

# Advancing Faculty Diversity (AFD) Recruitment: Request for Proposals (RFP) for 2022-2023

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## Goals of the 2022-23 RFP

UCOP is pleased to issue this Request for Proposals (RFP) to determine allocation of FY2022-23 funds for the Advancing Faculty Diversity (AFD) Recruitment program. This will be the seventh year of UC's AFD program focused on diversifying its faculty by implementing more equitable faculty recruitment practices. 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. Any additional funds allocated by the State for 2022-23 will be a welcome addition to this review and selection process.

### *Pre-award forums.*

UCOP will host two pre-award online forums for those interested in developing a project proposal, either as a single campus or in partnership with another campus or campuses. These online forums will be held on Friday, April 1, 2022 from 9:00-10:00am and Thursday, April 7, 2022 from 1:00-2:00pm. Those interested in attending may RSVP at [Janiene.Thiong@ucop.edu](mailto:Janiene.Thiong@ucop.edu). 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 and to bring possible collaborators together. Attendance is not required in order to submit a proposal. Note that the same content will be delivered at each forum.

## The 2022-23 AFD Recruitment Grant Program

Continuing with the types of coordinated interventions that each of the previous 27 AFD recruitment pilot programs have established in prior years, the 2022-23 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 pilot programs have been varied, encompassing single departments, clusters of units/departments, single schools, cluster hires, and multiple schools. 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.

Successful pilot 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 graduate students in the search process; and 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. Such campus support has been an important component found to be a critical part of a pilot's success.

A summary of the 27 pilot programs from years 1-6 is included in Appendix B. Final reports for years 1, 2, and 3 of the program and a first year report for year 4 (the first year in which these were officially awarded as two-year grants) are available on our [website](#).

First, the AFD Recruitment program accepts proposals for projects of up to two years in duration, including AY2022-23 and AY2023-24. We encourage PIs to consider how the COVID-19 pandemic and subsequent return to in-person learning, and related exposure to inequities might be addressed in

proposals. We continue to seek proposals for up to \$500K that focus on faculty recruitment in the coming two years.

Second, we also invite proposals focused on improving the recruitment process through building new training or informational components (for example, interactive theatre trainings); supporting research on recruitment at more than a single campus; or reimagining the recruitment process in other ways. Funding for these projects will be limited to no more than \$150K.

Finally, we invite proposals in a third category to support replication awards of up to \$200k. These awards which will support implementation of an intervention previously funded in years 1 through 6 on a new campus or unit within a campus. These new replication awards will test the viability of a specific intervention in a different campus environment.

The expectation remains that the focus is on hiring in the 2022-23 and 2023-24 academic years, with the goal of having funding expended or committed (e.g. to startup funds and other expenses) by June 30, 2024. The program also continues previous accountability requirements for participating units.

Each year, UCOP will fund two convenings 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. Key project team members, including project leaders, must commit to attending these convenings. While convenings have been held via Zoom due to the COVID-19 pandemic, we anticipate that these convenings will be held in person beginning in FY2022-23, with UCOP covering allowable travel costs for AFD PIs attending these meetings.

The sections below serve as application instructions for the 2022-23 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 2022-23 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.

All units are asked to address how the COVID-19 pandemic and return to in-person operations may have altered the recruitment landscape, how the pandemic may have exacerbated existing inequities for minoritized faculty, and how these issues will be addressed.

- For those proposals focused on recruitments for 2022-23 and 2023-24, with possible funding up to \$500K, 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 \$500K. The proposal should provide clear evidence that the involved unit(s), including both faculty and leadership, is dedicated to the pilot and its proposed interventions; in other words, the pilot activities should not be imposed on a unit from the outside. Units are also encouraged to draw from successful interventions in prior funded pilots (see Appendix A).

- For those proposals focused on recruitment practices, with possible funding up to \$150K, we are seeking research-based and imaginative focus on building new recruitment protocols for one or more campuses. We encourage campuses to partner with one another on such projects.
- Proposals for replication awards of up to \$200k will implement and test the viability of a specific intervention in a different campus environment or setting. Projects seeking funding in this category must be able to articulate the viability of the project's success in their complete proposal. We encourage campuses to partner with one another on these projects, with particular attention being paid to working with the project that created a particular intervention being adopted in order to gain their insights as the replication proposal is being developed.

In all cases, the proposed project and research plan must be compliant with Proposition 209.

*Eligibility and submission process.*

A proposal may come from a department chair, dean, Executive Vice Chancellor/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. We are also requiring a “sponsor” to ensure the campus is tracking the success of each project during the course of the award. The sponsor should be from a central campus office: a Chief Diversity Officer, a Vice Provost or Associate Vice Provost or the Executive Vice Chancellor/Provost.

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

Proposals must come to UCOP through each campus' Office of the Executive Vice Chancellor/Provost; partnership with the Chief Diversity Officer is encouraged. Each proposal must include an endorsement by the campus' Executive Vice Chancellor/Provost as well as each of the unit heads involved. Because UCOP seeks to fund a broad range of projects, final awards will take into consideration the distribution of awards among campuses as well as success of past awards.

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 were funded in years 2 through 6, some involving four or more schools. Significantly more campus time and commitment was necessary to make these pilots successful, including significantly more time than anticipated on the part of project PIs; projects should plan accordingly. Each proposed project will need to describe the level of hiring planned for 2022-23 and 2023-24, 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.

While it is likely most recruitment-focused proposals will come from a single campus, we encourage potential PIs to consider how a cross-campus pilot might allow for innovations in recruitment to serve the University in its efforts to recruit an excellent and diverse faculty.

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 on campus.

Units applying for funding agree that they will provide updates and will attend community of practice convenings. Units also agree to necessary and timely reporting to UCOP over the life of the award. Thus,

units agree to a process by which they are accountable beyond the campus level. Units also agree to follow-up reporting on recruitment processes and outcomes one year and two years after the project funding has ended. The proposed interventions should be sustainable.

*Guidelines for evaluation metrics.*

The guiding principle of evaluating all Advancing Faculty Diversity grants is that 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 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.

*Use of the Search Committee Chair Survey.*

Campuses with units awarded funding in 2022-23 will agree to begin or continue to use the Search Committee Chair Survey in UC Recruit for all ladder-rank hires. Analyses based on the survey have provided important information on search processes that may lead to more diverse hiring. The 2018 summary of research results of the pilot survey may be found [here](#).

**Proposals must be submitted to Vice Provost Susan Carlson at [ADV-VPCARLSON-SA@ucop.edu](mailto:ADV-VPCARLSON-SA@ucop.edu) no later than 5pm on Monday, May 16, 2022. Please cc Project Policy Analyst Janiene Thiong at [Janiene.Thiong@ucop.edu](mailto:Janiene.Thiong@ucop.edu) and Director Patricia Osorio-O’Dea at [Patricia.Osorio-Odea@ucop.edu](mailto:Patricia.Osorio-Odea@ucop.edu). Please include the word “AFD” in the subject line of your email submission.**

## Appendix A: Proposal Template

Please follow this template as prepare your proposals for the 2022-23 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 fifteen (15) 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 Vice Provost Susan Carlson ([Susan.Carlson@ucop.edu](mailto:Susan.Carlson@ucop.edu)) or Patricia Osorio-O’Dea ([Patricia.Osorio-Odea@ucop.edu](mailto:Patricia.Osorio-Odea@ucop.edu)) if you have any questions.

**Contact information.** Lead PI contact for campus pilot (name, title, email, phone); assistant to copy, if any.

**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 Provost or Associate Vice Provost or the Executive Vice Chancellor and Provost.

### Abstract (150 words)

Please 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)

*Please 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.*

*For proposals focused on making hires in the 2022-23 and 2023-24 years, 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 on improving the recruitment process (through building new training or informational components; supporting research on recruitment at more than a single campus; or reimagining the recruitment process), the overview section should identify barriers within current recruitment processes and provide data and/or research relevant to the proposed project.*

*For replication projects, the proposal should include sufficient background and information on the previously funded intervention, including evidence of its success and how that success will be adapted to the campus unit.*

### Project Description (5 pages)

*Please 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 for 2022-23 through 2023-24. 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 27 previously funded pilot projects is adopted, it should be referenced. See Appendix A for a list of 2016-17 through 2021-22 project overviews and their interventions.*

*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.*

**Evaluation (2 pages)**

Please describe the ways in which you plan to measure implementation and evaluate the efficacy of your proposed project. You should demonstrate a clear link between your proposed activities and the evaluation metrics, requirements of which are described below.

**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. Data from 2022-23 and 2023-24 will be compared to prior years and potentially to comparator units. The application may propose additional metrics that will document the project's success.

**Possible collaborations with prior pilot units from years 1-6.** Please 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 years 1-6.

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

Please include a 2022-24 hiring plan (including planned number of searches) with a strong potential of enhancing faculty diversity through this infusion of one-time funding. 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)**

Please include a semester-by-semester or quarter-by-quarter timeline of implementation and evaluation activities, including key interim deadlines associated with the 2022-24 hiring plan. Please keep in mind that all funded projects will be required to present evidence of progress at the in-person convenings twice a year, and to submit periodic progress and budget updates to UCOP.

**Budget (1 page plus budget template)**

Please use the budget template below 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) or \$150,000 (for projects or research improving the recruitment process) to be committed before June 30, 2023 and expended no later than June 30, 2024. Proposals with a two-year timeline will need to specify the split in funding between the two years.

Pilot projects from the first six years 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 years 1-6, much of the work undertaken by the pilot units—and essential to the success of the pilots—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. Partial funding for staff should be no more than a minor part of any budget proposal. Funding for PIs should be carefully considered, and no more than 20% of the total project budget being allocated for course buyouts or other funds for project PIs.*

**Evidence of Campus Commitment** (1 page maximum for narrative, support letters may be attached beyond the 15-page limit, limited to a total of 5 letters)

*Please use this space to describe your unit(s)' commitment to achieving the goals of your AFD proposal beyond the scope of your project. This evidence could include a commitment by your campus leadership to provide matching funds, course releases, or dedicated staff allocations, but must include, at minimum, an endorsement letter from the academic dean (for department level projects) or campus executive vice chancellor/provost (for campus level projects). 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.*

**2022-23 and 2023-24 AFD – Recruitment Budget Template**

	<b>Cost Element</b>	<b>Explanation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Total Amount</b>
<b>1.</b>	<i>Outreach and Advertising</i>				
	<i>a)</i>				
	<i>b)</i>				
	<i>c)</i>				
	<i>Sub Total</i>				
<b>2.</b>	<i>Campus Visits and Interviewing</i>				
	<i>a)</i>				
	<i>b)</i>				
	<i>c)</i>				
	<i>Sub Total</i>				
<b>3.</b>	<i>Start-up Costs</i>				
	<i>a)</i>				
	<i>b)</i>				
	<i>c)</i>				
	<i>Sub Total</i>				
<b>4.</b>	<i>Personnel Costs</i>				
	<i>a)</i>				
	<i>b)</i>				
	<i>c)</i>				
	<i>Sub Total</i>				
<b>5.</b>	<i>Other</i>				
	<i>a)</i>				
	<i>b)</i>				
	<i>c)</i>				
	<i>Sub Total</i>				
	<b>TOTAL</b>				

## **Appendix B: Years 1-6 AFD Faculty Recruitment Pilot Projects**

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

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

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

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

This project proposes to build upon successful aspects of previous Advancing Faculty Diversity (AFD) initiatives at UC Riverside and expand them in new directions. First, the project will implement an innovative recruiting method by targeting specific areas of research (in business) that are more likely to attract scholars that advance diversity, equity, and inclusion in their research areas (e.g., research on pay gap and on minority-owned businesses). Second, the project will expand the search for scholars from related fields (e.g., psychology, sociology) that have a more diverse pool of candidates. Third, the project will follow the spirit of Senate Bill 979 that requires publicly held corporations in California to diversify their boards of directors by 2023 by appointing search committees that strive to have 50% of their members being under-represented groups (URG) and underrepresented minority (URM) faculty. 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 our student-centered mission. As an Emerging Hispanic Serving Institution, UC San Diego is uniquely positioned to transform into an HSRI and STEM HSI with the support of leadership and commitment to meeting the curricular, co-curricular, and cultural needs of Latinx, URM and increasingly first-generation students. The LCHI proposes to hire up to fourteen faculty whose research and pedagogical focus on issues affecting and of interest to Chicana/Latina students. Moreover, it would leverage the Chicana/Latina Studies and Latin American Studies programs, strong EDI initiatives underway and the expertise of campus Faculty Equity Advisors. A robust hiring initiative across four divisions and nine academic departments that serve a critical mass of Latinx students will serve as a catalyst for UC San Diego becoming a Latinx serving and responsive institution.

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

The Psychological & Brain Sciences Department has a unique opportunity to advance faculty diversity in the next two years and set themselves up for continued progress for several years. This project outlines three interconnected plans to achieve its goals: aggressive and opportunistic recruitment, priming the pipeline, and enhanced mentorship and retention strategies. The first prong of the recruitment plan is aimed at maximizing inclusion in upcoming searches and aggressively recruiting diverse candidates to campus. The second prong of the recruitment strategy is to leverage the UC Presidential Postdoctoral Fellowship Program for potential target of opportunity hires. The priming the pipeline plan is aimed at expanding the cohort of postdoctoral students and exposure to diverse senior academics, with the expectation that these scholars will be candidates for future positions. Finally, the enhanced mentorship and retention plan is aimed at maximizing recruitment by supporting the career trajectories of new colleagues.

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

This project includes a comprehensive plan to recruit and hire two new professors whose research contributes to DEI, and specifically racial trauma in Black communities, in the Gevirtz Graduate School

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

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

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

### **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 assessing carefully the parallel search processes, the project will analyze retrospectively the eight years of MPP experience to draw out lessons and design strategies. UCLA will produce a final report that consolidates all recommendations for UC campuses that seek to utilize mentor-professor recruitments.

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

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

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

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

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

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

#### **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 aimed at increasing faculty diversity. These faculty members will be offered the termed, but renewable, title of Provost's Professor for Advancing the Physical Sciences, and will work within the departments and with the Dean to advance faculty diversity within the College of Natural and Agricultural Sciences

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

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

### **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 PFP/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 PFP and CPFP; a new “Two Offers from One Search” Program; and the development of a Leadership Council Pilot Program to oversee these searches. The interventions will leverage PFP and CPFP; 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 (PPFP) and the campus-level partner Chancellor's Postdoctoral Fellowship programs (CPF). The project supported the transitions of postdoctoral scholars into faculty positions through a concierge strategy that consisted of research support, work-life integration resources, and community connections for retention and advancement through a newly established Society of Inclusive Excellence Fellows. One of the schools comprising the pilot unit served as a comparator unit during year one of the Advancing Faculty Diversity program.

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

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

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

The Department of Economics prepared a comprehensive plan that builds on a cluster hire approach to construct a strategic initiative that focused on four key components: searching across multiple ranks and fields, advertising, attractive research start-up packages, and enhanced faculty and staff time to focus on a broad search. A key component of this project was the adaptation of a successful intervention from year one of the Advancing Faculty Diversity program with the creation of a postdoctoral fellowship to precede the assistant professorship, as well as enhancement of the endowed chair start-up package to support work with underrepresented minority and low-income students.

## **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 C: 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 2022-23 and 2023-24 academic year.
- Project unit has demonstrated its readiness to undertake interventions to enhance opportunities to hire more diverse faculty.
- Has addressed recruitment challenges connected with COVID-19 pandemic and subsequent return to in-person operations.
- Workable plan for enhancing best practices with new proposed interventions.
- Adaptation of successful interventions from year 1-6 pilot units.
- 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.
- Project timeline is reasonable, activities are well scoped and achievable given the timeline.
- Proposed budget is within the total limits and commensurate with proposed activities.
- 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.