University of California
2019-2021 Advancing Faculty Diversity:
Preliminary Report

Summary

For three academic years beginning in 2016-17, the University of California has received $2 million in one-time funds in the State budget in support of equal employment opportunities for faculty. With this infusion of funds, the University established what is now known as the Advancing Faculty Diversity (AFD) program to support 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 President Napolitano for projects focused on faculty retention efforts, including programs targeted at improving department or school climate. In 2019-20 the State once again allocated one-time funds to UC, this time in the amount of $2.5 million.

Beginning in 2019-20, President Napolitano committed a total of $3 million per year in ongoing funds for faculty diversity efforts ($2,750,000 of which is available this year). Using State and Presidential funds, UC awarded a total of $2,479,000 this academic year to five AFD Recruitment pilots and $1,253,804 to nine AFD Improved Climate and Retention projects. Additional funds will be used to support systemwide meetings with AFD project leaders, campus chief diversity officers, vice provosts, and faculty equity advisors; and to support the President's Postdoctoral Fellowship Program (PPFP).

Funding Background

This is the fourth year the State has allocated funding to support UC efforts in faculty diversity. UC was first allocated one-time funds in 2016-17 ($2 million) as part of the Budget Act of 2016. Since that funding was intended for a program of best practices related to advancing faculty diversity and was appropriated on a one-time basis, UC expended the funds to add value beyond efforts already in place by funding programs that would increase faculty diversity in selected units and provide reliable, useful information that could help guide future allocations to support the University's goal of increasing the diversity of the faculty. Since 2016-17, the state has allocated one-time funding three additional times, allowing UC an opportunity to continue building on the success of the 2016-17 Advancing Faculty Diversity program.

The 2019-20 State funding allocation is supporting faculty diversity efforts in recruitment in five pilot units at four UC campuses: UC Davis, UC Irvine (2), UC Riverside, and UC Santa Cruz. The Presidential allocation of funds is supporting nine new projects improving climate and retention at seven UC campuses: UC Berkeley, UC Davis (2), UCLA, UC Merced, UC Riverside, UC Santa Barbara (2), and UC Santa Cruz. Unique to this year, the Improved Climate and Retention Program includes a joint project between two campuses: UC Davis and UC Merced. As pilot units adapt successful strategies from previous years and implement new interventions and

practices, UC has identified and continues to document the most successful recruitment and retention methods scalable across different units and campuses.

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 2018, which means hiring results from the 2018-19 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 (https://accountability.universityofcalifornia.edu/2018/): of most relevance are "Chapter 5: Faculty and Other Academic Employees" and "Chapter 7: Diversity." The UC Information Center (https://www.universityofcalifornia.edu/infocenter) 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 8.6% of total ladder-rank faculty and international minority faculty (Black/African, Latino(a)/Hispanic) made up 2.6% of the group. In all, URM faculty were 11.2% of the total in 2018, up from 10.2% in 2015. These totals include faculty who identified as two or more races, one of which was in a URM category. Eighteen percent of the faculty are Asian/Pacific Islander/Native Hawaiian, and 70% 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 35% of the ladder-rank faculty.

TABLE 1
Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Race/Ethnicity and Citizenship
Universitywide – Fall 2015 through 2018

Race/Ethnicity/Citizenship	2015	2016	2017	2018
Black/African American Dom	234	266	266	276
Black/African Intl	43	45	44	46
American Indian/Alaskan Native	53	54	54	51
Chicano(a)/Latino(a)/Hispanic Dom	458	495	516	530
Latino(a)/Hispanic Intl	188	210	222	227
URM – Two or More Races	23	26	31	42
URM Total	999	1,096	1,133	1,172
Asian/Pacific Islander/Native Hawai'ian Dom	895	950	985	1,013
Asian/Pacific Islander/Native Hawai'ian Intl	744	794	831	879
Two or More Races – non-URM	20	26	25	35
White/Unknown Dom	5,744	5,847	5,876	5,860
White/Unknown Intl	1,423	1,469	1,474	1,525
Total	9,825	10,182	10,324	10,484

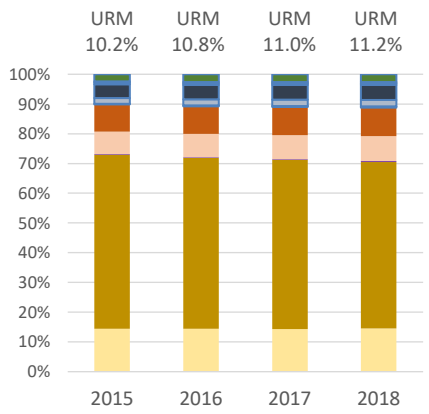
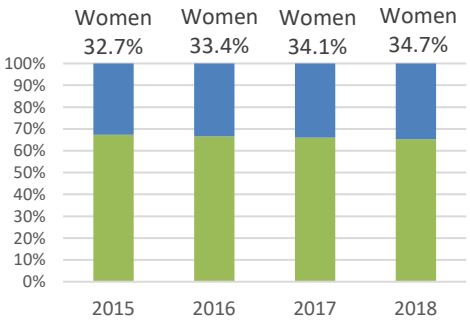


TABLE 2

Ladder-Rank Faculty and Equivalent, Excluding Recalls
Headcounts by Gender
Universitywide – Fall 2015 through 2018

Gender	2015	2016	2017	2018
Women	3,208	3,403	3,516	3,633
Men	6,617	6,779	6,808	6,851
Total	9,825	10,182	10,324	10,484



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 2009-10 and the presence of URM among the hires; the information is presented in 3-year cohorts to smooth out peculiarities of any single year. There were 10.5% URM (domestic) and 2.8% URM (international) in 2009-10 to 2011-12; 10.1% and 3.3% of the same two groups in 2012-13 to 2014-15; and 11.4% and 3.8% in 2015-16 to 2017-18.

TABLE 3

Ladder-Rank Faculty and Equivalent; New Hires by Race/Ethnicity and Citizenship
Universitywide – 2009-10 through 2017-18 in 3-year Cohorts

Race/Ethnicity/Citizenship	2009-10 to 2011-12	2012-13 to 2014-15	2015-16 to 2017-18
Black/African American Dom	38	54	80
Black/African Intl	6	8	8
American Indian/Alaskan Native	7	17	7
Chicano(a)/Latino(a)/Hispanic Dom	52	78	123
Latino(a)/Hispanic Intl	20	40	67
URM – Two or More Races	0	0	14
URM Total	123	197	298
Asian/Pacific Islander/Native Hawai'ian Dom	81	143	183
Asian/Pacific Islander/Native Hawai'ian Intl	100	157	203
Two or More Races – non-URM	0	0	11
White/Other Dom	464	736	959
White/Other Intl	154	236	301
Total	922	1,469	1,955

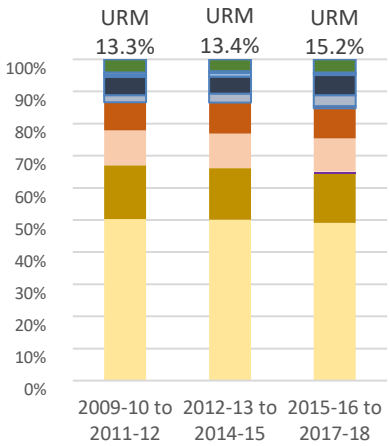
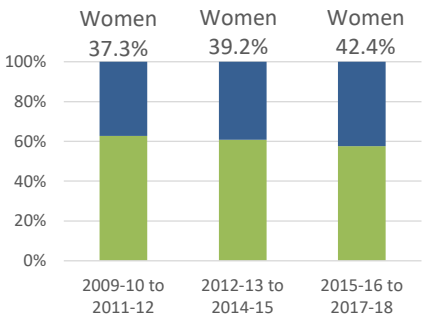


Table 4 offers comparable recent hiring data with a focus on gender. The percentage of women hired in the three 3-year cohorts increased from 37.3% of hires in 2009-10 to 2011-12; to 39.2% of hires in 2012-13 to 2014-15; it increased again to 42.4% of new hires in 2015-16 to 2017-18.

TABLE 4
Ladder-Rank Faculty and Equivalent; New Hires by Gender
Universitywide – 2009-10 through 2017-18 in 3-year Cohorts

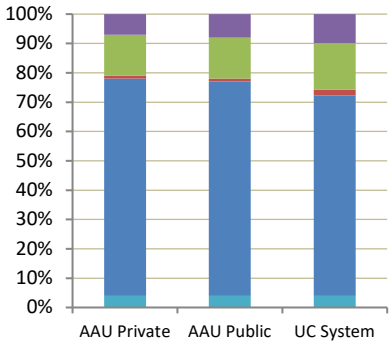
Gender	2009-10 to 2011-12	2012-13 to 2014-15	2015-16 to 2017-18
Women	344	576	828
Men	578	893	1,127
Total	922	1,469	1,955



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 2017

Race/Ethnicity	AAU Private	AAU Public	UC System
URM Total	7%	8%	10%
Asian/PI	14%	14%	16%
Two or More Races	1%	1%	2%
White/Other	74%	74%	69%
Non Resident Alien	4%	4%	4%

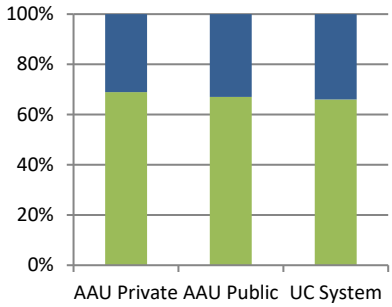


Source: IPEDS Fall 2017 Human Resources Survey
Note: IPEDS faculty and Race/Ethnicity classifications differ from UC classifications. Race/Ethnicity is reported for faculty who are U.S. Citizens or Permanent Residents; others are classified in the "Non-Resident Alien" category. "AAU Public" in the Table does NOT include the UC AAU campuses.

Table 6 offers AAU comparison data by gender. UC has 34% female 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
Female	31%	34%	34%
Male	69%	66%	66%



Source: IPEDS Fall 2017 Human Resources Survey
Note: "AAU Public" in the Table does NOT include the UC AAU campuses.

2019-20 Advancing Faculty Diversity: Recruitment

The University is committed to increasing the diversity of its faculty, in terms of both URM and female faculty. UC's plan is to make the best possible use of the one-time allocation of $2.5 million in 2019-20 towards this commitment, and has directed the funds to support new faculty diversity efforts that will supplement, but not supplant, other efforts already underway. These pilots adapt and build on the successful interventions from the prior three years. By taking a scientific, evidence-based approach, UC is investing in and testing best practices, ensuring that any future funding will also be allocated in effective ways.

Unlike the prior three years, the Advancing Faculty Diversity Recruitment awards are now two-year awards; the current cohort's pilots cover AY2019-AY2021. One of the biggest lessons learned from the last three 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, adding to UC's data on the faculty recruitment process.

UC Davis: The UC Davis Pilot Study to Prioritize Academic Excellence in Research and Contributions to Diversity, Equity, and Inclusion / Phase 2: Institutionalization. $500,000.

This proposal builds on UC Davis's 2018-19 grant, which demonstrated that a structured and deliberative approach to using contributions to diversity statements together with

conventional selection criteria leads to a pool of candidates, and ultimately faculty hires, that will have the largest impact on equity and inclusion for the campus's diverse student body. Having demonstrated this through their 2018-19 pilot study of eight new faculty searches, the 2019-20 project will test and institutionalize their findings through approved searches planned for the 2019-20 academic year.

UC Irvine: Advancing Faculty Diversity. $500,000.

Building on past successes at UC Irvine, this proposal is aimed at a particularly stubborn problem: the core Physical Sciences. It includes three main elements: using innovative targeted outreach to create a particularly diverse applicant pool; implementing inventive techniques to reduce implicit bias in choosing candidates, such as blind (redacted) searches; and improving yield-on-offers by individualizing startup packages with tools such as teaching release, family-friendly support, and mechanisms for partner hires. Over the next two years, the school expects 13 searches. Inter-departmental collaboration on the procedures for the blind search will begin immediately.

UC Irvine: Piloting Chancellor's Inclusive Excellence Awards at the University of California, Irvine. $482,000.

UC Irvine's Chancellor's Inclusive Excellence Awards program will use evidence-based practices to distribute up to 10 Chancellor's awards to newly hired tenured (5) and tenure-track (5) faculty in both academic and professional schools. Pilot awardees will serve for two years, receiving a minimum $50,000 budget for scholarship related to inclusive excellence, and travel support of up to $5,000. These funds will incentivize yield of these faculty members, and support scholarship aligned with the UCI strategic plan, particularly in the areas of building capacities through growth that makes a difference, developing a student experience that is first in class, and engaging with community members as partners. This pilot resonates with evidence that campus resources and commitments to reward distinguished scholarship in inclusive excellence fosters faculty inclusion and satisfaction. It also addresses tenure-track faculty's need for scholarship resources and clear supports for mid-career reviews. The cohort of 10 awardees will not only deepen faculty leadership in campus strategic areas, but will also generate critical momentum for a $10M campaign to endow the program.

UC Riverside: Advancing Faculty Diversity in the Physical Sciences. $500,000.

This project broadens application of previous successful interventions at UC Riverside to include the departments of Physics and Astronomy and Chemistry, while also adding an important new feature—the recruitment of two mid-level faculty, one in each department—to be Provost's Professors for Advancing the Physical Sciences. Each department will recruit one junior and one mid-level faculty member using best practices identified from previous years of the Advancing Faculty Diversity program, including targeted recruitment, the use of contributions to diversity statements and rubrics, and the offer of an enrichment year and mentors for junior faculty recruits. The mid-level faculty will be recruited at the tenured level, with the intention of forming a nidus of faculty

members throughout the college aimed at increasing faculty diversity. These faculty members will be offered the termed, but renewable, title of Provost's Professor for Advancing the Physical Sciences, and will work within the departments and with the Dean to advance faculty diversity within the College of Natural and Agricultural Sciences

UC Santa Cruz: Improving Application Diversity and Impact of Contributions to Diversity. $497,000.

UC Santa Cruz will introduce the first-line use of contributions to diversity, equity, and inclusion statements for departmental searches in Arts and Engineering and for a cluster hire of four faculty members in a new program in Global and Community Health in the divisions of Physical and Biological Sciences and Social Sciences. Selection committees will use rubrics to assess the statements. The use of contributions to diversity statements and rubrics in the initial screening of applicants builds on successful interventions used at UC Berkeley and UC Davis during year 3 of the Advancing Faculty Diversity project and represents a significant change for UC Santa Cruz.

2019-20 Advancing Faculty Diversity: Improved Climate and Retention

The UC Provost sent out a call for proposals for the AFD Improved Climate and Retention program at the end of May 2019. Campuses were allowed to submit up to two proposals each for projects covering up to two years, from AY2019-20 through AY2020-21.

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. In addition, the RFP encouraged campuses to build on the innovative climate and retention pilot projects funded in 2018-19. In all, nine applications were awarded funds.

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

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

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

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

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

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

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

UCLA will construct "EDI Scorecards" that go beyond traditional diversity dashboards. Ordinary dashboards are often criticized as either "irrelevant" because they do not provide the right baseline for comparison, or "incomplete" because they only count demographics. UCLA's project will implement two innovations: the provision of customizable comparator baselines (e.g. graduate student population, percentages at peer institutions, etc.) so that raw statistics can be interpreted according to appropriate context, and the inclusion of equity and inclusion metrics, which can be measured separately, and possibly aggregated into a composite score. By providing these next generation data mirrors not only to leadership, but also to faculty, UCLA expects to make it easier to hold deans and departments accountable for their performance, especially at formal reviews, and to strengthen the voice of rank-and-file faculty who feel unheard, by providing them with useful facts and more information.

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

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

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

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

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

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

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

This research project examines how psychosocial factors inform the decisions that URM faculty make about their relationship to UC Santa Barbara. Utilizing an ecological model that focuses on interactions between individuals, communities, social structures, and the environment, this research will operate in three phases: an historical analysis of demographic shifts of UC Santa Barbara since the passing of the Civil Rights Act of 1964; an intersectional analysis of the 2014 Campus Climate Survey data for the campus; and an intersectional examination of retention, attribution, and persistence of URM faculty over the last twenty years through semi-structured interviews. It seeks to address why URM faculty are leaving UC Santa Barbara, why some are staying, and what resources and strategies the campus can use to more efficiently address faculty diversity issues in a more holistic way that builds off existing strengths and establishes new action plans for areas of weakness.

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

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

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 14 pilots and projects during the course of the two-year grant from 2019-2021. The group includes representatives appointed by the Chancellor and Executive Vice Chancellor/Provost on each campus and also includes systemwide Academic Senate representatives. This group will inform the continued evolution of the AFD program, including any refinements to the 2020 RFP and to the structure of future systemwide convenings. Members will help assess current projects, looking for data to continue improving UC's efforts to build a faculty reflective of the changing face of California.

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