI). The project 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 the University of California, Irvine. A 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.

