



University of California
Hispanic Serving Institutions-
Doctoral Diversity Initiative (UC-HSI DDI)

REQUEST FOR PROPOSALS
2022-2023

University of California-Hispanic Serving Institutions Doctoral Diversity Initiative
UC-HSI DDI

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The University of California (UC) is known globally as a prominent research, teaching and public service institution because of its capacity to serve the state, the nation and the world. Its reputation derives from the breadth of knowledge and expertise that its students, faculty, administrators, and partners bring to bear on the most significant issues of our time. To maintain its reputation as a premier research and teaching institution, UC must continue to attract scholars who reflect the people of California, the nation and the world. Building a comprehensive culture of inclusion and expanding pathways and access to the academy, at all levels, is critical to maintaining UC's excellence. In 2010, the UC Regents adopted the following diversity statement¹, which reads, in part:

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

BACKGROUND

As of 2020, California's population was 39% Hispanic, 37% White, 15% Asian, 5% Black, and 3% two or more ethnicities.² Hispanics are among the largest ethnic groups in California; however,

¹Regents Policy 4400: *Policy on University of California Diversity Statement*; Adopted September 20, 2007; Amended September 16, 2010: <https://regents.universityofcalifornia.edu/governance/policies/4400.html>.

² *Census Reporter, 2020*. Obtained April, 2022: <https://censusreporter.org/profiles/04000US06-california/>

their enrollment in UC graduate programs does not reflect the population. The UC system has experienced a significant increase in Latinx undergraduate enrollment over the past decade, which grew from 34,979 in 2011 to 57,944 in 2021—a 65% increase. As a result, five of the nine undergraduate-serving UC institutions — UC Irvine, UC Merced, UC Riverside, UC Santa Barbara and UC Santa Cruz — are now federally designated Hispanic Serving Institutions (HSIs). Notably, the rest of the undergraduate-serving UC campuses — UC Davis, UC San Diego, UCLA, and UC Berkeley — are emerging in status and, as a system, UC has a Latinx undergraduate student enrollment that is approaching the 25 percent threshold needed to attain HSI status. By contrast, only 11 percent of academic doctoral students enrolled in UC Ph.D. programs were Latinx as of fall 2021 demonstrating the continued need to support efforts that enhance pathways to doctoral education and the professoriate for underserved scholars.

Considering the ethnic diversity represented in California and the unique role and reach of UC’s research enterprise, it is vital for the University to implement efforts designed to advance inclusion and equity while increasing diversity across all University communities. The UC-Hispanic Serving Institutions Doctoral Diversity Initiative (UC-HSI DDI) is part of UC’s broader strategic effort to enhance its faculty diversity by expanding the pathways to the professoriate.

The UC-HSI DDI focuses on California HSIs—which includes five of the nine undergraduate UCs (UCI, UCM, UCR, UCSB, and UCSC) as well as 21 of the 23 California State University (CSU) campuses, and several private colleges and universities throughout the state. The program’s goal is to enhance faculty pathways for historically underrepresented groups, particularly Latinx/Chicanx, African Americans, American Indians/Native Americans, Filipinx, and Pacific Islanders in all disciplines; women in STEM; and Asian Americans in the humanities and social sciences. However, UC-HSI DDI is designed to support any California HSI student selected based on faculty/project criteria, irrespective of race, ethnicity, national origin, sex, or gender identity.

An annual allocation will be available for competitive grants that will flow directly to principal investigators (PIs) at their UC campuses.

PROGRAM GOALS

As part of UC’s systemwide effort to enhance faculty diversity, annual funding will be allocated to support efforts that will expand the pathways to faculty diversity. This commitment enables the University to administer a systemwide UC-HSI DDI program to support the following goals:

GOALS	GOAL DESCRIPTIONS
GOAL 1	Increase the pathways to UC Ph.D. completion for students from California HSIs. Efforts may include a variety of strategies, including but not limited to research traineeships, summer preparation programs for incoming graduate students, and enhanced mentoring. The UC-HSI DDI aims to enroll more students from historically underrepresented groups, including Latinx/Chicanx, African Americans, American Indians/Native Americans, Filipinx, and Pacific Islanders in all disciplines; women in STEM; and Asian Americans in the humanities and social sciences for the professoriate.

Note: Hispanic includes respondents of any race. Other categories are non-Hispanic. Original Citation: U.S. Census Bureau (2020). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for California <<http://censusreporter.org/profiles/04000US06-california/>>

GOALS	GOAL DESCRIPTIONS
GOAL 2	Expose, encourage, and help prepare students for the professoriate. Efforts may focus on the whole range of the student-to-professor preparation life cycle (and associated skillsets), such as preparing for graduate school, developing research designs, grant writing, conference presentations, dissertation writing, development of a teaching philosophy, preparing and applying for postdoctoral fellowships, applying for faculty positions, generating diversity statements, preparing for job talks and the interview process, preparing publications, and forming research collaborations, among others.
GOAL 3	Encourage research and enrichment collaborations among UC faculty and faculty at partner California HSIs. This program will support partnerships that will foster long-term engagement opportunities between and among faculty, students, programs, departments and/or campuses.
GOAL 4	Enhance academic program climate using interventions to foster a culture of inclusion and equity—especially for faculty and students from historically underrepresented communities. Efforts may include but are not limited to curriculum design and development; pedagogy; mentoring; providing various mechanisms of support; equitable funding practices; transparency in decision-making (process and outcomes); communication of policies, opportunities and information (among and within departments/groups); and leadership accountability.

EXAMPLES OF PROGRAMS, PROJECTS AND/OR EFFORTS

- Well-coordinated interventions and activities such as workshops, conferences, short courses, traineeships, group rotations or engagement that promotes interaction among trainees, sharing knowledge, training using new methodologies, and strong mentorship throughout the program/student life-cycle.
- Program intervention, research or analysis to inform greater success for a particular UC department, campus or systemwide effort. For example, conducting an evaluation of existing efforts and sharing best practices in a systematic way that enables programs to leverage additional funding from external agencies.
- Request seed funding to establish a novel idea or new effort at a program, department or campus level to demonstrate the ability to increase underrepresented minorities within the academic pathway.

AWARD TYPES

Large awards: applicants can submit proposals up to \$350,000 to be used within 5 years.
Small awards: applicants can submit proposals up to \$50,000 to be used within 2 years.

The 2022-2023 award cycle expects to announce and fund proposals by spring 2023. PIs will have the flexibility to define the length of their grant term—up to five years for large awards and up to two years for small awards.

Large awards	Small awards
Large awards must encompass strategies and efforts that address all four program goals specified above. Proposals applying for large	Proposals submitted for small awards are required to address at least two of the four program goals. Specifically, all small award

Large awards	Small awards
awards should clearly demonstrate a strong framework to sustain the programmatic efforts during the entire grant period. The most competitive proposals will be those designed to establish sustainable and significant impact beyond the grant period.	proposals must include strategies that support goal 2, in addition to at least one other goal (1, 3, or 4).

REPORTING

Annual reporting is required for both award types, in addition to engaging in regular conference calls in an effort to share, learn from and improve inclusion and equity efforts at UC. Failure to participate may jeopardize a PI's ability to apply to future grant cycles and/or receive the remaining funding for the current award cycle.

ELIGIBILITY

- For administrative purposes, grant proposals **must identify one Principal Investigator (PI)** per UCOP policy. Co-investigators and collaborators may be included. For purposes of faculty promotion and tenure, a PI may wish to officially recognize the effort of a co-principal investigator. Awarded PIs should contact UCOP for more information.
- PIs must be University of California senate faculty representing administrative or academic units.
- PIs may be from non-HSI UC campuses as long as they are collaborating with a federally designated HSI in California.
- PIs must work with partners from designated California HSIs as part of a collaborative team. UCs may choose to work across institution type (including UC, CSU and/or private institutions) or within UC only. PIs from UC HSIs may partner with people at their own campus.
- PIs are eligible to submit no more than one proposal to this grants program, but they may serve as co-investigators/collaborators on other grants.

REVIEW CRITERIA

Large Awards

Proposals must include efforts in each of the four program goal areas—including an ongoing self-assessment plan with qualitative (including student feedback) and quantitative metrics for measuring impact/progress consistently across all four program goals. Proposals should:

- Have significant indicators that will yield notable outcomes, particularly regarding enrollment, professoriate preparation, and progressive improvements in the academic culture of the unit(s).
- Demonstrate strong potential for program sustainability.

Large awards should also indicate a substantial resource commitment that will be made in support of these efforts from a source outside of the UCOP grant award (either monetary or in-kind support). It is not required that PIs secure extramural funds, but rather the partners/collaborators on the grant should also provide support for the efforts, thus leveraging the potential impact of the initial UCOP award. This may be from internal or external partners (e.g. UC campus commitment, external grant or collaborator resources). The intent is to maximize the impact of this effort.

Small Awards

Proposals must include efforts in at least two of the four program goal areas—including an ongoing self-assessment plan with metrics for measuring qualitative and quantitative impact/progress in those areas. PIs are required to address goal 2, in addition to another goal (1, 3, or 4). Proposals should also:

- Have indicators that will yield notable outcomes for the designated goal(s).
- Indicate a noteworthy resource commitment that will be made in support of these efforts from a source outside of the UCOP grant award (either monetary or in-kind support). This may be from internal or external partners (e.g. UC campus commitment, external grant or collaborator resources).

UC-HSI DDI GRANTS TIMELINE (2022-2023)

- Release RFP June, 2022
- Proposals due November 14, 2022
- Proposal reviews November 2022-January, 2023
- Awards announced by April, 2023
- Funds available by June, 2023

Please note that the timeline for this award cycle (2022-2023) changed. Moving forward, we will be following a timeline similar to the one outlined above. If you have any questions, please contact UCOP Graduate Studies at gradstudies@ucop.edu.