

UPDATED

**Advancing Faculty Diversity (AFD) Recruitment:
Request for Proposals (RFP) for 2024-2025**

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University of California Advancing Faculty Diversity Program

The Advancing Faculty Diversity Program is the University of California's primary research and development engine for transforming the professoriate of the future. Over the last eight years AFD has awarded competitive grants to faculty project leads on all ten campuses in three priority areas: recruitment and improved climate & retention. Building on organizational change research, these projects have contributed to the recruitment of diverse scholars, enhanced faculty commitment to diversity and promoted an equitable academic culture for all faculty.

Goals of the 2024-25 RFP for Recruitment

The University of California Office of the President (UCOP) is pleased to issue this Recruitment Request for Proposals (RFP) on behalf of the Advancing Faculty Diversity (AFD) program funds for 2024-25. Since 2016, Advancing Faculty Diversity, also known as AFD, has awarded competitive grants to faculty project leads on all ten campuses. These grants are designed to pilot local interventions to transform the professoriate holistically. Building on organizational change research, each year funded projects have advanced the recruitment of diverse scholars, enhanced the university's commitment to diversity and promoted an equitable academic culture for all faculty. This year, in addition to the focus on recruitment, we are adding a new funding option that focuses on retention. During years 1-4 and again in year 6, the State of California funded a significant share of the program to enable UC to make progress in increasing the diversity of its ladder-rank faculty. This year the program is funded by the Office of the President for total of \$3 million, including costs to administer the program.

Pre-award forums.

UCOP will host two pre-award online forums for those interested in developing a project proposal. These online forums will be held on **Tuesday, April 23, 2024 from 4:00-5:00pm and Wednesday, April 24, 2024 from 10:00-11:00am**. Those interested in attending are asked to complete this [RSVP form](#). Additional details, including Zoom meeting information, will be available closer to those dates. These forums will be an opportunity for UCOP to address questions from potential applicants. Attendance is not required to submit a proposal. Note that the same content will be delivered at each forum.

The 2024-25 AFD Recruitment Grant Program

Overview

Continuing with the types of coordinated interventions that each of the previous AFD recruitment projects have established in prior years, the 2024-25 program will continue to support programs that develop a set of coordinated interventions to recruit new ladder-rank faculty with an emphasis on identifying candidates who have the capacity to enhance contributions to diversity in their research, teaching, service and outreach. The size and scope of previously funded projects have been varied, encompassing single departments, clusters of units/departments, single schools, cluster hires, and multiple schools. All Senate faculty are eligible to apply.

In addition, this year AFD welcomes proposals that think beyond the recruitment process. As new recruitments are made, we encourage proposals that examine and work to address what is required to retain a newly recruited faculty member. Building on other successful improved climate and retention practices, in what ways can project leaders build support structures for newly hired faculty to thrive?

Previous Recruitment projects have had sustained and strategic involvement from a variety of unit leaders, including department chairs, deans, vice provosts, chief diversity officers, and EVCs/Provosts. Each program has included significant interventions in the recruitment process, such as redesigning the evaluation process and recruitment/search committee; making the assessment of contributions to DEI integral to the recruitment process; including focusing on candidates from the President's Postdoctoral Fellowship Program (PPFP) and Chancellors Fellows Program (CFP). Some projects have also integrated support for new faculty hires such as mentoring and establishing official cohort activities for new faculty hired through the AFD project. In many cases, there has been significant campus support for the project, including allocating FTEs. Campus support has been a critical part of funded projects' success and should serve as a guide in developing proposals.

Finally, this year we are offering a single award for the new Inclusive Excellence Endowed Chair. With this award we are challenging campuses to fully endow a chair that attracts faculty who are engaged in the critical work of supporting inclusive excellence.

A summary of the funded Recruitment projects is included in Appendix C.

The expectation is that the focus is on hiring over three academic years, with the goal of having funding expended or committed (e.g. to startup funds and other expenses) by June 30, 2027. The program also includes accountability requirements for participating units.

Each year, UCOP holds an annual convening for all funded project teams that comprise the AFD initiative to share progress, report on successes and challenges, and build a community of practice for faculty recruitment work across campuses and project years. Project team members, including project leaders, should commit to attending the convening. UCOP will provide financial support for project team members. The annual convening will take place in winter/spring 2025.

UCOP is committed to ensuring that AFD, as the University's primary source for research and development in the faculty diversity space, makes broadly accessible project findings through publications of research and other relevant materials. Funded project teams will be expected to produce or contribute to the joint production of scholarly publications of their research findings and project results. Publications produced by projects funded by the Advancing Faculty Diversity program will be uploaded to the AFD eScholarship site, for public access.

The sections below offer additional details of the types of projects considered for funding and serve as application instructions for the 2024-25 AFD Recruitment RFP. Please read through these instructions carefully as you prepare your proposal using the proposal template (including budget template) in Appendix A.

Types of projects considered

The focus for the 2024-25 AFD Recruitment grant program continues to be diversifying the ladder-rank faculty by implementing more equitable recruiting processes. The focus should remain on recruitment of Senate faculty, but the focus may include other faculty whose recruitment will have significant impact on the make-up of UC Faculty.

The AFD Recruitment program accepts proposals for projects of up to three years in duration, including AY2024-25 AY2025-26 and AY2026-27. We seek proposals for up to \$500,000 that focus on faculty recruitment in the coming three years (Recruitment); up to \$550,000 for recruitment proposals that

incorporate plans for retaining newly hired faculty as well (Recruitment and Retention); and \$500,000 for the new Inclusive Excellence Endowed Chair.

- For proposals focused on recruitments for 2024-25, 2025-26, and 2026-27 with possible funding up to \$500,000, the hiring plan should include the number of proposed hires; the number needs to be large enough that the interventions will have a notable effect on the composition of the hiring unit. The number of hires should also be proportional to the funding request. For example, if the unit is hiring only 2-3 new faculty, the request should be less than the full \$500,000. The proposal should provide clear evidence that the involved unit(s), including both faculty and leadership, is dedicated to the project and its proposed interventions; in other words, the project activities should not be imposed on a unit from the outside. Units are also encouraged to draw from successful interventions in prior funded projects (see Appendix C).
- For those proposals focused on recruitment and retention with possible funding up to \$550,000, the hiring plan should include the number of proposed hires; the number needs to be large enough that the interventions will have a notable effect on the composition of the hiring unit and should include specific details of plans for interventions that will support retention of newly hired faculty. Please consult the AFD Improved Climate and Retention RFP for examples of types of interventions that support a thriving faculty upon arrival. The number of hires should also be proportional to the funding request. For example, if the unit is hiring only 2-3 new faculty, the request should be less than the full \$550,000. The proposal should provide clear evidence that the involved unit(s), including both faculty and leadership, is dedicated to the project and its proposed interventions; in other words, the project activities should not be imposed on a unit from the outside. Units are also encouraged to draw from successful interventions in prior funded projects (see Appendix C and D).
- For the Inclusive Excellence Endowed Chair, campuses are invited to apply to close the funding gap to fully endow a chair that attracts faculty who are engaged in the critical work of supporting inclusive excellence. One \$500,000 award shall be made available to a campus to close a fundraising opportunity in which it is currently engaged. A minimum of \$500,000 must be raised by a campus interested in applying for the Inclusive Excellence Endowed Chair, with the expectation that the \$500,000 award from AFD would close the funding gap for establishment of the endowed chair. Proposed chairs are expected to align with the campus or school inclusive excellence initiatives or efforts. These may include outreach and broadening participation, mentoring undergraduate and graduate students, augmenting, or supporting campus readiness or leadership as a federally designated Minority Serving Institution. The successful proposal will work with UCOP's Office of Institutional Advancement to establish the endowed chair in accordance with university policy. The campus funded in this category must commit to regularly reporting through AY26-27 on the chair's activities and other uses of annual payouts for the Inclusive Excellence Endowed Chair.

In all cases, the proposed project and research plan must be compliant with [Proposition 209](#). We strongly encourage that project proposals be reviewed by campus counsel in advance of submission to ensure compliance. Proposals advancing in the review process shall be reviewed by UC Legal.

Eligibility and submission process.

A proposal may come from a department chair, dean, EVC/Provost, or other academic leader(s) depending on the scope of the proposal. The proposal may also come from multiple such academics with one designated as the project lead. Proposals require a sponsor to ensure the campus is tracking the success

of each project. The sponsor should be from a central campus office: a Chief Diversity Officer, a Vice Chancellor or Vice Provost of Academic Personnel or the Executive Vice Chancellor and Provost.

Each campus may submit up to two proposals under this Recruitment RFP.

At the campus level, each proposal must include the endorsement of the provost as well as academic leaders for units where the proposed project will be hosted. The campus Office of the EVC/Provost is responsible for submitting completed campus proposals to the AFD portal.

Individual departments, colleges, or schools are appropriate as project units. Proposals that involve other units or multiple units must make a strong case that the units will work together well in a recruitment project. Multi-school proposals have been funded previously, some involving four or more schools. Significantly more campus time and commitment were necessary to make these pilot projects successful, including significantly more time than anticipated on the part of project PIs and staff; projects should plan accordingly. Each proposed project will need to describe the level of hiring planned for the funded project period, and if the number of hires is limited, the proposing unit will need to make the case that the funding would be well spent on a small number of hires.

Units that have received AFD Recruitment awards in prior years of the program are eligible to apply for a new award but must make a strong case that they should be prioritized for an additional award. Units that have received awards in prior years must discuss how their project meaningfully extends prior AFD-funded efforts on campus or explores a different approach from those efforts. Their proposal narratives must acknowledge both the successes and challenges of prior AFD Recruitment-funded efforts within that unit.

Units applying for funding agree that they will provide updates and strive to attend community of practice convenings. Units also agree to necessary and timely reporting to UCOP over the life of the award and shall follow the [Advancing Faculty Diversity Program Guidelines](#). Units also agree to follow-up reporting on recruitment processes and retention efforts (for those projects to which this applies) outcomes one year and two years after the project funding has ended. Proposed interventions should be sustainable beyond the life of the award. Priority for award will be given to those projects outlining how successful interventions will be institutionalized at the unit level and beyond.

Guidelines for evaluation metrics

The guiding principle of evaluating all Advancing Faculty Diversity awards is the project must demonstrate a link between the sought-after outcome and the project budget. In other words, how will you know that the grant funds had an impact on recruitment or on recruitment and retention outcomes? All proposals must include a section describing how each project intends to demonstrate its success. In the evaluation section of the proposal template, teams should outline how they plan to learn from the project in ways that can help inform future recruitment activities in other units within the UC system. Evaluation metrics should be clear and specifically tied to project activities and interventions.

Proposals must be submitted to the Advancing Faculty Diversity program at AFDProgram@ucop.edu no later than 5pm on Monday, June 10, 2024.

Appendix A: Proposal Template

Please follow this template as you prepare your proposals for the AFD Recruitment program. Please be sure to read the detailed RFP guidelines above and directly address the requirements of each section in your proposal narrative. Total proposal length may not exceed sixteen (16) pages, excluding the abstract and letters of support. Page-length guidelines are offered for each section below to help you structure your proposal. Please contact AFDProgram@ucop.edu if you have any questions.

Project Name

Proposal Type

Recruitment, Recruitment and Retention, or Inclusive Excellence Endowed Chair

Contact Information

Lead PI contact for campus project (name, title, email, phone); assistant to copy, if any.

Budget Contact (name, title, email, phone)

*Budget Details needed**

Entity

Fund

Account

Function

Department

Project (If Applicable)

**This information shall only be used if project is selected for funding. This is in an effort to transfer funding to projects seamlessly.*

Sponsor

Sponsor name and contact information (name, title, email, phone). The sponsor should be from a central campus office: a Chief Diversity Officer, a Vice Chancellor or Vice Provost of Academic Personnel or the Executive Vice Chancellor and Provost.

Abstract (150 words)

Describe your proposed project in 150 words or fewer. The abstract will be used as a summary of your project in announcements and program reports, should your project be funded.

Background/Overview (1-2 pages)

Provide a high-level overview of the challenges faced by your campus, school, college or department(s) as they relate to the proposed AFD Recruitment project. Please include a statement of the problem, and a summary of how your request for funding addresses the issue, including for those proposals requesting funds for the Inclusive Excellence Endowed Chair.

For proposals focused on making hires, the overview should include information on the current demographics of the hiring units and how the proposed project will advance diversity, equity, and inclusion in the units.

For proposals focused recruitment and retention, the proposal should include the background/landscape on current recruitment and retention processes within the applying unit and how proposed best practices can be replicated by other units on campus and beyond.

Project Description (5 pages)

Describe your project clearly and succinctly. Include a comprehensive description of the proposed program and provide relevant context about the unit. Include plans and best practices for increasing diversity that are currently in place in your unit as well as new proposed interventions in recruitment or recruitment and retention. What activities do you propose to carry out and what will be the major contributions to your campus, college, school or department(s)? Who will lead the project and why? What potential does your project have to be adopted beyond your proposed unit(s) and scaled across the campus and/or units on other campuses in the University of California system? If knowledge/interventions gained from any of the previously funded pilot projects is adopted, it should be referenced. See Appendix C for a list of funded project overviews and their interventions. Appendix C & D include overviews from both recruitment and improved climate and retention as reference for those projects that may be applying for a recruitment and retention award.

Include evidence of current commitment to enhance best practices in recruitment in the unit. Funded units are expected to continue current efforts while engaging in the new efforts supported by this program.

Inclusive Excellence Endowed Chair proposals must include information on the current demographics of the unit where the position will be held, in addition to the structure of the chair. Outline selection process and activities of the chair, including a specific outline of how funds will be allocated in support of the chair as well as any additional activities in support of inclusive excellence in the campus unit.

Evaluation (2 pages)

The guiding evaluation principle of the Advancing Faculty Diversity program is that funded projects must demonstrate a link between the grant funds had an impact on recruitment outcomes. All proposals must include a section describing how PIs intend to demonstrate the success and challenges of their project. The AFD program requires that project teams have a clear plan to measure implementation and evaluate the efficacy of your proposed project. In the evaluation section of the proposal template, teams should outline how they plan to learn from the project in ways that can help inform future recruitment and retention activities in other units within the UC system.

All proposals must have an outcome that is specific, measurable, and tangibly related to the recruitment and retention challenges faced by the requesting unit(s). You should demonstrate a clear link between your proposed activities and the evaluation. Please specify and justify the use of the metrics you wish to use to evaluate your project (for instance, new practices in recruitment that are proposed). All projects will be expected to submit a final report at the end of the project which will include a full evaluation to date, and commit to reporting back in three years on the status of the recruitment processes implemented during the project, status of hired faculty, and efforts to retain faculty hired with the support of AFD funds.

Metrics for evaluation

Metrics will include recruitment outcomes (demographics among hires, offers, finalists, and candidate pool), with gathering of such metrics undertaken by UCOP through search data available in UC Recruit. The application may propose additional metrics that will document the project's success. Projects that include retention must include a detailed evaluation plan that extend through the end of AY2027, at a minimum.

Possible collaborations with prior projects

Indicate any plans to work with other units on your campus or at other campuses to put in place effective evaluation plans or knowledge gained from prior years.

Hiring Plan (1 page) (For projects engaged in new recruitments)

Include a detailed hiring plan (including planned number of searches) with a strong potential of enhancing faculty diversity. Ideally, the focus will be on Senate faculty, given the potential for permanent additions to the faculty. In

some units, particularly those in the health sciences, a focus on all Senate or clinical faculty maybe appropriate; in such cases, the proposal will need to clarify the lasting effect of the hiring planned beyond the ladder-ranks. In past cases, units proposed at least four ladder-rank hires during the program year, with some units hiring over 20 new faculty. Proposing units should consult with their campus Chief Diversity Officer or Academic Personnel Office to assure that the proposal and planned interventions (including payments that support faculty and other personnel working on the project) are compliant with academic personnel policy and Proposition 209.

Timeline (2 pages)

Include a semester-by-semester or quarter-by-quarter timeline of implementation and evaluation activities, including key interim deadlines associated with the hiring plan for those proposals involving recruitments. Please keep in mind that all funded projects will be required to present evidence of progress at the in-person convening, and to submit periodic progress and budget updates to UCOP.

Budget (1 page plus budget template)

Download and complete the [budget template](#) to describe the financial components of your proposal. Please note that after its review, the evaluation committee may ask you to revise and resubmit a modified budget proposal. In the narrative section of the template, please describe and justify each line item, being sure to draw a clear connection between your budget proposal and your proposed project activities. Proposals will provide detail for a budget up to \$500,000 (for active recruitment projects), \$550,000 (for recruitment and retention projects) to be committed or expended no later than June 30, 2027. Proposals for the Inclusive Excellence Endowed Chair (\$500,000) must provide evidence of funding raised to date, along with a commitment from the campus to utilize funds for purpose of establishing the chair. Proposals with a three-year timeline will need to specify the split in funding between the three years.

Proposals will be considered incomplete without submission of the budget template file (in Excel).

Funded projects of the AFD program included budgeted items such as search costs (advertising, recruitment at conference/meetings, outreach, additional campus visits, cost for partner to accompany candidate for return visit, etc.); funding for a post-doctoral training year for new faculty; start-up costs, including funding for contributions to diversity work; costs related to the establishment and testing of rubrics to guide decision-making during the search; support for partner hires or multiple hires from a single search; recruitment from the President's Postdoctoral Fellowship Program and/or Chancellors' Postdoctoral Fellowship Programs; symposia for junior scholars being recruited; professional development support for new faculty; equity advisor or search ambassador travel; and start-up funding for a new Diversity Leadership Institute.

In previously funding years, much of the work undertaken by the projects—and essential to the success of the projects—did not need funding but was essential to the success of the pilot. Such efforts included development of position descriptions that are welcoming to a broad range of candidates; enhanced training and communications in the hiring units; a change in the evaluation protocol including earlier review of contributions to diversity statements; change in the composition of search committees, including graduate students and faculty from outside the hiring unit; and mentoring teams.

An appropriate level of funding for staff (beyond project PIs) necessary to administer the project should be included in the budget proposal. We recognize that project proposals heavily rely on the support of campus staff. Proposals should include detailed outlines of the staff labor required for project success. Funding for PIs and staff should be carefully considered to include appropriate staffing levels necessary to successfully complete the project.

Evidence of Campus Commitment (2 page maximum for narrative, support letters may be attached beyond the 16-page limit, limited to a total of 5 letters)

Use this space to describe your unit(s)' commitment to achieving the goals of your AFD proposal beyond the scope of your proposed project. The commitment must include at a minimum, an endorsement letter from the academic

dean (for department level projects) and campus executive vice chancellor/provost and any cost-sharing plans for the duration of the award. This commitment from leadership may be supported with evidence of commitment from the Chief Diversity Officer and the faculty (and department chairs, if relevant) in the unit. The campus executive vice chancellor/provost shall ensure that any cost-sharing commitments are met. Where appropriate, proposers are encouraged to communicate and/or consult with the campus Academic Personnel or DEI offices.

It is important that interventions should be sustainable beyond the life of the award and priority for award will be given to those projects outlining how successful interventions will be institutionalized at the unit level and beyond.

Appendix B: Proposal Review Criteria

Proposals will be reviewed and rated by a Review Committee at UCOP, including Academic Senate representation. Recommendations for funding will be made to the UC Provost and Executive Vice President. Criteria for review will be as follows:

- Well-conceived plan for project with good chance to succeed. This includes recognition that the program interventions will be in the 2025-25, 2025-26, and 2026-27 academic year.
- Project unit has demonstrated its readiness to undertake interventions to enhance opportunities to hire more diverse faculty and, where relevant, to implement interventions and strategies to retain new faculty hires.
- Workable plan for enhancing best practices with new proposed interventions.
- Adaptation of successful interventions from previously funded projects.
- Potential for replication on another campus or in another campus unit on your campus.
- Evidence of commitment to advance faculty diversity in unit and on campus.
- Evidence of commitment to advance faculty diversity from unit leader and campus leadership.
- Workable metrics to evaluate success of project's hiring practices and retention efforts implemented as a result of the project; includes commitment to report back on the status of project interventions three years after project completion.
- Project timeline is reasonable, activities are well scoped and achievable given the timeline.
- Proposed budget is within the total limits and commensurate with project activities; this includes appropriate funding levels for PIs and staff engaged in the project.
- Priority will go to proposals the greatest likelihood of being able to achieve results.
- Evidence that unit(s) are committed to long-term efforts once the funding is expended. For Inclusive Excellence Endowed Chair proposals, outline of specific plans for identifying and selecting the Inclusive Excellence Endowed Chair, detailed use of annual payout, including support for Inclusive Excellence chair.
- For Inclusive Excellence Endowed Chair proposals, evidence of funds raised towards establishment of chair and endorsement by the relevant campus development office.

Appendix C: Funded AFD Faculty Recruitment Projects

Year 8: 2023-24 Projects

UC Berkeley: Advancing Faculty Diversity in the Arts & Humanities, \$499,928

The Advancing Faculty Diversity in the Arts and Humanities project (AFDAH) instigates an intellectual paradigm shift across the nineteen departments in the Division of Arts & Humanities at UC Berkeley. This project builds significantly on existing divisional and campus commitments to diversity by hiring cross-departmental clusters of faculty whose research focuses on underrepresented areas of study, specifically: (1) Latinx Cultural Expression and (2) African/African Diasporic Literatures and the Rhetoric of Race. By focusing on faculty clusters, we will foster a shared intellectual community in the service of long-term change. To set new faculty on a path to success, AFDAH includes: 1) A recruitment process using new tools, including clusters and PFPF, to ensure that candidate pools are adequately diverse; 2) A mentorship program built upon benchmarks for success at Berkeley; 3) Resources for faculty committed to inclusive research, teaching, and mentorship; and 4) Ongoing assessment and evaluation of impacts.

UC Riverside: Using a Cluster Hire of Diversity-Invested Faculty to Integrate Biology and Social Justice Teaching, \$499,946

UC Riverside (UCR), and the Evolution, Ecology and Organismal Biology (EEOB) department, has one of the most racially diverse student populations in the US. However, departmental hiring has not historically been focused on recruiting diversity-invested faculty with strong DEI expertise, skills, and commitment. This is of particular concern as EEOB has disproportionate impacts on UCR students and its broader community. While the EEOB department has made progress in recent years by implementing diversity-focused best practices in hiring and improving its overall climate, building a more diverse faculty from the ground up is difficult. This proposal seeks AFD funding to conduct a special cluster hire of three diversity-invested faculty that draws heavily on the Presidential Postdoctoral Fellows Program. Faculty retention and success will be supported by expert mentoring from an AFD-funded retention program. The additional capacity and expertise provided by these faculty will enable the department to develop an empowering and educational Biology in Society core curriculum and sustainable systems of evaluation.

UC Santa Barbara: UCSB Benjamin Banneker Fellows Coordinated Hiring Initiative (Banneker Initiative), \$500,000

Individual STEM departments at UCSB face challenges in recruiting and retaining Underrepresented (UR) faculty members, with very low numbers of Black, Latina/o/x, and Indigenous professors and lecturers. This is in contrast to high numbers of UR students who enroll at UCSB with aspirations to achieve STEM degrees. To address this challenge, UCSB proposes a multidisciplinary coordinated hiring initiative to hire and retain faculty whose presence on campus will advance research in science and engineering and advance racial justice. Called the Benjamin Banneker Initiative, the program invokes the model of an eighteenth century Black natural scientist, mathematician, astronomer, and racial justice advocate to create a community of innovative faculty in STEM to advance new models of diversity and racial justice. Coordinated hiring efforts, along with other inclusive recruitment strategies, are known to result in higher numbers of UR applicants and eventual hires in STEM.

Year 7: 2022-23 Projects

UC Santa Cruz: Diversifying Recruitment through Curricular Reform in the Arts, \$499,660

This UC Santa Cruz proposal promotes inclusive curricula and culture as the foundation for attracting diverse faculty from communities underrepresented in academia. In supporting curricular reforms that decenter epistemologies rooted in the West, whiteness, heteronormativity, patriarchy, and other exclusionary ideologies, the project signals that UCSC is an institution committed to structural transformation. Further, the recruitment plans highlight the value that the campus places on faculty engagement in service of its communities, in their research and creative works alike. Not only will such visible shifts draw a diverse pool of applicants, but they will also generate a faculty that will reshape the parameters of belonging while accelerating the metamorphosis of UCSC's university culture. Finally, this proposal builds upon best practices established through the AFD program to ensure that DEI is foregrounded at every stage of our recruitments and that new faculty are provided the resources to flourish. The interventions proposed are scalable to disciplines beyond the arts.

UC San Diego: Designing Just Futures: An Interdisciplinary Cluster Hire Advancing Design, Social Justice, and Indigenous, Black and Migrant Futures, \$499,920

The Designing Just Futures Cluster Hire Initiative builds on UC San Diego's 2020-2021 and 2021-2022 AFD awards and draws on the geographic, academic, institutional, and cultural strengths of our tri-national region to recruit scholars focused on design and innovation that center Indigenous, Black and migrant communities. As an interdisciplinary cluster hire, the proposal team will collaborate with the Design Lab, Indigenous Futures Institute, School of Global Policy and Strategy, Jacobs School of Engineering, School of Arts and Humanities, and School of Social Science, to recruit up to 12 scholars who work at the intersection of design and social justice. The goal is to address significant underrepresentation in the professoriate at UC San Diego and across the UC-system and simultaneously recruit scholars whose research and service center communities, perspectives, and epistemologies of communities that have been traditionally left out of mainstream social, economic, cultural, and political systems.

UC Irvine: Centering Inquiry & Collaboration on Race at UCI: A Latinx and Black Cluster Hire Initiative (LBCHI), \$497,422

The UC Irvine Latinx and Black Cluster Hire Initiative seeks to leverage a strong campus commitment to diversifying the faculty while simultaneously working to fulfill our mission as an HSI and MSI. As an Hispanic Serving Institution, UC Irvine is uniquely positioned to become a model for the nation in centering race and equity in its student centered mission. This recruitment proposal serves as a broader campus effort across five schools and leveraging the strength of our Chicano/Latino and African American Studies Departments.

Year 6: 2021-22 Projects

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 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.

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 of their members being under-represented groups (URG) faculty. 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 availability of URM faculty to serve as mentors. 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.

Year 5: 2020-21 Projects

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 carefully assessing 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.

Year 4: 2019-20 Projects

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 proposal 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. 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.

Year 3: 2018-19 Projects

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 PFPF and CFPF; 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 PFPF and CFPF; 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.

Year 2: 2017-18 Projects

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 (PFPF) 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.

Year I: 2016-17 Projects

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.

Appendix D: Funded AFD Improved Climate and Retention Projects

Year Six: 2023-24

UC Berkeley | UC Davis | UCSF: DEIBlueprint+, \$250,000

DEIBlueprint addresses department climate by creating an easy-to-use process - a blueprint! - that sets departments up for success in assessing and addressing diversity, equity, inclusion, and belonging (DEIB); in short, department climate. Departments are often on their own, trying to implement initiatives from campus-wide surveys, fashioning original department climate surveys, analyzing their data, and creating action steps in response. This process is time-consuming, error-prone, and potentially uninformed by campus expertise. Since launching the pilot in 2021, DEIBlueprint has reached a critical juncture and a new stage of project development. There is momentum and growing need for a scale-up intervention project – DEIBlueprint+ – that is two-fold: This project will (1) augment the current Climate Toolkit and Question Bank with new innovations; and (2) create sustainability and institutionalization by intentionally linking DEIBlueprint to existing or new structures at each campus while creating materials and bringing together campuses across the UC system to discuss implementation of DEIBlueprint.

UC Irvine: UC Underrepresented Scholars Fellowship Program, \$175,000

The UC Underrepresented Scholars Fellowship Program (UCHRI) is an intercampus faculty mentoring program run by the UC Humanities Research Institute, housed at UC Irvine and serving the ten UC campuses. The fellowship program pairs junior and mid-career applicants from the humanities and qualitative social sciences with their desired senior mentors from other UC campuses. In addition to providing mentorship training, the program facilitates monthly one-on-one meetings and provides quarterly professionalization workshops based on the needs and preferences of the group. They also bring mentors and mentees from all cohorts together for an annual in-person event in order to cultivate a community of mentoring practitioners throughout the system. With AFD funding UCHRI seeks to double the size of the program while also providing systematic evaluation and programmatic oversight as well as additional professional development opportunities for all participants.

UC Irvine| UC Berkeley| UC Santa Barbara: The University of California Faculty Writing Initiative: Writing Communities to Improve Climate and Enhance Equity, Diversity, and Inclusion, \$249,421

COVID-19 has disproportionately impacted faculty from underrepresented minority groups in academia, widening existing disparities. Writing communities represent a promising tool to re-engage faculty, build an inclusive climate, and give back to a group of faculty that has been particularly burdened. This project will capitalize on the strengths of three existing writing communities in the UC system - U See I Write at UC Irvine, Write to Unite at UC Santa Barbara, and FOCUS, a multi-campus initiative run out of UC Davis, to host multi-campus, multi-day faculty writing retreats involving Senate and non-Senate faculty from across the UC system. The project will also begin to build local writing communities at campuses across the UC system. Scaling the successes of these programs to the UC system while also beginning to build inclusive cross-campus faculty communities promises to improve the work experience of all faculty, but in particular those from minoritized backgrounds.

UC San Diego: A Cohort Model of Minoritized Faculty Engagement and Success, \$175,000

The Principal Investigators of the three AFD-funded Cluster Hire Initiatives at UC San Diego and the Center for Faculty Diversity and Inclusion propose a cohort model for faculty retention grounded in

principles of *personalismo*, *familismo* and *collectivismo* that will provide (1) practical career guidance, (2) opportunities for social engagement, (3) opportunities for community engagement, and (4) support for research and teaching activities. The UCSD project model includes new innovations for support as well as research-based practices for faculty retention. The project will pilot the AFD Cohort Success Coordinator position to serve as a guide, facilitator, and generator of resources, events, and systems of support. This cohort model of faculty engagement and success promises to provide sanctuary spaces for faculty, better connect scholars to campus resources, build *collectivismo* within and among the faculty cohorts and other UCSD faculty, and provide additional opportunities for professional growth and success.

UCLA: Building Bespoke Research-based Interventions to Diversify Faculty, \$223,024

The proposed multiple component project aims to improve the usefulness of research in building both university and department level interventions toward improving climate for hiring and retaining faculty of color, especially for departments that have failed to make progress in diversifying their faculty. To achieve these multiple goals, this project seeks to conduct and apply research findings to design “bespoke” interventions, which specifically account for the unique differences in local context, circumstances, and audiences. This project includes four key components: (1) production of relevant research, (2) translation and communication of research findings for improving climate and hiring, (3) assessment of whether those lessons are evident in facilitating new interventions, and (4) fundraising through external grants to scale up promising aspects of the project to further advance research and practice. This project builds on past UCOP sponsored AFD projects and stands to improve institutional efforts to enhance faculty diversity by designing targeted strategies that help us better both produce relevant research for advancing faculty diversity and integrate those lessons into existing routines, tools, and processes.

Year Five: 2022-23

UC Santa Barbara: Write to Unite: Spaces for Community and Productivity at UCSB, \$174,989

Write to Unite will create new arenas in which to build faculty community at UCSB, particularly aimed at intersectionally diverse individuals who have low sense of belonging due to pandemic related isolation. In doing so, Write to Unite will a) facilitate cross-disciplinary peer and informal mentoring relationships, b) provide spaces, resources, and tools to increase scholarly writing and research productivity, and c) contribute to faculty retention through greater sense of belonging and success in meeting standards for promotion and tenure. Write to Unite is focused on pre-tenure faculty and new faculty from any rank who joined UCSB since fall 2017. Write to Unite is composed of a series of cohort-based writing interventions, including hosted weekly Write on Site (WOS) meetings; workshops on writing research proposals, journal articles, and book proposals; time management workshops; ongoing writing coaching; and 4-day intensive writing retreats.

UC Davis: Faculty of California United in Scholarship—FOCUS - UC Davis, \$250,000

FOCUS (Faculty of California United in Scholarship) advances two central goals of the UC mission—producing knowledge and advancing diversity—by supporting the academic career success of UC faculty from several campuses and many disciplines whose research, service, and/or teaching focus on historically marginalized groups. FOCUS offers two-day research grant development and publication workshops, two per year over the course of three years. Providing expert research support to complete publications and submit grants is a proven way to help faculty flourish at an R1 university. In

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addition, this targeted intervention creates the opportunity for invited faculty to develop professional relationships around a shared commitment to producing “R1 scholarship” and advancing the UC’s diversity, equity, and inclusion goals. The research and publication success and satisfaction of such dedicated faculty must become a central concern of the university for retention reasons and to build a reliable pipeline for all professors to reach full.

UC Irvine: Writing Communities to Support Under-Represented Faculty: (Re-) Engagement and Thriving at the University of California, \$49,182

The COVID-19 pandemic has taken a toll on faculty, unduly those from under-represented backgrounds, causing many to disengage. Writing communities represent a promising tool to (re-) engage faculty and build an inclusive climate. *U See I Write* (a play on words, using our campus acronym, UCI) is a successful, evidence-based faculty writing initiative founded on the UCI campus in 2016. It has grown into a vibrant, active and welcoming community of UCI faculty writers, with significant participation from women and faculty of color. Empirical data show that *U See I Write* participation results in measurable, significant increases in writing and work engagement. To amplify the gains made, this proposal aims to develop and submit a 5-year external grant proposal with the goals to a) continue, further build, and institutionalize the *U See I Write* initiative at UCI, and b) scale *U See I Write* to UC campuses in Southern California.

UC Berkeley: Advancing Faculty Diversity and Institutional Change through Inclusive Faculty Mentorship in the Life Sciences (IFM), \$174,434

The Advancing Faculty Diversity and Institutional Change through Inclusive Faculty Mentorship (IFM) is a three-year pilot program designed to create an inclusive, supportive start for life science faculty, thereby increasing retention and improving climate. To these ends, the UC Berkeley team will pursue three aims: 1) establish a faculty mentorship program; 2) foster a culture of belonging; 3) evaluate, assess, improve and expand. At the program core, is development of a committee-based mentorship program using practices validated through Faculty LAUNCH programs, previous AFD initiatives, and academic study. Program community building events will help new faculty establish networks and belonging. Training and tools will improve mentorship outcomes. Berkeley PIs will prioritize consolidating existing materials and trainings and connecting subject-matter experts. Recognizing that mentees and mentors must balance competing priorities, the program will provide administrative support to ease program participation. Through regular assessment and evaluation, they intend to shape a program that is adoptable across campus.

UC Davis: Targeted Infusion to Accelerate External Funding – Building on the UC Davis ADVANCE Model, \$50,000

UC Davis’s Targeted Infusion to Accelerate External Funding – Building on the UC Davis ADVANCE Model is designed to work with a grant writer to collaborate with the offices of the Vice Chancellor for Diversity, Equity, and Inclusion, and the Vice Provost for Academic Affairs on large-scale, external institutional grants that will improve faculty climate and retention. The partnership includes UC Davis’ Office of Research and the Development and Alumni Relations (DEVAR) office. The goal is to increase the number of submissions for federal grants and foundation proposals, as well as “Cases for Support” for current and prospective donors. UC Davis is starting to develop a track record for applying for and receiving extramural funding for diversity initiatives, and the university is building plans to sustain the efforts. This project supports grant-writing efforts, with a specific plan to apply for federal grants from the Department of Education and the National Science Foundation (NSF) in AY 2022-23, and use the content to inform foundation proposals and case reports for donors. UC Davis draws upon the NSF’s ADVANCE Institutional Transformation grant program which, in the past, assisted UC Davis with

shifting academic culture by establishing UC Davis' Center for the Advancement for Multicultural Perspectives in Science, or CAMPOS. This targeted infusion aims to continue to develop grants to advance the university's mission to diversify its faculty.

UC Riverside: Faculty Commons Project at the UCR Center for Ideas and Society, \$175,000

The Faculty Commons Project helps retain historically underrepresented and marginalized faculty through intellectual communities rooted in shared scholarly and creative interests. Over two grant periods (2018-19 and 2019-21), Commons activities have developed deep professional and social bonds among participants, the majority of whom share personal backgrounds and institutional experiences. The 2022-24 intervention increases efforts to affect campus retention policies by establishing a retention think tank to inform and advise campus administration. A new Working Group will join the other five in offering programming that attempts to remediate the dire effects of the COVID-19 pandemic through writing retreats, research development workshops and community-engaged programming. The project evaluation will survey Commons members and conduct interviews on retention experiences with former and current CHASS faculty. Project PIs hypothesize that the outcomes of this pivotal third wave of project activity will demonstrate the positive impacts of the Commons on climate and retention at UCR.

Year Four: 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 phases. 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, 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; 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 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, \$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 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 ladder faculty:

1. 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 faculty networking.
3. Chair workshops on departmental climate designed to address retention and climate for all faculty.
4. A UC Systemwide Summit on Best Practices in 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 Retention in CNAS through Mentorship, \$174,430.

Retention and advancement within the professoriate of faculty from diverse backgrounds is a widespread challenge in academe. UC Riverside, like many institutions, is facing similar challenges in faculty retention; faculty surveys have indicated that collegiality, work-life balance, potential for professional growth, and teaching and service inequities are challenges commonly faced. 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 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 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 project 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.

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. 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.

Year Three: 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 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 faculty at various junctures in their career trajectory with manuscript workshops, post-tenure start-up funds, and supplemental conference travel grants for childcare expenses.

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

How do we retain our underrepresented faculty and help them thrive? Informed by positive organizations scholarship and evidence-based research on faculty retention, the PIs designed three interventions. First, Supporting Leadership establishes a Diversity Leadership Council with senior Diversity Professors serving as mentors/coaches to underrepresented faculty on campus and offers a faculty development program modeled after the UC Women’s Initiative 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 sensemaking and strategic action planning. By 2023, project PIs hope to be able to demonstrate improvements in faculty wellbeing, success and engagement.

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

This pilot and data leadership project – Leadership Equity Advances Diversity (LEAD) – focuses on increasing the representation of underrepresented minority 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 underrepresented groups 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 underrepresented 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.

Year Two: 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 URG 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 URG 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 a 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 URG faculty. The Division has more URG 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 URG 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 underrepresented faculty over the last twenty years through semi-structured interviews. It seeks to address why underrepresented 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 underrepresented backgrounds. Yet, these 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.

Year One: 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 project is 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 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 project 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 project plans 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 program will launch a new comprehensive team-mentoring program for 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 underrepresented 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 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.

