

# CREATE Symposium Slides – April 27, 2022

## Comparing Relevant Equity Advisor Tools to Empower

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# UC's 2030 Goals for Faculty Hiring: What is the Plan and How are we Doing?

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**Susan Carlson**

Vice Provost for Academic Personnel and Programs

University of California Office of the President

**April 27, 2022**



# Ladder-Rank Faculty, New Hires and Separations 2014-15 to 2020-21

Year	New Hires	Separations	Differences
2014-15	546	392	154
2015-16	654	401	253
2016-17	714	426	288
2017-18	586	459	127
2018-19	595	414	181
2019-20	595	441	154
2020-21	619	454	165
<b>Total</b>	<b>4,309</b>	<b>2,987</b>	<b>1,322</b>

# Ladder-Rank Faculty, New Hires and Separations (with focus on Resignations) 2014-15 to 2020-21

Year	New Hires	Separations	Resignations Only
2014-15	546	392	111
2015-16	654	401	112
2016-17	714	426	112
2017-18	586	459	142
2018-19	595	414	97
2019-20	595	441	133
2020-21	619	454	110
<b>Total</b>	<b>4,309</b>	<b>2,987</b>	<b>817</b>

## Ladder-Rank Faculty, New Hires by Race/Ethnicity 2014-15 to 2020-21

Year	URM total*	Asian American/Asian	White/Other**	Total New Hires	Percentage URM
2014-15	87	100	359	546	15.9%
2015-16	93	115	446	654	14.2%
2016-17	123	137	454	714	17.2%
2017-18	85	131	372	588	14.5%
2018-19	101	134	360	595	17%
2019-20	131	136	328	595	22%
2020-21	151	126	342	619	24.4%
<b>Total</b>	<b>771</b>	<b>879</b>	<b>2,661</b>	<b>4,309</b>	<b>17.9%</b>

\*URM includes African American/African, Hispanic/Chicano/Latino, Native American/Alaskan Native, Native Hawaiian/Pacific Islander, and faculty who identified as Two or More Races, at least one of which was in this list.

\*\*White/Other includes White, Unknown, choose not to respond, and remaining faculty who identify as Two or More races.

# Systemwide programs to support the goals of DEI in faculty recruitment and retention

- President's Postdoctoral Fellowship Program and Chancellors' Fellowship Programs
- SEA Change
- Advancing Faculty Diversity



# President's Postdoctoral Fellowship Program (PPFP) and Chancellors' Fellowship Programs (CFP)

- Ongoing annual support for fellows and operations: \$5,417,800
- Annual support for Faculty Hiring Incentive Program: \$10,540,000
- 34 hires of past fellows into the UC Faculty in 2020-21, an all-time high
- Unique systemwide structure, in partnership with CFP, is a key to program success
- Quality of the fellows is a continuing hallmark, helping UC understand ways to broaden support for faculty “excellence”

# SEA Change: a national partnership through the American Association for Advancement in Science (AAAS)



- External framework and accountability to keep us engaged outside of UC.
- Recognition that disciplinary norms and cultures matter.
- Goal is to cultivate diverse communities in STEMM that “are truly equitable, accessible, and inclusive.” UC is expanding the framework to all academic disciplines.
- Recognizes the particular challenge of STEMM “where bias, marginalization, and exclusion on the basis of gender (including identity and expression), race, ethnicity, disability status, socioeconomic status, sexual orientation, age, familial history of higher education, as well as the intersections between these identities, have prevented the full engagement of all individuals.”

# Advancing Faculty Diversity (AFD)

- Supports the development of campus-based programs that intervene in standard recruitment processes and that build supportive and inclusive academic communities where our diverse faculty can thrive.
- Faculty Equity Advisors and their equivalents play key roles.
- Has increased the percentage of URM hiring and brought the conversation on C2DEI to a new level.
- Has renewed UC's Community of Practice.

# Discussion?



# Lessons Learned from Faculty Equity Advisors Program 2018-2022 – Mariam Lam, VC-DEI/CDO

## **Selection & Accountability Structure:**

- **Nomination/Appointment process administered by the DEI Office, in consultation with the Equity Advisors and Deans**

## **Hiring:**

- **Service as AACLs on senior executive search committees – recommended selection/appointment process w/ EVC/Provost partnership**
- **Process to review/approve/make recommendations on long and short list search demographics along with the Equal Employee Opportunity and Affirmative Action Office and Academic Personnel Office**

## **Culture/Climate/Retention Work:**

- **Resource for and work with the Deans and DEI Climate Council to assist assigned departments in improving unit climate conditions; serve as a liaison to the Dean's Office in addressing departmental issues related to and inclusion; provide formal and informal mentoring and address issues as they arise →**

## **Training Needs:**

- **All faculty Equity Advisors are trained centrally by the Office of Diversity, Equity and Inclusion and all important campus resource offices including EE/AAO, Title IX, Academic Personnel, Employee Labor Relations, Campus Counsel, Ombuds, etc. Equity Advisors are appointed by and report to their respective Dean and the VC-DEI as administrative partners.**
- **Funded Mediation Training**

# UCI Equity Advisors

An Equity Advisor is a senior faculty member, appointed as Faculty Assistant to the Dean in their respective schools. Annual program training, monthly meetings, and other Equity Advisor activities are centrally organized by the Office of Inclusive Excellence. The Equity Advisor model was launched over 20 years ago with support from a National Science Foundation Institutional Transformation Award and an intentional framework to provide faculty-peer consultation for inclusive excellence. The model has been extended to establish a Diverse Educational Community and Doctoral Experience (DECADE) Mentor program that promotes diversity and equity in graduate education and is currently adopted in a pilot for a Staff Equity Fellows' focus on staff manager diversity and equity.

Equity Advisors are substantive partners who serve three-year terms focused on three major sets of priorities for diversity, equity, and inclusion (DEI): **faculty recruitment**, **faculty retention and advancement**, and **learning/workplace climates**. Equity Advisors educate about DEI best practices, have official roles in the faculty recruitment approval chain, provide confidential career advising to their school peers and ensure that mentoring activities are established to support incoming and continuing faculty members. These equity leaders also develop and lead programming, policy reviews, and other initiatives focused to proactively address positive change for thriving academic environments.



# Berkeley Faculty Equity Advisor Program

Each department or school at Berkeley has at least one Faculty Equity Advisor, appointed by the chair or dean, who helps ensure that diversity and equity are considered in all aspects of the academic mission. The role includes work in four key areas:

**Department Strategic Planning:** Participates in strategic planning for diversity that is part of the Academic Program Review, ensuring that diversity, equity, inclusion, belonging, and justice (DEIBJ) is a meaningful part of the unit's self-assessment and plans for future success.

**Faculty Recruitment and Retention:** Serves as a resource to ensure equity and inclusion throughout the faculty search process, including the formulation of the overall search process, evaluation of candidates, the proposed shortlist of candidates, and the search outcome.

**Graduate Student Admission and Advancement:** Consults with graduate admissions committees to ensure equity and inclusion in graduate admissions and fellowships. Faculty Equity Advisors also may be a resource for graduate retention and success.

**Climate of Equity and Inclusion:** Serves as a resource for promoting a positive department climate by contributing to policies and practices that support equity and inclusion, such as climate surveys and effective responses to identified climate issues.



# Strength through Equity & Diversity (STEAD) Committee at UC Davis

The STEAD Committee is composed of 10 faculty members who represent the intellectual breadth and diversity of the faculty at UC Davis. The committee advances faculty equity, diversity and inclusion through training workshops for faculty and administrators involved in faculty hiring and promotion, informal consultation with hiring departments and committee members, and consultation with the Office of the Vice Provost for Academic Affairs. All STEAD committee activities are grounded in a commitment to promoting greater understanding of the influences that can generate bias in evaluation and hiring processes, and to identifying actionable, evidence-based practices and policies that increase equity.

The **STEAD Faculty Search Committee Workshop** is offered multiple times each year and completion of this interactive workshop is required (by the Provost) for all members of faculty search committees at UC Davis. The content, which is updated regularly to incorporate new empirical studies and to address emergent issues, identifies the factors that may bias faculty hiring and the evidence-based approaches to promoting equity at each step of the hiring process.

The **STEAD Setting the Stage Workshop** is offered in the Spring and is designed to provide department chairs and staff, recruitment committee chairs, and college administrators with research-informed insights, tools and strategies they can incorporate into the search plan for each faculty recruitment.

The **STEAD Workshop for Excellence in Evaluating Merit and Promotion Material** is designed for faculty and administrators involved in the merit and promotion process. This workshop provides information and guidance aimed at increasing equity in the faculty review process and enhancing the value of that process for the institution and for individual faculty.

## UC MERCED FACULTY EQUITY ADVISOR PROGRAM (Est 2015)

- **QUALIFICATIONS:** Tenured senate faculty who must attend a mandatory FEA training.
- **NEW!** UC Merced Training program launched in 2022.
- **JOB DESCRIPTION:**
  - One FEA per School to oversee no more than 6 searches per AY
  - Two-year (renewable) term
  - 5K in research funds as compensation
- **FEA ROLE:**
  - Focused on anti-racist, implicit bias, and best practices training for search committees
  - Provides a wealth of resources and support to help search committees diversify their faculty
  - Primarily used for recruitment & hiring of senate faculty; pilot program for academic administrator & non-senate faculty searches
  - **NEW!** Exploring FEA participation in initiatives to improve retention and build inclusive communities
- **OUTCOMES:**
  - Prior to FEA and AFD grant programs, **35%** of hired faculty were women. From 2017 to present, **53% are women.**
  - Prior to these programs, **17.5%** of hires were URM. From 2017 to present, **20.5% are URM.**
  - *Since the implementation of these programs, **there has been a 50% increase in hiring women and a 27% increase in hiring URM candidates.***



# Recruitment and Training of Faculty to Become Culturally Aware Mentors



Dr. Sylvia Hurtado  
Dr. Damani White-Lewis

CREATE Symposium  
April 27th, 2022

# ● Faculty Diversity

- Faculty from HU communities comprised 16.9 percent of new hires, but 20.9 percent of separations; overall are **11% in ladder-rank in UC** (2020 UC Accountability Report).
- **Persistent efforts to increase racial equity in faculty search and selection** (Liera, 2021, 2022; White-Lewis, 2021, 2022)
- **Evaluating mentoring as an equity criterion may advance faculty diversity** (Liera & Ching, 2019; White-Lewis & McLewis, 2022)



## **Connected Issues**

**Critical need to diversify the professoriate**

**Critical need for faculty to become more culturally aware mentors**





# Organizational Learning and Transformation Process



# Mentoring as Equity Criterion?

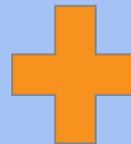
Research

Teaching

Service

Diversity

Mentoring





# Mentoring as Equity Criterion?

**Mentoring**

**Diversity**

**Research**

**Diversity**

**Teaching**

**Diversity**

**Service**

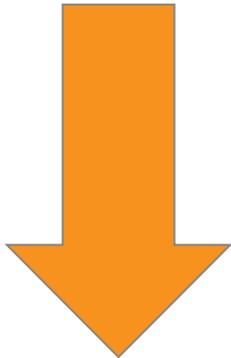
**Diversity**



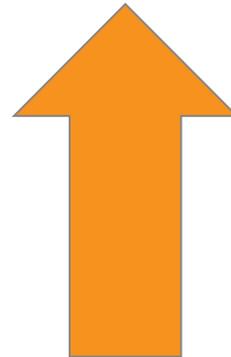
# Mentor Professor Program

## Background:

- Recognition that the “slope of change” due to best practices would not meaningfully improve without intervention
- Addresses the “pool problem” to increase faculty diversity:

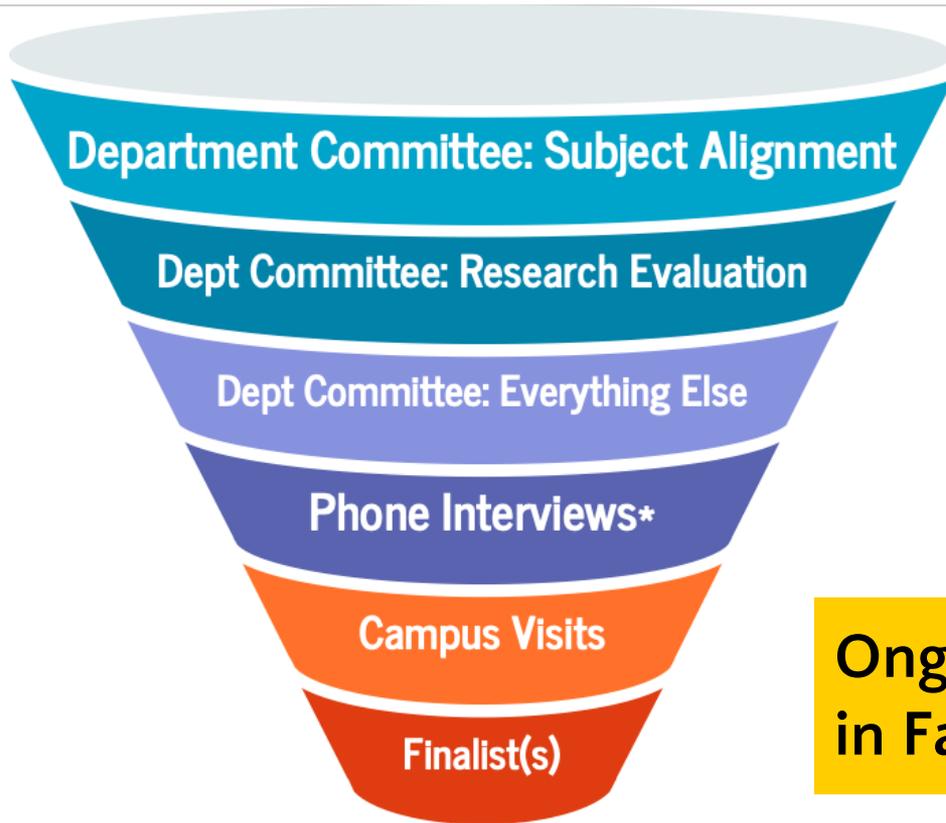


“Narrows” the pool through the key merit criterion

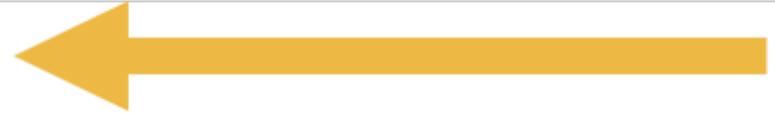


“Expands” the pool through division-wide searches

# Standard Search



# Mentor Professor Search



**Mentoring Evaluation First**

“Expands” the pool through  
division-wide searches

Ongoing evaluation to be shared  
in Fall 2022

*“The advantage of evaluating mentoring first was that was the main goal of the search. No matter how Nobel Prize winning potential they had, if they didn’t have a heart for mentoring, we did not want [them].*

*And only that first, cause otherwise you can get swayed. You are like, “Maybe they haven’t done as much for mentoring, but look at how much prestige they would bring the university. But that’s not what we were looking for. We specifically did not look at that, at least not until after that first hurdle had been crossed.”*

“

**- Search Committee  
Member**

**Impacts Candidate Evaluation**

*“I helped create an organization to promote community amongst scientists. When I was being recruited at other places, they all kind of gave me a pat on the back for that.*

*Then they said, ‘it’s gonna be great to continue those kinds of efforts when you get here, but on top of what else you’re expected to do.’*

**Whereas this position, it was an explicit expectation. So for me, the fact that it was part of what I was expected to do and it was part of what I was gonna be promoted based on was important.”**

“

- Mentor Professor

**Impacts Recruitment**



# Mentor Professor Program

## Changing focus and norms

- The inclusion and placement of mentoring impacts how search committees recruit, evaluate, and onboard candidates
- Attracts racially minoritized scholars who are already engaged in this work

**But how do we keep these mentors up to date in culturally aware practices?**

—

**And how do we make mentoring the entire department's priority to prevent burnout?**



# Faculty Mentor Training

Initial  
Hire

Mentor  
Training



- Hired faculty still need mentor training
- New hires will not fully replace existing faculty quickly enough
- Cannot expect a few faculty to do all of the mentoring



# Culturally Aware Mentoring



## Culturally Diverse Mentor Training (CDMT):

- **Culturally Aware Mentoring** (Byars–Winston et al., 2018, 2020)
- **Entering Mentoring** (Pfund et al., 2006; Branchaw et al., 2020)
- **Institutional Trainings** (NASEM, 2019; Windchief et al., 2018)

<https://cimerproject.org/culturally-aware-mentoring-resources-2/>

We define *culturally aware mentoring* as mentoring practices in which mentors recognize their own culturally shaped beliefs, perceptions, and judgments and are cognizant of cultural differences and similarities between themselves and their mentees

# Moving the Science Forward:



**Faculty Perceptions of Culturally Diverse Mentor  
Training Benefits, Challenges, and Support**  
(White-Lewis, Romero, Gutzwa, & Hurtado, 2022, *CBE-Life  
Science Education*)

1. What do faculty get out of CDMT trainings?
2. What challenges do they face in participating?
3. How can they be supported to mitigate challenges?



# CDMT Study Methods

## Question:

- What are the perceived benefits, costs, and supports for faculty engaging in CDMT at ten NIH-funded institutions?

## Methods:

- **Qualitative Inquiry** (Caelli et al., 2003; Kahlke, 2014)
- **Interviewed 74 faculty who participated in CDMT's**
- **Analyzed interviews through Social Exchange Theory to understand benefits, costs, and supports**

# Results of the Training

## Challenged notions of “traditional” college student

- Housing insecurity
- Familial responsibilities
- Primary and secondary jobs
- Hostile campus environments

*“Rather than me having certain assumptions about her motivation or drive, we would have these discussions where I find out [student has multiple commitments] and she doesn’t have a parking permit on campus, she was doing some of her work in the car. So I supported her by getting a parking permit for her*

“

**(Dr. Lee)**

**“It’s not the same as when I was an undergraduate”:  
Understanding and addressing Student Challenges**

# Results of the Training

## **Taking the first step: Having vulnerable conversations**

- ⦿ Educational Journey
- ⦿ Career Trajectory
- ⦿ Personal Experiences
- ⦿ Discussing Race & Identity

## **Mentoring Compacts**

*“Those are really forcing good and tough conversations that I think I probably would have avoided. They also help me, which I like, talk to my students about my vulnerabilities and what I can improve on*

“

**(Dr. Johnson)**

**“Moving the Science Forward” through Enhanced Communication Strategies and Compacts**

## Challenges in how to communicate with students

“Sometimes I have a student say ‘I don’t know how to get health insurance.’ That’s not what I feel like I’m supposed to be doing, but those are challenges nonetheless that I feel like they have: difficulty of getting money or maybe family problems they have to overcome. Some of them are expecting that’s what the mentor does. That’s not what my mentor did. I’m at a loss for that.” (Dr. Ray)

“

“A Significant Amount of Time and Effort”

## Challenges of Mentor Training

### Challenges in who delivers the mentor training

“The professional development they’re doing isn’t going to work in math. It isn’t even going to work in communications. It’s a different model that needs to be different [for each discipline] and needs to be supported.” (Dr. Hawkins)

## Structured Supports

- Learning Communities
- Complementary Curricula
- Tiered Mentoring: Research, Career, and Peer

Discussing the curricula:

*“It put them well ahead; they can understand the issues of where they’re going to fit in the lab, and it’s clear that’s a big advantage.”*

“

## Faculty Learning Communities

*“I had never gone through that kind of training where we talked about communication and how to set up reasonable goals with students. And I really like discussing among faculty from different disciplines to see what concerns people had, and each of us personally pitched in. It was helpful.*

**(Dr. Hanson)**

**“Lessen the Burden on Mentors”**

**Sustaining Mentorship through Structured Supports**



# Implications of CDMT Study

## Implications for Practice:

- CDMT requires updates as norms shift; “awareness” vs “competency”
- Training requires embedded supports that distribute workload, like tiered mentoring and complementary curricula
- Faculty preferred disciplinary training, but interdisciplinary support

## Implications for Future Research:

- Critical need to evaluate emergent training models
- Validated instruments for individual and organizational change at the National Research Mentoring Network website



## Resources

- ◎ **National Research Mentoring Network: NRMN**

<https://nrmnet.net>

- ◎ White-Lewis, D., Romero, A. & Gutzwa, J. & Hurtado, S. (2022). “Moving the science forward:” Faculty perceptions of culturally diverse mentor training benefits, challenges, and support, *CBE-Life Science Education*, 21. DOI:10.1187/cbe.21-08-217.

- ◎ **Culturally Aware Mentoring Study at R1 Universities**

<https://cimernproject.org/cam-nrmn/>

# Thank you!



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## UCLA EDI Scorecard

**Purpose:** To provide relevant and actionable information to senior leadership around EDI issues at UCLA.

**Overview:** The UCLA EDI Scorecard is an ongoing, multi-year project designed to measure and evaluate advancement toward EDI targets and outcomes. These targets and outcomes are set in the context of relevant benchmark comparisons that are built into the scoring rubric. The Scorecard is split into three segments, one for each construct of diversity, equity, and inclusion. Multiple metrics were identified to measure progress in each of the three areas. Work on the UCLA EDI Scorecard continues to be in progress. Below are examples of deliverables the OEDI has produced.

**Diversity** is a state in which the spectrum of individual differences and social identities are represented in a population.

*Faculty Diversity Benchmarking* online dashboards provide longitudinal information about the demographic composition of faculty in an academic unit, compared against all UCLA faculty, national availability estimates, the CA population, and the US population.

**Equity** is a state of fairness and justice, in which intentional and unintentional biases are identified and removed.

*Faculty Hiring Analyses* are provided annually in pdf format to the EVCP and college/school deans as a tool to reference when planning faculty hiring strategy for the approaching academic year. These reports track applicants through the hiring stages (e.g., applicant, shortlist, and hire) to assess for proportionate representation of social identities at each stage.

**Inclusion** is the practice or policy of providing equal access to opportunities and resources.

OEDI employs an indirect measure of Inclusion using survey research to elicit thoughts and feelings from individuals in a unit of study. To this end, we have designed a series of *Climate Assessment Instruments* that include items on sense of belonging and feelings of inclusion. Unique survey instruments are available, on request, for Faculty, Other (Non-Faculty) Academic Staff, and Non-Academic Staff populations.

OEDI is also currently developing a *Climate Assessment Toolkit* that will provide online resources designed to assist departments/divisions/schools that wish to implement their own assessments. Survey instruments will be posted to the *Climate Assessment Toolkit* webpage when it goes live.

**Equity Advisors** are encouraged to initiate climate assessments in their areas to understand the thoughts and feelings of departmental employees. OEDI offers consulting in terms of adding/deleting/changing survey items to fit unit-specific needs and is available to help with data analysis and interpretation. In practice, several units (e.g., Anderson Graduate School of Management, Division of Social Sciences, and individual departments) have initiated climate assessments, with varied levels of support from OEDI.

# Leadership Equity Advances Diversity (LEAD) Project

## Increasing Women and Underrepresented Minority Faculty in Leadership Positions

*CREATE Symposium, UCI*

*April 27<sup>th</sup>, 2022*

Principal Investigator: Elizabeth Ozer, PhD, Professor of Pediatrics & Associate Vice Provost, Faculty Equity

Co-Investigator: Sanziana Roman, MD, Professor of Surgery & Medicine, Dean's Diversity Leader

Project Director: Alison Giovanelli, PhD, Assistant Professor of Pediatrics

Sponsors: Renee Navarro, MD, PharmD; Vice Chancellor Diversity and Outreach

Dan Lowenstein, MD, EVCP & Provost

Funding: UCOP Advancing Faculty Diversity Initiative (AFD)

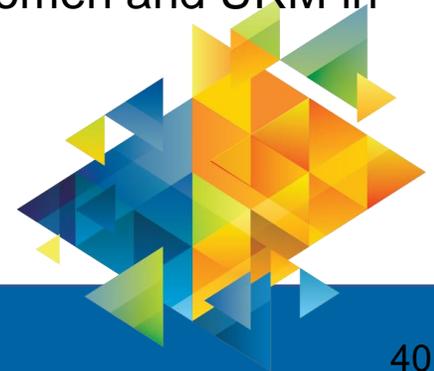


# LEAD Project Overview

- 1) Develop, pilot, and evaluate a leadership toolkit intervention across 28 departments within the UCSF School of Medicine (SOM)
  - Implement systemic processes and utilize accountability measures for positions such as Vice-Chairs, Division Chiefs, Residency & Fellowship Program Directors
  - Build off of existing processes and practices for external faculty searches

## Accomplishments

- ✓ LEAD webpage on ODO website with materials ([LEAD materials](#)) & video in development; Leadership role description depository; Presentations to all Chairs and Department Diversity Leaders
  - ✓ Track Process & Accountability Measures - Search Survey; SOM annual Department Chair data
    - 2022 SOM Chair Accountability Survey indicates dramatic increase in implementing search processes for leadership selection rather than Chair appointment; increases in women and URM in Departmental leadership positions
- 2) Develop diversity leadership data tool
  - 3) Partner with UC Health Group to disseminate findings & tools across UC's 18 health professional schools



“When we’re recruited as entry level faculty, we are told that we are risky. We work doggedly to dispel doubts about our abilities, but despite these successes, we aren’t lauded as exceptional scholars. We just get more service responsibility. We do a ton of service work, and we are valued for that work, but it comes at the expense of our scholarship. And if we’re able to do scholarship, we aren’t valued by the institution as scholars. We are given the distinct impression that our value is bound up in what we can give to the institution in terms of service. It’s a terrible cycle.”

“...all campuses "desiring diversity" need to understand much more about the health impact on people of color, particularly women of color. We develop [health issues], in part, because of the toxic environments that the academy unleashes upon us.”

“There is no recourse if you're being harassed by your Chair. I know many women of color faculty who say nothing about extended abuse.”



# UCI Inclusive Excellence Supplement Hiring Program

## Goal

- Increase search committee's attention to hiring faculty who contribute to inclusive excellence (IE)

## Incentive

- Provost provides second FTE if top two candidates in standard department based search have demonstrated significant contributions to IE activities

## Implementation

- Nomination from school must include compelling diversity statements submitted by candidates
- Nomination reviewed by central committee, Provost has final approval

## Outcomes

- **2019-20**: 16 nominations, 13 approved (4 STEM); 22 (of 26) faculty accepted offer; 7 new FTE added through IESH program (total faculty hires = 79)
- **2020-21**: 17 nominations, 14 approved (5 STEM); 20 (of 28) faculty accepted, 7 new FTE added through IESH program (total faculty hires = 72)

## Challenges

- Equal Access: Is it fair to require compelling diversity statement submitted at time of application?
- Distribution: Should one department or school be able to have 1,2,3... concurrent nominations?

<https://ap.uci.edu/programs/hiringprograms/inclusiveexcellence/>



# UC Irvine Department of Chemistry Two-Stage Application Screening Process

**Premise:** “blind” screening reduces unconscious and institutional biases in selection processes (e.g., auditions for symphony orchestras, applications for time on the Hubble space telescope)

**How We Did It:** with support from an “Advancing Faculty Diversity” grant, the Department of Chemistry at UCI has implemented a two-stage process for screening applications for Assistant Professor positions

**First Stage:** review redacted research and diversity statements to obtain a long list (~10% of applications); rubric used for evaluating diversity statements

**Second Stage:** review full applications to obtain a short list of interviewees (6–9 applicants)

## Outcomes:

**2019-2020:** 236 applications (19% women, 53% minority); short list: 5/9 women, 5/9 minority; hired Seu Sim

**2021-2022:** 167 applications (31% women, 55% minority); short list: 3/6 women, 3/6 minority; IE Supplement

## Challenges:

**“Logjam” problem:** redaction of hundreds of applications is very time consuming

**Assessment:** it will be a long time before we will have enough data for statistically significant analysis of effectiveness; improve relevance of applicant pools?



# DEI Statements: powerful, valuable, legal

- If they are **mandatory** – as they are for most UC campuses – then use them for everything they are worth
- They represent the great equalizer to help bring new outstanding faculty who will contribute to inclusive excellence while remaining compliant with Proposition 209
- Statements should be anonymized to help avoid implicit biases, but can be classified by career stage
- Recruitment Advisory Committees should use rubrics **developed by the department** to provide objective evaluations, and then use score cutoffs to determine who will move forward in the evaluation
- UC Davis is developing online modules to help faculty understand how to write and evaluate statements for advancement as well as recruitment

# UC San Diego Cluster Hire Initiatives

## Description

- Two cross-disciplinary cluster hires supported by AFD grants (AY 2020-2022 & AY 2021-2023), the Executive Vice Chancellor, and VC-EDI
- 1) Advancing Faculty Diversity Cluster Hire Initiative: Strengthening STEM Research and Teaching for the Black/African American Diaspora
  - Will hire 13 LRF in the Schools of Medicine, Public Health, Pharmacy, Physical Sciences, Biological Sciences, Engineering, Halıcıoğlu Data Science Institute, and the Scripps Institution of Oceanography.
  - Faculty hired will be affiliated with and teach at least 1 course in the Black Diaspora and African American Studies Program
- 2) Transforming UC San Diego from an Emerging HSI to an HSRI through a Latinx Cluster Hire
  - Will hire 14 LRF in the Schools of Social Sciences, Arts & Humanities, Global Policy and Strategy, and Management.
  - Faculty hired will be affiliated with and teach at least 1 course in Chicanx and Latinx Studies (CLS) and/or Latin American Studies (LAS) programs.

## Why these work:

- Grounded in strategic campus goals (e.g. HSI, integration of EDI in STEM), URM student needs (e.g. culturally relevant research opportunities and mentoring), and future curricular opportunities and directions (e.g. new African American Studies Major, culturally relevant major courses)
- Supported and sponsored by central administration and leadership, including the Chancellor, EVC, and VC-EDI
- Proposal and Steering Committee led by senior faculty of color, including Program Directors, Provosts, Faculty Equity Advisors, and AVC-FEDI, with administrative support from the Center for Faculty Diversity and Inclusion
- Buy-in from participating departments and schools; engagement with Faculty Equity Advisors in participating units
- These are not joint appointments – faculty are 100% appointed in a home department with affiliation to a corresponding curricular program.

## Progress to Date:

- At least four faculty have been hired under the STEM cluster (100% Black/African American); remaining searches in progress or closed/failed
- Seven searches underway for LCHI

## Links to Media and Information

- <https://bdaas.ucsd.edu/faculty-recruitment/index.html>
- <https://www.diverseeducation.com/faculty-staff/article/15290271/ucsd-hires-new-faculty-bridging-black-studies-and-stem>

# UCR Advancing Mathematics Faculty Diversity Fellows program (AMFDF)

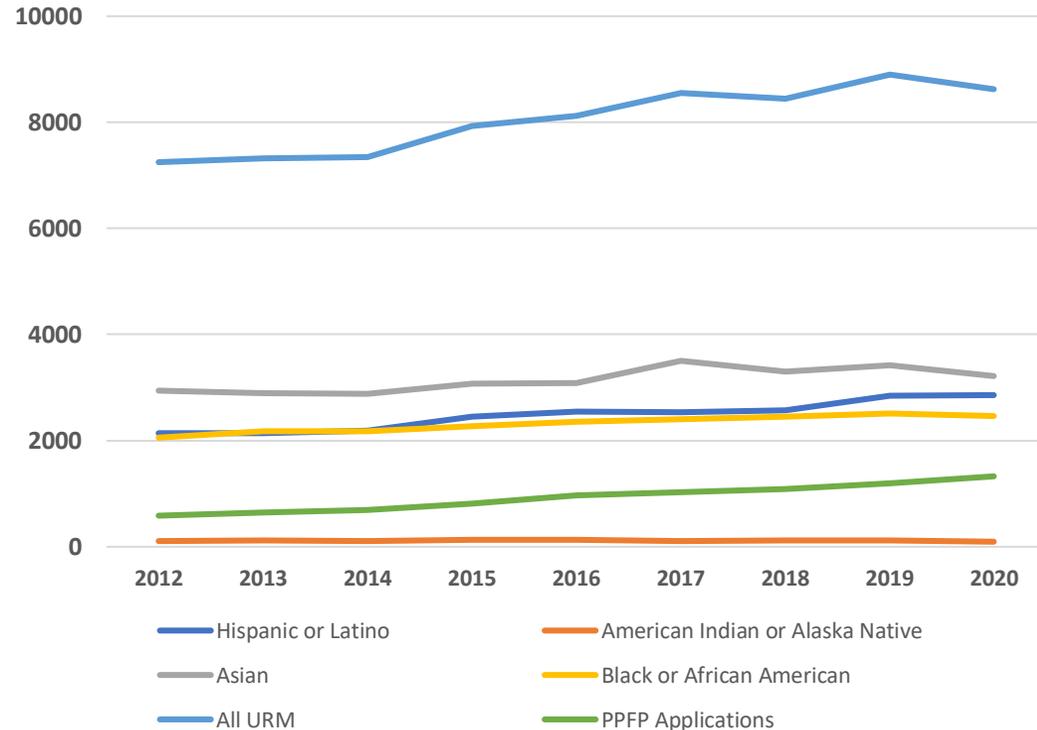
The AMFDF was the only funded UCR proposal in 2018-19. Four Postdoctoral Fellowship-Tenure-track Assistant Professor positions in pure and applied mathematics. Candidates received fellowship research funding for up to a year of postdoctoral training anywhere in the United States in 2019-2020 prior to beginning their duties as a tenure-track faculty member at UCR on July 1, 2020. AMFDF provided support during this enrichment year for professional development, which might include travel to professional meetings and conferences, attendance at grant-writing workshops, and research expenses. The college added two additional positions, one in pure and one applied math. All went through the same search methodology. So, there were a total of six positions through four search committees.

UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission, such as engagement with diverse populations of students, role modeling and mentoring was a preferred qualification for candidates for the AMFDF.

For recruitment, we reached out to institutions with a high percentage of PhDs earned by women and URM students. Women are severely underrepresented in Mathematics. We also utilized the Department of Education lists of Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) that award PhDs. Recruitment efforts were extended to the Field of Dreams meeting of Math Alliance and other focused venues. Advertisement for the positions were also sent to the Association for Women in Mathematics (AWM), Association for Women in Science, the European Women in Mathematics, the Mathematics Alliance, the National Association of Mathematicians, and the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS). We also targeted current and former President's and Chancellor's postdoctoral fellows.

# The Candidate Pool through PFPF: Earned Doctorates and PFPF Applications

## US Domestic URM Earned Doctorates



## PPFP Applications 2020, AY21-22\*

African American	Asian	AANPI	White	Other	Decline
164	247	51	399	202	240
13%	19%	4%	31%	16%	18%

Hispanic/Latino
340
26%

Sex		
Female	835	64%
Male	420	32%
Decline	48	4%

\*From a total of 1303 applications

# Mentoring and Equity Advisors

- Mentor – Mentee Program
  - Pairing incoming faculty with senior faculty
  - First step in building a UCI mentor network
- U See I Write (campus)/ Write and Mingle (Social Ecology)
  - Community building
  - Peer mentoring
- Direct Mentoring of Junior/Untenured Faculty
  - Be available as a resource

<https://ap.uci.edu/resources/facultydev/useeiwrite/>

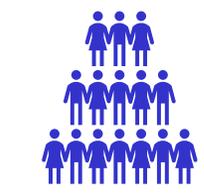


# Creating a climate that promotes high-quality mentoring and retention



## Make it Accessible

- Post plan where it is easy to find
- Common source of reference
- Statement of shared values



## Review by School Faculty

- Sharing best practices
- Creating allies
- Provides access to new ideas



## Share with Dept Chairs

- Matched to dept needs?
- Will they be allies for the next step?



## Share with stakeholders

- Share survey results and draft plan with Asst profs
- Hold a meeting if feasible to promote discussion
- Incorporate edits

## Define the status quo

- What are we doing now?
- Is it consistent across depts?
- Is it effective?
- Is there accountability?



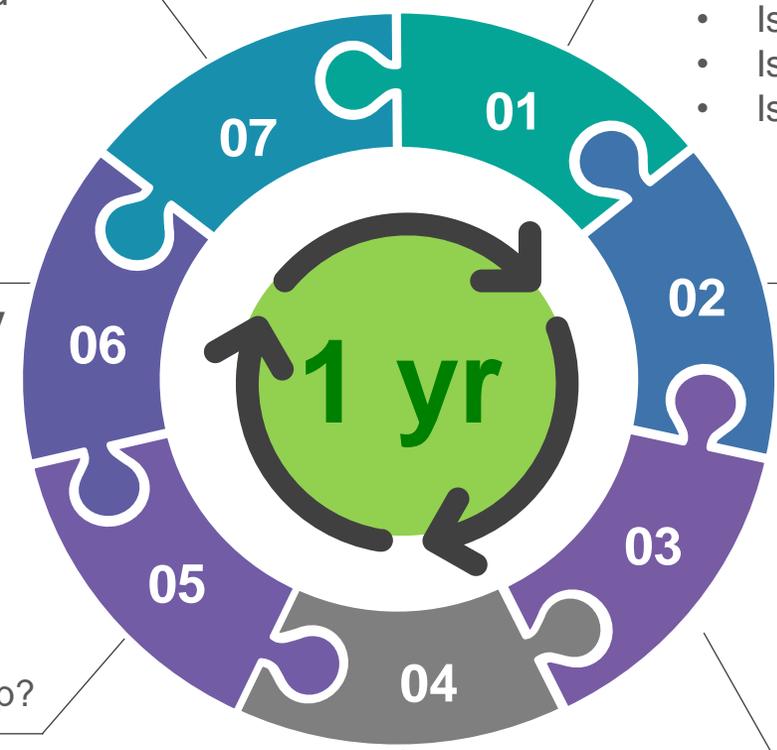
## Identify "best practices"

- Literature
- Blogs/websites
- Local experts
- Other Schools



## Share scaffold with leadership

- Create a first draft
- Share the data that supports the plan
- Achieve buy-in from leadership





Visit <http://inclusion.bio.uci.edu>

- ABOUT
- RESOURCES
- FUNDING
- TRAINING
- PROGRAMS
- NEWS
- EVENTS



# BIOSCI INCLUSIVE EXCELLENCE

Dedicated to diversity, equity and inclusion.

- Resources for:**
  - Inclusive Search and Recruitment
  - Culturally Responsive Teaching
  - Faculty Mentoring Plans
  - Merit and Promotion Process
  - Mental Health and Wellness
- Funding Mechanisms:**
  - Diversity Postdoctoral Fellowships
  - Inclusive Excellence Grants
  - Diversity Grant Incentives

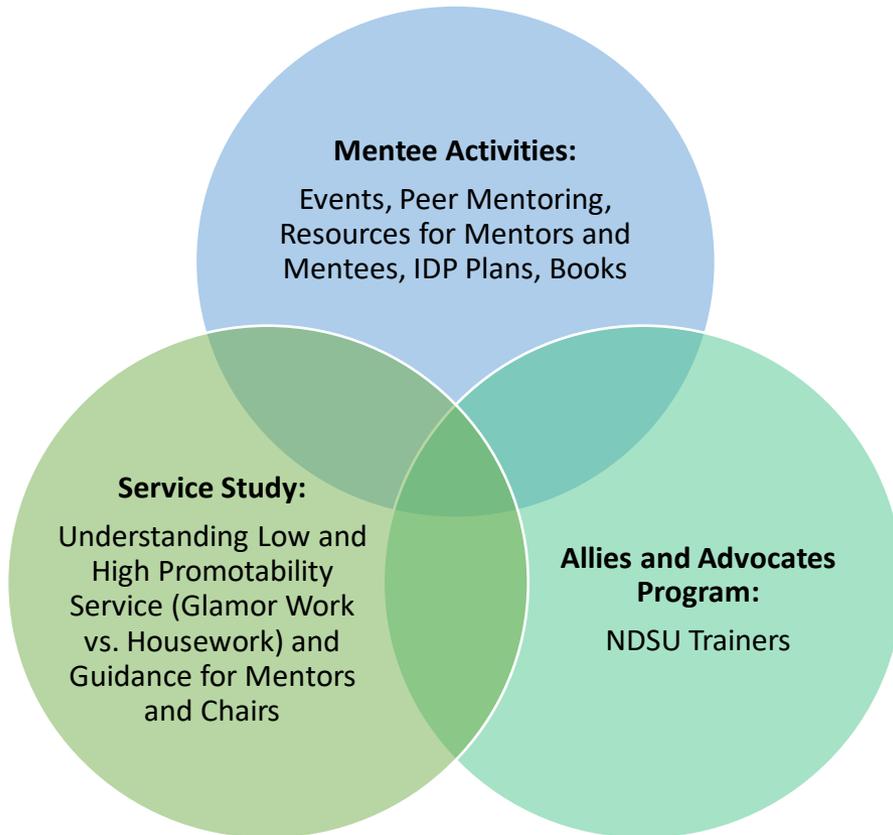
# AFD Mentoring Program for College of Engineering



# Research Development Office

Focus on Institutional Transformation and not Mentee Deficits

Informal “Everyday” Mentoring



# CREATE Planning Activity

## Examining Change for “Small Wins”

### Diagnose

What has been working at your institution, school, or department re: DEI?

### Co-Design

Who are partners?  
What are the visible and hidden agendas?

### Evaluate for Key Learning

What is your timeline for change? Is it realistic?  
Are you assessing key areas?  
What has worked and why/why not?

### Move to Next Activity/Pilot

What are strongest lever(s) for change?  
What would look different with broader intervention?  
Other intervention?

