

RFP-Advancing Faculty Diversity Improved Climate and Retention Program

A UC Davis Initiative to Engage Faculty in Faculty Retention and Inclusive Excellence Networks — Designing Solutions (FRIENDS)

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Type of Project: Intervention/Research

Abstract

UC Davis proposes a series of Faculty Retention and Inclusive Excellence Networks— Designing Solutions (FRIENDS). In year one, Associate Professors will be invited to join working groups involved in design thinking to remove barriers for marginalized faculty to thrive in our institution. The project has three parts, (1) share learning from stories behind data-driven insights on faculty experiences, (2) develop communities of future faculty leaders interested in issues of faculty equity, retention, and climate; and (c) design innovative interventions to tackle known issues. In year two, two (or more) working groups will have the opportunity to pilot their proposed intervention.

Overview and Project Description

The effectiveness, impact, and reputation of a university, while resting on many pillars, depends preeminently on the quality of faculty work in research and scholarship; teaching and mentoring; cooperation and collaboration with colleagues; service to the institution; and contributions to society. Campus leaders at all levels recognize that some of the most important conditions affecting achievement of UC Davis faculty is the way they think and feel about such aspects of their employment as work expectations, availability of resources for teaching and research, recognition and reward, opportunities for advancement and professional development, and campus commitment to equity, inclusion and diversity. For faculty from underrepresented and/or marginalized groups, the effect of structural barriers and bias magnify the real and perceived inequities in these areas, impacting our institution's ability to retain and build on valuable perspectives from a diverse community of faculty.

To assess how satisfied our faculty members are in their work as researchers, teachers, and members of the UC Davis community, UC Davis participated in the COACHE (Collaborative on Academic Careers in Higher Education) Faculty Job Satisfaction Survey in 2012-13, and again in 2016-17. The COACHE Survey is administered annually by the Harvard Graduate School of Education to hundreds of Institutions of higher education and is designed to measure faculty member satisfaction with the many dimensions of their work—from their research, teaching, and service activities to work-life balance, health and retirement benefits; from the merit and promotion system to academic leadership and shared governance; and from support for interdisciplinary and collaborative work to the collegiality of their department. The 2012-13 survey focused on ladder-rank faculty, but we expanded our coverage for the 2016-17 survey to all Academic Senate faculty, including those who are in clinical positions and those not on the tenure track. COACHE relies on comparative peer institution results to help participants glean insights on faculty satisfaction relative to comparable institutions.

Our proposed project focuses on the experience of Associate Professors of Color to provide in-depth, qualitative voice to the COACHE Survey results. Associate Professors are a critical resource on campus as potential mentors to Assistant Professor level faculty and as the next generation of leaders in the institution. As such, understanding what might allow greater satisfaction and retention of this group provides for growth and recruitment of junior faculty and the development of engaged leaders into the future. The focus of our project on Associate Professors is informed by our understanding from COACHE that Associate Professors require climate interventions to improve their experience at UC Davis and that they are best placed to inform the ways that we as an institution can do better to address their concerns. Our findings reveal that overall our faculty's satisfaction levels exceed those of our peer institutions¹. In contrast, Associate Professors are *significantly less satisfied* [compared to] full professors with all three dimensions of faculty work (research, teaching, and service); with personal and family policies; support for interdisciplinary work; opportunities for collaboration, mentorship; the standards and processes related to promotion to full professor; their departmental collegiality and quality; and the appreciation and recognition they receive" (COACHE Survey: Introduction and Overview, 2017, p. 3). Our COACHE survey results also provides insights into the tension between research, service, and teaching. In 2017, women faculty and faculty of color

¹ Peer institutions include: Indiana University–Bloomington, Purdue University, University of North Carolina–Chapel Hill, University of Minnesota–Twin Cities, and University of Virginia. All of these are research-intensive universities.

expressed lower levels of satisfaction in certain areas related to promotion to full professor. Moreover, Associate Professors were significantly more likely than Assistant and full Professors to disagree that their colleagues know how to evaluate contributions to diversity (COACHE Survey: Faculty Diversity, 2017). In addition, women and URM faculty were less likely than men, Whites and Asian/Asian-American faculty to agree...and more likely to “strongly disagree” that their colleagues know how to evaluate contributions to diversity (COACHE Survey: Faculty Diversity, 2017).

We also see higher levels of separation among Associate Professors than in any other rank. With this data in mind, we propose that the stakeholder group for the project would be Associate Professors across all disciplines and departments at UC Davis.

Table 1. Demographics of Current Ladder Rank Faculty at UC Davis

		Assistant Professor	Associate Professor	Professor	Grand Total
PoC	AM IND	1	2	6	9
	ASI	46	61	145	252
	BL	9	8	11	28
	HIS	33	26	36	95
	PAC ISL	4	1	3	8
	Total	93	98	201	392
Unknown	UNK	19	26	28	73
White	WH	147	177	652	978*
Two or more races		2	0	0	2
Grand Total		261	301	881	1,445*

For at least two decades, UC Davis has engaged in a project of academic diversity that over time has started to make a difference in the composition of the faculty. These efforts have centered on institutionalizing interventions in hiring to ensure that values of equity and inclusion matter to UC Davis and to faculty who join our community, in addition to reforms related to salary, work-life balance, and promotion intended to promote more equitable outcomes for faculty and improved climate. Whereas UC Davis has also developed and supported faculty-development programming, networking opportunities, and formal mentorship initiatives for faculty, we see a need to provide more of these opportunities that are both systemized and informed by the voices of the very faculty who comprise our UC Davis family.

The timing of this proposal could not be better for UC Davis. During the past two years, Academic Affairs (AA) and the Office for Diversity, Equity and Inclusion (DEI) have built a strong record of collaborative work around academic diversity as demonstrated especially through the institutionalization of the UC Davis NSF ADVANCE grant in both offices and the successful partnership in the recent UCOP grant for advancing faculty diversity. UC Davis now has two Centers to advance academic diversity -- the Center for the Advancement of Multicultural Perspectives on Science (CAMPOS) and the Center for the Advancement of Multicultural Perspectives on Social Sciences, the Arts and Humanities (CAMPSSAH)—with projections for growth to promote broad interdisciplinary collaborations among CAMPOS and CAMPSSAH scholars; support faculty development and advancement from assistant to full professors, create communities of belonging; and lead initiatives of institutional transformation

to promote more equitable practices and policies around the academic diversity project at UC Davis. The arrival of a new Vice Chancellor for Diversity, Equity and Inclusion in July 2019 has deepened the institutional commitment to innovate and to undertake more ambitious projects such as the one we propose through this grant. We are now a UC Davis academic diversity dream team comprised of—the Vice Provost Phil Kass, the Associate Vice Provost for Faculty, Equity and Inclusion, Cynthia Pickett, and the Assistant Vice Provost, Binnie Singh from Academic Affairs. And from the Office for Diversity, Equity and Inclusion—Vice Chancellor Renetta Garrison Tull, Associate Vice Chancellor for Academic Diversity Raquel Aldana; Hendry Ton, Interim Associate Vice Chancellor for Diversity and Inclusion at UC Davis Health, the CAMPSSAH Faculty Director, Kimberly Nettles-Barcelón, and a new CAMPOS Faculty Director to be hired in the near future.

We call our proposal: Faculty Retention and Inclusive Excellence Networks—Designing Solutions (FRIENDS). This project would involve facilitation of design thinking sessions with Associate Professors at UC Davis intended to learn from the stories behind our data and to develop communities of future faculty leaders interested in the issues of faculty equity, retention, and climate. Building Communities of Practice (CoP) will create and promote: (1) solutions informed by the experiences of Associate Professor at UC Davis within their own reality and contexts; (2) opportunities for a process that itself can create networks and communities based on shared experiences; (3) good will to find common solutions; (4) a sense of collective agency in the solutions without deflating institutional responsibility.

We propose to invite 13% of all Associate Professors to become part of the FRIENDS Communities of Practice and will implement a process that ensures that a broad array of faculty are able to provide meaningful input through various engagement opportunities. In keeping with the principle underlying this project is to maximize the continued potential for institutional transformation building upon our NSF ADVANCE Institutional Transformation grant and increasing the equity of education across all faculty, we would not limit participation to minoritized faculty; rather, the criteria for participation would be a candidate's demonstrated commitment to diversity and inclusion and their potential for future leadership, as well as attention to ensure a diversity of disciplines and years-in-rank among the members of each of the teams. We acknowledge as well that there may be important differences in the ways that STEM associate professors of color experience UC Davis as compared to faculty in the social sciences, humanities and the arts. However, we think that co-participation could lead to the discovery of common experiences and similar goals that could best be achieved together than apart. Each CoP group will be asked to be intentional about considering multiple perspectives to capture both the commonalities and differences.

The process for selecting the areas of focus for the CoPs will both be guided and informed by the literature review and COACHE findings related to Associate Professors and will also allow for further definition through additional input from Associate Professors. Prior to the selection of a CoP, the "Academic Diversity Team" (AD Team) will host a campus forum and invite all Associate Professors and academic leaders (Deans and Department Chairs) to a presentation to share and discuss COACHE findings related to Associate Professors and to explain this project. At the end of this session, a series of broad focus areas, derived from UCOP's research and our involvement with the COACHE survey, would be suggested for the groups. We would also invite further suggestions as part of the discussion generated by the forum and also as part of the application process for Associate Professors who wish to be part of a CoP.

If interest in one area is particularly strong; two working groups might address the same issue. These focus areas might include:

1. Challenges faced by women and minority faculty in advancing from Associate to Full Professor.²
2. “‘Invisible labor’ service work performed by racially minoritized faculty,”³ particularly Women of Color (WOC).
3. “Epistemological inclusion of efforts in diversity, equity, and inclusion in the University’s intellectual work,”⁴ including scholarship that falls outside of disciplinary norms (perceived or actual) with a focus on addressing both formal hierarchies as well as informal processes that serve as barriers to the valuing the work of faculty of color or work that is or is perceived to be on the disciplinary margins (Settles & Buchanan, 2019).
4. “Developing a critical consciousness among majority faculty to create and support healthy, productive academic climates.”⁵
5. Addressing issues related to classroom climate, including hate speech and racial harassment.

In a call/application to Associate Professors interested in becoming members of the CoP working groups, faculty would be invited to rank their interest in a set of known issues related to the retention of minoritized faculty. Outreach to potential participants would take three forms:

1. Outreach to Deans and Department Chairs to nominate Associate Professors who have a demonstrated commitment to diversity and inclusion;
2. Outreach directly to all Associate Professors for self-nomination to the teams;
3. Direct outreach to minoritized faculty by the AD Team.

All nominations, self-nominations or otherwise, would require the nominee to submit a Contributions to Diversity, Equity and Inclusion Statement detailing their commitment to diversity and inclusion in their teaching, research and services activities, their interest in the suggested topics and/or other related topics of interest, methods they might use to engage their peers in the project, years in rank, and interest in developing their own leadership potential through their participation. A Selection Committee comprised of available AD Team leaders who are part of this grant will assess the Diversity Statements based on a rubric and make recommendations for participation. The membership of the working groups will be assigned to maximize diversity by race/ethnicity, gender, years in rank and discipline.

As an incentive to nominators and nominees, we would offer to write a letter for the personnel file of all participants describing how participation in this project reflects a significant contribution to diversity. We would also offer \$1,000 to be placed into an academic enrichment account to each faculty participant.

We plan to hire an experienced consultant to facilitate the CoPs. This will include holding numerous meetings with the AD Team; helping with the recruitment of CoP members by holding individual meetings with faculty who are nominated or who self-nominate to explain

² COACHE survey results; Advancing Faculty Diversity through Improved Climate and Retention Program RFP

³ From Advancing Faculty Diversity through Improved Climate and Retention Program RFP.

⁴ Ibid.

⁵ Ibid.

commitment and expectations; handle all communications and logistics and run the monthly meetings with each of the teams. In addition, we will make available analysts or GSRs from AA, DEI or both to work with the groups to provide data or other information that is requested as part of their work.

In the first year, the groups will work on developing their ideas and creating a competitive proposal to submit for funding under the “Intervention” component of the UCOP grant. Two (or more) of the working groups will have the opportunity to pilot their intervention in the second year of the grant. In this way, the project differentiates itself from other community-building efforts in its emphasis on problem-solving: faculty working collaboratively to develop best practices and solutions. The commitment to fund the ideas at the end of the process will also signal institutional commitment and generate good will, in addition to encouraging solution-driven participation.

The criteria for selecting the interventions to be funded will be:

- Having a clear outcome that is specific, measurable, and tangibly related to the climate and retention of Associate Professors at UC Davis;
- Showing clear guidelines for measuring effectiveness at three distinct periods: baseline (prior to intervention), mid-line (during the intervention period), and end-line (after the intervention period if over);
- The intervention’s potential to be institutionalized beyond the duration of the grant if proven effective;
- A preliminary assessment of the scalability of the project;
- Alignment with institutional priorities including the 2017 UC Davis Diversity and Inclusion Strategic Vision, the Report of the UC Davis Hispanic Serving Institution Task Force and the American Association for the Advancement of Science Bronze Award certification in the STEM Equity Achievement (SEA) Change Initiative;
- Leveraging of institution strengths, including existing spaces for collaboration and community as well as strategic partnership with existing initiatives.
- Contributions to student outcomes, specifically through a demonstrated commitment to innovations in teaching as well as fully “integrated classrooms” in which faculty are able to embed their research and service into their teaching practice.

In addition, the CoP teams will have the opportunity through one or two forums to present the lessons learned from their deliberations and recommendations to campus leaders, faculty and students to expand the reach of the group’s insights, generate further discussion and reflection and new ideas, and potentially garnish additional support and commitment from stakeholders, including Deans.

We envision the implementation of the interventions to be housed either within DEI or AA or both depending on the nature of the proposed intervention and an AD Team examination of where it belongs in the institution. In order to promote faculty ownership and leadership, we would strongly encourage and incentivize one or two faculty who designed the selected intervention to become part of the team charged with implementation.

Conceptual Framework and Literature Review

Our proposed project is informed by sociocultural and critical perspectives that acknowledge legacies of institutional racism and sexism within higher education. Our visionary approach is influenced by methodologies that utilize deep community engagement and problem solving to achieve collective impact.

The array of theories and frameworks provided in the Advancing Faculty Diversity (AFD) through Improved Climate and Retention RFP (2019) illustrate the complexity and various social, cultural, identity, and structural (i.e., promotion policies) layers that make up faculty climate and retention. In particular, sociocultural perspectives to build a richer understanding of the experiences of Associate Professors of color, their perceptions of their work environment, and how these contribute to or detract from their promotion into full Professor. The sociocultural perspective emphasizes environmental factors, culture and social interaction (APA Dictionary of Psychology, 2018).

The intertwined sociocultural and critical perspectives are exemplified by research that suggests faculty of color disproportionately (when compared to their White counterparts) contribute to service-related work (i.e., advising/mentoring, committee and community service). Faculty of color are often drawn to this work because it allows for connection with marginalized communities inside and outside the institution. But this work is not valued in the tenure and promotion processes. This leads to greater dissatisfaction and lower retention rates among faculty of color and places them at a disadvantage for promotions or leadership opportunities (Griffin, Pifer, Humphrey, & Hazelwood, 2011; Hare, 2018; Stanley, 2006; Jayakumar, Howard, Allen, & Han, 2009).

The growing literature on the experiences of faculty of color from an intersectional perspective shows that the work of navigating through predominantly white institutions is part of the invisible labor which impedes feelings of belonging and valuation (see Dade, Tartakov, Hargrave, & Leigh, 2015, Matthew, 2016 and Vö, 2012). In relation to epistemologies, research, merit, and promotion both Stanley (2006) and Jayakumar and colleagues (2006) illustrate forms of institutional racism that faculty of color face when merit and promotion are based on publications in top-tier journals which are encoded with normative research methods and epistemologies that in most instances favor majority White faculty.

A vast body of literature documents the drivers that lead faculty of color to depart from a campus. Less is known about the factors or work environments (i.e., department interactions, work-life balance, recognition criteria, leadership opportunities, and discrimination) that lead to faculty retention (O'Meara, et al., 2014). Our project relies on CoPs to conceptualize, understand and organize complicated multilevel social phenomena that encompass collective learning, practice, and ongoing identity negotiation (including organizational identity), within a domain (i.e., the work of faculty) (Storberg-Walker, 2008; Wenger, 2010). At the core of CoPs is participation and validation that over time creates a social history of learning that combines individual and collective aspects (Wenger, 2010). As Wenger (2010) explains, "This history gives rise to a community as participants define a 'regime of competence,' a set of criteria and expectations by which they recognize membership. This competence includes: understanding what matters, what the enterprise of the community is, and how it gives rise to a perspective on the world; Being able (and allowed) to engage productively with others in the community; [and] Using appropriately the repertoire of resources that the community has accumulated through its history of learning." (p. 180). CoPs are dynamic and flexible which are their strength

and weakness from a research perspective. However, when paired with clear evaluation criteria (discussed in a later section), a design-thinking approach and suggested themes to structure their goals they have the ability to address many of the drivers within the UC retention gap as outlined in the AFD Improved Climate and Retention RFP.

The process of engaging faculty in CoPs serves to both identify and solve problems as well serving as an intervention itself, based on the research that suggests improving the climate for racially minoritized faculty members can be achieved by, for example, building frameworks for faculty of color success (Wright-Mair, 2017); engagement and leadership-development programs (Dobbin et al., 2015; Laursen & Austin, 2014) and piloting programs to raise awareness around various types of academic labor (O'Meara et al., 2018). In the latter project, a group developed a four-part intervention including (1) exploration of implicit bias in academic careers; (2) collecting annual faculty work activity data; (3) analyzing the data through an equity lens; (4) a four-week intervention in which faculty opted into a four-week time management intervention. (O'Meara et al., 2018). Our concept is also modelled on two UC Davis projects that utilized a consultant to facilitate CoPs, "Diversifying the Health Professions Workforce – Community of Practice, UC Davis School of Medicine" and "Undergraduate Experiential Learning Opportunities – Community of Practice, College of Biological Sciences, UC Davis." In these examples, a consultant met with a faculty organizing committee members of the communities of practice, ran meetings, and consulted with the teams as they did their work.

Using a critical race theory as an analytical frame, Stanley's (2006) definition of collegiality informs some elements of our proposed CoPs, including inclusive composition of our CoPs along various demographic characteristics: "Collegiality is a nebulous concept in the college and university environment. One is never quite sure how to interpret the implicit and explicit rules that surround the metamessages in academia. Therefore, many faculty of color are often forced to examine these rules [and others] through various lenses, including race, ethnicity, nationality, sexual orientation, religion, and age" (p. 714).

Another goal of the CoPs will be to identify what is working well to scale across other academic departments and areas of improvement along with strategies to transform department culture. We have seen other examples of a design thinking methodology applied in higher education contexts to enable greater access and equity for students (Gilbert, Crow, and Anderson, 2018); however, the dual transformation model outlined by Gilbert, Crow, and Anderson (2018) suggests that a dual transformation model can work well to address any problem in a large and complex organization of higher education. In this model, such problems are approached through two transformation lens: "Transformation A" to improve current structures, policies, and practices; Transformation B to focus on entirely new models that work alongside or in parallel with current organizational structures.

Evaluation

We propose two phases of evaluation. The first phase will focus on the research (i.e., design-thinking) aspects of our project and the second will evaluate the effects of our CoPs and intervention portions of our project.

Action research and design-thinking of intervention (Phase 1)

This first phase will document the experiences of Associate Professors of Color prior to CoPs via the 2017 COACHE survey and the creation of the FRIENDS network of leaders. Prior to intervention, we see an absence of meaningful, on-going engagement amongst URM faculty at the Associate Professor level across the colleges. This group has expressed (via the COACHE survey) a marked dissatisfaction with quality of life, professional advancement, and general climate issues.

Our assessment efforts will capture:

1. A diversity of voices (associate professors) participate in providing meaningful input – we invite all Associate Professors to come to COACHE session and we make the materials available to them; we deliver a survey instrument.

As part of our design-thinking approach, we will hold a focus group to triangulate and identify how CoPs as network of leaders impact and inform existing and nascent diversity and inclusion efforts. The focus group topics themes will identify and center the experiences of Associate Professors of Color and evaluate how participation in CoPs has changed engagement and leadership development among CoP participants.

2. Broad participation from faculty across all disciplines and from URM faculty as CoPs.

We will utilize pre- and post-surveys with participating and non-participating faculty modeled after the topics and questions found in the 2013 and 2017 COACHE survey. The 2017 survey results will serve as a proxy and measurement of attitudes prior to the project. We will also survey the composition of the CoPs and assess outreach efforts. We will engage a faculty researcher to analyze past results and develop a framework for using the COACHE survey to evaluate our progress based on this project. In this way, a part of our effort in this project will be to further expand our capacity to utilize COACHE survey results going forward.

3. Generation of good will and/or building networks among Associate Professors from CoPs process

We will use COACHE survey themes that measure perceptions of faculty contributions to diversity and satisfaction levels around more equitable distribution of service to assess changes in the generation of as a proxy for the generation of good will. Our choice of proxy assumes and that as we chip away at attitudes around contributions to diversity and service work, satisfaction levels of faculty will go up.

Intervention and Post-Intervention (Phase 2)

CoPs evaluation

We will hold focus groups to measure participation (i.e., attendance but also fidelity to CoP engagement), and document the faculty experiences and impact to leadership development of participating in CoPs. Focus groups with CoP participants will help us collect qualitative data to complement the survey results. The focus group topics themes will identify and center the experiences of Associate Professors of Color and evaluate how participation in CoPs has changed engagement and leadership development among CoP participants.

Intervention and Post-Intervention

We recognize the value of experimental and quasi-experimental evaluation designs and will look for ways (if appropriate) to build these into the proposed interventions that will result from the CoPs. As part of the CoPs workshops we will provide ideas for measurable interventions as exemplified by O’Meara and colleagues (2018) as described above.

If UC Davis chooses to continue utilizing the COACHE survey to assess faculty climate, the next survey would likely take place in 2022-23, the year following implementation of the proposed intervention. The 2017 COACHE survey results around faculty (in particular, Associate Professors of color) awareness and understanding of criteria for promotion and advancement into full professorship, along with the application of the Step Plus program, would allow us to measure changes in faculty perceptions of promotion processes post-intervention. With an Academic Senate-led analysis of faculty advancement under five years of Step Plus expected to be completed in 2019-2020, such a future COACHE survey would be able to evaluate whether faculty have developed a better understanding and appreciation of the criteria used for advancement to full professor.

Documentation of our work may also take the form of a paper or book, for which we will seek wide dissemination.

At the end of the second year, we will gather the group together again in an evening event to share results of the pilot project and celebrate the effort.

Finally, Vice Chancellor Tull has committed to keeping informed of the process and results with the intention of planning for extended funding of impactful initiatives.

Timeline

September-October 2019	Call for Faculty participation in working groups
November-December	Selection of working groups and formation of organizing committee
January 2020	Kick Off Forum 1
February-April	Working Group Meetings
May	Forum 2 Presentations and Applications for Pilot Funding
June	Selection/Funding of Intervention Pilot Studies
July 2020-June 2021	Run Pilot Studies
May 2021	Forum 3 Presentation of Findings

Budget

	Cost Element	Explanation	Total Amount
1.	Personnel costs		
		<i>Personnel costs include course releases, summer research releases, GSR time, staff allocations, and other related personnel costs. The project description should specify responsibilities of each.</i>	
	Faculty Researchers	Academic enrichment funds to support further evaluation of COACHE survey results (2 researchers)	\$4,000
	Faculty Participants	\$1,000 academic enrichment fund each for 40 faculty to participate in year-long planning process, approximately 4-7 faculty distributed across up to 7 groups.	\$40,000
	Course release	Course releases and research stipends for two Principal Investigators leading the two interventions selected for pilots in year two of the grant. Course release calculated at \$15,000 + \$5000 academic enrichment fund	\$40,000
	GSR	Two years of support for teams during the research phase and the pilot teams during the intervention phase.	\$50,000
	Summer research release	Summer salary for team members participating in the two interventions selected for pilots in year two of the grant.	\$16,000
	<i>Sub Total</i>		\$152,000
2.	Outside speakers, events, food, and travel		
		<i>Use this category to detail expenses on outside speaker honoraria, conference and workshop costs, food/beverage, travel, and other similar expenses. <u>Do not include expenses to attend the in-person AFD convenings; UCOP will allocate money separately for travel to that convening.</u></i>	
	Consultant	This experienced facilitator will meet with a faculty organizing committee and meet with members of the communities of practice. The facilitator will run meetings and consult with the teams as they do their work. ⁶	\$25,000
	Room reservations and videotaping	Room reservations for launch event and three forums, including cost of videotaping.	\$4,000
	Food/beverage	Catering and food costs related to events, forums, and team meetings.	\$20,000
	<i>Sub Total</i>		\$48,000
3.	Software and other materials		
		<i>Includes data acquisition costs, software licenses, and other materials essential for the project.</i>	\$0

⁶ Based on the cost of the consultant who facilitated the two UC Davis CoP projects cited in this grant: “Diversifying the Health Professions Workforce – Community of Practice, UC Davis School of Medicine” and “Undergraduate Experiential Learning Opportunities – Community of Practice, College of Biological Sciences, UC Davis.”

4.	Other		
	Please detail other budgeted expenses not already included in the categories above.		
	Sub Total		\$0
	TOTAL		\$200,000

Evidence of Campus Commitment

The UC Davis campus has undergone transformative change, particularly in the last seven years, with respect to adopting a committed focus on faculty diversity, equity, and inclusion. Below we cite just a few of our institutional examples. There are many other examples at the school and college levels as well.

- Successful implementation of “A UC Davis Pilot Study in Centrally Co-Led Open Searches to Prioritize Academic and Educational Excellence,” funded through UCOP’s 2018-19 “Advancing Faculty Diversity Recruitment” initiative, with the successful recruitment and hiring of 9 faculty in 8 departments.
- Receipt of a five-year National Science Foundation ADVANCE Institutional Transformation Award in 2012.
- Modification of recruitment practices by requiring applicants for ladder rank faculty positions to provide statements about their contributions to diversity (with guidance from the Office of Academic Affairs website, recently cited in an *Inside Higher Education* publication), and mandating that all search committees use these statements in the evaluation of all applicants.
- Requiring that all search committee members for ladder rank and clinical faculty positions (and all faculty searches conducted by UC Health) receive specialized training in implicit biases and best practices in recruitment. This training is performed by faculty through a program originally funded by our NSF ADVANCE grant, and is now institutionalized in the Office of Academic Affairs.
- Based on the findings of a joint administration/Academic Senate salary equity analysis, the campus voluntarily invested millions of dollars towards salary equity in two successive years. One example of how this positively impacted faculty was by largely eliminating the disparities of lower average off-scale salaries of female faculty who used our “Stop the Clock” tenure program compared to their male counterparts who used it.
- Presented the findings of our 2017 COACHE Faculty Satisfaction Survey to our campus, with each Dean recommending positive changes in climate practices to address issues that became apparent in their own college/school reports.
- Modified our advancement practices four years ago to mandate that all faculty be evaluated by all reviewing bodies for 1.0-, 1.5-, and 2.0-step advancements in their merit and promotion actions. Prior to this we recognized that self-initiated accelerated advancement was associated with being male; after two years of eliminating this practice we observed that female faculty had greater advancement than their male counterparts, likely demonstrating a previous under-recognition of their academic excellence.

- We have recently constituted a workgroup on Academic Leave Policies that is jointly managed by the Office of Academic Personnel in the School of Medicine and the Office of Academic Affairs for the campus. This workgroup has been reviewing institutional data about the use of family leave by academic personnel among various subgroups of faculty, including by ethnicity and gender. They have gathered additional information from surveys or focus groups, review UC Davis policies to determine if they are contributing to adverse findings, contrast our policies with those of other UC or peer institutions, and are finalizing a set of recommendations to the Provost to address the identified issues.
- The campus recently established an Office of Diversity, Equity and Inclusion, recruiting a new Vice Chancellor, Renetta Garrison Tull, to lead the office.
- In 2017, based on the DEI Strategic Plan vision, UC Davis hired Raquel Aldana as the inaugural Associate Vice Chancellor for Academic Diversity, a new role intended to embed academic diversity into the work of DEI in strong partnership with AA, Graduate Studies and Academic Units on campus.
- Under the Office of Diversity, Equity and Inclusion and building on the Impact Recruitment Initiative, the campus created the Center for the Advancement for Multicultural Initiatives in the Social Sciences, Humanities and Arts (CAMPSSAH) and hired the Inaugural Faculty Director, Kimberly Nettles-Barcelón at 50%.
- UC Davis was one of three inaugural institutions to receive bronze award from the STEM Equity Achievement (SEA) Change Program, which is a new “assessment and certification program that seeks to create transformative institutional change to foster diversity in STEM” sponsored by the American Association for the Advancement of Science and modelled on the Athena Swan initiative in the UK.

Hosting systemwide Community of Practice meetings

UC Davis welcomes the opportunity to be a “hub” campus and organize and host one of the UCOP ADF convenings to share progress, report on successes and challenges, and build a community of practice for faculty climate and retention work across campuses.

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July 30, 2019

Ralph Hexter
Provost and Executive Vice Chancellor
University of California, Davis

Dear Provost Hexter,

I am writing to express my full and enthusiastic support for the proposal from the Office of Diversity, Equity, and Inclusion: A UC Davis Initiative to Engage Faculty in Faculty Retention and Inclusive Excellence Networks — Designing Solutions (FRIENDS). This proposal is in response to the RFP- Advancing Faculty Diversity Improved Climate and Retention Program. This project is part of a collaborative effort with our office of Academic Affairs, and includes recommendations put forth as next steps from projects that specifically focus on the retention of underrepresented faculty.

UC Davis has the capacity to lead this program, as well as the collaboration and good will of leaders of departments and offices who want our faculty to thrive. We will carefully evaluate this work, and will be reporting outcomes throughout the campus, and the system. In addition, my office is committed to disseminating outcomes more broadly so that the University of California can be viewed as a successful model for faculty retention.

Our “intervention/research” proposal would, if funded, establish a series of faculty networks with the ultimate goal of removing institutional barriers for marginalized faculty at UC Davis, thereby contributing to greater faculty inclusion, self-worth, and long-term academic success. The proposal has an evidence-based research component in Year 1 that will, in turn, lead to pilot targeted intervention proposals that can be pilot tested and undergo outcomes assessments in Year 2.

My office will take the lead in coordinating all the activities followed under this proposal. I am committed to remaining informed of the process and results, and look forward to potentially extending innovative interventions that arise through the genesis and establishment of our FRIENDS networks.

Sincerely,

A handwritten signature in blue ink that reads "Renetta G. Tull".

Renetta G. Tull, Ph.D.
Vice Chancellor for Diversity, Equity, and Inclusion
Chief Diversity Officer for UC Davis