

**University of California
2021-2022 Advancing Faculty Diversity:
Preliminary Report**

Summary

From 2016-17 through 2019-20, the University of California received one-time State funds in support of equal employment opportunities for faculty; a total of \$8.5M has been awarded over the course of those four years. With these State funds, the University established 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 to make awards to projects focused on faculty retention efforts, including programs targeted at improving department or school climate. Both the improved climate and retention and recruitment projects continue into the 2021-22 award cycle. This year, along with the continued UC funding commitment, UC has once again received one-time State funds that will support our faculty recruitment efforts. A new infusion of funds was allocated to support equal opportunity practices as outlined in the Budget Act of 2021.

For FY2021-22, the University has committed a total of just under \$3.7 million from university funds and a one-time State allocation to fund 13 proposals. This year, UC has awarded a total of \$2,292,809 to six AFD Recruitment pilots and \$1,376,422 to seven AFD Improved Climate and Retention projects. Recruitment projects operate over two academic years, while Improved Climate and Retention projects are for up to three academic years. Each of the funded projects is expected to demonstrate innovative and effective ways in which funding can increase the diversity of the faculty and enrich our teaching, research, and service missions. The projects build intentionally on the success of the first five years of the AFD program.

This report provides an update on UC faculty demographics, specifically focused on recruitment, and provides a summary of each of the thirteen new projects funded in academic year 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 2020, which means hiring results from the 2020-21 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 [UC 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, recall 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 9.5% of total ladder-rank faculty and international URM faculty (Black/African, Latino(a)/Hispanic) made up 3.0% of the total. In all, URM faculty were 12.5% of the total in 2020, up from 11.0% in 2017. 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% 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 over 37% of the ladder-rank faculty (excluding faculty who did not provide gender identity or identified as a gender other than male or female).

TABLE 1

**Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Race/Ethnicity and Citizenship
Universitywide – Fall 2017 through 2020**

| Race/Ethnicity/Citizenship | 2017 | 2018 | 2019 | 2020 |
|---|---------------|---------------|---------------|---------------|
| Black/African American Dom | 266 | 276 | 313 | 323 |
| Black/African Intl | 44 | 46 | 52 | 58 |
| American Indian/Alaskan Native | 54 | 51 | 55 | 52 |
| Chicano(a)/Latino(a)/Hispanic Dom | 516 | 530 | 551 | 582 |
| Latino(a)/Hispanic Intl | 222 | 227 | 244 | 273 |
| URM – Two or More Races | 31 | 42 | 50 | 70 |
| URM Total | 1,133 | 1,172 | 1,265 | 1,358 |
| Asian/Pacific Islander/Native Hawaiian Dom | 985 | 1,013 | 1046 | 1047 |
| Asian/Pacific Islander/Native Hawaiian Intl | 831 | 879 | 968 | 1012 |
| Two or More Races – non-URM | 25 | 35 | 45 | 62 |
| White/Unknown Dom | 5,876 | 5,860 | 5811 | 5693 |
| White/Unknown Intl | 1,474 | 1,525 | 1541 | 1688 |
| Total | 10,324 | 10,484 | 10,676 | 10,860 |

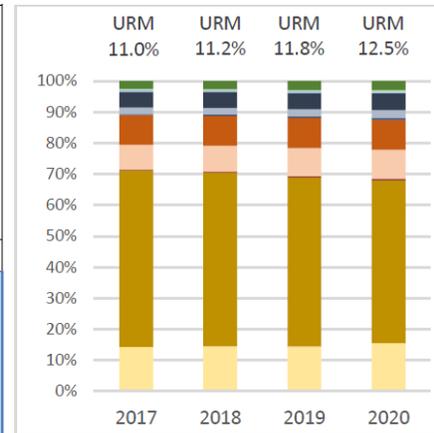
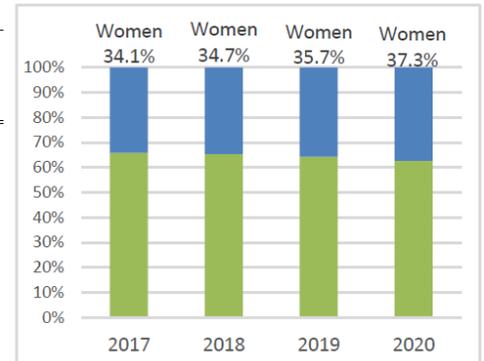


TABLE 2

**Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Gender
Universitywide – Fall 2016 through 2020**

| Gender | | 2017 | 2018 | 2019 | 2020 |
|---------------|--------------------------------------|---------------|---------------|---------------|---------------|
| Women | ■ | 3,516 | 3,633 | 3,806 | 3,598 |
| Men | ■ | 6,808 | 6,851 | 6,868 | 6,037 |
| Other/Unknown | | 0 | 0 | 2 | 1,225 |
| Total | | 10,324 | 10,484 | 10,676 | 10,860 |



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 2011-12 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 10.3% URM domestic/2.5% URM international in 2011-12 to 2013-14; 11.8%/3.9% of the same two groups in 2014-15 to 2016-17; and 13.9%/3.7% in 2017-18 to 2019-20.

TABLE 3

**Ladder-Rank Faculty and Equivalent; New Hires by Race/Ethnicity and Citizenship
Universitywide – 2011-12 through 2019-20 in 3-year Cohorts**

| Race/Ethnicity/Citizenship | | 2011-12 to 2013-14 | 2014-15 to 2016-17 | 2017-18 to 2019-20 |
|---|---|--------------------------|--------------------------|--------------------------|
| Black/African American Dom | ■ | 48 | 87 | 87 |
| Black/African Intl | ■ | 6 | 9 | 12 |
| American Indian/Alaskan Native | ■ | 11 | 12 | 9 |
| Chicano(a)/Latino(a)/Hispanic Dom | ■ | 72 | 116 | 125 |
| Latino(a)/Hispanic Intl | ■ | 26 | 66 | 54 |
| URM – Two or More Races | ■ | 0 | 11 | 26 |
| URM Total | | 163 | 301 | 313 |
| Asian/Pacific Islander/Native Hawaiian Dom | ■ | 118 | 171 | 182 |
| Asian/Pacific Islander/Native Hawaiian Intl | ■ | 149 | 183 | 222 |
| Two or More Races – non-URM | ■ | 1 | 10 | 21 |
| White/Other Dom | ■ | 628 | 943 | 775 |
| White/Other Intl | ■ | 217 | 306 | 262 |
| Total | | 1,276 | 1,914 | 1,775 |

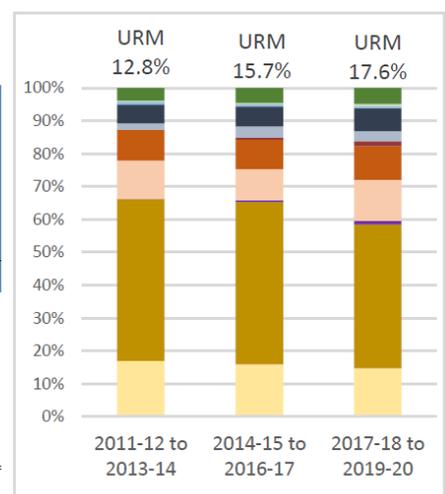
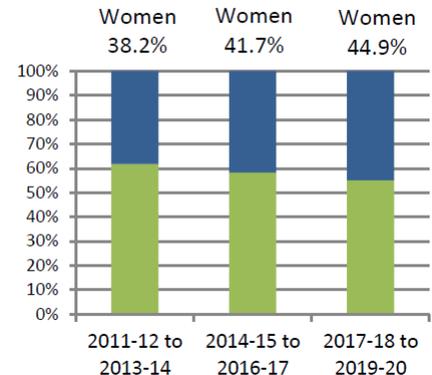


Table 4 offers comparable recent hiring data with a focus on gender. The percentage of women hired in the three 3-year cohorts increased from 38.2% of hires in 2011-12 to 2013-14; to 41.7% of hires in 2014-15 to 2016-17; it increased again to 44.9% of new hires in 2017-18 to 2019-20.

TABLE 4

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

| Gender | | 2011-12 to 2013-14 | 2014-15 to 2016-17 | 2017-18 to 2019-20 |
|---------------|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Women | ■ | 487 | 798 | 784 |
| Men | ■ | 789 | 1116 | 964 |
| Other/Unknown | | | | 27 |
| Total | | 1,276 | 1,914 | 1,775 |

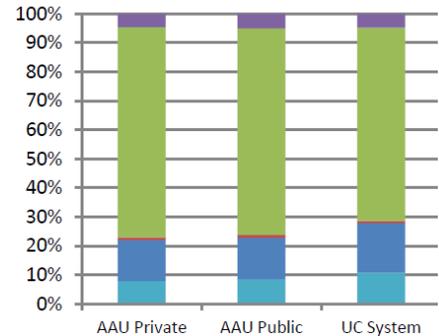


To contextualize these data in one additional way, below are comparable data from the American Association of Universities (AAU) Private and Public Universities (Tables 5 and 6). The most recent comparator data shown here is from fall 2019 reporting to the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) surveys. It is important to note that IPEDS data does not include disaggregation by citizenship status, but does include 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 11% 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 2019**

| Race/Ethnicity | AAU Private | AAU Public | UC System |
|--------------------|-------------|------------|-----------|
| URM Total | 8% | 8% | 11% |
| Asian/PI | 14% | 14% | 17% |
| Two or More Races | 1% | 1% | 1% |
| White/Other | 72% | 71% | 67% |
| Non Resident Alien | 5% | 5% | 5% |



Source: IPEDS Fall 2019 Human Resources Survey

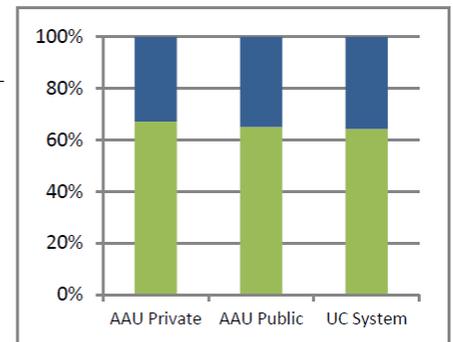
Note: IPEDS faculty and Race/Ethnicity classifications differ from UC classifications. Race/Ethnicity is reported for faculty who are U.S. Citizens or Permanent Residents; others are classified in the “Non-Resident Alien” category. “AAU Public” in the Table does NOT include the UC AAU campuses.

Table 6 offers AAU comparison data by gender. UC has 36% 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 2019**

| Gender | AAU Private | AAU Public | UC System |
|--------|-------------|------------|-----------|
| Women | 33% | 35% | 36% |
| Men | 67% | 65% | 64% |



Source: IPEDS Fall 2019 Human Resources Survey

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

2021-23 Advancing Faculty Diversity: Recruitment

The University is committed to increasing the diversity of its faculty, in terms of both URM and female faculty. The six projects funded this year adapt from and build on the successful interventions from pilots funded in the previous five years of Advancing Faculty Diversity.

AFD Recruitment pilots are funded as two-year awards with the newest cohort's projects operating from AY2021-22 through AY2022-23. 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 provides pilots more flexibility to match the funds to their campus faculty recruitment and hiring timelines. Additionally, as with prior years, 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.

Recruitment Projects. Six projects were funded for a total of \$2,292,809.

UC San Diego: Transforming UC San Diego from an emerging HSI to an HSRI through a LatinX cluster hire initiative; \$498,600

The UC San Diego Latinx Cluster Hire Initiative (LCHI) leverages a strong campus commitment to diversifying the faculty while simultaneously working to fulfill its student-centered mission. As an Emerging Hispanic Serving Institution, UC San Diego is uniquely positioned to transform into an HSRI and STEM HSI with the support of leadership and commitment to meeting the curricular, co-curricular, and cultural needs of Latinx, URM and increasingly first-generation students. The LCHI proposes to hire up to fourteen faculty whose research and pedagogical focus on issues affecting and of interest to Chicanx/Latinx students. Moreover, it will leverage the Chicanx/Latinx Studies and Latin American Studies programs, strong EDI initiatives underway and the expertise of campus Faculty Equity Advisors. A robust hiring initiative across four divisions and nine academic departments that serve a critical mass of Latinx students will serve as a catalyst for UC San Diego becoming a Latinx serving and responsive institution.

UC Berkeley: Advancing Faculty Diversity in the Social Sciences; \$497,475

The Advancing Faculty Diversity in the Social Sciences Program is focused on three broad areas of faculty hiring for the 2021-22 and 2022-23 academic years: 1) outreach efforts, 2) search processes, and 3) faculty support and professional development. With the demonstrated commitment from campus and divisional leadership, the Social Sciences Division will combine best practices already promoted on campus with interventions piloted by previous successful AFD projects at UC Berkeley. The project will implement interventions aimed at identifying emerging scholars in priority areas as well as expanding search practices to prioritize diversity, equity, inclusion, and belonging (DEIB) at all stages of the search and recruitment process. It will also initiate a new divisional mentorship program focused on community building, professional development, and mentorship around DEIB work, and will create a startup funding program for faculty to undertake DEIB projects in research, teaching, and service.

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

This project includes a comprehensive plan to recruit and hire two new professors whose research contributes to DEI, and specifically racial trauma in Black communities, in the Gevirtz Graduate School of Education CCSP Department. This plan is contextualized in the recent establishment of the Healing Space, a clinical research hub for racial trauma, and the hiring of two African American Teaching Assistant Professors in 2020. In this project, CCSP aims to:

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

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

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

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

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

with the expectation that these scholars will be candidates for future positions. Finally, the enhanced mentorship and retention plan is aimed at maximizing recruitment by supporting the career trajectories of new colleagues.

UC Davis: Fostering crucial conversations and building opportune consensus on the use of contributions to diversity, equity, and inclusion statements for faculty recruitment; \$135,000

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

2021-24 Advancing Faculty Diversity: Improved Climate and Retention

The AFD Improved Climate and Retention awards are designed to support 1) equity-oriented interventions, 2) data capacity, 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, as were joint programs of more than one campus. Finally, this year priority went to projects specifically aimed at responding to COVID-19 issues that have affected faculty and those projects addressing issues of racial justice through proposed interventions.

A brief description of each of the seven funded projects follows.

Improved Climate and Retention Projects. Seven projects were funded, for a total of \$1,376,422.

UC Davis: Solutions to Disruptive Speech in the Learning Environment; \$175,000

Negative workplace climate and racial trauma both contribute to loss of productivity among faculty and to faculty turnover. Dialogues Across Difference advances faculty retention by addressing the negative impact of disruptive speech in learning environments. We define disruptive speech as politically provocative, harassing, or hate speech, including the display of symbols or objects that adversely affect teaching and learning. This project has three phases. The first will document the extent of this problem in these politically polarizing times. The second will build communities of faculty from across campus to generate a collective

awareness and structure composite stories. In the third, project leaders will write and produce performance pieces, based on these stories, that reflect experiences of and responses to disruptive speech. Once produced, these pieces will be offered in synchronous and asynchronous environments as part of broader programming to empower faculty, graduate students, and other instructional staff and to inform policy.

UC Santa Cruz and UC Merced: Developing and Implementing Equity Advocate Programs at UC Santa Cruz and UC Merced; \$246,936

This two-year project involves the creation of an Equity Advocate (EA) Program at UC Santa Cruz and the expansion of the EA Program at UC Merced to improve climate and retention outcomes for diverse faculty. During Year 1, and drawing on earlier AFD-funded collaborative research, these campuses will create a robust set of training materials for EAs, whose roles will include advising on faculty searches, fostering retention and promotion, and promoting equity and inclusion. During Year 2, the campuses will develop a crossover EA training - the first of its kind held at these campuses. UCSC will launch its first cohort of EAs and UC Merced will expand its school-level program by engaging in campus-level strategic planning and department-level demographic reporting on diversity; both campuses will use similar evaluation metrics for data-sharing and comparison. This project responds to the call of the UC-wide Committee on Affirmative Action, Diversity and Equity for every UC campus to create an EA program that aligns these campuses with nationally-recognized best practices

UC Santa Cruz, UC Riverside and UC Davis: Mining Text for Bias in Student Evaluations of Teaching; \$186,100

This multi-campus research proposal has four specific aims: 1) develop a predictive model that efficiently and automatically scans written course comments, and determines the proportions reflecting student satisfaction levels that are positive, mixed, or negative; 2) pilot an implementation of the predictive model at UC Riverside by integrating it into the iEval student teaching evaluation system to assess both practical and cultural implications of augmenting written comments with a summary report showing the proportions of positive, mixed, or negative comments; 3) use the predictive model to investigate the degree of bias in written comments with respect to the gender, ethnicity, and rank of the instructor, and compare the findings to a parallel bias study of the corresponding numerical scores; and 4) evaluate the efficacy of UC Santa Cruz's recent revision of instructional evaluation questions as an intervention for reducing bias in comments.

UC Davis, UC Berkeley and UC San Francisco: AFD Climate and Retention Pilot Intervention Program; \$249,986

DEIBlueprint addresses department climate by creating an easy-to-use process - a blueprint! - that sets departments up for success in diagnosing and addressing diversity, equity, inclusion, and belonging (DEIB); in short, department climate. All too often, departments are on their own, trying to effectively implement initiatives from campus-wide surveys, fashioning original department climate surveys, analyzing their data, and conjuring action steps in response. This process is time-consuming, often error-prone, sometimes expensive, and potentially

uninformed by campus expertise. Using a quasi-experimental design, DEIBlueprint has two components: (1) an online climate survey Question Bank, containing validated survey items participating departments can choose from to create customizable climate surveys appropriate to their unique context; and (2) a Climate Toolkit to support responsive activities. Toolkit elements will be associated with particular issues and span a wide range of accessible activities. The overall aim is to make departments more inclusive for all, increasing faculty retention and success.

UCLA and UC Irvine: Multi-Pronged Initiatives to Address URM Faculty Retention and Climate; \$250,000

This proposal involves a partnership of the UCLA Offices of Faculty Development in Academic Personnel, and Equity, Diversity and Inclusion (EDI) collaborating with the UCLA Institute of American Cultures that fosters ethnic studies research, and with UC Irvine. The project proposes a multi-pronged approach to improve mentoring, climate, and retention of URM ladder faculty:

1. URM faculty mentoring using an established small group mentoring model.
2. Inclusive Excellence Faculty Mentor Awards honoring exceptional mentors as one way to make “invisible labor” visible and rewarded, with Award Celebrations that also provide for URM faculty networking.
3. Chair workshops on departmental climate designed to address URM faculty concerns.
4. A UC Systemwide Summit on Best Practices in URM Faculty Climate and Retention, followed by a conference two years later to report on progress.

As a large campus with an increasingly diverse faculty, UCLA is well positioned to lead and benefit the entire system.

UC Santa Barbara: UCSB Arts+Racial Equity Commons Campus Communities of Practice Residencies (CPR); \$175,000

UC Santa Barbara proposes a three-year pilot for a “workplace climate intervention.” It provides the groundwork for a renewed ecology around the arts, culture and communities of practice to improve campus DEI climate and retention through a reconceptualization of three arts research units within the Division of the Humanities and Fine Arts (HFA). As a pilot for an Arts and Equity Research Commons at UCSB, this project will include an Arts Administrative Support Center (AASC) that will be developed to support minoritized faculty through an interdisciplinary research commons to foster collaboration, intergenerational research mentorships, enhanced cultural programming and artists’ residencies across multiple arts and racial justice-focused departments and presenting venues at UCSB. In coordination with a campus DEI divisional initiative, “Racial Equity in the Arts and Creative Economy,” the project includes a working network of cooperative chairs, faculty and administrative staff committed to building upon collective research strengths, resources, programming and DEI strategic planning by each of their arts practice-based departments to better align and leverage overlapping academic and curricular planning opportunities. The three-year pilot proposal is designed to include an artist in residence incubator program as a catalyst for leveraging existing units, staff and attendant programming as a demonstration model. The first year of

the three-year intervention will be dedicated to strategic self-study, mapping of alignments in faculty, staff and student leadership and support personnel, curricular initiatives and program opportunities across the units.

This year's RFP also included funding for a short-term project that will manage a systemwide convening of campus Faculty Equity Advisors. The funded project will do the following:

UC Irvine: CREATE (Creating Relevant Equity Advisor Tools to Empower) at UCI; \$93,400

Organizers propose a meeting for Comparing Relevant Equity Advisor Tools to Empower (CREATE) at the University of California, Irvine (UCI). The project will convene an initial hybrid meeting of strategic leaders – faculty peer consultants, equity advisors, and others – from across the system to discuss key issues and actions for improved academic climate and faculty retention. CREATE at UCI will build on a faculty-peer consultancy model that has been foundational to equity advisor-faculty change programs across the system and nationally and instrumental during its 20-year history at the University of California, Irvine. A hybrid one-day spring event in 2022 aims to generate longer-sustaining strategic planning and actions among a broader group of equity advisors and faculty and staff leaders. The project provides opportunities for these group and network members also to engage on their respective campuses during a two-year duration, convening initially in the hybrid in-person and virtual meetings at UCI and then enacting and tracking levers for change over virtual connections in the subsequent years. A first step includes using the CREATE at UCI forum to dialogue and prioritize actions specific to four key themes that would substantively improve faculty academic perceptions of belonging, engagement, and advancement, particularly for faculty men and women of color. Activities will build synergy from equity advisors and other leaders to refine specific actions through a systems lens to: (1) translate inclusive excellence strategies into practice, (2) extend an equity advisor model effectively as a lever for change in earlier pathways to the professoriate, (3) promote holistic and meaningful measures of climate, and (4) enhance the accountability of equity advisors and their institutions related to programming, creating cultural consciousness, and adoption of best practices for advancing equity and inclusion for diverse faculty. Products from this strategic alliance will include a training video and published proceedings with strategic outcomes.

Building a Resilient Community During the Covid-19 Pandemic

For well over a year, the Covid-19 pandemic has created significant challenges for Advancing Faculty Diversity projects. The inability to meet in person has been especially difficult in recruiting and in advancing climate and retention efforts. That said, campus projects have pivoted quickly and continued their work: planning events, meetings, and other activities online. Given the ongoing pandemic and the rise of the Delta variant, the thirteen newly funded projects are also likely to encounter challenges as they embark in their AFD work.

In an effort to continue supporting our AFD campus partners and build a Community of Practice, the program will once again offer systemwide convenings of the PIs, co-PIs, and other

campus stakeholders in fall 2021 and again in spring of 2022. These convenings will once again be held via zoom as they were in the 2020-21 academic year.

Also, a systemwide Advancing Faculty Diversity Program Advisory Group, coordinated by the Office of the President, will continue to guide and monitor AFD's active recruitment and improved climate and retention projects, some of which have had to move into a third year due to the significant challenges associated with the pandemic. Additionally, they will help UCOP in its efforts to conduct an overall assessment of the AFD program this year. The group includes representatives appointed by the Executive Vice Chancellor/Provost on each campus and also includes systemwide Academic Senate representatives. As with previous years, the Advisory Group will guide the thirteen new funded projects in 2021-22.

Academic Personnel and Programs, Office of the President