

**University of California
2020-2022 Advancing Faculty Diversity:
Preliminary Report**

Summary

For four academic years, from 2016-17 through 2019-20, the University of California has received one-time State funds in support of equal employment opportunities for faculty; a total of \$8.5M has been awarded. With this infusion of funds, the University established what is now known as the Advancing Faculty Diversity (AFD) program to support development of innovative and focused campus projects designed to increase faculty diversity in selected pilot units. At the same time, UC funded efforts to gather reliable data and information that could be used to help guide any future allocations in support of increasing faculty diversity. The AFD program was expanded in 2018-19 to include funding provided by the Office of the President for projects focused on faculty retention efforts, including programs targeted at improving department or school climate. In the 2020-22 award cycle, UCOP has also supported pilots in faculty recruitment.

For 2020-21, UC has awarded a total of \$1,577,000 to four AFD Recruitment pilots and \$1,099,000 to five AFD Improved Climate and Retention projects.

This Preliminary Report provides an update on faculty demographics, specifically focused on recruitment, and provides a summary of each of the nine new projects in academic year 2020-21, all of which will extend into 2021-22.

Number of UC Ladder-Rank Faculty, Disaggregated by Race/Ethnicity and Gender

Tables 1 through 6 present the latest data on the demographics of ladder-rank faculty systemwide. Ladder-rank faculty are those tenured or tenure-eligible faculty who have a full range of responsibilities in teaching, research, and service. The demographic information is current as of October 2019, which means hiring results from the 2019-20 Advancing Faculty Diversity program are not reflected in the data. This data draws from Corporate Payroll System data. Similar data may be found in the [Accountability Report](#): of most relevance are “Chapter 5: Faculty and Other Academic Employees” and “Chapter 7: Diversity.” The [UC Information Center](#) () also has interactive data on the “Diversity of UC’s Faculty and Academic Appointees,” including information by campus and by discipline.

The first two tables offer ladder-rank faculty data disaggregated by race and ethnicity and citizenship status (Table 1) and by gender (Table 2). In these tables, recalled faculty – retired faculty recalled to active duty – have been excluded from the counts. Domestic underrepresented minority (“URM”) faculty (Black/African American, Chicano(a)/Latino(a)/Hispanic, and American Indian/Alaskan Native) constituted 9.1% of total ladder-rank faculty and international URM faculty (Black/African, Latino(a)/Hispanic) made up 2.8% of the total. In all, URM faculty were 11.8% of the total in 2019, up from 10.8% in 2016. These totals include faculty who identified as two or more races, one of which was in a URM category. Nineteen percent of the faculty are Asian/Pacific Islander/Native Hawaiian, and 68.9% are white or did not self-identify. Because so

many of UC’s faculty are international, we track this identifier to ensure we fully understand the diversity of the faculty. Women made up just under 36% of the ladder-rank faculty.

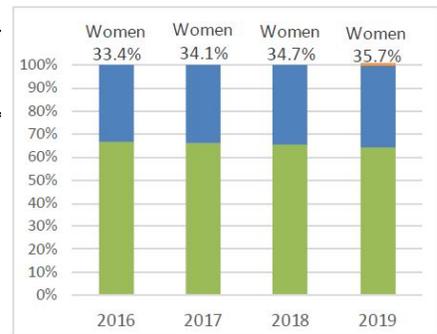
TABLE 1
Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Race/Ethnicity and Citizenship
Universitywide – Fall 2016 through 2019

Race/Ethnicity/Citizenship	2016	2017	2018	2019
Black/African American Dom	266	266	276	313
Black/African Intl	45	44	46	52
American Indian/Alaskan Native	54	54	51	55
Chicano(a)/Latino(a)/Hispanic Dom	495	516	530	551
Latino(a)/Hispanic Intl	210	222	227	244
URM – Two or More Races	26	31	42	50
URM Total	1,096	1,133	1,172	1,265
Asian/Pacific Islander/Native Hawai’ian Dom	950	985	1,013	1,046
Asian/Pacific Islander/Native Hawai’ian Intl	794	831	879	968
Two or More Races – non-URM	26	25	35	45
White/Unknown Dom	5,847	5,876	5,860	5,811
White/Unknown Intl	1,469	1,474	1,525	1,541
Total	10,182	10,324	10,484	10,676



TABLE 2
Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Gender
Universitywide – Fall 2016 through 2019

Gender	2016	2017	2018	2019
Women	3,403	3,516	3,633	3,806
Men	6,779	6,808	6,851	6,868
Other/Unknown	0	0	0	2
Total				



There is greater diversity among the newest faculty at UC and we provide additional demographic information on hiring over the last nine years to provide detail on such recent hires. Table 3 displays data in three 3-year cohorts of hires to show the volume of hiring since 2010-11 and the presence of URM among the hires; the information is presented in 3-year cohorts to smooth out variations in single years. Ladder-Rank and Equivalent faculty hires were 10.4% URM domestic/2.1% URM international in 2010-11 to 2012-13; 10.8%/3.8% of the same two groups in 2013-14 to 2015-16; and 12.2%/3.9% in 2016-17 to 2018-19.

TABLE 3

**Ladder-Rank Faculty and Equivalent; New Hires by Race/Ethnicity and Citizenship
Universitywide – 2010-11 through 2018-19 in 3-year Cohorts**

Race/Ethnicity/Citizenship	2010-11 to 2012-13	2013-14 to 2015-16	2016-17 to 2018-19
Black/African American Dom	35	71	83
Black/African Intl	2	11	13
American Indian/Alaskan Native	10	13	8
Chicano(a)/Latino(a)/Hispanic Dom	61	91	125
Latino(a)/Hispanic Intl	19	51	61
URM – Two or More Races	0	4	16
URM Total	127	241	306
Asian/Pacific Islander/Native Hawai'ian Dom	92	158	185
Asian/Pacific Islander/Native Hawai'ian Intl	110	161	220
Two or More Races – non-URM	0	6	14
White/Other Dom	519	812	884
White/Other Intl	167	272	287
Total	1,015	1,650	1,896

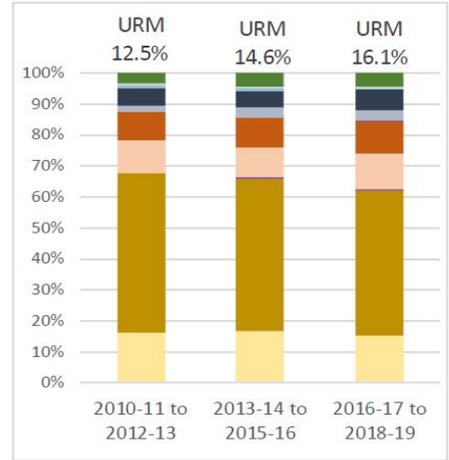
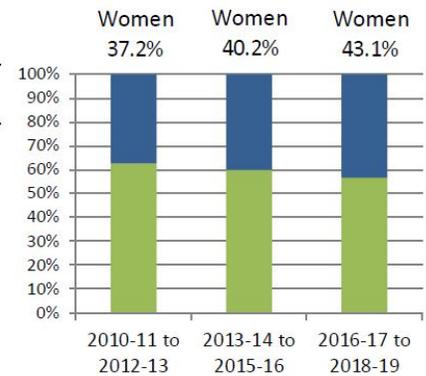


Table 4 offers comparable recent hiring data with a focus on gender. The percentage of women hired in the three 3-year cohorts increased from 37.2% of hires in 2010-11 to 2012-13; to 40.2% of hires in 2013-14 to 2015-16; it increased again to 43.1% of new hires in 2016-17 to 2018-19.

TABLE 4

**Ladder-Rank Faculty and Equivalent; New Hires by Gender
Universitywide – 2010-11 through 2018-19 in 3-year Cohorts**

Gender	2010-11 to 2012-13	2013-14 to 2015-16	2016-17 to 2018-19
Women	378	664	817
Men	637	986	1,079
Total	1,015	1,650	1,896

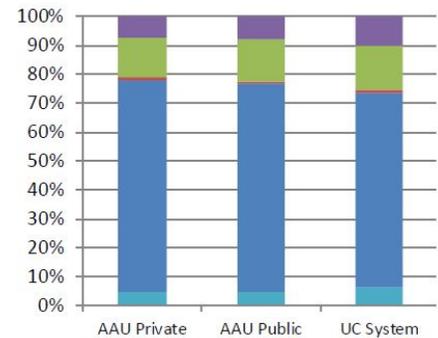


To contextualize these data in one additional way, below are comparable data from the American Association of Universities (AAU) Private and Public Universities (Tables 5 and 6). It is important to note that available data from the AAU does not include disaggregation by citizenship status, but does provide a “non-resident Alien category” that is not equivalent to the citizenship status UC uses. Thus, the UC data in Table 5 presents the data on citizenship, race, and ethnicity in an alternate way from that presented in Table 1 and Table 3. UC’s categories of “Domestic” and “International” in Table 1 and Table 3 are combined in the AAU data. For

example, in Table 1 UC’s first five categories (Black/African American Domestic; Black/African International; American Indian/Alaskan Native; Chicano(a)/Latino(a)/Hispanic Domestic; and Latino(a)/Hispanic International) roll up into one category in Table 5, “URM Total”. The data in Table 5 show that UC’s 10% URM ladder-rank faculty (“Tenured and Tenure Track” is the AAU category) exceeds the averages of the AAU Public and Private Universities.

TABLE 5
Full-Time Tenured and Tenure Track Faculty by Race/Ethnicity
AAU Private and Public Institutions Compared to UC System – Fall 2018

Race/Ethnicity	AAU Private	AAU Public	UC System
URM Total	7%	8%	10%
Asian/PI	14%	14%	16%
Two or More Races	1%	1%	1%
White/Other	73%	72%	67%
Non Resident Alien	5%	5%	6%



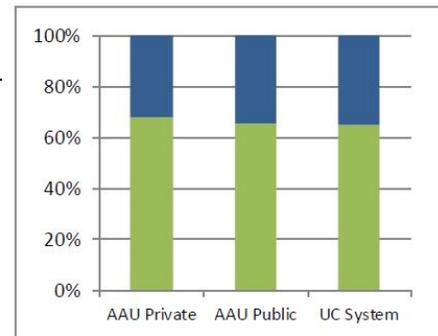
Source: IPEDS Fall 2018 Human Resources Survey

Note: IPEDS faculty and Race/Ethnicity classifications differ from UC classifications. Race/Ethnicity is reported for faculty who are U.S. Citizens or Permanent Residents; others are classified in the “Non-Resident Alien” category. “AAU Public” in the Table does NOT include the UC AAU campuses.

Table 6 offers AAU comparison data by gender. UC has 35% women faculty, on par with other public AAU institutions and slightly above private AAU institutions.

TABLE 6
Full-Time Tenured and Tenure Track Faculty by Gender
AAU Private and Public Institutions Compared to UC System – Fall 2017

Gender	AAU Private	AAU Public	UC System
Women	32%	34%	35%
Men	68%	66%	65%



Source: IPEDS Fall 2018 Human Resources Survey

Note: “AAU Public” in the Table does NOT include the UC AAU campuses.

2020-22 Advancing Faculty Diversity: Recruitment

The University is committed to increasing the diversity of its faculty, in terms of both URM and female faculty. The four pilots funded this year adapt from and build on the successful interventions from the prior four years of AFD.

As was the case in the 2019-21 awards, the Advancing Faculty Diversity Recruitment awards are now two-year awards; the current cohort's pilots cover two years, AY2021 & AY2022. One of the biggest lessons learned from the prior funding cycles is that the pilots experienced challenges utilizing grant funds in a single year. The additional year gives the new pilots more flexibility to match the funds to their campus faculty recruitment and hiring timelines. Additionally, newly funded projects agreed to commit their campuses' participation in the search committee chair survey, available in UC Recruit, adding to UC's data-based investigation of the faculty recruitment process.

Four projects were funded for a total of \$1,577,000 (figure rounded).

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

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

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

Leveraging its institutional strengths, student needs, and opportunities to diversify faculty, research and curriculum at the intersection of the social sciences and STEM, UC San Diego proposes a multidisciplinary cluster hire of up to ten faculty whose research is focused on racial/ethnic disparities in health, medicine, and the environment. The new faculty would be located in the Physical Sciences, Biological Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences, the Scripps Institute of Oceanography, and the new Wertheim School of Public Health, and would contribute a significant focus on African American communities and the Black Diaspora. The cluster would serve three purposes: 1) to increase faculty diversity; 2) to advance research on and for communities of color; and 3) to diversify curriculum in STEM affiliated with the DEI

course requirement and African American Studies Minor. At the height of the COVID-19 pandemic where we are witnessing social disparities translate into disparate health outcomes, this innovative proposal is both timely and globally relevant.

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

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

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

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

2020-22 Advancing Faculty Diversity: Improved Climate and Retention

In its second year, the AFD Improved Climate and Retention Program went through a significant redesign process to ensure that the program structure was aligned with campus expectations and based on relevant research and national practice. The result is a program designed to support 1) equity-oriented interventions, 2) data leadership, and 3) research. Projects that will allow the university to make progress in improving campus climate and retention outcomes for faculty members from historically underrepresented communities were especially encouraged.

Five projects were funded, for a total of \$1,099,000 (figure rounded).

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

Professors Leveraging a Community of Engagement (PLACE) with The Center for the Advancement of Multicultural Perspectives on Social Sciences (CAMPSSAH) positions the center as an interdisciplinary hub for research and service activities for faculty of color, URM and other faculty whose work forms the foundation of inclusive excellence at UC

Davis. To foster holistic development, sustained growth, and retention of these faculty, “PLACE with CAMPSSAH” seeks resources to work in three areas: community, leadership, and recognizing contributions. PLACE, at its core, will consist of writing communities led by the PI/CAMPSSAH Faculty Director. These writing communities for suggested CAMPSSAH Scholars and Faculty Affiliates will meet for two quarters during the academic year and for a week-long off-campus writing retreat. They are opportunities to engage across disciplinary boundaries and ranks to create a “third space” of engagement among the participants. The grant will also enhance resources for URM and faculty of color at various junctures in their career trajectory with manuscript workshops, post-tenure start-up funds, and supplemental conference travel grants for childcare expenses.

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

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

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

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

sensemaking and strategic action planning. By 2023, project PIs hope to be able to demonstrate improvements in faculty wellbeing, success and engagement.

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

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

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

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

Looking Ahead: Building a Community of Practice

A systemwide Advancing Faculty Diversity Program Advisory Group, coordinated by the Office of the President, will help guide and monitor the 9 projects awarded this year for 2020-22 and will continue monitoring those 14 projects now in their second year. The group includes representatives appointed by the Executive Vice Chancellor/Provost on each campus and also includes systemwide Academic Senate representatives. In addition, the AFD program will continue to build a Community of Practice through convenings of the PIs, co-PIs, and other campus stakeholders on October 8-9, 2020 and again in the late spring of 2021. These convenings will be held via zoom.