



# **Advancing Faculty Diversity First Year Report of AY2019-21 Awards**

**Academic Personnel and Programs**

**UC Office of the President**

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## **Advancing Faculty Diversity**

### **First Year Report of AY2019-21 Awards**

#### **I. Introduction**

For three academic years beginning in AY 2016-17, the University of California received \$2 million in the State budget in support of equal employment opportunities for faculty. With this infusion of funds, the University established what is now known as the Advancing Faculty Diversity (AFD) program to support innovative and focused campus projects designed to increase faculty diversity. In academic year 2018-19, the University launched a complementary grant program to support campus efforts to improve academic workplace climate and faculty retention outcomes, building on the AFD recruitment program. Over four years, a total of thirty-one recruitment and improved climate and retention projects have been funded through a competitive process, with all ten campuses receiving at least one award. The funded projects have included a range of interventions and activities such as the redesign of recruitment protocols; development of early-career faculty mentoring programs; creation of new community-building and faculty support activities; review of contributions to diversity, equity, and inclusion by candidates; building of new faculty, equity, and inclusion data dashboards; research on and support for pathways to faculty leadership positions; and examinations of whether service loads differ by gender or race/ethnicity .

For the AY 2019-2020, AFD received \$2.5 million in state funding to continue building on the AFD Recruitment program. Utilizing the State funds, alongside an allocation of over \$1.3 million from then President Janet Napolitano, UCOP funded five (5) Recruitment and nine (9) Improved Climate and Retention projects throughout the UC campuses; proposals were received from eight campuses. The five Recruitment projects were at UC Davis, UC Irvine (2), UC Riverside, and UC Santa Cruz, for a total of \$2,479,000. The nine Improved Climate and Retention projects were at UC Berkeley, UC Davis (2), UCLA, UC Merced, UC Riverside, UC Santa Barbara (2), and UC Santa Cruz, for a total of \$1,338,304. Abstracts of each project are included at the end of the report, in Appendix A.

#### **II. 2019-20 Program Overview**

UC is committed to increasing the diversity of its faculty, both in underrepresented minorities (URM: African American, Chicano (a)/Latino (a)/Hispanic, and Native American) and female faculty representation on the campuses. With a dual program funding grants in support of 1) Recruitment and 2) Improved Climate and Retention projects, UC has demonstrated that its commitment includes not only recruitment of a more diverse faculty but creation of inclusive academic communities that allow all faculty to do their best work.

*2019-20 Recruitment program.* On June 7, 2019 the UC Provost released an RFP inviting each campus to propose recruitment projects predicted to result in more diverse faculty hiring by implementing other equitable recruiting processes. Based on feedback from the campuses, several changes were made from previous years' RFPs. The focus for the 2019-20 AFD recruitment grant program continued to be diversifying the ladder-rank faculty. However, new in the 2019-20 awards cycle, units could make the case to focus on recruitment for all Senate faculty as more appropriate for building a more diverse faculty. Another new feature was the stipulation that awards were for up to two years, with a focus on hiring in the 2019-20 year. The added year provides more flexibility to match the funds to campus recruitment and hiring timelines. Also, PIs were encouraged to design a research component of the planned intervention.

Finally, the 2019-20 awards included a requirement that campuses receiving awards would agree to use the Search Committee Chair Survey, available in UC Recruit and in use by several campuses, for all ladder-rank recruitments, beginning in the 2019-20 recruitment year.

As with prior years, pilot proposals included innovative plans and demonstrated strong engagement at the campus level with faculty diversity. The strongest proposals came from units that demonstrated some prior success in their diversity efforts and that had a deep understanding of and support for increasing faculty diversity. They also built on the successes of previously funded projects from the prior three award cycles.

Based on input from a review committee of UC faculty and academic administrators, the President's Office selected five campus units (including two from a single campus) to receive funds for year 4 of the recruitment program: UC Irvine, Physical Sciences; UC Irvine, campus; UC Davis, campus; UC Santa Cruz, campus; and UC Riverside, Physical Sciences. The five selected recruitment pilots shared the following qualities:

- they acknowledged the importance of a diverse faculty to UC's diverse student body;
- their campus leadership/Deans/Chairs demonstrated a strong commitment to diversity;
- their campuses showed campus-wide support for efforts to recruit a diverse faculty and to build a more inclusive campus climate;
- they included practices from previously funded pilots that had proven successful in building a more diverse faculty; and,
- they were planning sufficient hiring for the year, so their enhanced recruitment efforts were more likely to produce a diverse set of new faculty members.

*2019-20 Improved Climate and Retention program.* The Improved Climate and Retention program was significantly redesigned for 2019-20 with the engagement of a senior and junior scholar<sup>1</sup> from outside of the UC system who worked in conversation with program leaders at UCOP to align the program with relevant research and national practice. As a result of this reconsideration, proposals were requested in three categories: 1) equity-oriented interventions, 2) data leadership, and 3) research. Projects that allowed the university to make progress in improving climate and retention outcomes for URM faculty were especially encouraged.

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<sup>1</sup> Kiernan Matthews, Ed.D., Executive Director and Principal Investigator, Collaborative on Academic Careers in Higher Education, Harvard Graduate School of Education and Amal Kumar, Ph.D. candidate, Harvard Graduate School of Education.

With funding provided by then President Janet Napolitano, the program funded nine Improved Climate and Retention projects at seven UC campuses with a total allocation of \$1,338,304. This included a project at UC Berkeley, two at UC Davis, one at UCLA, one at UC Merced, one at UC Riverside, two at UC Santa Barbara, and one at UC Santa Cruz. The 2019-20 projects also included, for the first time, a collaboration between two campuses: UC Davis and UC Merced. Of these nine projects, five are intervention projects, one is a data leadership project, two are research projects, and one is a combined intervention and research project.

*2019-2020 Convenings.* A new aspect of the AFD program introduced in 2019-20 was biannual AFD-funded in-person convenings of funded project teams designed to build a community of practice for faculty Recruitment and Improved Climate and Retention work on the campuses. Key team members, including project leaders, made a commitment to attend the convenings. The first convening was hosted by UC Davis on November 21 and 22, 2019. The event included over 60 attendees, including most campus Chief Diversity Officers. The program included comments from then UC Davis Provost Ralph Hexter, a panel of “veteran” AFD PIs, panels of all new PIs, and time for small group discussion of common challenges and successes. The second convening, scheduled for UC Riverside on April 16 and 17, 2020, was instead held via Zoom due to COVID-19; PIs and other campus attendees engaged in two days of panels, discussions and presentations with a focus on sharing progress and advice. A discussion on the use of contribution to diversity statements in faculty recruitment was featured given its role in a number of the recruitment projects. The response from the growing AFD community to the convenings has been positive, with the majority of attendees reporting that they learned something at the convening that could be taken back to their campus for use in their own projects. The second convening, taking place roughly six-weeks after California’s shelter-in-place orders were put in place, was particularly valuable to new projects leaders eager to connect with colleagues working on similar issues.

*2019-2020: the impact of COVID and a nation attuned to issues of social justice.* The COVID-19 pandemic grew in size during the early months of 2020, with California reporting its first case in late January and select counties implementing stay at home orders in March. UC campuses suspended in-person classes, initially for a period of weeks, then through the academic year. COVID-19 has heavily impacted and all Advancing Faculty Diversity project PIs have had to request approval for significant adjustments to planned interventions and timelines as a result.

The work on the projects was also deeply affected by the nation’s attention to racial justice. On May 25, 2020, George Floyd was murdered by police during an arrest for allegedly using a counterfeit bill. His horrific death, captured on video, sparked widespread outrage at the continuing murder of Black Americans by the police, and led to ongoing large, nationwide protests and worldwide marches against police brutality and systemic racism. News reports have cited the murders of Floyd, Ahmaud Arbery, and Breonna Taylor as a tipping point in U.S. history and 2020 as one of the worst years in American history.

The AFD program continued its work within this context, with UCOP awarding full funding for nine new projects and partial funding for two new projects in late July 2020 and all 2019-20 projects continuing

their work. It is important to note, however, that the period since March 2020 has been traumatic. Campus climate and faculty and staff morale have been profoundly impacted and projects designed to improve campus climate and faculty retention have had to adapt and change. In their end of year report to UCOP (submitted July 14, 2020), “UC Berkeley Link Program” leaders noted that:

The pandemic and spotlight on police brutality and institutionalized racism have greatly affected campus climate. While our goals of promoting faculty success, satisfaction, and belonging remain the same, we must take into consideration the current events and their disparate impact on our underrepresented faculty in order to accomplish them. Consequently, our events will not only be changing in format (from in-person to online), but also in focus, we are rethinking our event topics as we plan our fall programming and will seek to address the relevant issues that are most impacting faculty in this new reality.... Our Core Advisors will also need additional support as they take on the task of advising during an unprecedented time. The range of issues they may be asked to advise on has broadened beyond the expertise they’re expected to carry.

In terms of evaluation they note that, “COVID-19 has created an ever-growing list of new challenges including increased isolation, additional competing demands, and lack of access to resources necessary for productivity. Given this added stress on our faculty, we would not be surprised to see markers of success, satisfaction, and belonging moving in a negative direction.”

In spite of this, AFD project leaders continue to hear how important the projects are in a time of crisis. UC Davis’s “Faculty Retention and Inclusive Excellence Networks Designing Solutions (FRIENDS)” project leaders reported that, “we initially questioned this project’s place during a devastating pandemic, only to find it more relevant than ever, as those inequalities lurking just below the surface rose into sharp relief. Our four themes<sup>2</sup> were so prevalent in the news that our team leads could barely keep on top of the number of news articles, high-level dialogues, and research that have emerged.”

The UC Riverside project reported that, “as an early measure of the success of the program, two members of the *Reclamation and Native American Communities* group who were being recruited by other institutions during the 2019-20 year elected not to pursue those opportunities because ‘our Faculty Commons community is fantastic. The Commons project has made a significant difference in Native faculty satisfaction.’ As another measure of success, junior faculty conveners of three Faculty Commons groups were promoted to tenure.”

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<sup>2</sup> (1) Challenges faced by women and minority faculty in advancing from Associate to Full Professor, including epistemological inclusion of efforts in diversity, equity, and inclusion in the University’s intellectual work, (2) “invisible labor” service work performed by racially minoritized faculty, (3) developing a critical consciousness among majority faculty to create and support healthy, productive academic climates, and (4) addressing issues related to classroom climate, including hate speech and racial harassment.

### **III. Evaluating project success**

In AFD's inaugural year, the Office of the President convened a systemwide Program Advisory Group to help guide the program and to monitor funded projects. The AFD Program Advisory Group includes representatives appointed by the Executive Vice Chancellor/Provost on each campus as well as representatives from the systemwide Academic Senate. One of their initial responsibilities was to advise on data collection and analysis as well as on appropriate metrics to measure the success of the projects. For the Recruitment projects, core metrics focused on hiring outcomes in the pilot compared to results in prior years as well as to results from comparable units on another UC campus NOT receiving AFD support. When the Improved Climate and Retention programs were initiated in year 3, each program developed program-specific evaluative measures to determine the success of their innovations.

The pages below summarize the data collected on the success of the programs in both Recruitment and in Improved Climate and Retention. Since each of the programs spans more than the 2019-2020 fiscal year, the results should be considered preliminary. In addition, AFD staff at UCOP employ a series of activities to monitor the work of the campus projects, including the following:

- Projects submitted progress reports four times during the year
- Projects submitted budget reports two times during the year and submitted new budgets for any re-budgeting of award funds.
- Projects met with AFD program leaders by phone three times during the course of the year. This was, in most cases, three calls for each of 14 projects, or over 40 calls.

In year 4 of the AFD program, and as in prior award years, Recruitment projects were assigned comparator units so that hiring outcomes in funded units could be compared with hiring outcomes in comparator units that did not receive AFD awards. Four of the five projects were assigned comparators. For the UC Davis project (A), comparators were recruitments from other campus colleges and schools that were not participating in the AFD program (Comparator A). The UC Santa Cruz project's (D) comparator is composed of comparable departments from a single UC campus. For the two other projects, at UC Riverside and UC Irvine, all comparable departments in the same disciplines throughout UC were used as comparators ("All Other UC"). As with prior years, UC Recruit staff at UC Irvine worked with UCOP staff to support data collection and reporting efforts. UC campus comparator units were selected based on similarities in size, location, program, and ranking.

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

Following are summary year-end reports for the first year (AY 2019-2020) of each of the five 2019-20 recruitment projects.

1. UC Davis: The UC Davis Pilot Study to Prioritize Academic Excellence in Research and Contributions to Diversity, Equity, and Inclusion / Phase 2: Institutionalization

This pilot 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' diverse student body. The 2019-20 pilot was designed to test and institutionalize what the campus learned with the 2018-19 grant.

In all, the Davis pilot was able to conduct 18 searches resulting in 12 hires (3 have accepted their offers and their appointments are in process) in 2019-2020 in the College of Agricultural and Environmental Sciences (CAES), and the College of Engineering (COE) amid the COVID-19 pandemic; however, the timing of the grant impacted their ability to affect advertising of position descriptions in a timely manner. The School of Medicine also participated in the project, but since there was only one hire, hiring information from this unit is left out of the data below.

Pilot PIs report that they are slowly changing the way faculty are thinking about faculty recruitment. Participating chairs and members of department recruitment committees reported that their faculty are thinking about DEI issues in unprecedented ways and that conversations are now beginning to take place that had never happened before. PIs are working to institutionalize some of their intervention practices, including providing confidential advisors for candidates, free dual-career and family relocations services via the Partner Opportunity Program (POP) and Capital Resources Network (CRN), and covering fees for new faculty to enroll in the Faculty Success Program offered by the National Center for Faculty Development and Diversity after at least one year of being on the UC Davis faculty.

The Davis pilot also included search committee STEAD (Strength Training in Equity and Diversity) certification prior to reviewing applications; in-person orientation sessions to provide recruitment committee members and college staff background about the grant and to outline their associated responsibilities; and debriefing sessions with a total of 50 individuals in various roles to learn about how committees managed the searches and to gather their feedback for developing future guidelines for search practices.

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

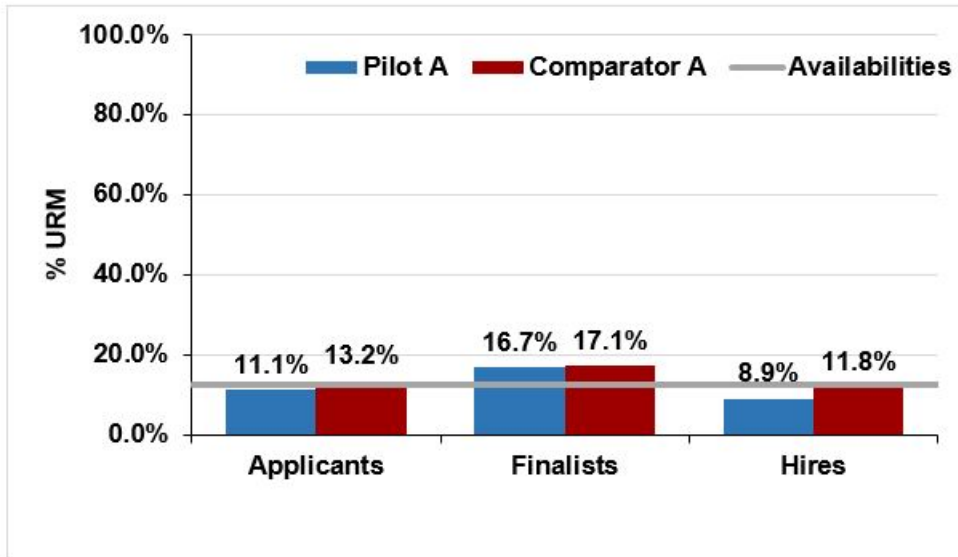
The UC Davis pilot (Pilot A) includes 479 incumbent ladder rank faculty, in two of the participating schools/colleges, as of fall 2019. By comparison, its internal comparator, all UC Davis schools/colleges (excluding the School of Medicine), had 1,337 ladder rank faculty. In fall 2019, the percentage of URM faculty was 7.5% in the pilot, and women made up 30.7%. Comparator A had a higher percentage of both URM and women faculty, with 9.8% and 37.3%, respectively. Neither the pilot nor its comparator is at parity with availability pools for URM or women faculty.

There are a total of 14,426 students in the pilot unit (12,169 undergraduates and 2,257 graduate students). Underrepresented students (URM) represent 24.3% of undergraduates and 8.8% of graduate enrollments; enrollment of women represents 57.4% of undergraduates and 45.3% of graduate students.



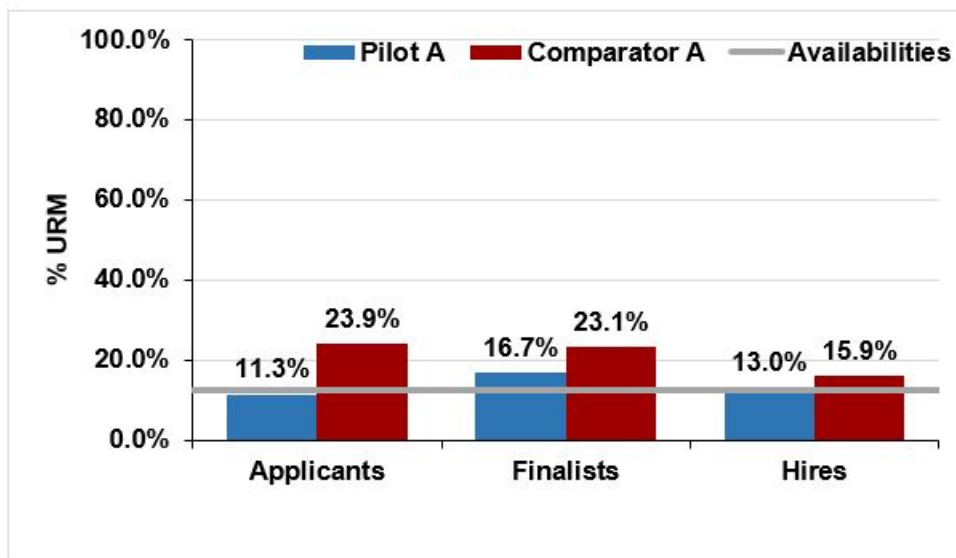
Data on ladder-rank faculty hiring within the UC Davis pilot for 2017-18 and 2018-19, the two years before the intervention (**Chart 1**), indicate that URM made up 16.7% of the total finalist pool, compared to 17.1% for Comparator A. The percent of URM finalists hired by the pilot was 8.9%. In AY2019-20, URM candidates made up 16.7% of the pilot finalist pool, and 13% of the hires. Although there were significant challenges in 2019-20, the UC Davis Pilot A ultimately yielded a higher percentage of URM faculty hires than in the prior two years. It did not, however, do better than the comparator units.

**Chart 1: UC Davis Pilot A and Comparator A**  
**Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Years 2017-18 and 2018-19**



Comparator had 1 waiver of recruitment who was a URM candidate.

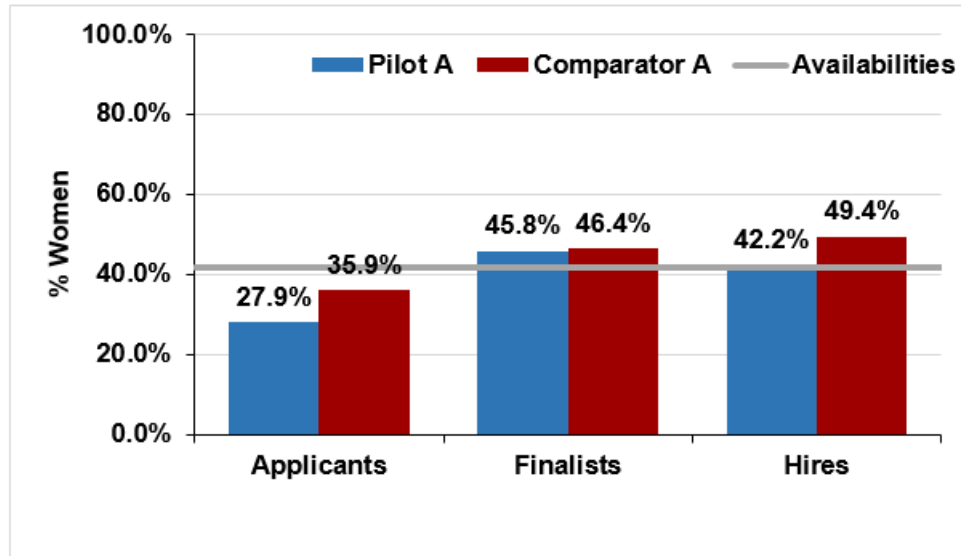
**Chart 2: UC Davis Pilot A and Comparator A**  
**Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2019-20**



Comparator had 4 waivers of recruitment who were URM candidates.

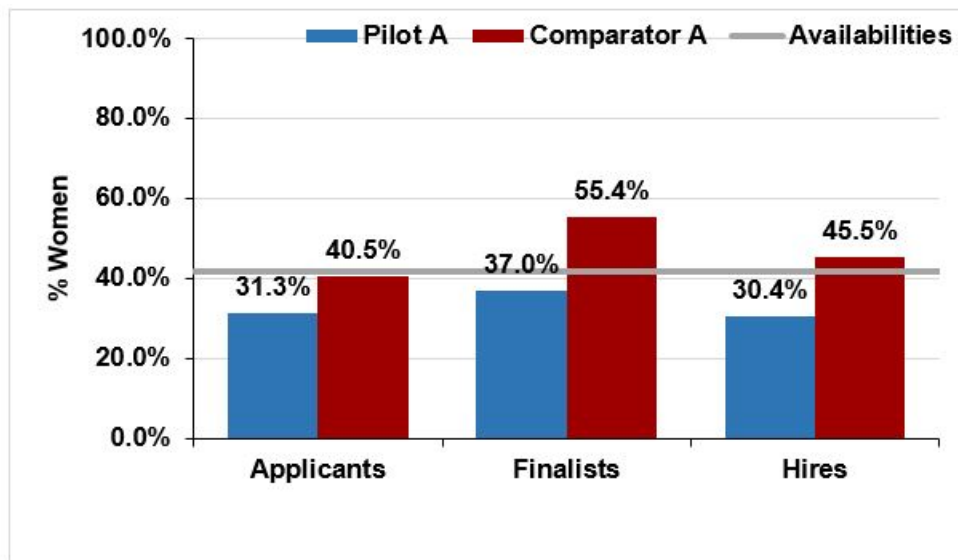
Charts 3 and 4 offer comparable information on hiring outcomes for women, with Chart 3 covering the two years before the project intervention and Chart 4 covering the 2019-20 project year.

**Chart 3: UC Davis Pilot A and Comparator A**  
**Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Years 2017-18 and 2018-19**



Pilot had 3 waivers who were women candidates. Comparator had 9 waivers who were women.

**Chart 4: Pilot A and Comparator A**  
**Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2019-20**



Pilot had 3 waivers who were women candidates. Comparator had 8 waivers who were women candidates.

Taking into account the recruitment results, project PIs identified areas of improvement largely tied to communications, and specifically, communications with staff who are either involved with the pilot or should be involved with the pilot. This led to delays in getting the redacted statements to recruitment committee members, truncating an already time-sensitive period for these searches. This was prominent especially within the College of Engineering. This experience has provided the campus with useful information on considerations going forward to suggest improvements in this area at the school/college level.

The campus notes that important information regarding the grant and how it was supposed to work was not always communicated between deans and departments. In some cases, important information was not conveyed about the purpose of the grant and that affected the use of weighted rubrics for review. As a result, the campus is providing training to college and department staff on how they should be involved in recruitments. Finally, the campus is working to ensure that faculty work with staff to identify qualifying applicants with regard to degree or disciplinary focus, noting that these decisions should be overseen by faculty with disciplinary expertise.

The UC Davis pilot also experienced a number of challenges associated with Covid-19 that potentially impacted the outcomes in recruitment. Recruitments were mostly done virtually this year and, with very little planning, recruitments had to shift to a virtual environment. Some interviews were conducted on campus in March 2020 but later ones were conducted online. Not all departments were able to adapt quickly which led to delayed interview times. Also, additional components of the grant during the interview process--such as meeting with a Confidential Advisor and CRN/POP coordinators--could not happen in person and were held virtually. For example, our CRN colleagues usually meet with individuals in person, tour them around the region for housing and related interests, etc., and all of this needed to be done virtually. Yet, the CRN team creatively met these challenges even with Covid-19 restrictions. We believe that these factors may have affected pilot outcomes.

## 2. UC Irvine: Advancing Faculty Diversity

Building on past successes at UC Irvine, this pilot targets 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) review of candidate materials; and improving yield-on-offers by individualizing startup packages with tools such as teaching release, family-friendly support, and mechanisms for partner hires. With the AFD funds, the school anticipated 10 searches. Participating departments include Mathematics (Math), Earth System Science (ESS), Chemistry, and Physics. In its first year, five hires were made using AFD funds.

Originally, all four departments were planning to use redaction of applications but in the end, only one utilized this process. However, pilot PIs developed a workable way to embrace alternative approaches to promote diversity across the School of Physical Sciences. Because of their different characteristics, the four participating departments used slightly different approaches in their recruitment efforts. Pilot PIs are in the process of summarizing the results and evaluating the impact of the different protocols and approaches on diversity and inclusion at various stages of the recruitment process.

Pilot PIs used AFD funds to increase the number of diverse candidates in the short list in all searches (an approach used by the successful prior AFD project in Mathematics at UC Riverside). The School of Physical

Sciences also organized the Women in Mathematics in the Southern California (WiMSoCal) conference in early March 2020 which was well-attended and generated positive feedback from participants. The School was represented by the Associate Dean of Graduate Studies, Equity and Inclusion and diverse candidates were identified. The conference for Women in Science and the Symposium for PFP fellows have been delayed due to COVID-19. Pilot PIs are considering holding virtual meetings instead until the situation improves and they are able to host a meeting in person, perhaps as early as Spring 2021.

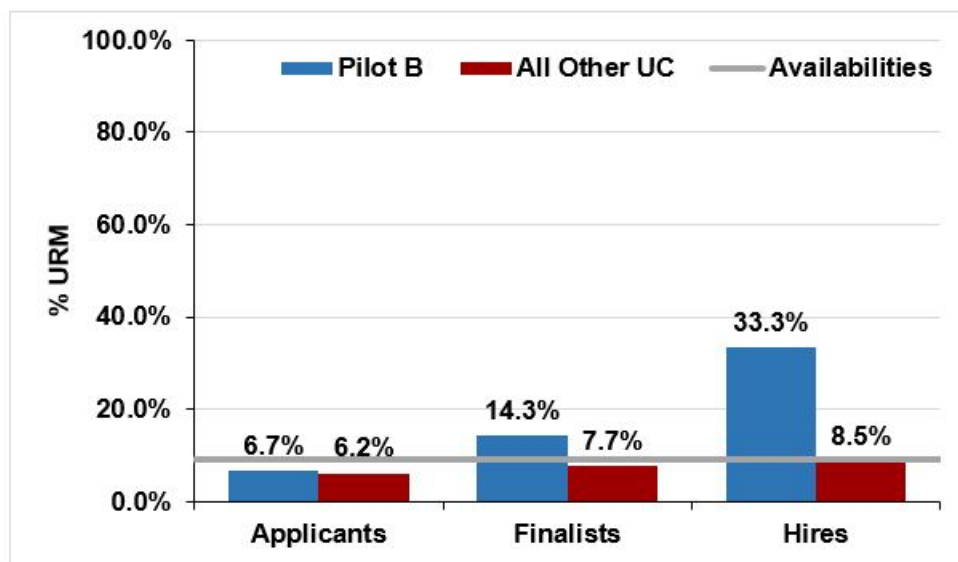
**Profile of UC Irvine Pilot B and the All Other UC Comparator**

In fall 2019, total student enrollment in UC Irvine’s Pilot B was 8,231: 6,692 undergraduates and 1,539 graduate students. Of the total enrollment, 27.1% of undergraduate and 12.8% of graduate students are from underrepresented groups. Additionally, 39.5% of undergraduates and 39.8% of graduate students are women.

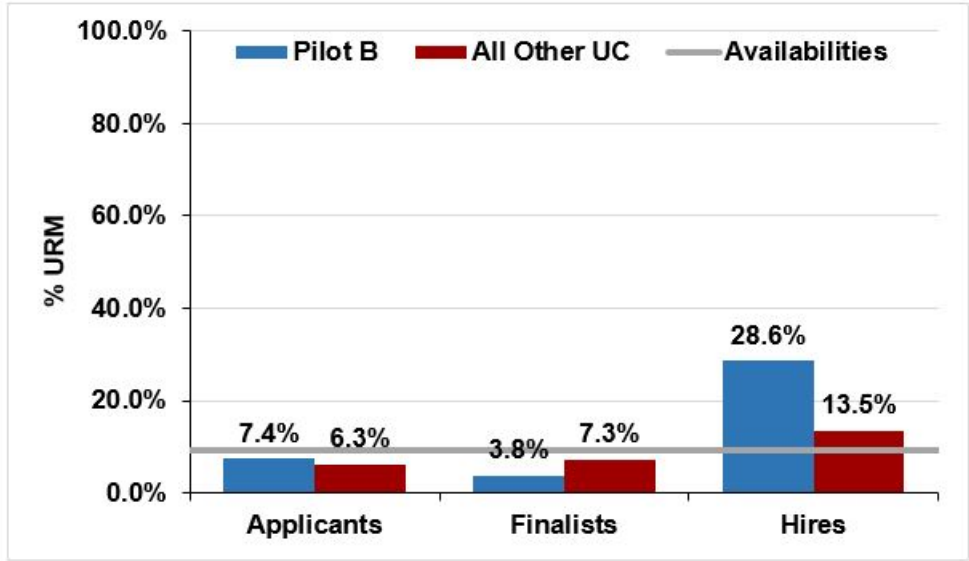
With regard to ladder rank faculty, Pilot B had a total of 164 in fall 2019, compared to 1,113 for its All Other UC comparator, which includes all other comparable departments at other UC campuses. Pilot B had a higher percentage of both URM and women faculty than the comparator, with 7.3% and 24.4%, respectively, compared to 6% URM and 19.7% women for the disciplinary comparators. Even though Pilot B exceeds its UC comparators, it has a lower percentage of URM and women in the ladder rank faculty than the national availability pool.

**Chart 5** indicates that for the last two academic years, UC Irvine’s Pilot B has performed well in its recruitment of underrepresented minority ladder-rank faculty compared to All Other UC, with hiring also exceeding the percentage (9.3%) of availabilities reported. In 2019-20, Pilot B did have a lower percentage of URM candidates in the finalist pool - 3.8% compared to 14.3% in the prior two years. Nonetheless, URM candidates still made up 28.6% of total hires.

**Chart 5: UC Irvine Pilot B and All Other UC  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2017-18 and 2018-19**

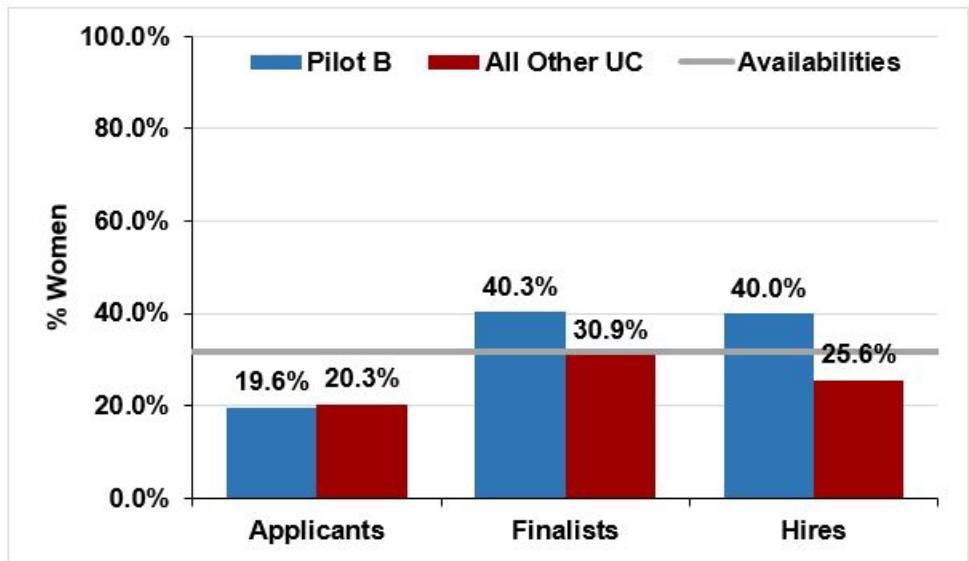


**Chart 6: UC Irvine Pilot B and All Other UC**  
**Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2019-20**



Also reflected in **Chart 7** below is the success of Pilot B in recruiting and hiring of women ladder-rank faculty in the two years before the pilot. For that period, women made up 40.3% of finalists in Pilot B, well over the 30.9% reported for All Other UC. Pilot B also showed significant differences in the hiring outcomes during that time period, with 40% of all hires being women compared to 25.6% at All Other UCs.

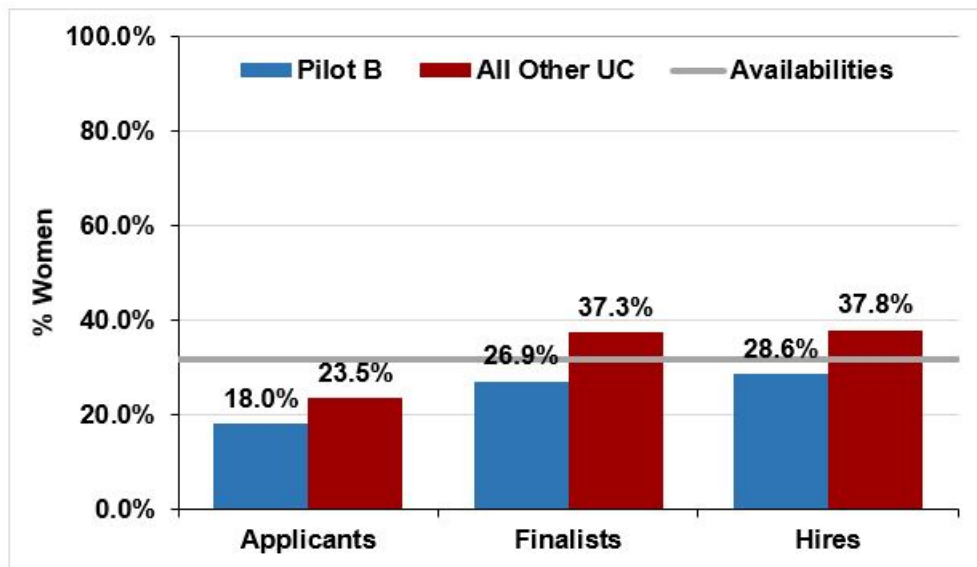
**Chart 7: UC Irvine Pilot B and All Other UC**  
**Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Years 2017-18 and 2018-19**



Pilot had 1 waiver who was a woman. Comparator had 9 waivers who were women candidates.

The hiring of women in Pilot B dropped in academic year 2019-20. The percentage of finalists also went down, below the availability pool (31.7%). As outlined in the summaries below, in-person activities were no longer possible due to the pandemic, which likely affected overall recruitment efforts. While the hiring outcomes do not show a strong correlation between the AFD interventions and increased diversity of hiring outcomes, pilot PIs describe a number of fruitful interventions, and lessons learned, as part of their AFD work, as detailed in reports from each of the participating departments, summarized below.

**Chart 8: UC Irvine Pilot B and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2019-20**



Comparator had 6 waivers that were women candidates.

**Earth System Science:**

The Earth System Science department experienced some challenges in its recruitment efforts. First, recruitment of a President’s Postdoctoral Fellowship Program (PPFP) fellow did not yield positive results due to the inability to make a partner hire. A second PPFP fellow was scheduled for an AFD-funded meeting on April 20, 2020, but that visit was postponed because of the hiring freeze caused by COVID-19.

In the search for a new position in Hydrological and Climatic Extremes, Earth System Science added one additional candidate to its short list in an AFD-funded recruitment because the candidate was strong in research and had an outstanding diversity statement. This addition strengthened the pool and, ultimately, the department hired a candidate with strong research and teaching statements, and outstanding contributions to diversity and inclusion.

The Earth System Science department implemented a longer short list of six candidates instead of the more traditional three for their positions which allowed them to increase diversity in the short list. They also implemented a procedure by which candidates were evaluated in terms of research, teaching and contribution

to diversity. Rubrics were developed and used to document the rankings. The process results in a more objective evaluation of the candidates, faculty engagement, and better finalists with more emphasis on DEI. Graduate students and younger faculty were found to be more receptive of the process than more senior faculty. Pilot PIs noted that more faculty engagement in the process will take time and repetition of the process.

During job interviews, efforts to promote diversity and inclusion were enthusiastically received by candidates. PIs pointed to the value of using AFD funds to invite more candidates.

### **Chemistry:**

In the Chemistry department, nine candidates were identified via a two-stage screening process, wherein the first stage was a blind screening of redacted research and diversity statements, as well as summaries of publications (identity of journals and numbers of publications in each). Ultimately, the search yielded successful results with the top candidate accepting the offer. The department's experience suggested a number of potential improvements that they plan to implement in future searches: initiating recruitments earlier since redactions take longer than anticipated; shortening the length of the long list; providing more publication information (for each publication give journal name, year of publication, and position of the candidate in the author list); and, providing year of PhD degree (to help discern applicants with prior experience in other occupations).

PIs reported that the search committee embraced the two-stage blind screening process this year, and that the department as a whole has also embraced the concept. The department is highly enthusiastic about trying the concept again in two new searches during the next recruiting season.

### **Mathematics:**

The Mathematics department used its AFD funds for both immediate and long-term benefits. First, pilot PIs contacted every mathematics President's Postdoctoral Fellow listed on the PFPF website. This effort yielded several responses and two applicants, both of whom were interviewed and one hired. The AFD funds provided an immediate payoff for the department as these funds were used to hire one PFPF fellow and one additional candidate. Funds were used to pay for interviews and a spouse's visit to the campus. The department's use of AFD funds to supplement one candidate's start-up package proved to be instrumental. The AFD project was instrumental in fostering a structured PFPF search in Math and in hiring their first PFPF.

In terms of long-term benefit, the department also hosted a very successful WiMSoCal (Women in Math in Southern California) conference, in March 2020. Of the 140 people who registered, and despite the growing concerns with COVID-19, 80 people attended the 1 1/2 day event. The panel of four speakers were all potential future applicants for positions at UCI. The meeting was sponsored by AWM, co-organized by a former AWM leader, and the director of Enhancing Diversity in Graduate Education was in attendance.

The AFD funds were beneficial for the Mathematics department, enabling it to leverage the funds to hire more diverse faculty who fit the inclusive excellence criterion and the strategic needs of the department. The department also enhanced its reputation in supporting diversity both in its hiring and through sponsorship of the WiMSoCal 2020 conference.

### Physics and Astronomy:

Physics and Astronomy had three faculty searches in AY2019-20. Two of the recruitments benefitted from the AFD project by expanding the training and discussion related to evaluating diversity statements, and recruiting a more diverse pool through targeted communications encouraging key qualified applicants to apply.

The department found that the effort to encourage inclusive excellence resulted in a strong positive response from its graduate students. PIs engaged graduate students in the hiring practice via a group meeting with each candidate, and found that the students provided interesting information that helped inform faculty search decisions.

For all four departments, COVID-19 forced the pilot units to cancel a number of in-person events this year and to halt PFP searches. Pilot PIs are making adjustments to offer online versions of these meetings in 2020-2021 in order to keep the momentum of the project, and will continue their outreach, in particular with PFP candidates. In their end of year report, the pilot reported the momentum created by the pilot:

In all departments, both the Chairs and faculty embraced the process. The fact that there is a plan, an evaluation process and a reporting process makes faculty feel accountable for the project. In the process of being accountable, they realize the benefits to the department in following these best practices and protocols. The project made people more involved, more focused on the importance of diversity and inclusion. For the first time, Math considered PFP through a rigorous process and hired one. For the first time, Chemistry applied a blind screening of applications and faculty was enthusiastic about the results. All departments saw the benefits of creating longer short lists with more candidates with strong diversity statements. We also recognized that in order for this effort to have the most impact and benefits, the effort has to be maintained for several years. It is the first time in our School that Chairs are sharing inputs and feedbacks on the process, learning from each other, and emulating each other through their respective successes.

Finally, the PIs reported that their connection to UCOP and other Advancing Faculty Diversity projects had a very positive impact, motivating leadership and chairs to try to do even better in the future and to listen to the experience of other campuses to guide them in that process. They are already undergoing a planning process in order to keep the momentum of the pilot beyond the AFD funded period.

### 3. UC Riverside: Advancing Faculty Diversity in the Physical Sciences

The UC Riverside pilot aimed to broaden application of previous successful interventions at the campus with a focus on the departments of Physics and Astronomy and Chemistry in the College of Natural and Agricultural Sciences (CNAS). This pilot involved recruitment of two mid-level faculty, one in each department, to be *Provost's Professors for Advancing the Physical Sciences*, a termed but renewable title. Each department would recruit one junior and one mid-level faculty member using best practices identified from previous AFD pilots, 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 was to be recruited at the tenured level, with the intention of forming a nidus of faculty members throughout CNAS aimed at increasing faculty diversity. Start-up packages would also be included as a funding commitment by the CNAS dean.



The recruitment processes in the two departments (for both AFD and non-AFD hires) included several practices that are currently at various stages of institutionalization on the campus and in CNAS:

- Faculty in the departments were required to take the online workshops on hiring diverse faculty coordinated by UCR's Vice Provost of Academic Personnel;
- Advertising for all faculty positions included family-friendly language;
- Diversity statements were required from all search candidates;
- Diversity and research statements were evaluated before other parts of the application. (This practice was deemed the most successful outcome of CNAS' previous Mathematics AFD pilot.)
- All candidates were asked to include their previous and planned contributions to diversity in their vision talks delivered to the departments.
- Faculty short lists were reviewed by CNAS equity advisors, the Divisional Dean of Math & Physical Sciences, and the CNAS Dean.

Implementing these practices for all searches, not just AFD-funded searches, led to high quality candidates whose research, teaching, and service would contribute to diversity in the department. While the UC Riverside pilot was severely disrupted by COVID, the commitment to transformation of protocols in recruitment was strong.

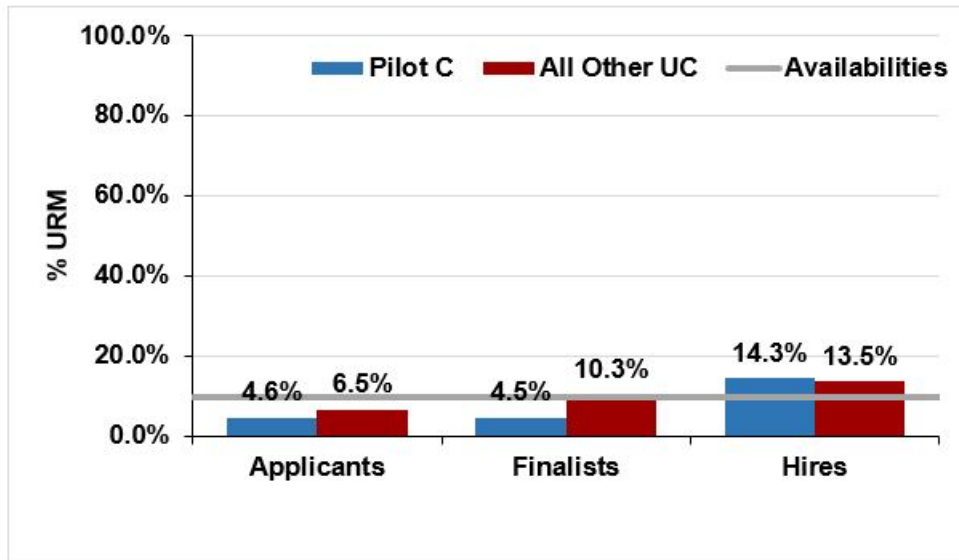
#### **Profile of UC Riverside Pilot C and All Other UC Comparator**

In fall 2019, there were a total of 79 ladder rank faculty within the UC Riverside Pilot C and 677 in its comparator unit, All Other UC units on other campuses in similar disciplines. The percentage of underrepresented minorities in faculty positions within Pilot C is 10.1%, compared to 5.8% in the comparator. In addition, Pilot C has a slightly higher percentage of URM faculty compared to the 9.6% availability pool. Women made up 16.5% at Pilot C compared to 20.5% in the All Other UC comparator.

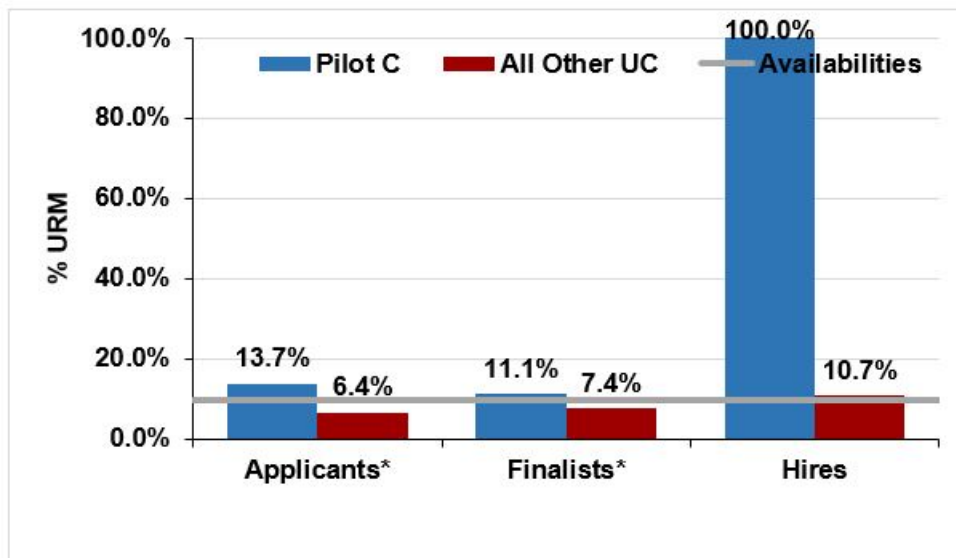
The UC Riverside Pilot C had a total enrollment of 718 students (438 undergraduate and 280 graduate students) in fall 2019. Of those, 46.1% of undergraduates and 30.5% of graduate students were URM. Women made up 42.5% of undergraduates and 36.2% of graduate student enrollments in Pilot C.

Total ladder-rank faculty in Pilot C is more diverse than the All Other UC comparator but as reflected in **Chart 9** below, in the prior two years (2017-18 and 2018-19), the percentage of URM candidates increased throughout the hiring process for both, with comparator All Other UC achieving parity with the national availability by the time hires had been made. That said, Pilot C's hiring efforts yielded a slightly greater percentage of URM faculty hired.

**Chart 9: UC Riverside Pilot C and All Other UC**  
**Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Years 2017-18 and 2018-19**

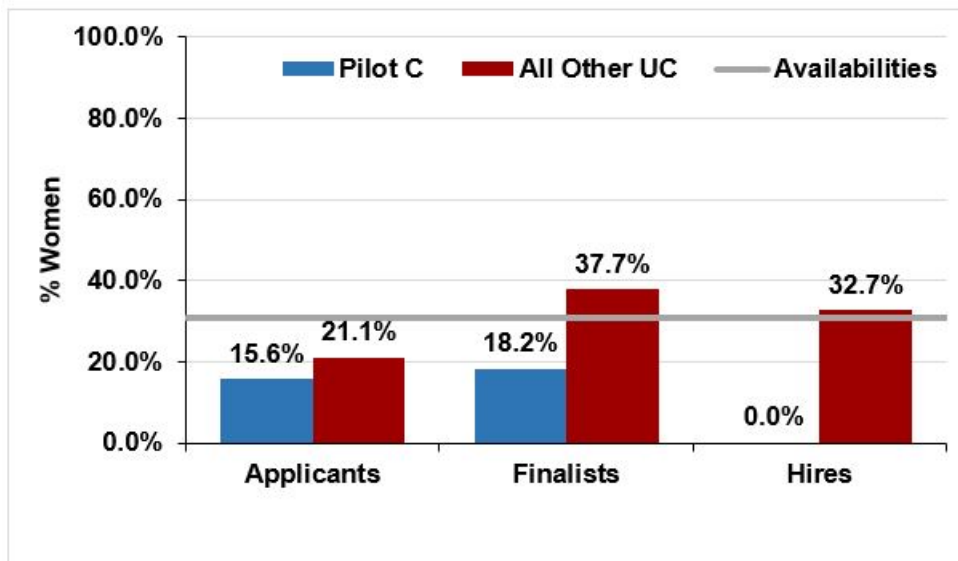


**Chart 10: UC Riverside Pilot C and All Other UC**  
**Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2019-20**



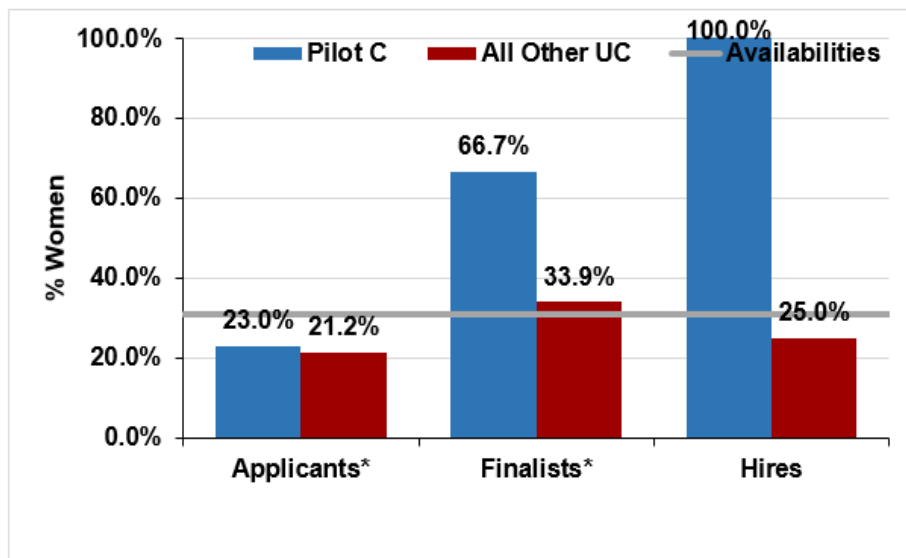
Around mid-March 2020, pilot plans encountered significant challenges associated with the COVID-19 pandemic. While many CNAS faculty searches continued online for several weeks, the financial instability associated with COVID-19 derailed the original plans outlined in UCR’s proposal. Given the relatively large start-up packages required for physical sciences faculty (roughly \$1-2M, depending on whether it’s a junior- or senior-level hire), it became clear that continuing plans to bring four new faculty would not be possible. Faculty hiring had been halted at the campus and by the end of the 2019-2020 fiscal year, only one AFD hire had been made. This is evident in **Chart 10**, which denotes a 100% success rate of URM faculty hires in 2019-20. This figure reflects the fact that faculty hiring had been halted and only the single hire had been made. The same is evident in **Chart 12**, which also indicates a 100% success rate for hiring of women faculty. Additionally, **Chart 11** shows that in the prior two years (2017-18 and 2018-19), no women hired to the faculty in Pilot C. Regardless of the outcome with regard to recruitment, the pilot is applying lessons learned and incorporating best practices in order to build a pipeline of excellent scholars that represent California’s diversity.

**Chart 11: UC Riverside Pilot C and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2017-18 and 2018-19**



Comparator had 8 waivers that were women candidates.

**Chart 12: UC Riverside Pilot C and All Other UC  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2019-20**



Comparator had 4 waivers that were women candidates.

**Physics & Astronomy (P&A):** As a result of the dramatic impacts of COVID-19, the pilot received UCOP approval to shift funds from the junior and senior AFD recruitments to instead recruit senior PhD students who are interested in faculty careers and whose research, teaching, and service will contribute to diversity. The shift in funds is in line with the overall goal of building a pipeline of highly qualified future faculty with focused contributions to diversity. This group will be designated *Provost’s Scholars for Advancing the Physical Sciences*. PhD students who have advanced to candidacy will be eligible, with a preference for those who will graduate within one year. The idea is that the *Provost’s Scholars* will become the pipeline for UCR faculty and that they will actively recruit graduate students and postdoctoral associates who might also become UCR faculty in the future. Working with the Department Chairs and CNAS’s equity advisors, the *Provost’s Scholars* will be leaders in bringing a slate of diverse speakers to department seminars and organizing recruitment events for potential graduate students and faculty.

**Chemistry:** In addition to the AFD-funded positions, the Chemistry Department was authorized to hire a faculty position into “organic materials”. The outcome of that recruitment, which employed the same recruitment processes as AFD-funded recruitments – was a highly qualified candidate for a junior-level position. The campus requested and UCOP approved the shift in allocation of funds to support this junior hire. The candidate will be designated a *Provost’s Faculty for Advancing the Physical Sciences* and will benefit from the support outlined in the original UCR pilot proposal: the candidate will be assigned a teaching and research mentor, have access to professional development funds, and have funding to support a graduate student (or postdoctoral associate) as needed. Instead of funding a senior AFD faculty hire, the AFD funds will be redeployed to support senior PhD students as *Provost’s Scholars for Advancing the Physical Science*, as described above for P&A.

4. UC Santa Cruz: Improving Application Diversity and Impact of Contributions to Diversity

UC Santa Cruz’s pilot project builds on successful interventions utilized by UC Berkeley and UC Davis in the AFD program’s third year, specifically, through the use of contributions to diversity, equity and inclusion (DEI) statements and rubrics as a first step in departmental searches. While the COVID-19 pandemic led to several search interviews having to be completed via Zoom, the project has completed a total of twelve AFD searches in Arts and Engineering and in a new program in Global and Community Health in the divisions of Physical and Biological Sciences and Social Sciences (a cluster hire of four faculty members). Project PIs introduced the use of rubrics in evaluating contributions to diversity and asked finalists to give a talk on their planned contributions to DEI if hired by UCSC.

This pilot’s interventions brought new focus on contributions to DEI for search committee members, the rest of the faculty in hiring departments, and the candidates themselves. The pilot has changed the dynamics of UCSC campus searches to ensure that contributions to diversity, equity and inclusion statements are an important part of the selection process. Most of the searches attracted diverse candidate pools, with the initial screenings leading to diverse candidates for interview, and ultimately, hiring. Faculty were impressed by the quality of the candidates, citing the strength of all areas of their applications, including the contributions to DEI statements.

The pilot also led to shifts in culture around hiring, with some departments having more in-depth discussions about the value of the contributions to DEI statements, including the importance of hiring faculty who will contribute to an inclusive climate in departments as well as inclusive pedagogy to teach a diverse student body. Many faculty were excited about the project and some faculty in other departments not participating in the pilot expressed interest in future participation.

The following table presents demographic data for each of the 12 searches. In the case of the Biomed cluster, while the goal was to recruit for four new hires, the dean extended the number of hires to a total of five because the candidate pool was exceptionally strong. Of the 12 hires, 7 are female and 4 are URM.

Search	Total Applications	Total Passed Initial Screen	Interview % Female	Interview % URM
Biomed Cluster (5 hires)	320	124	66.7%	37.5%
ECE Signals	159	121	16.7%	0%
CSE Deep Learning (2 hires)	112	88	16.7%	0%
CM Serious Games	13	11	66.7%	0%
Art	84	20	75%	50%
SocSci Data	43	21	100%	0%
SocSci	109	73	50%	50%

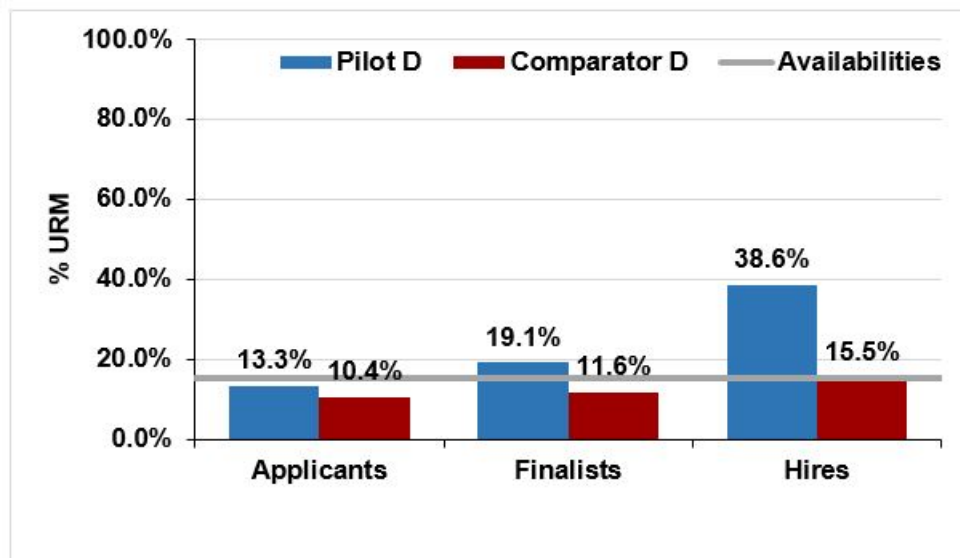
## Profile of UC Santa Cruz Pilot D and Comparator D

In fall 2019, there were a total of 493 ladder rank faculty at UC Santa Cruz Pilot D (this includes most academic units on campus, since most were in the pilot) and 676 in Comparator D, which includes comparable departments from a single UC campus. Underrepresented minorities made up 15.2% of total faculty incumbents (in the pilot) at UCSC (which is similar to the national availability pool of 15.1%) and 10.9% in the comparator unit. Women made up 39.1% at Pilot D compared to 32.4% in the comparator unit. Both pilot and comparator have a lower representation of women than the national availability pool (50.2%).

In Pilot D, in fall 2019 there were a total of 10,232 students (8,449 undergraduate and 1,783 graduate students) enrolled, with 28.7% undergraduate URM and 13% graduate URM students, as well as 47.7% undergraduate women and 45.1% graduate women.

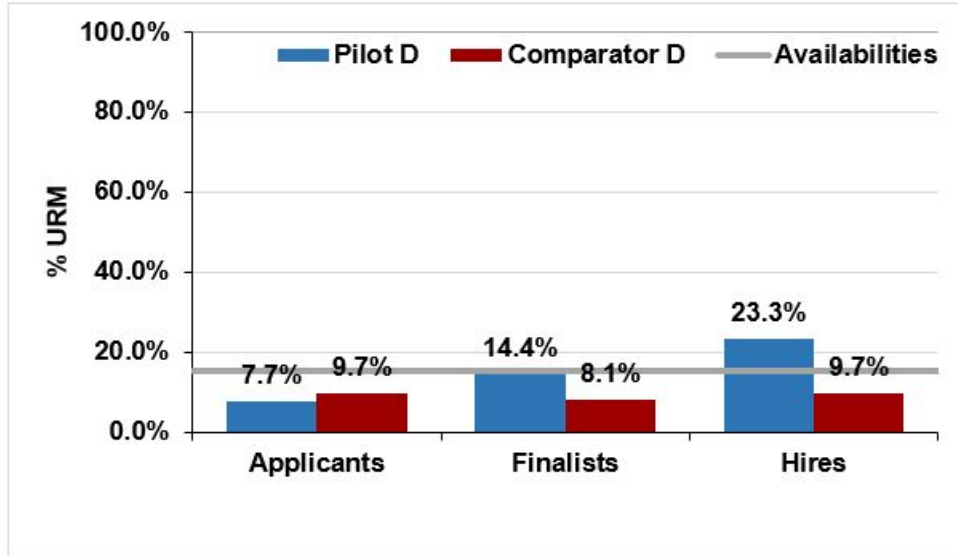
Total ladder-rank faculty in Pilot D is more diverse than Comparator D but as reflected in **Chart 13** below, in the prior two years (2017-18 and 2018-19), the percentage of URM candidates increased throughout the hiring process for both, with Comparator D achieving parity with the national availability by the time hires had been made. That said, Pilot D's hiring efforts yielded a greater percentage of URM faculty hired. However, the percentage of URM faculty hired by both units decreased in 2019-20 recruitments. See **Charts 13 and 14**.

**Chart 13: UC Santa Cruz Pilot D and Comparator D**  
**Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Years 2017-18 and 2018-19**



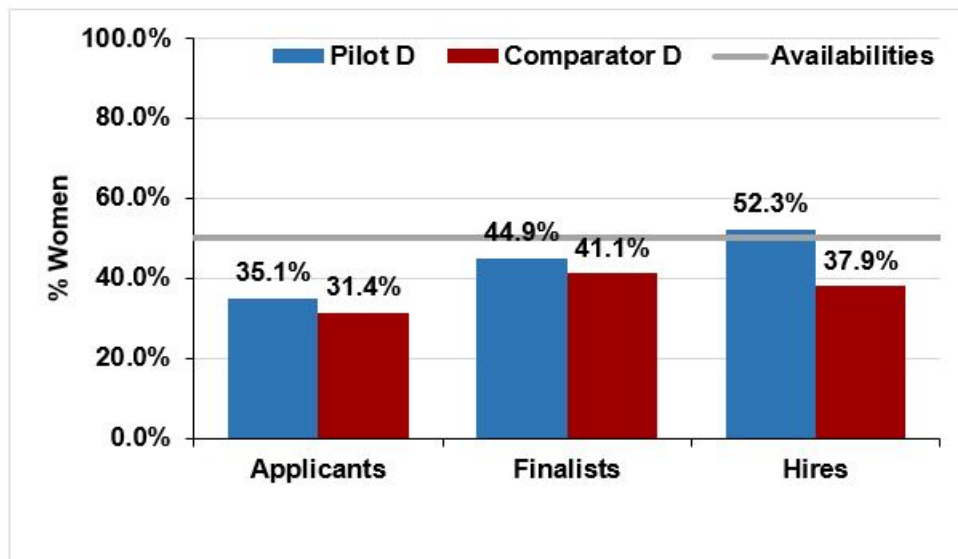
Pilot had 1 waiver that was a URM candidate. Comparator had 4 waivers that were URM candidates.

**Chart 14: UC Santa Cruz Pilot D and Comparator D  
Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2019-20**



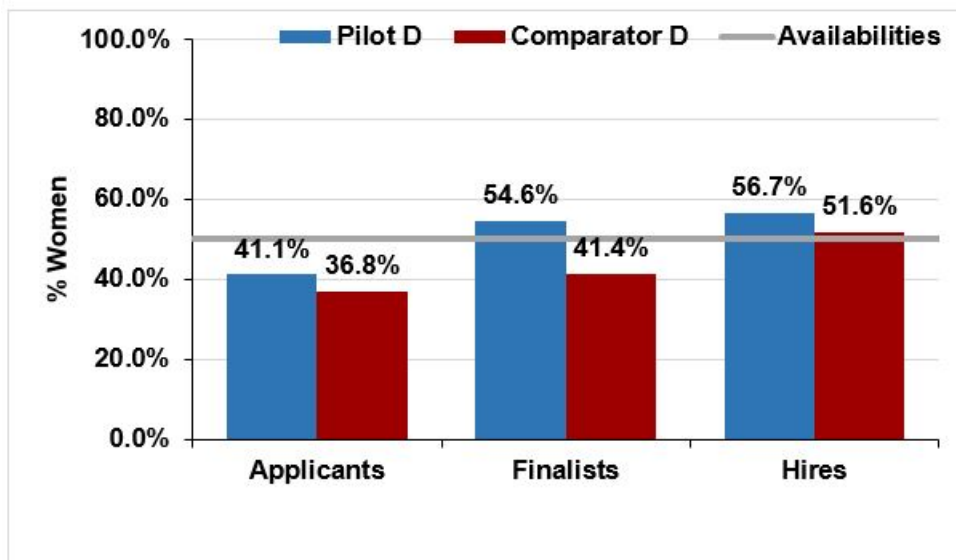
With regard to recruitment of female faculty, **Charts 15 and 16** below indicate that Pilot D is doing a better job than Comparator D in hiring women faculty, both in the prior two years and during the pilot year, having exceeded a 50% hiring rate over the three years. Comparator D increased its percentage of women faculty hired between 2017-19 and 2019-20 and that brought its hiring rate to 51.6%, compared with Pilot D's 56.7% in 2019-20.

**Chart 15: UC Santa Cruz Pilot D and Comparator D  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Years 2017-18 and 2018-19**



Pilot had 5 waivers that were women candidates. Comparator had 10 waivers that were women.

**Chart 16: UC Santa Cruz Pilot D and Comparator D  
Percentage (%) of Women Ladder-Rank Faculty and Equivalent by Hiring Stage,  
Academic Year 2019-20**



Pilot had 2 waivers that were women candidates. Comparator had 6waivers that were women.

Gender and ethnic diversity in STEM fields that have generally been more challenging at UCSC also improved, as well as the hiring of multiple first-generation candidates in the biomedical sciences. In every case, the selected candidate had a strong DEI statement.

While most recruitments had strong buy-in from committees, the pilot did not have full buy in from all search committees. In one instance, the fear of losing top candidates led to having all applications passed on to full review without much regard to their DEI statements. This presented a challenge to the pilot and demonstrated the need to gain buy-in on project interventions prior to implementation. In the future, the UCSC campus plans to use an opt-in process to help ensure that application review committees are completely willing to participate in a process that considers contributions to DEI statements in the first round of review.

Another challenge that the Santa Cruz pilot encountered is that it had to make adjustments to project plans due to the COVID-19 pandemic. A symposium on research in inclusive hiring, scheduled for March 2020, had to be pushed out to fall 2020.

5. UC Irvine: Piloting Chancellor’s Inclusive Excellence Awards at the University of California, Irvine.

Unlike other AFD recruitment pilots, UC Irvine’s Chancellor’s Inclusive Excellence Awards (Chancellor’s Award) pilot led by the Office of Inclusive Excellence (OIE) is geared towards incentivizing faculty yield (<https://inclusion.uci.edu/chancellors-inclusive-excellence-awards/>). This UCI pilot is using evidence-based practices to distribute up to 10 Chancellor’s Awards to newly hired tenured and tenure-track faculty in both academic and professional schools based on their demonstrated capacities for contributing to UCI inclusive excellence. Under the pilot, award recipients commit to serving for two



years; they each receive a minimum of \$50,000 for scholarship related to inclusive excellence (\$40,000 from AFD and \$10,000 from their respective academic deans), and travel support of up to \$5,000. A unique aspect of the pilot is that award funds support scholarship aligned with the campus' strategic plan, particularly in the areas of building capacities through growth that makes a difference, developing a first-class student experience, and engaging in partnership with community members.

PIs note that the pilot provides tenure-track faculty an infusion of funds needed to produce scholarship, and clear support 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 in the longer term. The Chancellor's Awards are open to every academic unit on campus for new hire appointments starting no earlier than July 1, 2020, and no later than June 30, 2022.

The Chancellor's Awards activities have accomplished the following in the pilot's first year:

- **Selected seven Chancellor's awardees** –The Nomination Review Committee faculty members reviewed a total of 14 nominations from deans in 2019-20 using a rubric to assess demonstrated inclusive excellence accomplishments of each nominee. The seven acceptances received also reflect more than the pilot's initial goal to offering at least five awards in 2019-20. The scoring of applications included four characteristics: 1) Scholarship, research, and professional productivity advancing diversity, equity, and inclusion; 2) Pedagogy or teaching practice advancing inclusive excellence; 3) Service or leadership positive impacts for extending inclusive excellence awareness; and 4) alignment to the UCI Strategic Plan.
- **Developed Website Profiles of Awardees** – Communication about the incoming Chancellor's Award recipients was shared on UCI webpages, along with profiles of award recipients. Materials were also developed for Deans submitting nominations. Those materials and profiles may be found at the [project website](#).

UCI Pilot project efforts are continuing amid the unprecedented backdrop of COVID-19, and these circumstances have curtailed faculty recruitment in some areas, with limited fall 2020 plans. The pandemic and ongoing data concerns have presented project leaders with challenges in the following areas:

- As with other projects, the COVID-19 pandemic has increased reliance on virtual tools that limit the extent of human interactions in every aspect of faculty recruitment (particularly candidate interviews and campus visits), as well as in the anticipated fall welcome events and the tentative plans for a spring 2020 forum. Project coordinators have adjusted and worked with partners to provide timely messaging related to [best practices for virtual interviews](#) and have implemented plans to host a virtual welcome program for the incoming faculty cohort in fall 2020. However, mentoring and event planning related project activities will continue to be negatively impacted throughout Year 2.

- COVID-19 has also led to several incoming faculty delaying their hire dates to 2021, which adds additional pressure on the project for utilizing funds associated with incoming faculty's Chancellor's Award appointments. Moving to virtual faculty searches also may limit the anticipated results for the UCI Pilot's second year. Project PIs are planning virtual advertisements to promote the current program and to highlight UCI's commitment to diversity. They hope to use the same approach to disseminate forum materials from the Awardee presentations.

In terms of future plans, pilot PIs note that additional conversations are needed to examine the multiple levers for improving faculty diversity by the unique and common project components. Specific to the current pilot, PIs will be spending more time reviewing and comparing potential study approaches and current findings as a way to scale up the recruitment interventions.

Additional plans for the pilot include:

- **Targeted public communications ad strategy to recognize awardees** – OIE worked with UCI Strategic Communications to develop a fall 2020 ad as part of UCI faculty diversity efforts. The ad showcased the faculty recruitment and the Chancellor's Award opportunity to enhance faculty candidate outreach. The ad resulted in noticeable increase in candidate interest on the UCI faculty recruitment site than previously registered.
- **Virtual Meeting Planning** –OIE hosted a virtual meeting with all Chancellor's Awardees in October 2020. The event included remarks by Chancellor Gillman, Vice Provost Susan Carlson and project members, as well as discussion of key issues related to inclusive excellence for UCI colleagues.

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

Following are summary year-end reports for the first year (FY 2019-20) of each of the nine 2019-20 Improved Climate and Retention projects.

### 1. UC Berkeley: Berkeley Faculty Link Program

UC Berkeley's [Faculty Link Program](#) includes two components: (1) core advisors, a group of seasoned faculty from a variety of fields who are available for ongoing one-on-one advising for senate faculty, and (2) faculty-led events facilitated by core advisors on scholarship and campus climate-related topics designed to provide meaningful discussion and career support and to build community. As of mid-summer 2020, the program had finalized a group of 26 core advisors, held an orientation meeting with the advisors and publicized their availability. The first of four planned events was held before the COVID-19 campus closure, and one remote event in early May drew repeat attendees to discuss strategies for productivity over the summer. Remote programs continued through fall 2020 and program leaders created additional resources for the core advisors' toolkit and convened the advisors to discuss how to best support faculty during these difficult times.

Future evaluation will be based on surveys administered to program participants, program attendance, in-person interviews with faculty participants, and a survey of the experiences of the faculty core advisors.

2. UC Davis: Creating an Inclusive Campus Climate through Enhanced Academic Review and the Creation of Faculty Learning Communities

This project consists of two interventions: 1) the creation and testing of an online training module to improve how contributions to diversity, equity, and inclusion (CDEI) are used in the merit and promotion process and 2) the creation of a Faculty Learning Community (FLC) of new faculty at UC Davis and UC Merced. Both projects have been modified due to COVID-19, with the training module now being created in-house rather than with UC Davis's Continuing and Professional Education unit, and a more gradual rollout of the module planned with key Academic Senate faculty committees. FLC Spring 2020 activities were pushed back to accommodate faculty who had to devote significant time to developing remote teaching and research plans with little warning. Project leads report that because of the two-year timeline for the project, they were able to absorb these schedule adjustments without a change to the scope and goals of the project. However, because of the continuing threat of COVID-19, FLC activities, originally planned to take place in person, are being conducted remotely, and projected to begin in fall 2020.

Collection of baseline data for the CDEI intervention is planned for fall 2020, and a graduate student researcher assigned to the project has begun identifying evaluation metrics to evaluate the (1) frequency with which faculty have submitted CDEI statements over the last three years, (2) pilot faculty members'<sup>3</sup> confidence in their colleagues' ability to evaluate CDEI statements, and (3) perception of the review process and overall climate within faculty members' departments and colleges. The hypothesis is that the training module will lead faculty to perceive the review process as more equitable in terms of how CDEI are weighted and that this will lead to a more positive climate in the department and college.

Evaluation of the FLC intervention will measure the perceived value of the FLC in terms of career development, the promotion of social connection and belonging, and faculty retention. Participants will be asked in fall 2020, before FLC activities begin, to rate the campus in terms of how welcoming or inclusive it feels and to report their intention to stay at UC Davis. These measurements will be taken again after participation in the FLC and compared against responses from a group of new URM faculty who do not participate in the FLC.

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<sup>3</sup> A random sample of 300 Academic Senate faculty, with an expected response rate of 50%, resulting in a final sample of 150 faculty.

### 3. UC Davis: Faculty Retention and Inclusive Excellence Networks Designing Solutions (FRIENDS)

FRIENDS leverages a community of practice (COP) model to empower associate professors to make change, improve climate at the departmental level, and have an impact on the retention of women and underrepresented minority faculty. A COP is a group, in this case associate professors, who share a common focus. All members commit to participate in a series of structured and facilitated meetings with a specific aim. FRIENDS launched in February 2020 with a meeting of 41 faculty participants from 10 schools and colleges and 24 departments. The group was divided into four teams, focusing on: (1) challenges faced by women and minority faculty in advancing from associate to full professor, including epistemological inclusion of efforts in diversity, equity, and inclusion in the University's intellectual work; (2) "invisible labor" service work performed by URM, particularly women URM; (3) developing a critical consciousness among majority faculty to create and support healthy academic climates; and (4) addressing issues related to classroom climate, including hate speech and racial harassment. Each group will share learning from data-driven insights on faculty experiences, develop communities of future faculty leaders interested in equity, retention, and climate; and design innovative interventions to tackle known issues. COVID-19 halted formal aspects of the program, though teams stayed in touch. As things have settled into a "new normal," project leads are planning virtual COP meetings in fall and winter 2020-21 and the launch of pilot interventions in spring 2021, extending the grant by one year. They note that they "want to take into account not only a post-COVID-19 reality but the racial justice unrest as real opportunities to transform higher education."

In their year-end report, the project leads note that, "as our project has evolved, we have, thanks to our faculty consulting researcher, Kim Shauman (sociology), identified several areas from the most recent COACHE survey (2016) that we will be highlighting [in our evaluation] including satisfaction with nature of work when it comes to service, satisfaction in support for interdisciplinary work, promotion to full professor, and departmental collegiality. Mentorship or feedback; support for faculty in leadership roles; time spent on service; and resources for faculty as they relate to colleagues on issues of diversity and inclusion are also key themes we will continue to highlight in any assessment or analysis we do."

For additional details see: [UC Davis FRIENDS project](#)

### 4. UCLA: Advancing Faculty Diversity through Improved Climate and Retention Programs.

The sole campus in the 2019-21 cycle conducting a data leadership project, UCLA is creating online "Equity, Diversity, and Inclusion (EDI) Scorecards" that go beyond traditional diversity dashboards. Ordinary dashboards are often criticized as either "irrelevant" because they do not provide the right baseline for comparison, or "incomplete" because they only count demographics. UCLA's project is implementing two innovations: the provision of customizable comparator baselines (e.g. graduate student population, percentages at peer institutions, etc.) so that raw statistics can be interpreted according to appropriate context, and the inclusion of equity and inclusion metrics. By providing these next generation data mirrors, UCLA expects to make it easier to hold deans accountable for their attention to issues of equity, diversity, and inclusion, especially in performance reviews of deans according to criteria outlined in [APM-240](#). As of July 2020, the project is continuing, but delayed due to

the COVID-19 pandemic. A number of activities are scheduled to begin in fall 2020 and the timeline of the project will depend in part on when the “safer at home” order is lifted.

To date, project leaders have identified two departments to work with (Philosophy and Earth Planetary and Space Sciences) and are in talks with Molecular and Medical Pharmacology in the School of Medicine. Faculty data from the first two departments has been scrubbed and updated on the BruinX dashboards and customizable baselines have been created. Work has begun on a self-report measure that can be used across units and on a coding guide for objective inclusion measures. An inclusion measure has been piloted with the UCLA Anderson School, Earth Planetary and Space Sciences, and Social Sciences, with continued validation planned for fall 2020. An inclusion measure based on environmental observation will need to wait until campus re-opens, though a preliminary coding guide has already been developed. An equity measure of service workload based on formal data and self-reports is slated to begin in fall 2020. Training on how to use the data and a survey of university leadership on use and usefulness are also planned for the near future.

#### 5. UC Merced: Improving Climate and Retention for STEM Faculty through Inclusive Communities 2019-20

UC Merced proposed a four-part project including 1) a multi-campus faculty learning community in collaboration with UC Davis, 2) a faculty leaders peer mediation program, 3) a faculty mentoring and networking program, and 4) a taskforce, based in part on UC Davis’s Capital Resource Network and Partner Opportunities Program, to help faculty adjust and integrate into the larger Merced community. With COVID-19, they have made progress on all elements of their project except for the Central Valley Resource Taskforce (CVRT). The CVRT was the most ambitious of the four initiatives, as it required developing connections with business and local government leaders and a taskforce of executive leadership who would come together to address child care and spousal employment accommodations. It remains on the list, but the end goal is now a program proposal at the end of year 2.

The peer mediation program, designed to strengthen participants’ ability to resolve interpersonal and workplace disagreements and grievances with civility and respect, and to support a healthy and collegial workplace, has been a success, with trainees—faculty members interested in leadership within the university—reporting that the training was “life changing” and that “chairs, deans, and everyone in administrative leadership should participate in this kind of seminar.” Participants have not had much chance to utilize their new skills as appropriate workplace disagreements have arisen less frequently since sheltering in place was implemented. As with the mentorship and learning community programs, all activities are now taking place over zoom.

Baseline data for the projects have been gathered and post-program data will include participants’ perceptions of department and campus climate, intentions vis-à-vis staying at UC Merced, sense of capability with regard to grant writing, and metrics such as number of peer mediations, number of grants submitted by and awarded to mentorship program participants, and, beyond the terms of this grant, tenure and promotion outcomes and information from exit interviews with participating faculty later leaving UC Merced.

6. UC Riverside: Faculty Commons Pilot Program at the Center for Ideas and Society, funded in 2018-19 with scale-up funding awarded for 2019-21.

On behalf of the College of Humanities, Arts and Social Sciences (CHASS) at UC Riverside, the Center for Ideas and Society developed and administered the [Faculty Commons Project](#), designed to retain URM faculty by building intellectual and supportive interdisciplinary communities based on common research, teaching, and learning concentrations and integrating those communities with one another, with the entire campus, and with the surrounding communities in Riverside . Five interdisciplinary and cross-departmental working groups were formed: *Blackness Unbound*, *Inequities in Health*, *Latinx and Latin American Studies*, *Performing Difference*, and *Reclamation and Native American Communities*.

The overall success of the Faculty Commons Pilot project’s first one-year program, was measured at the end of spring 2019. In all, 36 of 50 core project faculty members responded to a survey distributed by the project. Survey results showed that 86% of respondents, 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. This success encouraged the project leaders to apply for a second award, this one for two additional years.

The extension for 2019-21 builds on the success of the 2018-19 project, with the intention of deepening its scope in four ways: 1) sponsoring more Faculty Commons-wide events, 2) meeting with university administrators to address university research and service policies needed to advance minoritized forms of knowledge, 3) planning unique academic programs and centers, and 4) deepening ties with Riverside and other Inland Southern California communities. These continuing efforts are currently underway, but have been adversely affected by the COVID-19 pandemic.

The Faculty Commons Project is conducting three surveys to measure the success of the 2019-21 project, one at the start, one at the halfway point, and one at the end. The baseline survey was sent in late fall 2019 to all CHASS faculty. In general, there were few statistical differences between CHASS faculty who are participating in the Faculty Commons Project and those who are not, with the exception of the items in the table below, which indicate a stronger sense of support, of being valued, and of being in community among the Faculty Commons members.

Faculty Commons Baseline Survey of Faculty Experiences, Fall 2019

	Faculty Commons Member	Non-Member
To what extent do you feel:	<i>Means (Standard Deviation)</i>	
<u>supported</u> by faculty outside of your department at UCR?	3.05 (.89)	2.44 (1.00)
<u>your</u> research and/or creative activity is valued by faculty outside of your department at UCR?	3.11 (.89)	2.69 (.97)
<u>a</u> sense of community outside of your department at UCR?	2.90 (.91)	2.41 (.86)
<u>supported</u> by the UCR administration?	2.61 (.86)	2.02 (.92)
<u>faculty</u> outside of your department at UCR share your scholarly interests?	2.97 (.84)	2.38 (.90)

7. UC Santa Barbara: Moving Beyond the Institution: Analyzing Barriers to the Retention, Attrition, and Persistence of Underrepresented Minority Faculty at UCSB

This project, one of two research projects (the other is at UCSC, see #9 below), will deliver a clear, coherent, intersectional, and ecological narrative about URM faculty at UC Santa Barbara with the goal of articulating the challenges and opportunities that ladder-rank and equivalent URM faculty face on the campus. It examines how psychosocial factors inform the decisions that URM faculty make about their relationship to UC Santa Barbara. The original proposal included three phases: an historical analysis of demographic shifts at UC Santa Barbara since the passing of the 1964 Civil Rights Act, an intersectional analysis of the 2014 Campus Climate Survey data, and an intersectional examination of retention, attrition, and persistence of faculty over the last twenty years through semi-structured interviews.

Since beginning work, the project leads have encountered problems accessing historical data on their campus. They have learned that the campus does not keep headcount data back nearly as far as they intended to research and so have had to adjust their historical timeline drastically, from the Civil Rights Act of 1964 to the approval of Proposition 209 in 1996. Additionally, the available historical data only accounts for one category of difference—race *or* gender. It also took several months to get access to the Campus Climate Survey data, and once the PIs received it, they found it was incomplete. COVID-19 made it impossible to conduct in-person focus groups, as originally intended. George Floyd’s murder and the ongoing persistence of anti-Black, white supremacist violence in the U.S. greatly increased the justice, equity, diversity, and inclusion work of the two PIs, both Black ladder-rank faculty.

In spite of these difficulties, the PIs are proceeding with the project with the amended timeline described above, and substituting online data collection in place of in-person focus groups, while noting that this shift may impact the comfort of interviewees and impact the rapport building they had expected from in-person encounters.

8. UC Santa Barbara: Creating a Diverse, Equitable, and Inclusive Climate in the UCSB Communications Department and Campus Community

UC Santa Barbara’s Communications Department, a part of the Division of Social Sciences, reported in their initial project proposal that while the Division has more faculty of color, and specifically URM faculty, than other Divisions at UC Santa Barbara, those faculty reported significant inequities and disparities in support and process transparency in the most recent campus climate survey<sup>4</sup>. To address this, the project leads proposed departmental level DE&I workshops conducted with Just Communities, a local non-profit; a DE&I monitoring working group for the department; a Division DE&I monitoring working group; mentoring for junior faculty along with additional workshops, ally training, and a division-focused annual DE&I conference open to the entire campus.

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<sup>4</sup> In the last climate survey, 64% of Social Science URM faculty reported experiencing exclusion, intimidation, and/or hostile working conditions, compared with 19% among URM faculty in Humanities and Fine Art and none in Mathematical Life and Physical Sciences. [from original UCSB AFD proposal].

In fall 2019, Just Communities worked with the department to conduct a department-wide DE&I/Climate survey sent to faculty, staff, and graduate students. In her letter accompanying their year-end report, the department Chair noted that the survey revealed the need to start with the development of a common language for discussing and addressing these issues. In response, and adjusted due to COVID-19, Just Communities is facilitating a series of online discussions on topics such as “Having Difficult Conversations,” “Establishing A Common Language,” “Developing a Shared Identity and Goals as a Department,” and “Managing Power Dynamics and Maintaining Respect for Others.”

Because of COVID-19, the divisional monitoring working group and mentor training led by the National Center for Faculty Development & Diversity, were reconceptualized, with the project leads working with the Dean’s office to develop a sustainable, ongoing mentor training program in which members of the Dean’s team are trained to serve as trainers for incoming faculty mentors. Ally training will occur with Just Communities. Similarly, the annual conference is being shifted from an annual conference to a webinar series.

The interventions that make up this project are being evaluated through a combination of pre- and post-intervention surveys and requests for anonymous feedback. The Just Communities survey described above will be used as a baseline survey for another survey to be distributed at the end of the grant. Requests for feedback on workshops, the department DE&I monitoring working group, and mentor program will be made throughout the project and will guide adjustments and improvements to the programs in real time.

9. UC Santa Cruz: Rebuilding the academy with marginalized faculty: The role of transformative models for campus leadership.

This mixed-method research project, led by a UC faculty member and her graduate student, examines barriers and opportunities for leadership among faculty of color at UC Santa Cruz by exploring how they experience structures of formal university leadership roles, how these structures align or conflict with their own views of leadership, and how these structures pose challenges to their participation and/or provide sites for their resistance. The research works to inform both strategies for addressing the leadership engagement, wellbeing, and retention of faculty of color and for transforming institutional leadership norms and institutional practice to better reflect the value and strengths of faculty of color. In their proposal they write that “one major goal of the project is to identify effective mechanisms that promote well-being and retention of faculty of color through the creation of transformative leadership opportunities and more nuanced approaches to the representation of service contributions in the academic personnel process.”

Originally planned as a one-year project, the project has been extended for an additional year due to delays from the COVID-19 pandemic. Work completed during the first year identified a number of barriers to obtaining or maintaining leadership on campus including limited resources to do the work, pressure to focus on more highly valued aspects of tenure and promotion, little confidence that current leadership systems can make intended change, and engaging in too much invisible labor. Interviews with faculty of color also elucidated ways in which they define leadership—as the ability to observe and listen, to focus on equity work, to build consensus and work with others—and how they see these views as contrasting with existing models in leadership structures, which were rooted in Whiteness. The



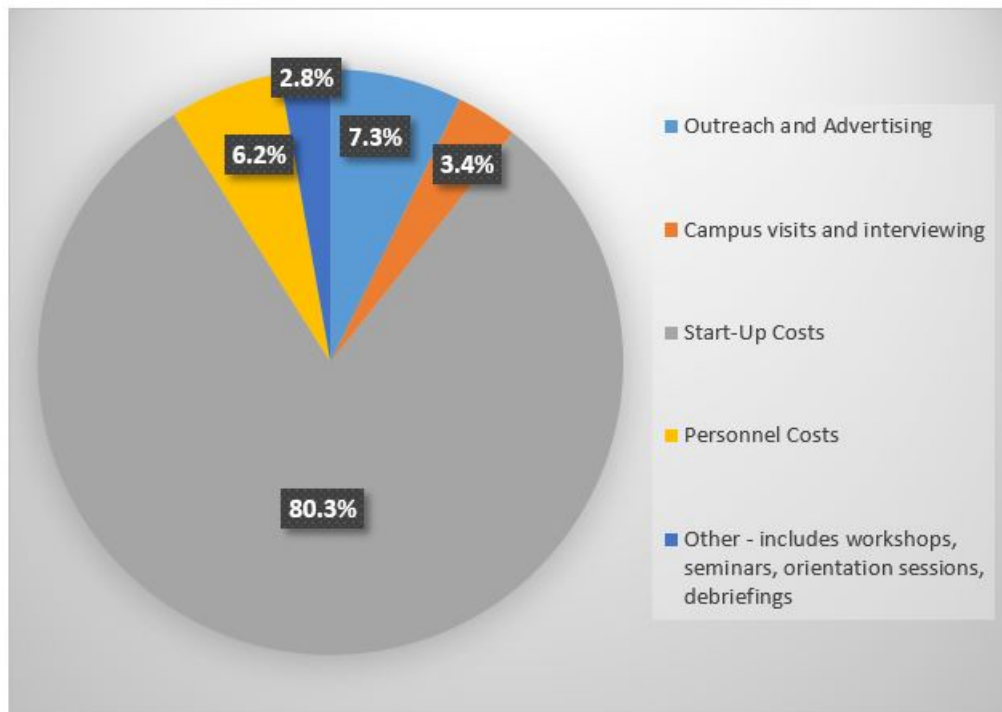
project findings are currently being finalized for submission to a peer-reviewed journal and are summarized in a presentation shareable with interested audiences.

## VI. AFD Project Budgets and Expenditures

In FY2019-20, a total of \$2,479,200 was awarded to five Advancing Faculty Diversity Recruitment projects and \$1,338,304 to nine Improving Climate and Retention projects, all extending over two years (FY2019-21).

Total dollars allocated by expenditure category for Recruitment awards are presented in **Chart 17** below. For Recruitment awards overall, expenditures for start-up costs make up the bulk of total funding, or 80.3% in 2019-20. Start-up funds are typically a significant part of total costs associated with faculty recruitment. These funds assist incoming faculty members establish their research labs, hire graduate students, and pay for professional development. For AFD projects, these funds have been a key tool utilized to incentivize faculty diversity efforts.

**Chart 17: AFD Recruitment Awards, 2019-20**  
**Percent (%) of Total Dollars Awarded**



As displayed in **Table 1**, by the end of 2019-20, a significant portion of AFD Recruitment funds remain unspent, due in some cases to the timing of faculty hiring and commitment of the use of start-up funds. However, some of the funds have already been committed to faculty hired in 2019-20 but who have start dates in the next academic year. The COVID-19 pandemic has also significantly impacted the ability of campus recruitment projects to continue with their regularly planned activities, such as in-person interviews, finalizing offers, or even proceeding with recruitment of new faculty. Given the significant impact of COVID-19 on campus budgets, campuses have had to reconsider their hiring efforts overall, which has led to significant shifts in AFD recruitment project plans. In certain cases, the pandemic led to suspended recruitments, the result of finalists being unable to take part in in-person visits to the campus or the lack of funding to support the faculty FTE. Also, the pandemic put a halt to in-person convening activities meant to build community for new recruits, as well as professional development programming targeted to new faculty; some of these will proceed online in the current year.

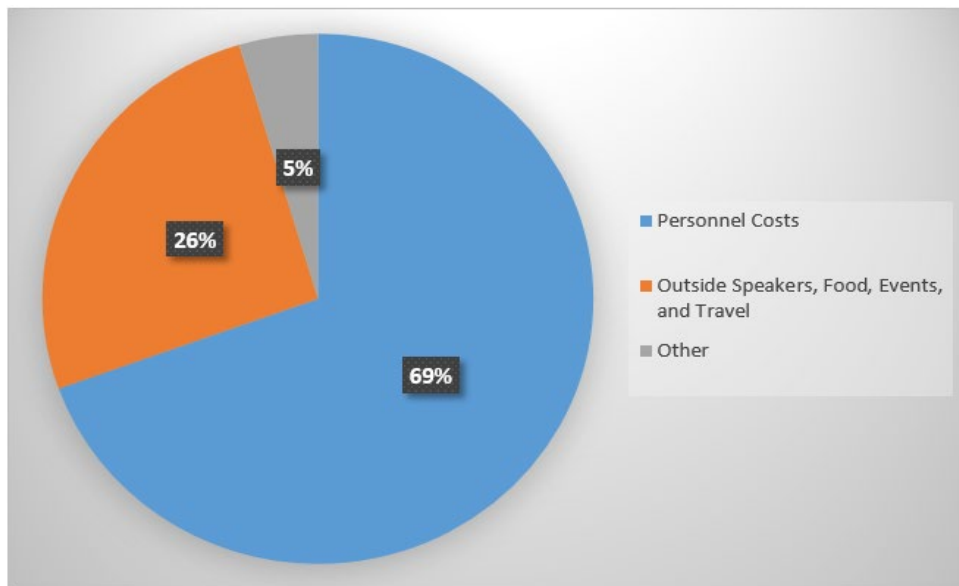
**Table 1: AFD Recruitment Pilots, Budget Allocation and Expenditures, FY19-20**

	<b>Recruitment Activity Funds (\$)</b>	<b>Expended (through 6/30/20)</b>	<b>Funds Remaining (\$)</b>	<b>Percent of Funds Spent (%)</b>
Outreach and Advertising	181,000	72,786	108,214	40.2%
Campus visits and interviewing	84,000	36,888	47,112	43.9%
Start-Up Costs	1,991,200	780,600	1,210,600	39.2%
Personnel Costs	154,000	61,996	92,004	40.3%
Other - includes workshops, seminars, orientation sessions, debriefings	69,000	768	68,232	1.1%
<b>TOTAL</b>	<b>\$ 2,479,200</b>	<b>\$ 953,038</b>	<b>\$ 1,526,162</b>	

Of the total funds allocated to the five AFD Recruitment pilots, only 39.2% of start-up funds had been spent. This is expected, since the start up dollars cannot be spent until the faculty members are on campus and conducting their research. Expenditures associated with in-person activities such as workshops, seminars, and orientation sessions were essentially halted in 2019-20, allowing for only 1.1% of total funds for those activities to be spent.

Similar to the Recruitment projects, Improved Climate and Retention projects have also experienced a significant delay in their activities since the COVID-19 pandemic hit, with some projects having to alter their planned in-person activities. However, a number of projects were able to initiate their activities earlier in the year, given the nature of the timelines outlined for the projects. **Chart 18** below displays the categories of expenditures for all C&R award funds outlined in original project proposals.

**Chart 18: AFD Improved Climate and Retention Awards, 2019-20**  
**Percent (%) of Total Dollars Awarded**



For the C&R projects, 69% of total funds were originally designated for personnel costs. Details vary by campus project, but these costs point to the significant investment needed to improve climate and retention, including funds to buyout faculty time, to support mentorship and community building activities and research, to research differing perceptions of leadership, to uncover neglected histories, and to build new ways to present data to support known inequities.

Additional details on total funds for the C&R projects, by expenditure category in **Table 2** below, indicate about a third of funds for in-person activities (outside speakers, food, events, and travel) were expended in 2019-20 and that personnel expenditures are consistent with having funds spread over two years. As of this writing, much has changed for several projects as they continue to shift their plans due to the ongoing pandemic and the uncertainty of being able to host in-person activities in 2021.

**Table 2: AFD Improved Climate and Retention Projects,  
Budget Allocation and Expenditures, FY19-20**

	Improved C&R Activity Funds (\$)	Expended (through 6/30/20)	Funds Remaining (\$)	Percent of Funds Spent (%)
Personnel Costs	871,096	428,730	442,366	49.2%
Outside Speakers, Food, Events, and Travel	324,465	100,935	223,529	31.1%
Other	57,741	8,196	49,545	14.2%
<b>TOTAL</b>	<b>\$1,253,302</b>	<b>\$537,862</b>	<b>\$715,440</b>	

## VII. Looking Ahead

Given the continued shelter-in-place orders associated with COVID-19 at the state and regional levels, we anticipate that the remainder of the 2020-21 academic year will continue to present challenges to the work of Advancing Faculty Diversity projects. That said, project PIs have demonstrated resilience and a deep commitment to the work as they were forced to shift their plans and operations following campus closures in March 2020. The second of two planned in-person convenings in FY 2019-20 was hosted by UCOP entirely online over two days in April 2020. What we learned from that event is that AFD project PIs and other systemwide campus leaders continue to be incredibly engaged in sharing best practices across the system, as well as ways to handle the challenges brought by the pandemic.

Most funded projects have been forced to alter the intervention plans and activities outlined in their original proposals in one way or another, and UCOP has acknowledged the need to do so in light of the pandemic. Projects have made appropriate adjustments to their activity plans and timelines to ensure that they are aligned with the spirit of their original proposals and the overall goals of the Advancing Faculty Diversity program.

## Appendix A: Abstracts of New AFD Awards, beginning in FY 2019-2020

### *Recruitment*

#### ***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.***

The UC Davis pilot builds on the campus'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 – Physical Sciences. \$500,000.***

Building on past successes at UC Irvine, this pilot targeted at the core Physical Sciences 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 the next 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 utilizes 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. 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.

#### ***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.

*Improved Climate and Retention*

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

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

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

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

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

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

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

UCLA will construct "EDI Scorecards" that go beyond traditional diversity dashboards. Ordinary dashboards are often criticized as either "irrelevant" because they do not provide the right baseline for comparison, or "incomplete" because they only count demographics. UCLA's project will

implement two innovations: the provision of customizable comparator baselines (e.g. graduate student population, percentages at peer institutions, etc.) so that raw statistics can be interpreted according to appropriate context, and the inclusion of equity and inclusion metrics, which can be measured separately, and possibly aggregated into a composite score. By providing these next generation data mirrors not only to leadership, but also to faculty, UCLA expects to make it easier to hold deans accountable for their responsibility to manage issues of diversity and equity, and to strengthen the voice of rank-and-file faculty who feel unheard, by providing them with useful facts and more information.

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

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

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

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

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

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

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

This research project examines how psychosocial factors inform the decisions that URM faculty make about their relationship to UC Santa Barbara. Utilizing an ecological model that focuses on interactions between individuals, communities, social structures, and the environment, this research will operate in three phases: an historical analysis of demographic shifts of UC Santa Barbara since

the passing of the Civil Rights Act of 1964; an intersectional analysis of the 2014 Campus Climate Survey data for the campus; and an intersectional examination of retention, attribution, and persistence of URM faculty over the last twenty years through semi-structured interviews. It seeks to address why URM faculty are leaving UC Santa Barbara, why some are staying, and what resources and strategies the campus can use to more efficiently address faculty diversity issues in a more holistic way that builds off existing strengths and establishes new action plans for areas of weakness.

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

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