**University of California
2022-2023 Advancing Faculty Diversity:
Preliminary Report**

Summary

From 2016-17 through 2020-21, the University of California received one-time State funds in support of equal employment opportunities for faculty; a total of $11.5 million has been allocated over the course of those five 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 & Retention Program and Recruitment Program projects continue into the 2022-23 award cycle.

For FY2022-23, the University has awarded a total of $1,497,002 to three AFD Recruitment Program projects and $873,605 to six AFD Improved Climate and Retention Program projects. Recruitment Program projects operate over two academic years, while Improved Climate and Retention Program projects operate 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 six 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 nine new projects funded in academic year 2022-23.

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

Tables 1 through 6 present the most recent 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 2021, which means hiring results from the 2021-22 Advancing Faculty Diversity program are not reflected in the data. This data draws from Corporate Payroll System and UC Path 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. In Fall 2021, Domestic underrepresented minority ("URM") faculty (Black/African American, Chicano(a)/Latino(a)/Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Two or More Races -URM) constituted 10% of total ladder-rank faculty and international URM faculty (Black/African, Latino(a)/Hispanic) made up 3.4% of the total. In all, URM faculty were 13.4% of the total in Fall 2021, up from 11.3% in Fall 2018. These totals include faculty who identified as two or more races, one of which was in a URM category. Asian/Pacific Islanders made up 19.4% of the faculty and 66.5% 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. In Fall 2021, women made up just over 38.2% 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 2018 through 2021

| Race/Ethnicity & Citizenship		2018	2019	2020	2021
Black/African American-Domestic	■	276	313	323	329
Black/African-International	■	46	52	58	70
American Indian/Alaskan Native	■	51	55	52	52
Chicano(a)/Latino(a)/Hispanic-Domestic	■	530	551	582	611
Latino(a)/Hispanic-International	■	227	244	273	299
Native Hawaiian/Pacific Islander		7	7	6	7
Two or More Races – URM	■	47	55	78	83
URM Total		**1,184**	**1,277**	**1,372**	**1,481**
% URM		**11.3**	**12.0**	**12.6**	**13.4**
Asian American – Domestic	■	1,007	1,040	1,041	1,043
Asian – International	■	878	968	1,012	1,062
Two or More Races – Other	■	30	40	54	67
White/Other – Domestic	■	5,860	5,811	5,694	5,505
White/Other – International	■	1,525	1,542	1,688	1,698
Total		10,484	10,678	10,861	10,826
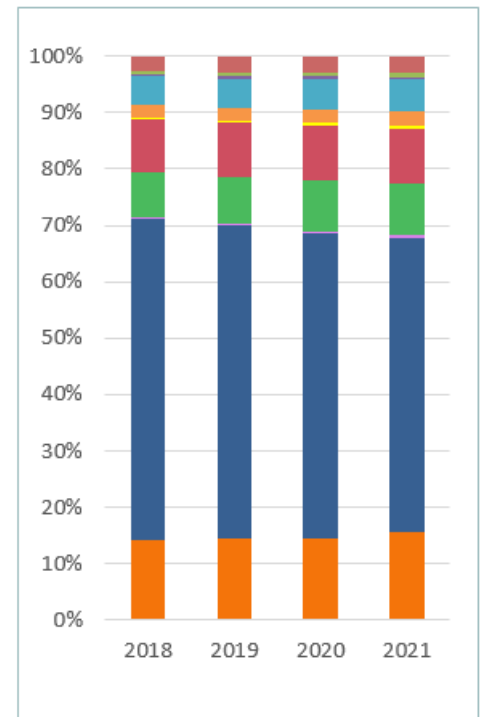
TABLE 2

Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Gender
Universitywide – Fall 2018 through 2021

Gender		2018	2019	2020	2021
Women		3,633	3,806	3,599	3,672
Men		6,851	6,870	6,037	5,943
Other/Unknown		0	2	1,225	1,211
Total		10,484	10,678	10,861	10,826
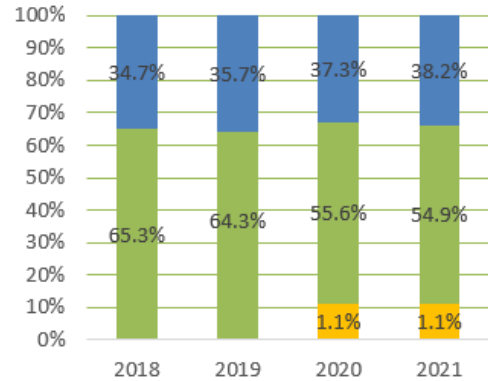
Data show increased diversity among the newest faculty at UC. The chart below displays demographic information on hiring over the last nine years to provide detail on recent faculty hires. Table 3 presents a comparison of 3-year cohorts of hires over time to show the volume of hiring since 2012-13 and the presence of URM among the hires. Presentation of data in 3-year cohorts is used to smooth out variations in single years. Ladder-Rank and Equivalent faculty hires were 10.1% URM domestic/3.3% URM international in 2012-13 to 2014-15; 11.5%/3.8% of the same two groups in 2015-16 to 2017-18; and 17.2%/3.9% in 2018-19 to 2020-21. Programs like Advancing Faculty Diversity have helped make progress in hiring underrepresented and women faculty but UC still has a long way to go in increasing the diversity of its faculty ranks.

TABLE 3

**Ladder-Rank Faculty and Equivalent; New Hires by Race/Ethnicity and Citizenship
Universitywide – 2012-13 through 2020-21 in 3-year Cohorts**

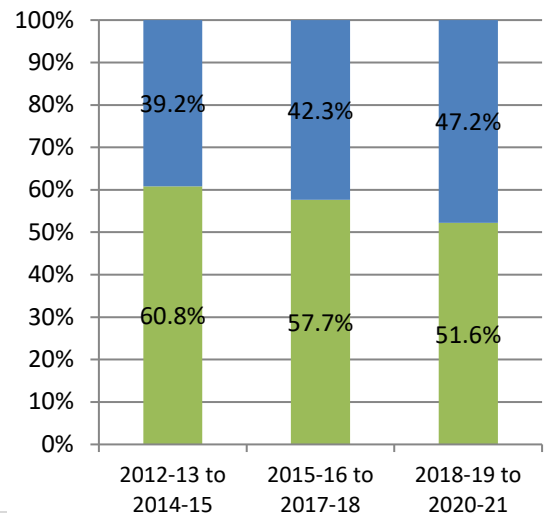| Race/Ethnicity/Citizenship		2012-13 to 2014-15	2015-16 to 2017-18	2018-19 to 2020-21
Black/African American-Domestic		53	81	107
Black/African-International		8	8	14
American Indian/Native American		17	7	9
Chicano(a)/Latino(a)/Hispanic-Domestic		78	123	163
Latino(a)/Hispanic-International		40	67	57
Native Hawaiian/Pac Islander		1	3	1
Two or More Races – URM		1	13	33
URM Total		198	302	384
Asian American-Domestic		142	180	175
Asian-International		157	203	221
Two or More Races – Other		3	12	28
White-Other Domestic		733	958	747
White-Other International		236	301	254
Total		1,469	1,956	1,809
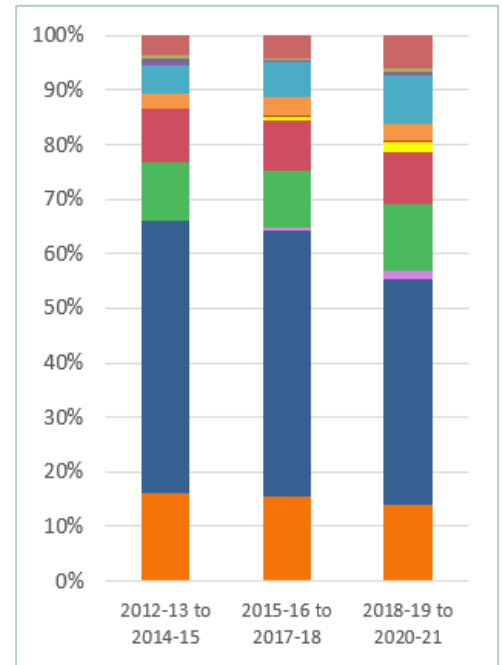
Table 4 presents comparable recent hiring data based on gender. The percentage of women hired in the three 3-year cohorts increased by just over 3% from 39.2% of hires in 2012-13 to 2014-15 to 42.3% of hires in 2015-16 to 2017-18. It increased by 4.9% to 47.2% of new hires between 2015-16 to 2017-18 and 2018-19 to 2020-21.

TABLE 4

**Ladder-Rank Faculty and Equivalent; New Hires by Gender
Universitywide – 2012-13 through 2020-21 in 3-year Cohorts**

| Gender		2012-13 to 2014-15	2015-16 to 2017-18	2018-19 to 2020-21
Women		576	828	853
Men		893	1128	933
Other/Unknown		0	0	23
		1,469	1,956	1,809
Women		39.2%	42.3%	47.2%
Men		60.8%	57.7%	51.6%
Other/Unknown				1.3%

Finally, we offer a different perspective, with national comparisons to American Association of Universities (AAU) Private and Public Universities (Tables 5 and 6). The most recent comparator data shown here is from fall 2020 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 disaggregate 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 Tables 1 and 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 seven categories (Black/African American Domestic; Black/African International; American Indian/Alaskan Native; Chicano(a)/Latino(a)/Hispanic Domestic; and Latino(a)/Hispanic International, Native Hawaiian/Pacific Islander, and Two or More Races -URM) 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. UC also shows a fairly significant lower percentage of White/Other ladder-rank faculty with 64% compared to 72% for AAU Private institutions and 71% to AAU Public institutions.

TABLE 5

Full-Time Tenured and Tenure Track Faculty by Race/Ethnicity
AAU Private and Public Institutions Compared to UC System – Fall 2020

Race/Ethnicity		AAU Private	AAU Public	UC System
URM Total	■	8%	9%	11%
Asian/Asian American	■	15%	15%	17%
Two or More Races	■	1%	1%	1%
White/Other	■	72%	71%	64%
Non-Resident Alien	■	4%	5%	7%
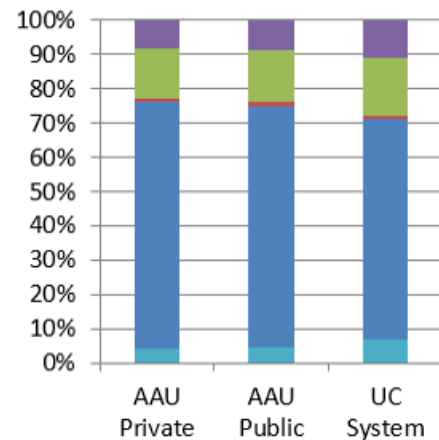
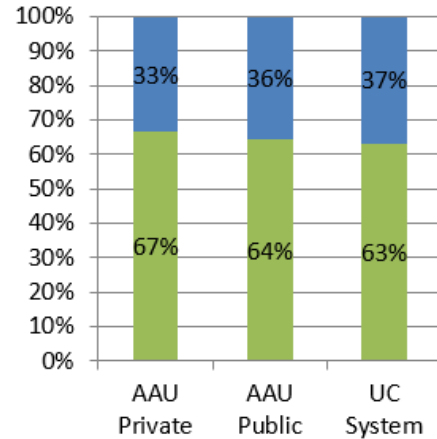Source: IPEDS Fall 2020 Human Resources Survey
Note: IPEDS faculty and Race/Ethnicity classifications differ from UC classifications. Race/Ethnicity is reported for faculty who are U.S. Citizens or Permanent Residents; others are classified in the "Non-Resident Alien" category. "AAU Public" in the Table does NOT include the UC AAU campuses.

Table 6 offers AAU comparison data by gender. UC has 37% women faculty, slightly above both public and private AAU institutions.

TABLE 6

Full-Time Tenured and Tenure Track Faculty by Gender
AAU Private and Public Institutions Compared to UC System – Fall 2020

Gender		AAU Private	AAU Public	UC System
Women	■	33%	36%	37%
Men	■	67%	64%	63%

Source: IPEDS Fall 2020 Human Resources Survey
Note: "AAU Public" in the Table does NOT include the UC AAU campuses.

2022-24 Advancing Faculty Diversity: Recruitment Program

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

AFD Recruitment pilots are funded as two-year awards with the newest cohort's projects operating from AY2022-23 through AY2023-24. 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. That said, the COVID-19 pandemic created new challenges for projects, many of which had to shift quickly to offer online options for recruiting new faculty. 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 Program Projects. Three projects were funded for a total of $1,497,002.

UC Irvine: Centering Inquiry & Collaboration on Race at UCI: A Latinx and Black Cluster Hire Initiative (LBCHI), $497,422

The UC Irvine Latinx and Black Cluster Hire Initiative seeks to leverage a strong campus commitment to diversifying the faculty while simultaneously working to fulfill UCI's mission as a Hispanic-Serving Institution (HSI) and Minority-Serving Institution (MSI). As an HSI, UC

Irvine is uniquely positioned to become a model for the nation in centering race and equity in its student centered mission. This recruitment proposal serves as a broader campus effort across five schools and leverages the strength of UCI's Chicano/Latino and African American Studies Departments.

UC San Diego: Designing Just Futures: An Interdisciplinary Cluster Hire Advancing Design, Social Justice, and Indigenous, Black and Migrant Futures, $499,920

The Designing Just Futures Cluster Hire Initiative builds on UC San Diego's 2020-2021 and 2021-2022 AFD awards and draws on the geographic, academic, institutional, and cultural strengths of UCSD's tri-national region to recruit scholars focused on design and innovation that center Indigenous, Black and migrant communities. As an interdisciplinary cluster hire, the proposal team will collaborate with the Design Lab, Indigenous Futures Institute, School of Global Policy and Strategy, Jacobs School of Engineering, School of Arts and Humanities, and School of Social Science, to recruit up to 12 scholars who work at the intersection of design and social justice. The goal is to address significant underrepresentation in the professoriate at UC San Diego and across the UC-system and simultaneously recruit scholars whose research and service center communities, perspectives, and epistemologies of communities that have been traditionally left out of mainstream social, economic, cultural, and political systems.

UC Santa Cruz: Diversifying Recruitment through Curricular Reform in the Arts, $499,660

This UC Santa Cruz proposal promotes inclusive curricula and culture as the foundation for attracting diverse faculty from communities underrepresented in academia. In supporting curricular reforms that decenter epistemologies rooted in the West, whiteness, heteronormativity, patriarchy, and other exclusionary ideologies, the project signals that UCSC is an institution committed to structural transformation. Further, the recruitment plans highlight the value that the campus places on faculty engagement in service of its communities, in their research and creative works alike. Not only will such visible shifts draw a diverse pool of applicants, they will generate a faculty that will reshape the parameters of belonging while accelerating the metamorphosis of UCSC's university culture. Finally, this proposal builds upon best practices established through the AFD program to ensure that DEI is foregrounded at every stage of UCSC's recruitments and that new faculty are provided the resources to flourish. The interventions proposed are scalable to disciplines beyond the arts.

2022-25 Advancing Faculty Diversity: Improved Climate and Retention Program

The AFD Improved Climate and Retention Program 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. In addition, this year AFD introduced the option for campuses to request funds for external grant fundraising support.

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

Improved Climate and Retention Program Projects. Seven projects were funded, for a total of $873,605.

UC Berkeley: Advancing Faculty Diversity and Institutional Change through Inclusive Faculty Mentorship in the Life Sciences (IFM), $174,434

The Advancing Faculty Diversity and Institutional Change through Inclusive Faculty Mentorship (IFM) is a three-year pilot program designed to create an inclusive, supportive start for life science faculty, thereby increasing retention and improving climate. To these ends, the UC Berkeley team will pursue three aims: 1) establish a faculty mentorship program; 2) foster a culture of belonging; 3) evaluate, assess, improve and expand. At the program core, is development of a committee-based mentorship program using practices validated through Faculty LAUNCH programs, previous AFD initiatives, and academic study. Program community building events will help new faculty establish networks and belonging. Training and tools will improve mentorship outcomes. Berkeley PIs will prioritize consolidating existing materials and trainings and connecting subject-matter experts. Recognizing that mentees and mentors must balance competing priorities, the program will provide administrative support to ease program participation. Through regular assessment and evaluation, they intend to shape a program that is adoptable across campus.

UC Davis: Faculty of Color United in Scholarship–FOCUS - UC Davis, $250,000

FOCUS (Faculty of Color United in Scholarship) advances two central goals of the UC mission–producing knowledge and advancing diversity–by supporting the academic career success of UC faculty, especially from historically-marginalized groups, through a targeted intervention: providing two-day research grant development and publication workshops, two per year over the course of the next three years, to faculty members across many disciplines and several campuses. Project PIs believe that providing expert research support to complete publications and submit grants is the best way to help faculty flourish at an R1 university. The writing workshops create the necessary spaces to reinforce the development of collegial professional relationships around a shared commitment to producing "R1 scholarship" and a commitment to the UC's diversity, equity, and inclusion goals. In order to retain URM faculty and build a reliable pathway for full professors, the research and publication success and satisfaction of newly appointed faculty, as well as faculty already on campus, is the focus of this proposal.

UC Davis: Targeted Infusion to Accelerate External Funding – Building on the UC Davis ADVANCE Model, $50,000

UC Davis proposes a project, Targeted Infusion to Accelerate External Funding – Building on the UC Davis ADVANCE Model, that is designed to work with a grant writer to collaborate

with the offices of the Vice Chancellor for Diversity, Equity, and Inclusion, and the Vice Provost for Academic Affairs on large-scale, external institutional grants that will improve faculty climate and retention. Funds would also provide partial support for a Program Coordinator to oversee the administration of the grants, coordinate programming activities, and provide grant writing consultations, as well as administrative staff support to streamline the grant and manuscript submission process. The partnership includes UC Davis' Office of Research and the Development and Alumni Relations (DEVAR) office. The goal is to increase the number of submissions for federal grants and foundation proposals, as well as "Cases for Support" for current and prospective donors. UC Davis is starting to develop a track record for applying for and receiving extramural funding for diversity initiatives, and the university is building plans to sustain the efforts. This proposal would support grant-writing efforts, with a specific plan to apply for federal grants from the Department of Education and the National Science Foundation (NSF) in AY 2022-23, and use the content to inform foundation proposals and case reports for donors. UC Davis draws upon the NSF's ADVANCE Institutional Transformation grant program which, in the past, assisted UC Davis with shifting academic culture by establishing UC Davis' Center for the Advancement for Multicultural Perspectives in Science, or CAMPOS, which focused on Latina faculty. This targeted infusion aims to continue to develop grants to advance the university's mission to diversify its faculty.

UC Irvine: Writing Communities to Support Under-Represented Faculty: (Re-) Engagement and Thriving at the University of California, $49,182

The COVID-19 pandemic has taken a toll on faculty, unduly those from under-represented backgrounds, causing many to disengage. Writing communities represent a promising tool to (re-) engage faculty and build an inclusive climate. *U See I Write* (a play on words, using our campus acronym, UCI) is a successful, evidence-based faculty writing initiative founded on the UCI campus in 2016. It has grown into a vibrant, active and welcoming community of UCI faculty writers, with disproportionate participation from women and faculty of color. Empirical data show that *U See I Write* participation results in measurable, significant increases in writing and work engagement. To amplify the gains made, this proposal aims to develop and submit a 5-year external grant proposal with the goals to a) continue, further build, and institutionalize the *U See I Write* initiative at UCI, and b) scale *U See I Write* to UC campuses in Southern California.

UC Riverside: Faculty Commons Project at the UCR Center for Ideas and Society, $175,000

The Faculty Commons Project helps retain historically underrepresented and marginalized faculty through intellectual communities rooted in shared scholarly and creative interests. Over two grant periods (2018-19 and 2019-21), commons activities have developed deep professional and social bonds among participants, the majority of whom share personal backgrounds and institutional experiences. The 2022-24 intervention increases efforts to affect campus retention policies by establishing a retention think tank to inform and advise

campus administration. A new Working Group will join the other five in offering programming that attempts to remediate the dire effects of the COVID-19 pandemic through writing retreats, research development workshops, and community-engaged programming. The project evaluation will survey Commons members and conduct interviews on retention experiences with former and current CHASS faculty. Project PIs hypothesize that the outcomes of this pivotal third wave of project activity will demonstrate the positive impacts of the Commons on climate and retention at UCR.

UC Santa Barbara: Write to Unite: Spaces for Community and Productivity at UCSB, $174,989
Write to Unite will create new arenas in which to build faculty community at UCSB, particularly aimed at intersectionally diverse individuals who have low sense of belonging due to pandemic related isolation. In doing so, Write to Unite will a) facilitate cross-disciplinary peer and informal mentoring relationships, b) provide spaces, resources, and tools to increase scholarly writing and research productivity, and c) contribute to faculty retention through greater sense of belonging and success in meeting standards for promotion and tenure. Write to Unite is focused on diverse pre-tenure faculty across all underrepresented intersectional identities, and new faculty from any rank who joined UCSB since fall 2017. Write to Unite is composed of a series of cohort-based writing interventions, including hosted weekly Write on Site (WOS) meetings; workshops on writing research proposals, journal articles, and book proposals; time management workshops; ongoing writing coaching; and 4-day intensive writing retreats.

Academic Personnel and Programs, Office of the President