**Office of the President**

**TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:**

**DISCUSSION ITEM**

*For Meeting of September 26, 2018*

**ACCOUNTABILITY SUB-REPORT ON DIVERSITY: FACULTY DIVERSITY OUTCOMES**

**EXECUTIVE SUMMARY**

The Annual Accountability Sub-Report on Diversity at the University of California is presented to the Committee on Academic and Student Affairs. The report is prepared as part of ongoing efforts to ensure greater accountability across the UC system and utilizes data contained in the Accountability Report at the University. http://accountability.universityofcalifornia.edu/2018

The September 2018 report provides an overview of faculty diversity trends and outcomes. It also includes a discussion of methods and practices to advance faculty diversity at a more rapid and consistent rate. Key findings include the following:

- UC's composition of women and persons from underrepresented groups (URG)[1] compares favorably to the "*Comparison 8*" group, i.e., a peer group of four public and four private research institutions.
- Recent hires of ladder-rank and equivalent faculty (LRE) are significantly more diverse than incumbent faculty. In the last year, 44.1 percent of new hires were women and 17.1 percent were from URGs.
- The percentage of LRE women faculty has increased steadily so that currently, one in three faculty (33.5 percent) are women.
- UC has experienced more gradual increases in the racial/ethnic composition of its faculty; faculty from *domestic and international* URGs currently make up ten percent of UC ladder-rank faculty. UC has also seen an increase in international faculty (including all races/ethnicities and disciplines) since 2000.
- The gender and racial/ethnic composition of faculty vary greatly by discipline. The percentage of both women and URG faculty in non-STEM disciplines greatly outpaces the representation of women and URG in STEM disciplines.
- Recent successes in gender and racial/ethnic diversity can be attributed in part to significant UC investment in promising practices in developing the academic pipeline, and in faculty recruitment and retention, including the efforts of the Advancing Faculty Diversity grants and the President's Postdoctoral Fellowship Program.

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[1] Underrepresented groups include African American, American Indian, and Hispanic/Latino(a).

- UC is taking active steps to strengthen and extend these successful programs.

## BACKGROUND

The University of California's distinguished faculty serve as a rich source of innovation, discovery, intellect, and mentorship. They provide top-quality education to UC students, develop groundbreaking research, and serve California communities. Some of their highest impact work is in collaboratively creating undergraduate, master's, and doctoral programs of world-class quality. In addition to the engagement and learning that comes from interaction with diverse peers, a diverse faculty can enhance innovation and improve educational outcomes; these faculty members shape and define the curriculum and the research agenda of their disciplines.

Academic performance and career aspirations are enhanced when students have faculty of similar backgrounds who can serve as role models. The validation of students' experiences and struggles by faculty of the same race/ethnicity and gender builds self-confidence and self-esteem among students and helps UC produce the next generation of academic leaders. Moreover, teaching, scholarship, research, creativity, innovation, and service flourish when all members of the community are welcomed, supported, and respected. Removing the barriers that prevent active participation of all qualified faculty is critical to developing an educated workforce with the values, creativity, culture, and perspectives to provide solutions to the challenging problems of the 21st century.

While Proposition 209 and related case law limits the use of numerical targets or goals and other preferential treatment based on gender or racial/ethnic identity, UC aspires to recruit and retain faculty that meet or exceed national availability pools while at the same time advancing UC's global reputation and standing in research, teaching, and public service.
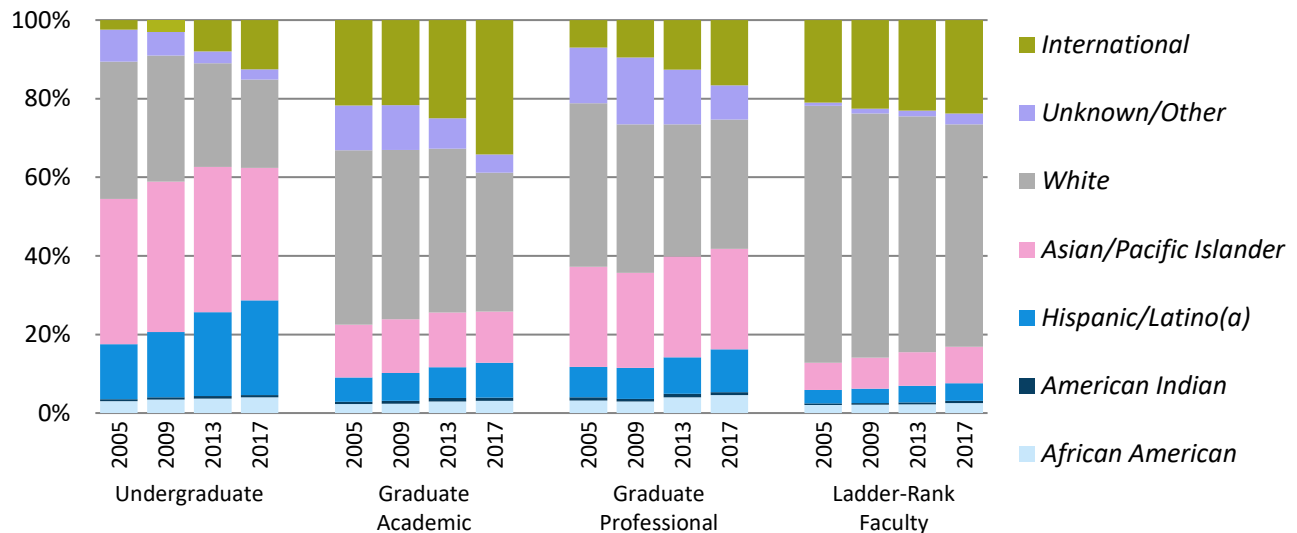
### *UC Faculty Diversity Trends and Outcomes*

The following sections summarize UC faculty diversity trends and outcomes.

<u>Ladder-rank faculty are less diverse overall, especially in comparison to undergraduate and graduate student populations</u>

Students from underrepresented groups (URGs) make up 28.7 percent of UC undergraduates, 12.8 percent of graduate academic students, and 16.2 percent of graduate professional students, while URG faculty make up ten percent of ladder-rank faculty (Figure 1). Women make up one-third (33.5 percent) of ladder-rank faculty, compared to just over 53.4 percent of undergraduates, 42.5 percent of graduate academic, and 53.8 percent of graduate professional students.

This report focuses on the "core" faculty (tenured/tenure-track or LRE). These LRE faculty have the primary responsibility for the delivery of instruction and the supervision of research. They are also responsible for admissions and curriculum. Compared to the student population, a higher proportion of LRE faculty identify themselves as white or as international citizens.

Figure 1: Racial/Ethnic Distribution of Students and Ladder-rank Faculty, University-wide,
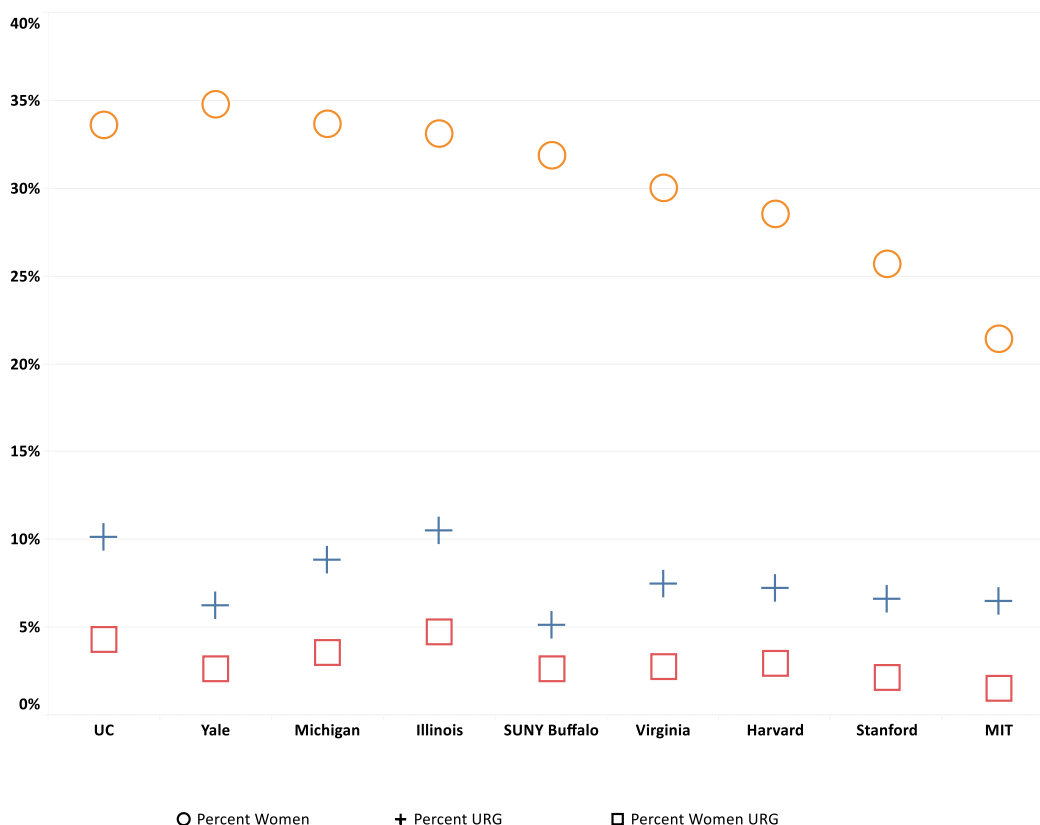Selected Years Fall 2005 to 2017



Source: UC Accountability Report 2018. Undergraduates include approximately 300 post-baccalaureate teaching credential students. "Two or more" are included in unknown/other category.

UC's faculty diversity compares favorably to peer institutions

The proportion of women and persons from URGs among tenured and tenure-track UC faculty compares favorably to the "*Comparison 8*" group, UC's standard comparative peer group of four public and four private research institutions. With one-third women faculty, one-tenth URG faculty, and just over four percent women URG, UC stands ahead of most institutions with the exception of Yale (34.8 percent women faculty) and Illinois (10.5 percent URG and 4.7 percent women URG) as shown in Figure 2. These comparisons, though favorable, are nothing of which to be proud.

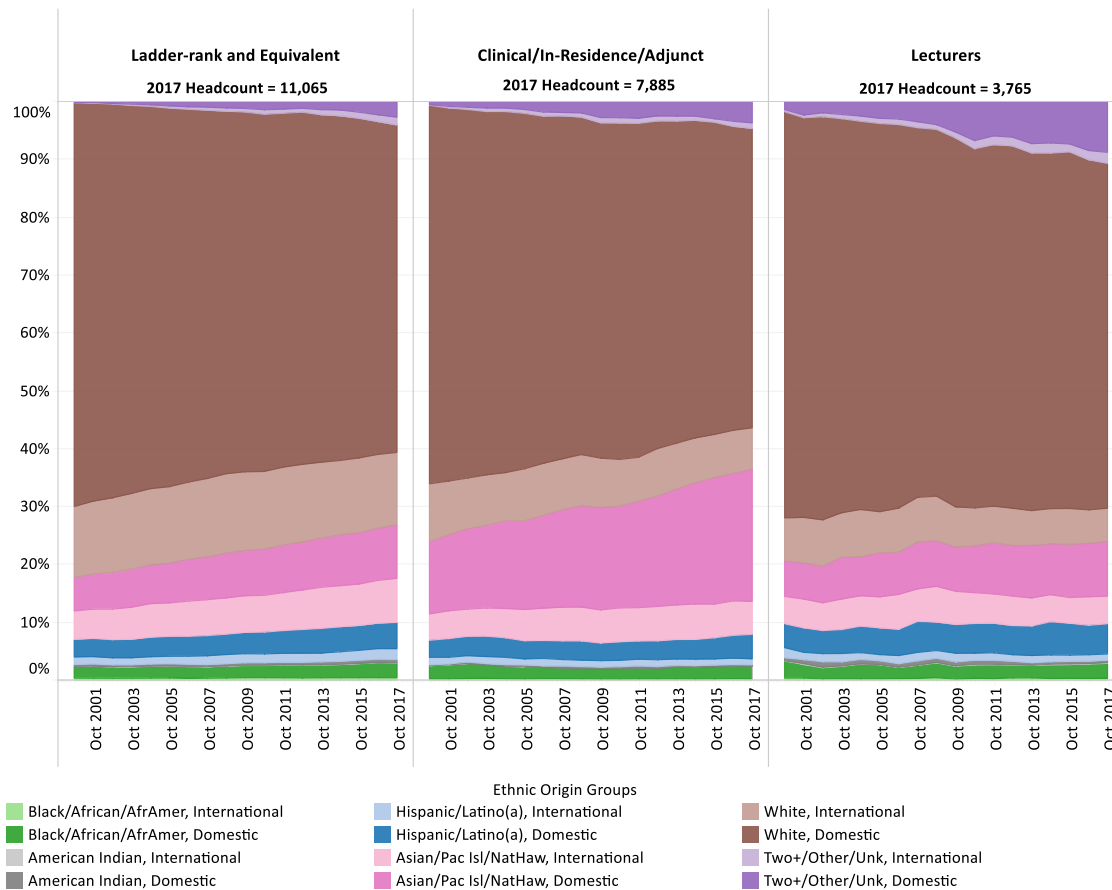Figure 2: Faculty Diversity – Comparison with Peer Institutions, Fall 2016

## Gradual increases in racial/ethnic diversity among UC Faculty

UC's faculty has experienced gradual increases in racial and ethnic diversity among all three categories of faculty, as shown in Figure 3 below. Among ladder-rank faculty, the percentage of faculty from *domestic* URGs (African American, Hispanic/Latino(a), and American Indian) has increased from 5.3 percent to 7.7 percent between 2000 and 2017; domestic Asian/Pacific Islander/Native Hawaiian has increased from 5.8 percent to 9.3 percent; and domestic White has decreased from 69.8 percent to 56.6 percent. Reflecting the global reach of UC, LRE faculty who are classified as International, regardless of race/ethnicity, have increased from 18.9 percent to 23.7 percent between 2000 and 2017; these averages include all disciplines.

Figure 3 also shows that the percentage of clinical/in-residence/adjunct faculty from domestic URGs increased slightly from 5.4 percent to 6.5 percent between 2000 and 2017; during this same period the percentage of URG lecturers has remained relatively constant at about eight percent.

Figure 3: Racial/Ethnic Diversity among UC Faculty (all ranks)



| Ethnic Origin Groups | Domestic/ International | Ladder-rank Faculty and Equivalent | | Clinical/ In-Residence/ Adjunct Faculty | | Lecturers | |
|---|---|---|---|---|---|---|---|
| | | Oct 2000 | Oct 2017 | Oct 2000 | Oct 2017 | Oct 2000 | Oct 2017 |
| Black/ African/ African American | Domestic | 2.0% | 2.6% | 2.3% | 2.1% | 3.0% | 2.6% |
| | International | 0.3% | 0.4% | 0.2% | 0.2% | 0.3% | 0.3% |
| American Indian | Domestic | 0.3% | 0.5% | 0.1% | 0.2% | 0.5% | 0.4% |
| | International | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Hispanic/ Latino(a) | Domestic | 3.0% | 4.6% | 3.0% | 4.2% | 4.1% | 5.2% |
| | International | 1.3% | 1.9% | 1.3% | 1.0% | 1.7% | 1.1% |
| Asian/ Pacific Islander/ Native Hawaiian | Domestic | 5.8% | 9.3% | 12.5% | 22.9% | 6.2% | 9.5% |
| | International | 4.9% | 7.6% | 4.6% | 5.7% | 4.7% | 4.8% |
| White | Domestic | 69.8% | 56.6% | 65.4% | 51.7% | 70.2% | 59.6% |
| | International | 12.3% | 12.5% | 10.0% | 7.1% | 7.4% | 5.7% |
| Two+/ Other/ Unknown | Domestic | 0.2% | 2.8% | 0.6% | 3.7% | 1.4% | 8.8% |
| | International | 0.1% | 1.3% | 0.1% | 1.0% | 0.4% | 1.9% |

2017 Headcounts – All faculty series:
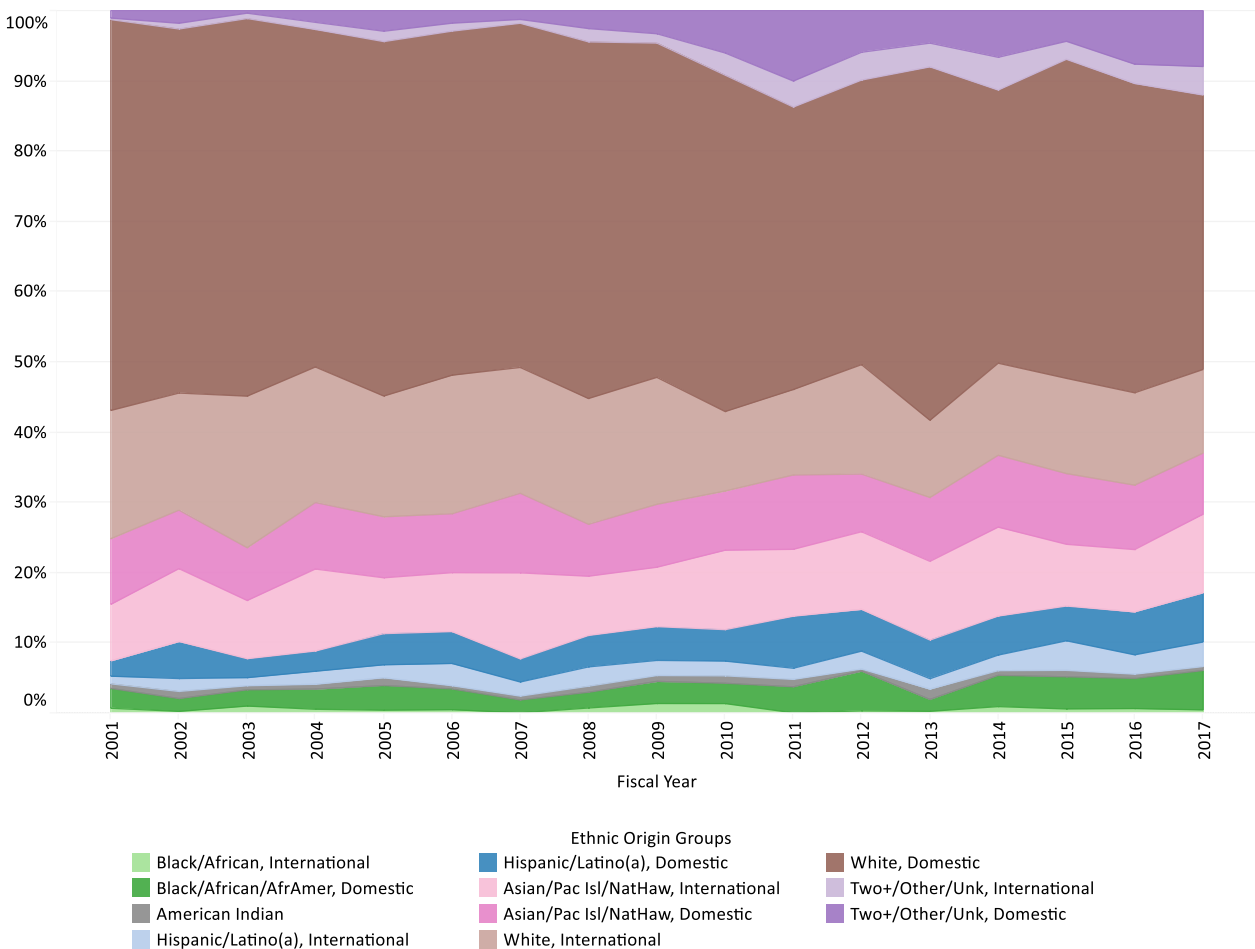
| | URG | Total |
|---|---|---|
| Domestic | 1,674 | 18,374 |
| International | 415 | 4,314 |

Source: UC Corporate Personnel System

Recent ladder-rank faculty hires are more diverse

As shown in Figure 4, the recent hires of LRE faculty are more diverse in terms of race/ethnicity than among incumbent faculty. In the most recent year for which data are available, URG faculty made up 17.1 percent of all LRE new hires, compared to only ten percent of incumbent faculty. The overall trend shows a moderate but steady increase in the hiring of URG faculty in the last three years (15.2 percent to 17.1 percent URG). Given that tenure-track and tenured faculty tend to remain with the University for long, productive careers, it is expected that it may take several more years for the full impact of these recent hires to be reflected in the diversity of the faculty population as a whole.

Figure 4: Racial/Ethnic Diversity among New Ladder-rank Faculty Hires (all ranks)



**Ethnic Origin Groups**

Black/African, International

Black/African/AfrAmer, Domestic

American Indian

Hispanic/Latino(a), International

Hispanic/Latino(a), Domestic

Asian/Pac Isl/NatHaw, International

Asian/Pac Isl/NatHaw, Domestic

White, International

White, Domestic

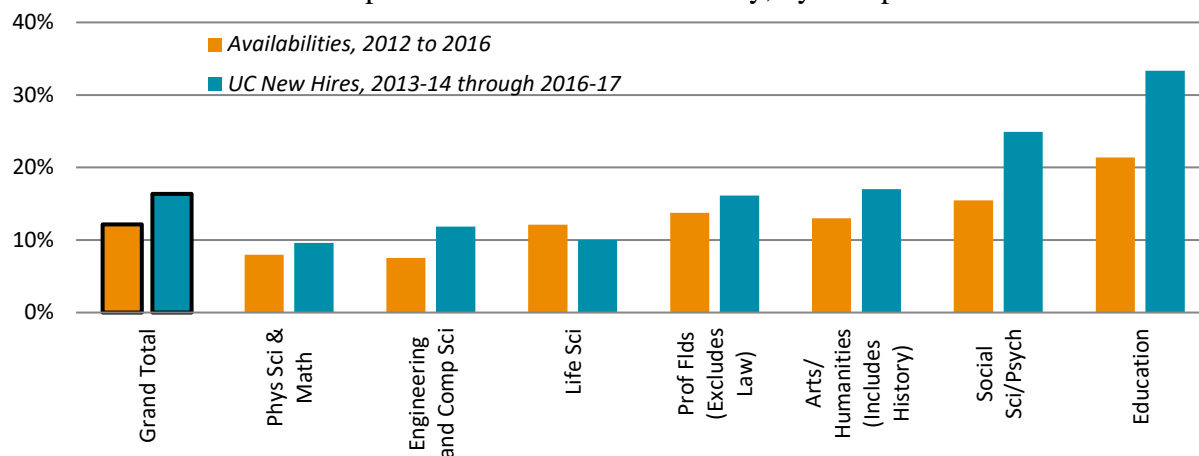Two+/Other/Unk, International

Two+/Other/Unk, Domestic

**Due to small numbers, American Indian/Native American includes Domestic and International

Source: UC campus Academic File records of new faculty hires and UC Corporate Personnel System

<u>UC hiring meets or exceeds national availability pool of underrepresented doctorate-degree recipients</u>

UC's hiring of underrepresented faculty varies among broad disciplinary groups, and exceeds or nearly meets the national availability of doctorates in these groups. Between 2012 and 2016, <u>URGs</u> accounted for 12.2 percent of nationwide new doctoral degree recipients and 16.4 percent of UC's new assistant professor hires. Some disciplines exhibit greater success in hiring efforts at UC than others, relative to the availability pools in their field. These availability and hiring patterns by discipline help explain some of the variation in diversity by disciplines among UC's overall LRE faculty. With the exception of Life Sciences, all disciplines are surpassing the national availabilities of underrepresented candidates when it comes to the hiring of new assistant professors.

Figure 5: Underrepresented new assistant professors
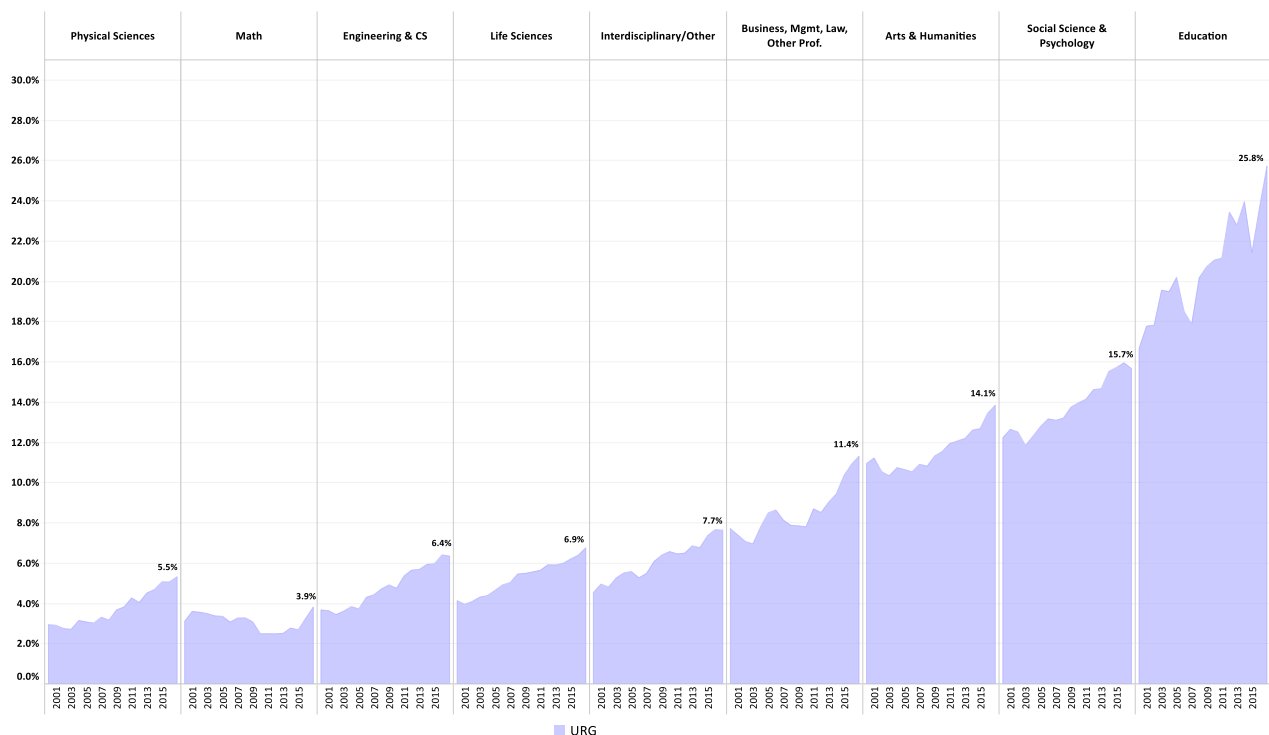compared with national availability, by discipline



Source: Survey of Earned Doctorates (domestic and international PhD recipients from U.S. universities from 2012 to 2016); campus submissions of UC Academic File records of new faculty hires, UC Corporate Personnel System

Faculty racial/ethnic diversity varies by discipline

Another approach to understanding the diversity of ladder-rank faculty is through broad disciplinary groups, as shown in Figure 6. Certain disciplines exhibit higher ethnic diversity than others. Figure 6 shows relatively constant percentages of LRE faculty from domestic underrepresented racial/ethnic groups in the Science, Technology, Engineering, and Mathematics (STEM) disciplines and more rapid increases across Arts and Humanities, Social Sciences and Professional Fields.

Figure 6: Racial/Ethnic Diversity by Discipline:  UC Ladder Rank Faculty and Equivalent: 2001-2016
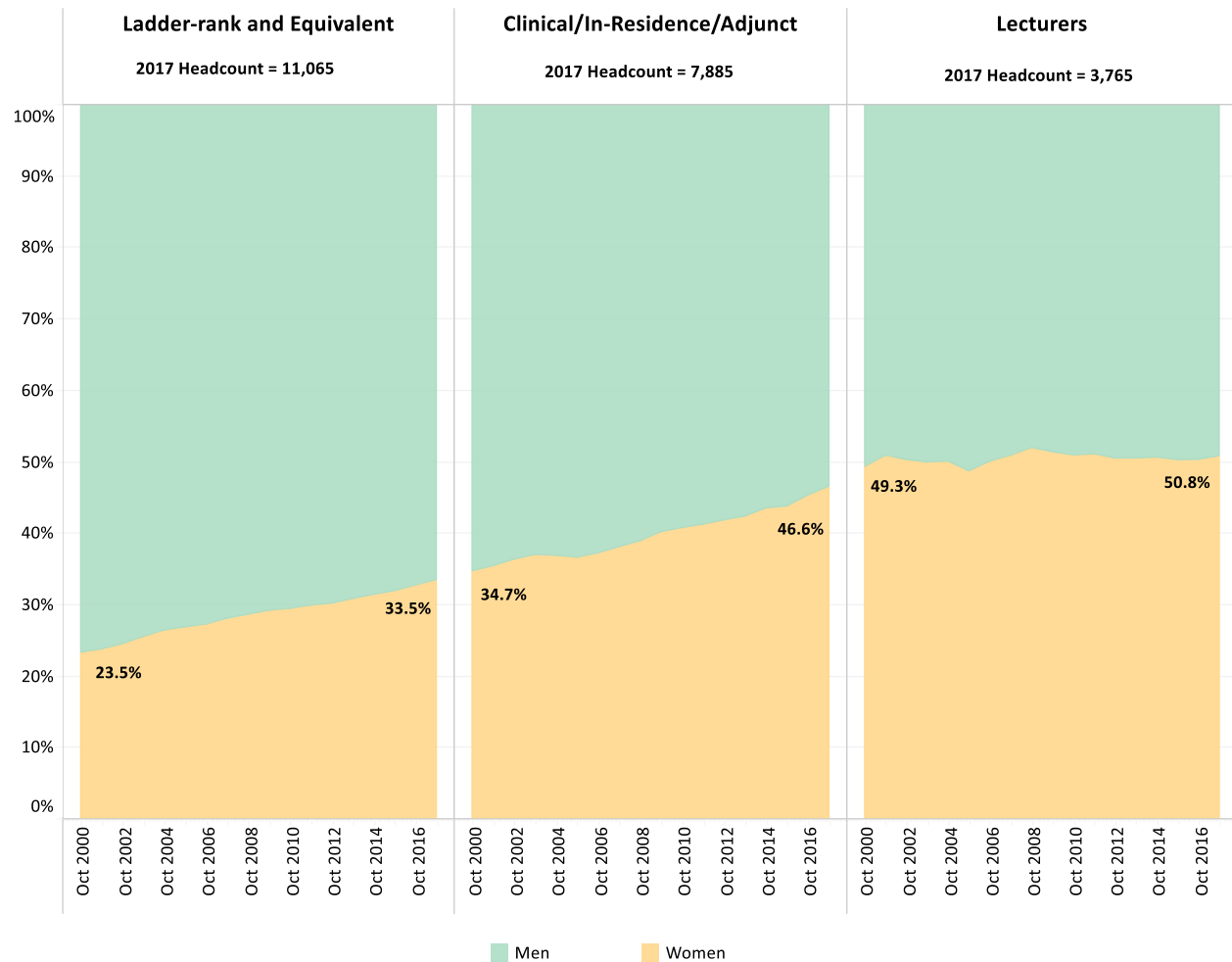


Source: UC Corporate Personnel System

**One-third of ladder-rank faculty are women**

Since the turn of the 21st century, gender diversity has increased for all three categories of UC faculty: ladder-rank and equivalent (LRE); Clinical/In-Residence/Adjunct faculty; and lecturers. For example, the proportion of women LRE faculty has grown from 23.3 percent in 2000 to 33.5 percent in 2017. The percentage of women in the Clinical/In-Residence/Adjunct faculty series, which are utilized predominately in health sciences and professional schools, has grown from 34.7 percent to 46.6 percent during the same period. And among Lecturers, 50.8 percent are women, a percentage that has remained consistent since 2000. (See Figure 7.)
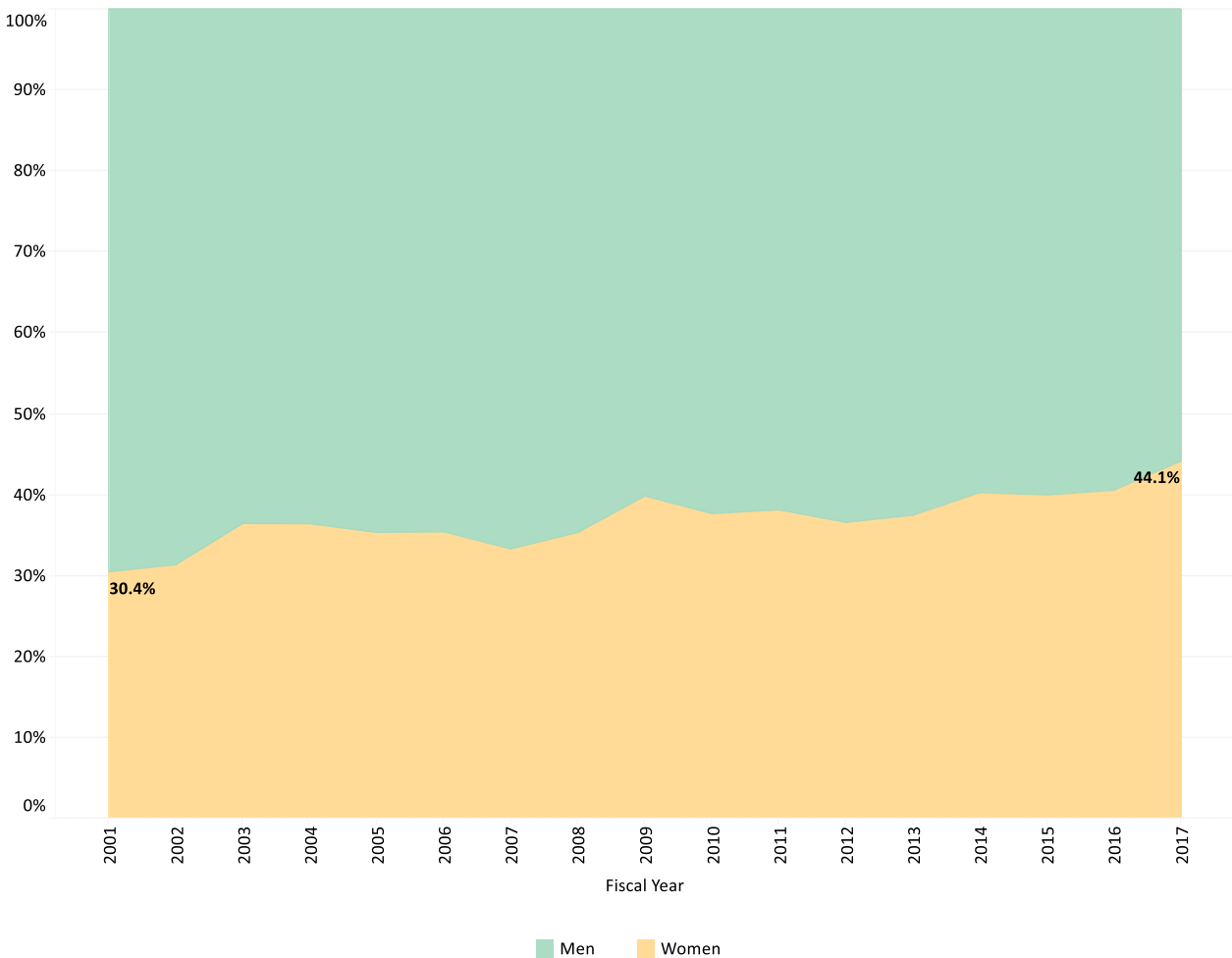
Figure 7: Gender Diversity among UC Faculty



| Gender | Ladder-rank Faculty and Equivalent | | Clinical/ In-Residence/ Adjunct Faculty | | Lecturers | |
|---|---|---|---|---|---|---|
| | Oct 2000 | Oct 2017 | Oct 2000 | Oct 2017 | Oct 2000 | Oct 2017 |
| Women | 23.3% | 33.5% | 34.7% | 46.6% | 49.3% | 50.8% |
| Men | 76.7% | 66.5% | 65.3% | 53.4% | 50.7% | 49.2% |

Source: UC Corporate Personnel System

## In recent years, two out of five faculty hired are women

Recent hires of LRE faculty are more diverse in gender than the incumbent faculty. As shown in Figure 8, in the most recent year for which data are available, women made up two out of five (44.1 percent) of all LRE new hires, compared to one out of three (33.5 percent) of incumbent LRE faculty.

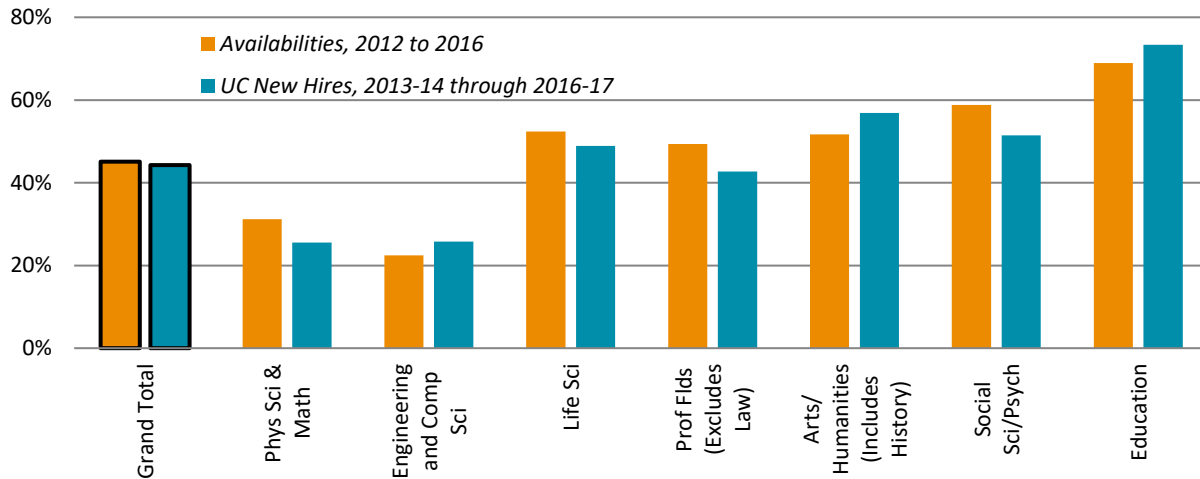Figure 8: Gender Diversity among New Ladder-rank Faculty Hires



Source: UC campus Academic File records of new faculty hires and
UC Corporate Personnel System

<u>UC hiring of women faculty meets or exceeds national availability pools of doctorates</u>

UC's hiring of women and underrepresented faculty overall exceeds or nearly meets the national availability of doctorates, with some variation among broad disciplinary groups. Between 2012 and 2016, women candidates constituted 45.1 percent of nationwide new doctoral degree recipients and 44.3 percent of UC's new hires. UC's hiring of women assistant professors exceeds the national availabilities in Engineering and Computer Science, Arts, Humanities, and Education.

Figure 9: Women New Assistant Professors Compared with National Availability by Discipline
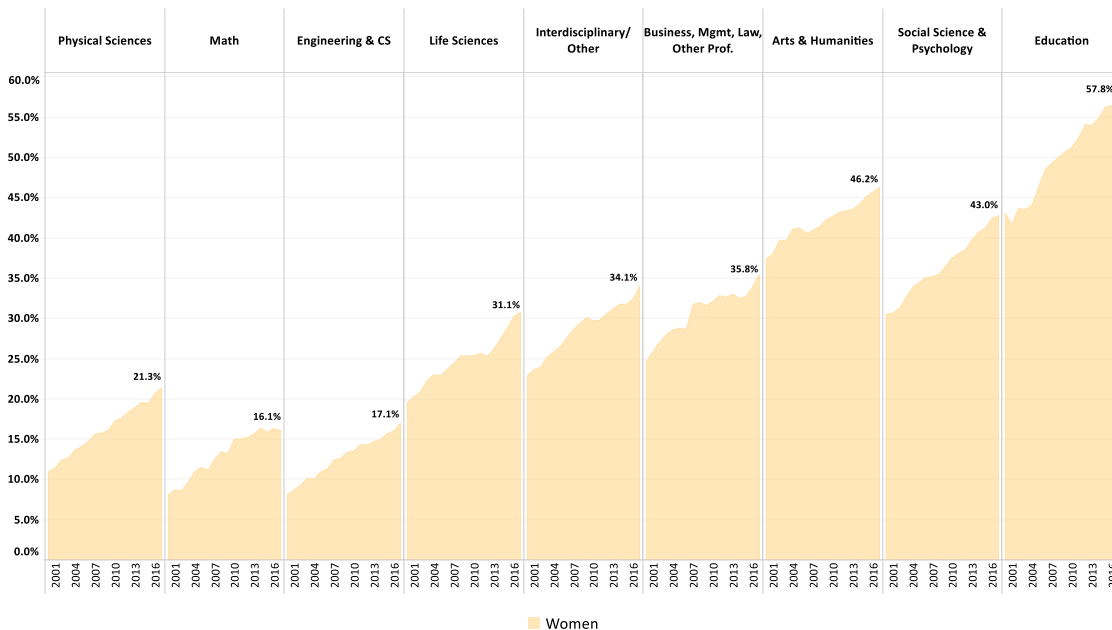


Source: Survey of Earned Doctorates (domestic and international PhD recipients from U.S. universities from 2012 to 2016); campus submissions of UC Academic File records of new faculty hires, UC Corporate Personnel System

Faculty gender diversity varies by discipline

Figure 10 shows that the percentage of women LRE faculty has increased rapidly across all disciplines, with the most pronounced increases in Education, Social Science and Psychology, and Arts and Humanities. It also shows that while women make up about 33.5 percent of LRE faculty overall, they constitute only 25.5 percent of those LRE faculty in STEM fields.

Figure 10: Gender Diversity by Discipline: UC Ladder Rank Faculty and Equivalent



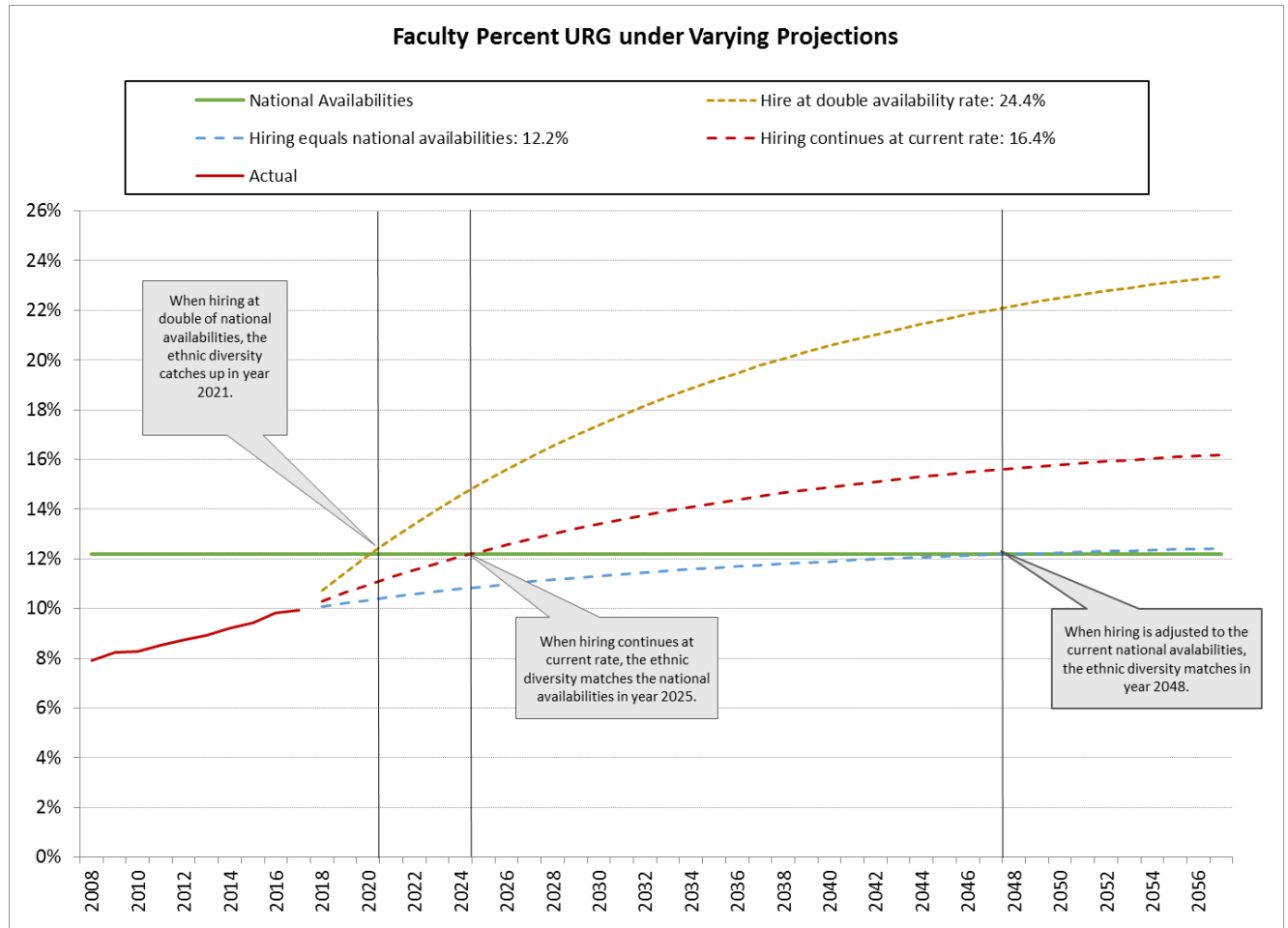Source: UC Corporate Personnel System

Projections show that more aggressive efforts are needed

Over the last two decades, the diversity among LRE faculty has increased, particularly the number and percentage of women faculty and to a lesser degree the number and percentage of faculty from URGs. To address how to achieve even greater faculty diversity, the UC Office of the President (UCOP) has projected the potential future increases in faculty diversity based on different hiring patterns. Figure 11 and 12 show three scenarios: a) hiring women and URG faculty at the current rate; b) hiring at the current availability rate of 45.1 percent women and 12.2 percent URG; and c) making a dramatically increased change in the hiring rate of women and URG faculty.

One factor affecting the rate of change of gender and racial/ethnic diversity among faculty is the relatively low turnover of ladder-rank faculty. Over the last decade, UC has hired at a rate slightly higher than the resignation/retirement rate in most years. Therefore, the number of LRE faculty is increasing: while there were 9,721 LRE faculty in 2007, there were 11,065 LRE faculty in 2017, an increase of 13.8 percent. However, because of the length of faculty service (the average LRE faculty member who retires from UC serves just over 30 years), any change in the ladder-rank faculty composition by gender and race/ethnicity tends to come slowly.

For URGs, an aspiration might be to meet or exceed the national availability of recent Ph.D. recipients in the selected disciplines (12.2 percent overall; see Figure 5 above). Figure 11 shows that since current hiring patterns for Assistant Professors are above national availabilities, overall URG faculty will likely match recent national availabilities as early as 2025. Alternately, if LRE faculty hiring were to simply mirror the URG availability pool, the overall LRE faculty group would match the percentage of the availability pool by 2048. A more accelerated timeline, by which the demographic profile of incumbent faculty would match the recent availability pool by 2021, could result if UC were to hire URG faculty at, for example, double the percentage found in national availabilities.
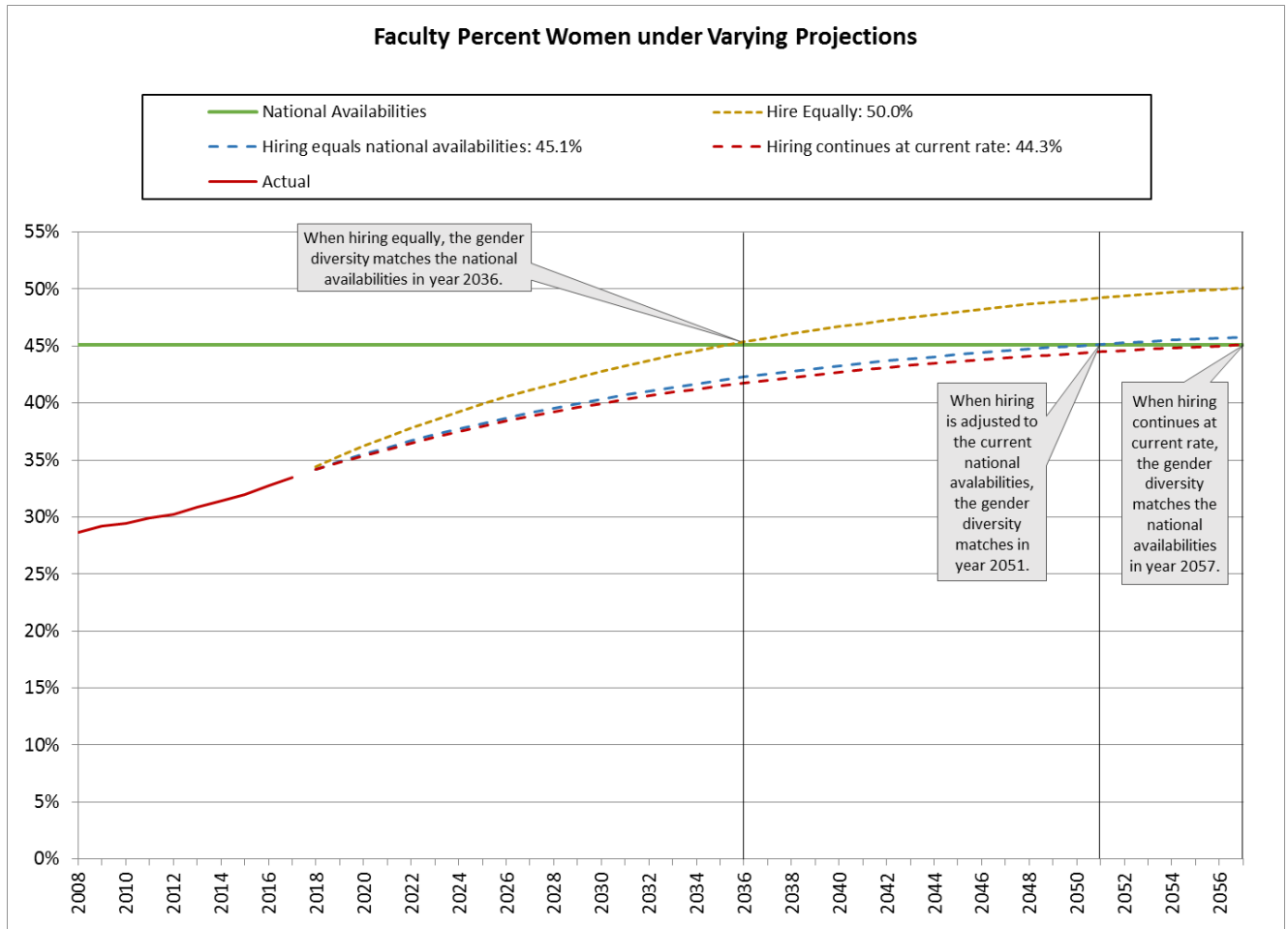
Figure 11: Faculty Percent URG under Varying Projections



National availabilities are held constant in these projections due to a lack of information about future trends.

For women faculty, if the aspiration were to meet or exceed the national availability of 45.1 percent of recent Ph.D. recipients, Figure 12 shows that when UC hires one woman faculty for every man, the 45.1 percent threshold would be reached in 2036. Figure 12 also shows that under current hiring patterns or a hiring pattern that matched current national availabilities, women would not make up at least 45.1 percent of UC LRE faculty until 2051 or beyond.

Figure 12: Faculty Percent Women under Varying Projections



National availabilities are held constant in these projections due to a lack of information about future trends.

*Promising Practices to Increase Faculty Diversity*

Improvement in diversity hiring and retention is the result of multi-faceted efforts, initiatives, and programs undertaken at the systemwide and campus levels. UC has learned that no single approach can achieve representational diversity; instead, the University needs to focus on all aspects of the academic pipeline: from preparation for the professoriate, to aggressive recruitment efforts, fair and inclusive selection processes, retention and academic climate, and leadership and accountability. Some of the many programs and efforts are elaborated in the next two sections.

Systemwide Efforts

**Advancing Faculty Diversity**. For the last three years (fiscal years 2016-19), the State of California has allocated $2 million per year to support new efforts in faculty diversity. With this $6 million, UC has been able to support a coordinated systemwide program by awarding these funds on a competitive basis to support new efforts to increase LRE faculty diversity in selected units. The funding has also been used to support the collection of reliable, useful information that could help guide future allocations in support of the University's overall goal of increasing faculty diversity. The program is designed so that the University can measure the effectiveness of the expenditures and determine whether expansion of the recruitment interventions would be warranted. Seven campuses have received funds to support innovative recruitment programs at the department, school, or college level during the first two years. In the first year, all three funded units saw significant change in practice and an increase in the number of new faculty who have made valuable contributions to diversity and to improving the academic climate for URGs and women. Successful practices in the first year included the use of rubrics to manage evaluation of candidates; the integration of "contributions to diversity" statements into evaluation at all levels; and the targeted use of startup funds. In UC Riverside's College of Engineering, a special hiring program focusing on postdoctoral training resulted in the recruitment of three women into LRE positions, two of them from URGs. Another funded project in the first year was at the UC San Diego School of Engineering, where 35 percent of new hires were women and 18 percent were from URGs; this hiring represented a notable increase over current faculty demographics in the school.

UC just completed the second year of the program, where four campuses received awards. Notable among this year's cohort was the campus commitment of additional full-time equivalents (FTEs) to the recruitment program. The second-year pilots implemented successful practices from the first year, as well as new interventions such as including students in the hiring process, making use of campus equity advisors, relying on school- or campus-wide review committees in the selection progress, and employing targeted hiring at the senior level through endowed chairs. The results against comparators and past years are still being finalized, but the hiring in these units is diverse in the percentages of both URGs and of women.

The experience of both years demonstrates the importance of leadership from the dean or chair; willingness of faculty to clarify and redefine evaluation processes; and commitment to broad outreach to potential candidates. The awards for the third year of funding will be announced in

September of 2018 for programs taking place from September 2018 through June of 2019. The third year of the program will continue to support a small number of recruitment projects; in addition, campuses have been encouraged to design programs to support retention efforts and inclusive climate.

**President's Postdoctoral Fellowship Program**. This nationally recognized program, established in 1984, supports diversification of the UC faculty through fellowship support and career development training for talented postdoctoral scholars who show promise as successful faculty in the UC system. Fellows have a demonstrated record of commitment to diversity in their research, teaching, and/or outreach, and those selected receive up to two years of support. Only three percent of applicants are selected from the candidate pool, and all have expressed interest in faculty careers at UC. The program also supports the Chancellor's Postdoctoral Fellowship programs, and this has been expanded to include all ten campuses in 2018. Together these programs support nearly 70 postdoctoral fellows annually with two-year fellowships. The number of fellows hired into the UC faculty has increased dramatically in recent years. In the five years prior to President Napolitano's increased commitment to the Program (2010-2014), an average of eight fellows per year were hired into ladder-rank faculty positions in the UC system. In the subsequent five years (2015-2019), average hiring has doubled to more than 16 hires per year. The program is notable for its support of postdoctoral fellows in a broad range of disciplines, from physical sciences to humanities, from engineering to biosciences, and from social sciences to professional disciplines. Those fellows hired into the UC faculty ranks are remarkably successful; for example, when compared to other contemporaneous cohorts of UC faculty, the former President's Postdoctoral Fellowship Program (PPFP) fellows are tenured at a higher rate. This year's cohort of President's Fellows is 68 percent women and 77 percent are from URGs. By contrast, the overall UC postdoctoral population is 41 percent women and nine percent URG.

President Napolitano has increased funding for the program in recent years, both to increase the support for fellowship training so that more fellows can be appointed at UC and to increase the number of hiring incentives that support the appointment of fellows into ladder-rank faculty positions at UC. The program has also built an expanding and innovative network of national partners who rely on UC's leadership in this sphere. National partners include the University of Michigan, New York University, the University of Maryland, Carnegie Mellon University, the University of Colorado, Boulder, and the University of Minnesota. UC faculty as well as campus administration are very supportive of the program and its significant contributions to faculty diversity: 12 percent of all new URG LRE faculty hired into general campus departments in the UC system in the last ten years were PPFP and/or Chancellors fellows.

**UC Recruit**. The University of California Academic Personnel Recruitment system (UC Recruit) delivers a standardized online academic recruitment process for all ten UC campuses plus the Division of Agricultural and Natural Resources. Not only is the system efficient in delivering a standardized, compliant, and policy-driven open recruitment system for UC's academic personnel, but it has become a national model for analyzing the successes and challenges of hiring a diverse faculty. The system was developed (and is still hosted) by UC Irvine and was expanded to all campuses by 2013. UC Recruit provides for secure online

academic employment recruitment management, supporting the entire recruitment workflow from creation and posting of the position description to application, reference gathering, reviewing by the search committee, and, finally, selecting a hired candidate. UC Recruit promotes recruitment compliance, utilizes best practices across the UC system, and collects robust data on UC hiring practices that contribute to the effort to lead and direct the national conversation on diversifying faculty. Reports are built into the system, providing for campuses to meet their reporting requirements as equal opportunity employers. Because nearly every faculty member at UC uses the UC Recruit system, conversations about the importance of recruiting a diverse faculty have become standard parts of department and school aspirations.

UC Recruit is an important tool in the University's efforts in faculty diversity, as can be noted in a few examples:

- A Search Committee Chair Survey, piloted at UC Berkeley and now available to all campuses through UC Recruit, allows UC to track which search practices and innovations (e.g., targeted outreach to potential candidates, job descriptions including expectations in contributions to diversity, diverse search committees) correlate with more diverse search outcomes.

- UC Recruit facilitates the work of faculty "equity advisors" in use on many UC campuses. These faculty equity advisors serve as peer advisors in departments or schools and one of their responsibilities is to ensure that academic recruitments are equitably conducted and that practices are in place to build inclusive academic climates dedicated to both diversity and excellence.

- The Advancing Faculty Diversity project funded by the State has been dependent on the demographic information available at multiple search stages in UC Recruit for its compilation of metrics to measure the success of pilot interventions.

- With the support of the National Science Foundation, researchers from UC Davis, UC Berkeley, and UCOP have extracted data from UC Recruit to build a dataset of unparalleled scale and richness for the analysis of the faculty recruitment process. These data, managed through strict Institutional Research Board oversight, will enable groundbreaking analyses of the factors associated with gender and racial differences in hiring processes and outcomes. By identifying the steps in the hiring process that are most susceptible to bias and the characteristics of the hiring process that either amplify or mitigate disparities, this study will identify the most important targets for policy interventions aimed at increasing equity and diversity in faculty hiring.

**Contributions to Diversity Statements.** California State law states that a candidate's race, gender, ethnicity, or certain other personal characteristics may not be considered in the evaluation of academic appointments. Through its policies, UC has adopted a strategy for recruiting and retaining a diverse faculty by recognizing and rewarding faculty contributions to diversity and equal opportunity through their teaching, research, outreach, and service. In 2006, UC faculty and administration approved new language in the Academic Personnel Manual

(APM) specifying the importance of "contributions to diversity" in faculty recruitment, review, and advancement. APM 210 1-d contains this notable language, first added in 2006 and updated after vigorous engagement by faculty in 2015:

> The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.

In the last five years, faculty have increasingly recognized the important role of "contributions to diversity" in their work. Nearly all UC campuses now require that job applicants submit a "contributions to diversity" statement as a part of their application materials through UC Recruit. Campuses have refined their evaluation of such statements through the use of rubrics. Several of the Advancing Faculty Diversity programs have prioritized "contributions to diversity" credentials of candidates earlier in the search process and modeled evaluation processes that integrate this information into review of candidates' skills, experience, expertise, and promise.

Campus Efforts

Each campus also has in place multiple programs and initiatives that are similarly targeted at building a strong and diverse faculty at UC. Below are selected highlights of these efforts. More comprehensive information is available on campus diversity web sites.

- **Leadership and accountability.** Most campuses have a designated "Chief Diversity Officer," with UC Merced having just created the position of Associate Chancellor and Chief Diversity Officer. UC San Diego has two part-time Associate Vice Chancellors for Faculty Diversity, Equity, and Inclusion; these are senior faculty members who meet with individual faculty members dealing with issues of retention and climate. UC San Francisco has hired a new Director of Diversity in Basic Science Faculty, leveraging national engagement to recruit faculty who will contribute to diversity, equity, and inclusion. UC Riverside has a composite image of senior leadership to provide a visual reminder that it values diversity in its students, staff, and faculty. Campuses track the success of such efforts as well. For example, UCLA is developing "dashboards" to provide campus units and populations measures of equity, diversity, and diversity.

- **Faculty equity advisors**. Most UC campuses have an Equity Advisor program. At UC Irvine, school-based Equity Advisors provide operational accountability, in part by monitoring searches at key milestones. At UC San Francisco, Equity Advisors provide

outreach to minority-serving organizations, and are responsible for building an internal pipeline to the faculty.

- **Recruitment.**

  o *Contributions to diversity.* Nearly all campuses require applicants to submit a "Contributions to Diversity" statement. UC Berkeley has piloted new guidelines for using these statements to evaluate candidates at all levels of decision-making.
  o *Hiring committees.* UC Santa Cruz requires that each search committee have a diversity liaison, as a complement to mandatory "fair hiring training" for committee chairs. Any waiver of open recruitment must include a discussion of the candidate's contributions to diversity and is reviewed by a campus Senate committee.
  o *Hiring initiatives.* The Center for Advancement of Multicultural Perspectives on Science and the Impact Recruitment Initiative at UC Davis are focused on creating communities of new faculty, seeking scholars whose teaching, service, and research contribute to issues pertaining to Latinas in STEM, multicultural perspectives in science, or issues of the African-American or African diaspora communities. UC Irvine piloted the Building Our Own Pipeline to the Professoriate program in STEM faculty hiring during 2017-18, an extension of its Inclusive Excellence FTE program which has supported two hires from a single search when both candidates exhibit exemplary commitment to inclusive excellence.
  o *Targeted outreach.* The UC San Diego Jacobs School of Engineering has notably improved its hiring of women and URM faculty with a focus on targeted outreach and rubric-based evaluation of candidates.

- **Training.** All campuses provide training to ensure that those involved in faculty recruitment, retention, and academic leadership are knowledgeable about diverse communities in University teaching, research, and service. UCLA provides a "flipped classroom" for faculty search committee trainings, with live classroom sessions following on-line videos on implicit bias. Similarly, UCR puts legal issues online and provides interactive training including a *Best Practices in Hiring* booklet. UC Davis relies on peer training in its Strength Through Equity and Diversity (STEAD) faculty committee; faculty-led STEAD training is research-based, with curriculum constantly updated.

- **Retention.** All ten campuses have expended significant resources to retain faculty. UC Davis has prioritized a collaborative and statistically sound faculty salary equity program to incentivize faculty to stay at UC Davis. UC Irvine is ensuring that Contributions to Diversity statements are standard in merit reviews of established faculty. Seven campuses are currently participating in a Retention and Exit Survey to help identify specific reasons our faculty decide to stay at UC or move to another university or organization.

- **Academic department climate.** UC San Diego just launched a Faculty Peer Mediation Program to provide an alternative dispute resolution process to support a collegial

workplace. UCLA provides annual Public Accountability Reports on discrimination investigations and conducts climate assessments to evaluate working and learning environments.

- **Campus-level competitive funding.** UC Santa Barbara has a program offering research awards for faculty who have made unusually time-consuming efforts in helping to achieve campus diversity. UC Irvine has the Inclusive Excellence Spirit Awards and the Dependent Childcare Travel Awards to support research travel and professional development. UC San Francisco supports the Watson Faculty Scholars to support faculty and potential faculty in developing their academic interests as well as activities that contribute to the diverse communities of California.

- **External funding.** UC Merced has submitted a proposal to the Mellon Foundation to build strong networks to attract new URG faculty and to identify a model for assessing and, ultimately, compensating URG faculty for the hidden labor they perform. UC Davis, UC Irvine, and other campuses have received funding from the National Science Foundation's ADVANCE Program to diversify the STEM workforce, especially faculty, in higher education.

- **Research.** UC Berkeley has conducted groundbreaking research on interventions that result in more diverse search outcomes and has shared it widely across UC and the nation.

- **Speakers/lecture series.** UC Santa Barbara sponsors the Diversity Lecture Series featuring distinguished scholars who are nationally known for their research on diversity, equity, and inclusion. The UC Merced Chancellor sponsors a Dialogue on Diversity and Interdisciplinarity, focused on campus Principles of Community.

Key to Acronyms

| APM | Academic Personnel Manual |
|---|---|
| FTE | full-time equivalent |
| LRE | ladder-rank and equivalent faculty |
| PPFP | President's Postdoctoral Fellowship Program |
| STEAD | Strength Through Equity and Diversity |
| STEM | Science, Technology, Engineering, and Mathematics |
| UC Recruit | University of California Academic Personnel Recruitment system |
| UCOP | UC Office of the President |
| URG | underrepresented groups |