Final Report on the 2018-19 Use of Funds to Support Improved Workplace Climate and Faculty Retention Outcomes

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I.   Executive Summary

In academic year 2018-19 the University of California allocated approximately $434,000 to support campus efforts to improve academic workplace climate and faculty retention outcomes. With these funds, UC launched a grant program to support efforts to develop interventions designed to improve faculty retention and climate in academic units. These awards built upon the Advancing Faculty Diversity (AFD) program, funded by annual one-time state budget allocations since FY2016-17, to support the advancement of faculty diversity at UC.

In all, UC made six awards totaling $433,200 to campus projects in 2018-19. The funded projects included a range of interventions and innovative activities: mentoring programs, speaker series on topics relevant to faculty career advancement, establishment of a career concierge, among other things. Details of each project are outlined in the summaries that follow. Similarities can be seen across several projects, but each is unique, with interventions and efforts tailored to meet the needs of individual units on particular campuses. This report provides an update on the status of the individual projects, including their assessment of the interventions.

II.   Background

The 2018 Budget Act allocated $2 million in one-time funding, for the third consecutive year, to the University of California (UC) to support best practices in faculty employment opportunity in 2018-19. See this web site for reports on years 1, 2, and 3 of the faculty recruitment program supported by these funds: https://www.ucop.edu/faculty-diversity/index.html. These funds, while consecutive, are not guaranteed to be ongoing. In 2018-19 the UC Office of the President (UCOP) allocated an additional $434,000 to fund campus proposals focused on faculty retention efforts, including projects focusing on improving climate within a department or a school.

The goal of the program is not to target individual retention efforts, but rather to pilot new and innovative programs and interventions, or proven best practices from prior efforts, not previously implemented in the units applying for funds. Campus units submitting proposals were required to outline practices for retention and inclusive climate in place at the time of application, in addition to outlining new interventions and practices to be piloted using funds from the 2018-19 RFP process. Proposals addressed issues of climate and retention faced by underrepresented faculty (by race/ethnicity and gender), although other retention and climate issues could be included as part of the proposals. The RFP noted that proposals should focus on ladder-rank faculty but encouraged projects that focused on other populations within the department.

Under the faculty retention and improved climate RFP, campuses were invited to apply for up to $75,000 each for one-year projects. Seven applications were submitted under the new program in 2018-19 and six projects were awarded a total of $433,200 for targeted efforts aimed at supporting faculty retention and improved climate within specific units at their corresponding campuses. A systemwide Program Advisory Group (Advisory Group), coordinated by the UC Office of the President, provided guidance and monitored the six pilot programs during the course of the 2018-19 year.

III.   Summary of 2018-19 Faculty Retention and Climate Projects

A brief description of each of the six faculty retention/climate pilot units, as well as their project status follows:

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

The *Fostering a Climate of Inclusion: A Strategy for Enhancing Faculty Diversity at Berkeley's School of Public Health* targets cultural and structural determinants of climate and inclusion within the school with activities designed to be conducted by non-URM faculty. Building on the School's longstanding commitment to diversity, and with focused attention on solving some of the most challenging climate issues, UC Berkeley's School of Public Health (SPH) created a four-part, phased project designed to be inclusive, comprehensive, and accountable.

Phases I and II of the project involved establishing a Faculty Climate Task Force made up of faculty that came recommended by URM (underrepresented minority) faculty. The task force met throughout the spring and summer of 2019. Using an analysis of four years of SPH climate survey data collected during Phase I, the task force identified key issues for URM faculty including the following: lack of cultural competency and humility among School of Public Health leadership; DEI (Diversity, Equity & Inclusion) efforts disproportionately handled by URM faculty; unfavorable climate in SPH for URM students; and the need to engage non-URM allies to improve the overall climate. Of note, the survey of results of URM faculty stood in stark contrast to those of non-URM faculty – 88% of URM faculty, as opposed to 47% of non-URM faculty, either disagreed or somewhat disagreed with the statement: "People from all backgrounds have equal opportunity to succeed at Berkeley SPH." Additionally, with regard to the following: "SPH Climate is: Inclusive," 25% of URM disagreed, compared to 8% of non-URM faculty.

Over the course of its meetings, the task force discussed in depth how to address URM faculty concerns and what additional data could help inform the path moving forward, including what types of information they might gain from qualitative interviews and planned focus groups. Additionally, the project team explored the development of ongoing accountability for cultural competencies within the School of Public Health and hired a qualitative researcher/DEI consultant knowledgeable in Organizational Change Theory.

Phase III involved research and strategic planning: analysis of the 2019 Climate Survey, continued analysis of classroom climate data, and working with the DEI consultant on strategic planning efforts to address URM concerns identified in the data. Also, arrangements were made in partnership with the Dean's Chief of Staff/Assistant Dean of Administration to arrange two opportunities for staff, faculty, and administrators to attend "Courageous Conversations: Beyond Diversity" two-day seminars in fall 2019 and spring 2020. These seminars are designed to help participants understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities.

With the approval of UCOP, this project was granted a no-cost extension into AY 2019-20. Phase IV of the project included work to improve the climate within the SPH. The final efforts planned as part of the funded project are to focus on collaborating with the SPH administration, the Dean's Faculty Advisory Council (FAC), and departmental Equity Advisor to establish opportunities for increased accountability and "shared governance" of the DE&I charge in the School of Public Health. Faculty Dialogue Lunches on inclusive classrooms and curriculum design, as well as teaching challenges and opportunities are planned. The SPH also plans to hold a DE&I speaker series, partnering on five departmental events with various SPH Divisions, and hosting a school-wide speaker in April 2020. Qualitative interviews of URM faculty and others in the SPH are expected, as well as continued analysis of historic climate survey data and the 2019 Climate Survey. A comprehensive DEI website built using the expertise of a content and website developer hired in Phase III, and with feedback from the SPH communications team, is expected to launch in Spring 2020.

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

The *UCI FORWARD* project was designed to increase faculty retention by providing maximum support to incoming and continuing junior faculty in science, technology, engineering, and mathematics – STEM – at UC Irvine. The project builds on the 2017-18 Advancing Faculty Diversity recruitment pilot, *Building Our Own Pipeline to the Professoriate* and the cohort recruited through those pilot efforts*.*

As a pilot this project had three primary goals: enacting a career concierge approach to address priority areas for selected ladder-rank faculty; launching a career travel awards pilot to strengthen mentoring teams and their external networking for professional advancement; and gaining evidence about academic climates and mentoring from inclusive excellence school reviews. Participants included ten new STEM faculty members, eight of whom are former UC President's Postdoctoral Fellowship and UC Chancellor's Postdoctoral Fellowship Program fellows.

The project conducted an initial survey of entering STEM faculty about their mentoring expectations and planned mentoring activities in their departments and academic units in order to ensure that the mentoring networks would provide a range of expertise and guidance to the mentees. In terms of mentoring interests, respondents noted the highest interest in receiving

mentoring on grant opportunities (71%), followed by internal navigation of committees, and merit and promotion.

The pilot project coordinators met with department chairs about the mentoring efforts and survey results in order to prepare for the incoming mentees. The resulting activities were informed by the survey results and the department chairs' insights. The final strategies emphasized supporting the development of a network of mentor partners for each mentee, rather than focusing on a single mentor/mentee relationship, launching career travel awards in sync with major conferences and in line with the availability of program officers of potential funders, and refining mentoring questions on a planned climate survey. Upon initiation of their appointments, mentees were provided with informational resources, guidance, and direction on how to proceed with the mentoring relationship. Resources were also provided to faculty mentors upon their appointments.

UCI FORWARD offered three types of funding opportunities to support mentee participants' careers. Mentees received up to $4,000 per network team through the project to support professional development activities. Also, along with selected senior mentors, they applied for Career Travel Awards of up to $1,000 to support their professional advancement or efforts to connect with potential grant opportunities (reimbursements to awardees will be completed by May 2020). The Office of Inclusive Excellence also fully funded tuition for mentees to participate in the National Center for Faculty Development and Diversity's Faculty Success Program.

The program offered an opportunity for participating faculty mentees to engage in unique professional development activities. A sampling of activities completed by mentees include:
- Participating in the National Faculty Success Program
- Being a part of the Eco-evolutionary Dynamics group (a working group for early-career scientists)
- Attending the AAAS Annual Meeting, an important space for interdisciplinary work
- Researching and attending two main funding agency conferences – the NSF Grants Conference and the NIH Regional Seminar.

At the department level, the UCI FORWARD network included regular mentee meetings with the unit chair and quarterly meetings of the mentees with their faculty network. In a few cases, senior mentors are arranging to travel with one or two mentees to meet with program officers to help secure research funding. During the pilot period, one unit extended the model to two additional assistant professors (paid for by the local unit).

A significant challenge identified in the project was the coordination of mentoring for the mentees, all incoming faculty with a range of appointment start dates. In particular, the timing and deadlines associated with providing critical resources to faculty did not always align with faculty professional development. There was also the challenge of structuring

specific milestones across multiple disciplines for faculty who may be at different stages in prioritizing practical logistics associated with their arrival to campus (setting up labs, training graduate students, writing grants, etc.).

Scalability was also identified as one of the greatest challenges for the project. Project coordinators have noted an interest in extending components to other parts of the campus beyond the pilot project. Given the lack of funding, however, coordinators hope to document emerging best practices in order to support other existing mentoring programs.

UC Riverside: Faculty Commons Pilot Program at the Center for Ideas and Society. $75K.

On behalf of the College of Humanities, Arts and Social Sciences ("CHASS"), the Center for Ideas and Society (CIS) developed and administered the Faculty Commons Pilot Project. The pilot was designed to retain faculty from underrepresented communities by building intellectual and supportive interdisciplinary communities based on common research, teaching, and learning concentrations and integrating those communities with one another and with the entire campus. Five working groups were established in the pilot, each charged with building membership across CHASS and UC Riverside; 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 develop academic networks; and, pursuing cross-programming opportunities with other working groups and with other interdisciplinary projects at the Center for Ideas and Society.

Each of the working groups had a core of about ten faculty members with some members participating in more than one group; the groups also included graduate students and, to a lesser extent, undergraduate students. Participants connected with faculty and students from other departments who shared similar interests to build relationships, both professional and personal. Public events were well attended and smaller, private events helped facilitate fellowship, mentoring, and publication and career support. Additionally, one aspect of the working groups that had not been outlined in the original proposal was that they incorporate work with local communities, non-profits and Indigenous leaders. This type of outreach could aid retention by helping working group members establish a personal connection within the community.

- **Blackness Unbound.** One of this working group's main undertakings was an exploration of what it might take to build a viable Black Studies program at UC Riverside. Experts from various disciplines and fields with experience building or being a part of vibrant Black Studies programs were invited to campus to give a public talk or performance to the broader campus community and to provide feedback to the working group about program building. The group also hosted a regular graduate student brown bag series that brought graduate students together with faculty experts in the field to build a stronger community and space for dialogue on campus. Finally, due in no small part to the efforts of this working group, the campus was able to hire a historical archeologist focusing on blackness in the

Caribbean, despite competing offers from other institutions. Blackness Unbound invited her to give a talk and the energy the group was creating on campus played a role in her accepting the position. At the end of the year, the working group held the first annual Blackness Unbound Brea(d)th Salon, an event that included members of the community as well as undergraduates, graduate students, and faculty from the campus.

- **Inequities in Health.** This working group met twice monthly over the year to tackle the question of why a faculty member would want to stay at UC Riverside. They answer: to be part of a hub of individuals where one could share ideas and build something. In this case, it was to build a research program, center, or degree in health inequities. The program would serve as a clearinghouse for all work on campus around health inequities, as a site for other projects, and convene colleagues from other UC campuses. With this in mind, the group began developing graduate course syllabi and assessing work on health issues already taking place on campus. They created a podcast series on relevant health issues and are searching for the best place to launch the podcasts. The working group also hosted a book club, held a weekend writing retreat, and co-sponsored a conference: "How We Heal: Confronting Health Inequity with Structural Competency."

- **Latinx and Latin American Studies.** This working group focused on reciprocal mentoring and building relationships across disciplines between faculty and students, both undergraduate and graduate. Workshops were held that included graduate students, and the group held a colloquium that made visible the additional labor as well as the benefits of student mentoring. The working group also developed additional campus and community networks by hosting and live-streaming talks with scholars, co-sponsoring events, holding interdisciplinary reading groups and presentations, and developing binational relationships with faculty from El Colegio de la Frontera Norte (COLEF). A highlight for the group was hosting a book publishing panel aimed primarily but not exclusively, at junior scholars of color working on their first book manuscripts. The panel brought together faculty and publishing presenters from UC Riverside and other institutions.

- **Performing Difference.** This working group focused on supporting untenured faculty through mentoring and sharing with each other the challenges of producing minoritarian knowledge. The group helped junior faculty create strategies to communicate the significance of their art, scholarship and practice, which is often not well understood by others. With this in mind, the working group held three closed workshops, each for six junior faculty, to present their manuscripts and receive feedback from other members of the group. Later, three open workshops with visiting faculty from UCLA and UC San Diego were held. The working group also held a writing retreat to help participants advance their efforts towards achieving tenure. Finally, the group co-sponsored the Creative Writing Department's Writers Week and the Indigenous Choreographers/EXPLODE queer dance gathering.

- **Reclamation and Native American Communities.** This working group co-sponsored five Indigenous speakers, hosted by various departments in the College of Humanities, Arts and

Social Science. The group also emphasized relationships among peers by providing mentoring to its members, advocating for colleagues facing appointment or promotion problems, and collaborating with other working groups. The working group also hosted a reading group over the summer on Indigenous research and scholarship style and worked on developing or strengthening ties with the local Indigenous community. These relationships are important for retention – Indigenous faculty ties to the campus depend in large part on their connection to local tribes and issues. Also, local indigenous knowledge can enrich research and teaching at UC Riverside.

The overall success of the Faculty Commons Pilot project was measured at the end of spring 2019. The results of a survey showed that 86% of respondents (36 of 50 pilot members), reported overall satisfaction with the project. Additionally, over 55% responded "Definitely yes" when asked questions about whether the pilot enhanced participants' feelings of being at home and engaged on campus.

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

Through the _Inclusive Excellence in the Arts and Humanities – A More Diverse Humanism: Faculty Retention and Academic Climate_ project, UC San Diego's Division of Arts & Humanities developed a hybrid approach by adding to existing programming in the division, with an emphasis on improving climate, and developing new interventions as part of its project. Existing divisional practices were enhanced with new topics and activities geared towards equity, diversity, and inclusion practices on campus. An additional component in the grant was that activities included engagement of community groups and organizations from the San Diego region around DEI-related issues and programming.

The following existing activities were enhanced with support of grant funds:

- **Challenging Conversations**. Coordinated by the Institute of Arts & Humanities, the Challenging Conversation series covered topics of faculty research interest. The series included a panel discussion, "Beyond the Wall," featuring campus community and advocacy organization representatives on issues related to immigration and refugees. A second event, "Race and Gentrification," also included panelists not exclusive to the campus to discuss another pressing issue, one that faces many urban areas in the U.S. Finally, a Trinity University (Connecticut) historian gave a talk entitled "UniverCities" in which he discussed the relationship between urban universities and the communities in which they are situated. These events were well attended and helped advance the practice of equity, diversity and inclusion on the campus and in the larger community.

- **Community Arts and Resistance.** Also coordinated by the Institute of Arts & Humanities, this series brought in the Executive Director of an organization that engages artists, performers and writers in migrant rights issues, support, and advocacy to present and engage in a discussion entitled "Art, Power and the Radical Imagination." The audience at

this highly attended event included members of the local community, in addition to campus faculty, staff, and students. Other talks were given by faculty members who gave presentations and created initiatives with several local community groups specializing in EDI-related programming. The events had high impact and connected community members with campus faculty around common issues and shared goals.

- **New Faculty Q&A Series.** Designed to provide a forum for younger faculty to share their humanities research and creative activities in the arts, three events were sponsored using AFD grant funds. First, in January the project held a talk by an assistant professor of music on his creative efforts during his first year at UC San Diego. In February, the project launched one the most successful new initiatives supported by the grant, the new senior/junior divisional mentorship program which pairs junior faculty members from Arts and Humanities to senior faculty members in different departments and disciplines to help broaden the perspective of the junior faculty on university related issues, the review process, campus politics, and work/life issues. Mentors were provided a training manual developed by division leadership and then met with those leaders to discuss mentorship expectations. The final grant-funded event was a visit by an historian from the University of Massachusetts who gave two talks to the faculty: "Presenting Research across Disciplines" and a lecture entitled "Queering U.S. Immigration History."

- **Manuscript Forum.** This project built on the existing Manuscript Forum, which provides workshop and funding support to faculty to help them complete their first or second manuscript for their promotion reviews. With AFD grant funds, the Manuscript Forum was expanded to include an interdisciplinary series on ED&I issues with invited senior academic publishers, curators, and artists. For instance, in the Humanities, the editor of the Princeton University Press gave a talk as did the senior editor at the University of Texas Press, in which he provided his insights on academic publishing. The Division received very positive feedback on the talks and one participant noted that the Princeton University Press editor "was very helpful in clarifying a process that can be quite obscure for a junior scholar." In the arts, the project funded talks by the editor of Pennsylvania State University as well as two presentations by visual arts curators from the Hammer Museum at UCLA and the LA County Museum of Art. Participants found the presentations very helpful in helping to demystify processes surrounding publication and exhibition in the arts.

New additions to existing programming in Arts & Humanities included the following:

- **Divisional Workshops.** The project held a number of new divisional workshops of particular interest to junior and mid-career faculty. Workshops targeted to women and underrepresented faculty addressed navigating the academic environment as pre-tenure junior professors, issues related to advancing to full professor, and developing grants in the arts and humanities.

- **Celebration of Scholarship.** This new program drew over 225 faculty and students to a public talk by a representative of Race Forward entitled "We Gon' be Alright: Race and

Resegregation." The talk included public recognition of junior faculty, as well as a private dinner for mentors and mentees with the Vice Chancellor of Equity, Diversity and Inclusion and the Dean to discuss issues of race in academia and challenges experienced by women and underrepresented populations. During the dinner, Dean Della Coletta gave a talk about the contributions of junior faculty and the commitment to inclusive excellence on campus.

The activities conducted during the course of the grant were highly attended and well received by participants. The events drew many junior faculty, URM, and first generation faculty to participate, which helped increase the sense of community on and off campus, a stated goal of the project. The new programs initiated with the grant funding such as the Celebration of Scholarship and divisional workshops were well-received and the Division hopes to continue these activities in the future. The mentoring program was so well-received that requests from senior faculty to become mentors far exceeded the need for mentors. Nonetheless, the long-term success of the interventions is difficult to predict at this early stage.

UC Santa Barbara: Advancing Faculty Diversity through Faculty Retention and Academic Climate in Engineering and Physics at UC Santa Barbara. $75K.

With the *Advancing Faculty Diversity through Faculty Retention and Academic Climate in Engineering and Physics at UC Santa Barbara* project, the campus developed and launched a comprehensive team-mentoring program for pre-tenure women and URM faculty. This intervention was combined with key inclusion and equity workshops designed to improve the skills and awareness of faculty members and departmental leaders with regard to improving climate and retaining women and URM faculty members, as well as those with other diverse identities.

This project included seven departments at UC Santa Barbara, six in the College of Engineering: chemical engineering, computer science, electrical and computer engineering, materials, mechanical engineering, and the technology management program. While the department of Physics had originally agreed to participate, it was replaced by the department of Mathematics in the College of Letters and Science. The AFD Mentoring Program launched in fall 2018 with six mentees and 18 mentors. Activities included welcome lunches for mentors and mentees as well as an end-of-year recognition lunch, with several inclusion and equity workshops focused on relevant topics for mentors, mentees, and male allies and advocates.

Mentors received a number of resources to guide them in their mentoring, including written materials on the benefits of mentoring and on providing career advice, and templates and checklists that could be used by the mentors. Also, a series of books were provided to mentors and mentees on best practices for mentoring relationships, and on three areas of need identified by the mentees: work-life satisfaction, parenting, and writing. Mentors and mentees were encouraged to use an Individual Development Plan template to guide discussion and assessment of mentee goals and accomplishments. While survey data are not yet available, a number of mentees and mentors commented on the success of the program, and mentees

pointed specifically to the information they received about navigating the campus and the tenure process as being of help.

The project included a pre-survey sent to pre-tenure faculty in the target divisions to assess potential program impact. All six mentees and 25 others completed the survey. A follow-up survey with the same questions was distributed in July 2019 but those have not yielded sufficient results to draw conclusions on the effects of the program.

One component of the program, a proposed workshop on hidden service, was delayed to fall 2019. Development of the workshop required background research – collecting campus level data about what constitutes hidden service in UC Santa Barbara departments and information about how such work is assigned. The data collection took longer than anticipated so the workshop was delayed beyond the duration of the grant.

The deans of the College of Engineering and of the division of Mathematical, Life, and Physical Sciences (part of the College of Letters & Science), in describing the impact of the project have stated, "The success of the AFD mentoring program has led the College of Engineering and the Division of Math, Life, and Physical Sciences to institutionalize junior faculty mentoring in our departments. The feedback that we have heard about the program indicates that it is important for junior faculty members to have mentoring teams instead of only one assigned mentor. We also understand that it is important to provide opportunities for peer mentoring and networking for women across STEM departments in order to decrease the sense of isolation that some women and underrepresented minorities might feel in their departments." The Division of Social Science also plans to adopt the mentoring program developed through this pilot project with additional components.

One of the goals of the project is to provide context and training during the development of the new equity advisors program at UCSB. Initiating the mentoring program during the last year has added momentum to the development of the Equity Advisors program, with several new associate dean equity advisors participating in the program as mentors or workshop participants. Additionally, given the success of the project, the College of Engineering and the division of Math, Life, and Physical Sciences will continue the mentoring programs. The associate dean equity advisors planned to discuss aligning mentoring programs across the campus, integrating best practices learned in the pilot project into junior faculty mentoring, and mentoring for other potential target groups such as diverse associate professors, during fall 2019.

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

The campus-wide *UC Santa Cruz Community Networking Program 2018-2019* facilitated mutual affinity-group mentoring for faculty to create more widespread structures for development and support. Under this program, UC Santa Cruz established five specific networking groups for African-American/Black/Caribbean, Asian/Pacific Islander, Chicanx/Latinx, Native American (Indigenous), and Women in STEM faculty.

The five networking groups were formed to support the success of faculty in the target demographic group, and were open to faculty in the target demographic as well as their supporters. Each group was led by a faculty member who convened each respective group on a monthly basis. The project included a course release for the faculty convener, offsetting the high demand for underrepresented faculty to provide service, which can reduce their available time and energy for research. The faculty conveners were not held to specific requirements for group management and each group developed its own operational style. That said, groups met monthly during the lunch hour to build community, and each group was charged with discussing strategies to support individual faculty success as well as initiatives that the campus should consider to increase faculty well-being. Each group was also tasked with submitting a summary report of these efforts.

The five networking groups launched in January 2019 and met monthly through the end of the academic year. All groups reported a high level of satisfaction, as well as a sense of renewed community among faculty, most of whom had never participated in this type of organized campus group. The conversations at the monthly lunch meetings were robust and each group provided final reports outlining recommendations for further action at the campus level. The specific activities and concerns of each of the networking groups are outlined briefly below:

- **Pan Asian Pacific Islander Faculty Community**. This group reported strong attendance, ranging from 12 to 20 at its monthly meetings, with additional faculty members keeping in correspondence. The regular invitation list included 85 members across all academic divisions. With the last meeting of the year, Ladder-rank faculty and lecturers were joined by AAPI staff who are committed to the welfare of Asian American students, faculty and staff at the campus. The group reported several areas of concern around recruitment and retention of faculty, including limited housing and campus childcare cuts. They noted that several area-specific study areas need new hires and underscored the need for faculty mentoring. Additionally, the group tackled issues related to leadership training, work culture and campus climate, and outreach beyond the campus. It also discussed how the concept of diversity and its use affects URM faculty. The group plans to continue meeting and made a number of recommendations surrounding the areas outlined above.

- **African-American/Black/Caribbean (ABC).** The ABC Networking Group pointed to housing as a great concern that needs to be addressed, in addition to childcare. Other topics included the hidden service that faculty of color are often involved in when mentoring and supporting others, and the expectation, at UC Santa Cruz, that faculty, especially those of color, perform more service than on other campuses. The need for faculty mentors to help junior faculty learn the "rules of the game," both during and beyond their first year, was identified. Other issues included additional funding for research, course relief to do research, and the need for departmental point systems to be adjusted, since they still disadvantage women and faculty of color. The group also mentioned a need to learn what other campuses are doing to support diverse faculty, since they are not all "diversity experts."

- **Indigenous Scholars.** The Indigenous Scholars Networking Group of six core members were joined at times by the director of the American Indian Resource Center, other Native and non-Native allies, and the chairman of the Amah Mutsun Tribe. The group seeks to build a more vibrant Indigenous community extending beyond the campus to include tribal members living in the region. They plan to create a website to serve as an information hub for staff and faculty at UC Santa Cruz and plan to continue meeting quarterly. They also seek to ensure that acknowledgement of the ancestral lands and Indigenous people who first inhabited the area take place at official university events. With regard to faculty, the group pointed to the importance of beginning the recruitment process sooner to attract Indigenous scholars and requested that the campus work with the UCLA Native recruiter to identify strategies that can be adopted at UC Santa Cruz. The group also raised concerns about housing costs and child care and the need for robust family leave policies and new ways to help Indigenous scholars feel supported by the campus, as well as the need for mentoring at all levels. The group also developed a new course and a new course model that would be co-taught by Native faculty on campus through which they could make their presence deeply felt on campus.

- **Chicanx/Latinx.** The Chicanx/Latinx Networking Group met six times during the year with an average of nine attendees per meeting and a total of 25 faculty members participating. First, the group seeks permanent funding for the Research Center for the Americas (est. 1992) which brings together over 90 faculty from every single division at the campus and serves as a vibrant hub for Latin American, Chicanx/Latinx, and migration studies. The group also recommends establishing a campus-funded Chicanx/Latinx mentoring network for faculty at all levels, including lecturers, and undergraduate and graduate students, and recommends tenure and promotion practices that take service and the burden placed on Chicanx/Latinx faculty into consideration. Given the lack of Chicanx/Latinx faculty representation on campus (6%, compared to 28% of Chicanx/Latinx students on campus), these faculty members are often overloaded with service, including mentoring undergraduates and graduate students. The group requests consideration of cluster hiring, particularly of faculty who are committed to increasing diversity and who work on topics relevant to Latinx communities in interdisciplinary areas. Finally, the group also recommends providing support for lecturers with active research agendas.

- **Women in STEM.** This networking group included women at all levels, from new assistant professors to full professors with decades of experience at UC Santa Cruz. A common experience of participants is that women perform more service than their similarly ranked male counterparts. To address this, the group recommends establishing mentoring that advises female faculty to be selective in their service, to say no to requests, and to offer alternative solutions to requests. The group also noted an opportunity to raise awareness among deans and chairs about how service assignments are being distributed in order to avoid gender and other biases. Also, it recommends listing service, even service that does not have an official name or category (such as advising a student on a personal matter), in personnel files. On dual career issues, viewed as significant for the group, recommendations

included bringing the dual career coordinator back to campus, including relationship bias in training for faculty hiring committees, conducting exit interviews with those leaving UC Santa Cruz and those not accepting offers, and requesting that the executive vice chancellor retain some central FTEs for partner hires. Finally, the group recommended funding to support childcare during conferences or other networking travel, and a better explanation of faculty for the various leaves and their eligibility for leaves.

Additionally, the groups forwarded a joint statement to the Vice Provost for Academic Affairs in support of continuing the pilot project, and to outline several points of concern common to the five working groups.

IV. Challenges

Several pilots reported that the short duration and aggressive timeline of the grant presented the greatest challenge to their work. The 2018-19 grant was limited to one-year, was awarded in September of 2018, and could not rely on central data sources to track the success of the interventions. Three pilot projects requested extensions (UCB, UCI, and UCSB) to allow them to complete projects during the 2019-20 year. In response to this challenge, the 2019-21 program was designed as a two-year program. Other challenges included the following:

- While each of the six funded projects proposed metrics to measure the effectiveness of their interventions, the project leaders found it difficult to claim success in retention and/or climate in the course of a single year.

- The limited funding per award (no more than $75K) meant that campuses absorbed management of the projects among existing staff. This added to delays in completing the projects.

- In two instances, personnel changes at the campus created challenges to completion of the interventions as planned.

V. Continuing the AFD Program for Retention and Improved Climate

The results of the improved climate and retention pilot projects from 2018-19 show several best practices emerging from the innovative efforts. All projects expressed significant interest in continuing their activities in some form, with some planning to fund expansion at the campus-wide level. Generally, the activities involved in each of the awarded projects have been met with positive support from the campus community as well. Broad support of the pilot projects indicate that the campuses are interested in engaging in more of these types of interventions to support faculty, especially those who are underrepresented in their units. The UC Riverside project was awarded a second grant for 2019-2021, an award that will allow the project to further refine its success in developing community around intellectual issues, curricular reform, and community involvement. Indeed, the RFP for the 2019-21 competition drew from the experience of these first pilot projects in 2018-19; the new RFP provided research frameworks

for developing a new set of projects and offered more guidance in planning for the gathering of data to evaluate the effectiveness of the projects.

The six 2018-19 pilot programs for faculty retention and improved academic climate are a clear demonstration that a modest amount of funding (up to $75K) is enough to incentivize faculty to undertake new efforts in faculty retention and improved climate.

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