

2020 UC Advancing Faculty Diversity (AFD) Program

Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego

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Abstract (150 words)

Leveraging our institutional strengths, student needs, and opportunities to diversify faculty, research and curriculum at the intersection of the social sciences and STEM, UC San Diego proposes a multidisciplinary cluster hire of up to 10 faculty whose research is focused on racial/ethnic disparities in health, medicine, and the environment. The new faculty would be located in the Physical Sciences, Biological Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences, the Scripps Institute of Oceanography, and the new Wertheim School of Public Health, and would contribute a significant focus on African American communities and the Black Diaspora. The cluster would serve three purposes: 1) to increase faculty diversity; 2) to advance research on and for communities of color; and 3) to diversify curriculum in STEM affiliated with the DEI course requirement and African American Studies Minor. At the height of the COVID-19 pandemic where we are witnessing social disparities translate into disparate health outcomes, this innovative proposal is both timely and globally relevant.

Background/Overview

Please provide a high-level overview of the challenges faced by your campus, school, college or department(s) as they relate to the proposed AFD Recruitment project. Please include a statement of the problem, and a summary of how your request for funding addresses the issue. The overview should include information on the following:

Current make-up of ladder-rank faculty in the designated unit(s), including under-represented minority faculty (African-American, Latino (a)/Chicano (a)/Hispanic, and Native American) and women. Proposal may also include other relevant information about demographics of the unit, discipline, or campus; an analysis of all Senate faculty should be included if the proposal includes hiring such faculty.

Need and/or opportunity for faculty diversity in unit. Evidence of 1) room for improvement on presence of under-represented minority faculty (African-American, Latino (a)/Chicano (a)/Hispanic, and Native American) in the unit; or 2) significant opportunity to enhance diversity already present in the unit.

As the student population continues to grow and diversify at UC San Diego, the gap between student and faculty diversity continues to widen. Now more than ever, UC San Diego is in dire need of faculty who will provide the mentorship, curricular enrichment, and culturally responsive teaching that our students deserve.

Over Academic Years 2016-17, 2017-18, and 2018-19, UC San Diego significantly expanded the number of its Ladder Rank Faculty (LRF)¹ with 267 LRF hires and lost 151 LRF through separations. During this hiring wave, UC San Diego also saw an increase in gender diversity, with women comprising 40.1% of new faculty hires; the total proportion of women faculty grew from 27.7% of LRF in Fall 2016 to 30.1% in Fall 2019. Notably, women faculty from underrepresented minorities—defined as Black/African American, Latino/a/x, and Native American— represented 14 (13.1%) of women faculty hires and 7 (18.9%) of women faculty separations. Faculty members from underrepresented minority (URM) groups (including both men and women) accounted for 29 (10.9%) of total LRF hires, with a net gain of 9 URM faculty after factoring in separations. As a percentage of the total headcount, URM faculty only increased from 9.4% in Fall 2016 to 9.7% 2019, essentially remaining unchanged.

During the same period, the Latinx undergraduate student population increased by 40% (to 6723) and the Black/African American student population increased by 29% (to 899) over the same time period (Fall 2016 to Fall 2019). The chart below reveals the gap between the racial/ethnic diversity of our student bodies and the faculty who contribute to research, mentoring and teaching in these areas for the units involved in this recruitment proposal.

Fall 2019 – Gap between students and faculty diversity

Division/Department	% URM Faculty	% URM Undergraduate Students enrolled in Division Major*	% URM Graduate Students enrolled in Division Major
Biological Sciences	8%	26%	13%
Family Medicine and Public Health	18%	33%	31%
Physical Sciences	5%	20%	9%
Skaggs School of Pharmacy and Pharmaceutical Sciences	10%	n/a	16%
Scripps Institute of Oceanography	7%	32%	13%

*Includes international students, who make up a small proportion of Black/African American, Latinx, and Native American undergraduate students.

¹ Defined here for purposes of this proposal as including both the Professor series and Teaching Professor (LSOE/LPSOE) series.

UC San Diego has a unique opportunity to increase the diversity of its curriculum, particularly in STEM, and to augment the research and mentorship opportunities for the growing student of color population. Currently, our Black students disproportionately seek out mentoring and support from our Black faculty; the bulk of our Black faculty are appointed in just two divisions at UC San Diego: Arts & Humanities and Social Sciences). The dearth of Black faculty (and faculty from other ethnic and racial populations traditionally underrepresented in academe) in other academic divisions means that students' interactions with racially diverse faculty in STEM divisions, such as Physical Sciences, Biological Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences, and Scripps Institute of Oceanography are severely limited. At the same time, it is not always clear to students where they might find culturally responsive mentorship and curricular opportunities within these STEM divisions. Because this interdisciplinary cluster hiring project is designed to increase the focus on diversity within our STEM research and curriculum, students of diverse backgrounds will have greater opportunities for identifying and accessing learning and mentorship that validates them, improves their sense of belonging, and helps them to navigate academia.

At UC San Diego, all undergraduate students are required to take a Diversity, Equity, and Inclusion (DEI) course². Currently there are over 150 DEI courses available and of those, only two listed are outside of the Divisions of Arts and Humanities and Social Sciences. With students of color at UC San Diego primarily situated in STEM fields there is a need and opportunity to expand the DEI courses in STEM while extending access to culturally responsive and identity validating curricula.

The African American Studies Minor (AASM), an interdisciplinary minor that expands the study and understanding of the Black experience, was instituted in 2005. Over the past 15 years, 76 students have graduated with a minor in African American Studies. These graduates hail from 17 different majors and departments across UC San Diego, although only six of the minor graduates received a B.S. or B.A. outside of the Divisions of Arts and Humanities and Social Sciences.

Project Description

Please describe your project clearly and succinctly. Include a comprehensive description of the proposed program and provide relevant context about the unit. Include plans and best practices for increasing diversity that are currently in place as well as new proposed interventions for 2020-21. What activities do you propose to carry out and what will be the major contributions to your campus, college, school or department(s)? Who will lead the project and why? What potential does your project have to be adopted beyond your proposed unit(s) and scaled across the campus and/or units on other campuses in the University of California system? If knowledge/interventions gained from any of the sixteen pilot projects (from AFD years 1, 2, 3 or 4) is adopted, it should be referenced. Note that while the RFP prioritizes recruitment, units may propose spending portions of the award on start-up support for incoming faculty.

Leveraging our institutional strengths, student needs, and opportunities to diversify faculty, research and curriculum at the intersection of the social sciences and STEM, we propose a multidisciplinary cluster hire of up to 10 faculty whose work focuses on racial/ethnic disparities in health, medicine, and the environment. The faculty hired would be located in the Physical Sciences, Biological Sciences,

² See <https://undergrad.ucsd.edu/files/DEI-List-of-Courses---Updated-February-2020.pdf>.

Skaggs School of Pharmacy and Pharmaceutical Sciences, the Scripps Institute of Oceanography, and the new Wertheim School of Public Health, and would conduct research that includes a significant focus on the Black Diaspora and African American communities. Most if not all of the new hires would share affiliation with the African American Studies Minor. These recruitments would serve to 1) increase the number of faculty who are prepared to mentor and support our diverse student cohort; 2) advance diverse research benefiting communities of color; and 3) diversify curriculum in STEM while expanding DEI and AASM affiliated courses outside of the humanities and social sciences. At the height of the COVID-19 global pandemic where we are witnessing social disparities translate into disparate health outcomes, this innovative proposal is both timely and relevant at every level.

The strength of the proposal is the clear alignment between recruiting faculty in STEM whose scholarship directly addresses issues related to diversity and building on existing undergraduate programming aimed at enhancing the experiences of Black/African American students. A cluster hire of faculty studying racial/ethnic disparities in STEM fields creates a space for innovation in research across multiple disciplines and academic units. A cluster hire also holds the promise of adding unique aspects to our African American studies program that can attract talented faculty and students and offer more varied (and culturally responsive) opportunities for student learning and research.

Traditional Black and African American Studies programs are heavily aligned with Social Science and Arts and Humanities programs. By increasing the number of faculty who are studying race and the systematic impacts of racism from scientific and public health perspectives, UC San Diego can potentially lead the nation in advancing new interdisciplinary models for studying complex societal and global issues of diversity and equity in medicine, public health, and science.

Although the faculty would be expected to promote interdisciplinary research and scholarship on the Black Diasporic experience, they would be based firmly in their home departments for purposes of their appointments and advancement reviews. The new faculty hires would be affiliated with the African American Studies Minor but would not have to meet multiple criteria for promotion and tenure or deal with other challenges associated with joint appointments. Placing tenure and promotion decisions in one department is strategic because it increases the likelihood that scholars will receive tenure and be retained. Other potential affiliations and collaborations may exist with the Black Studies Project.

Anticipated Project Outcomes

1. Up to 10 ladder-rank faculty hired in STEM with research, teaching, and service focused on issues related to the experiences of the Black Diaspora and African American communities. Up to one-third of the new hires will be at the Associate level to create immediate opportunities for mentorship and leadership.
2. Several new undergraduate courses introduced across a range of academic disciplines in the sciences, medicine, and public health focused on disparities, racial justice and culturally relevant solutions.
3. Increased opportunities for undergraduates to be formally mentored by and learn from faculty whose research intersects STEM topics and the experiences of the Black Diaspora.
4. Increased research opportunities for graduate students to assist faculty in studying issues of racial justice and diversity in the sciences, medicine, and public health.

Current Programming in the African American Studies Minor

The mission of the African American Studies Minor (AASM) Program is to engage undergraduates in an interdisciplinary field of study about the histories, legacies, experiences, and perspectives of Black/African American communities in the arts, humanities, and social sciences. The program requires undergraduates to take at least 20 upper-division units from among the offerings in 17 participating UCSD departments. There are currently very few courses in the minor that are located in STEM units, and those courses do not explicitly focus on racial disparities or culturally relevant solutions.

As an example, the Skaggs School of Pharmacy and Pharmaceutical Sciences strives to create a training program which prepares students to provide excellent health care delivery to various patient populations with the goal of impacting diverse San Diego communities – but lacks curriculum on health disparities faced by diverse populations. Through the proposed cluster hire to recruit faculty whose research is focused on health disparities experienced by African American patients, the School hopes to develop new courses focused on racial health disparities in Black/African American communities that would broaden the perspective gained from pharmacoeconomic and health policy courses at the School of Pharmacy. This example illustrates the dilemma facing students; current STEM undergraduate majors who are interested in deep engagement in issues of racial justice and diversity must take on an additional disciplinary concentration by adding the AASM rather than having opportunities to study intersections of race and STEM within their own majors.

Anticipated New Courses for AASM and STEM Students

The African American Studies Minor Program cultivates students' critical-thinking and problem-solving skills through a range of theoretical, methodological, and disciplinary frameworks. Goals for expanding the program are aligned with the proposed project:

1. Create intellectual and creative spaces for faculty to engage students in robust inquiry that centers Black Diaspora experiences in STEM disciplines through research and teaching.
2. Draw on various theoretical and methodological frameworks to develop students' STEM-related disciplinary tools to learn about the complexities of race and racism, capitalism, colonization, and imperialism, and how various social, political, and economic forces interact to impact a range of health outcomes for Black Diasporic and African American communities.

Expanding the program creates new pathways for research, teaching, and service by forging stronger connections between AASM and STEM fields, and offers students additional opportunities to examine the complex intersections between race/racism and health and environmental outcomes for Black/African American communities. The newly hired STEM faculty in the Physical Sciences, Biological Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences, the Scripps Institute of Oceanography, and the new School of Public Health would teach at least two courses relevant to the AASM based on their areas of research and expertise on STEM-related topics for Black/African American communities through the lens of racial justice. These classes could be upper-division or lower-division and should be aligned with the major and minor degree requirements in their departments. These courses could also serve as undergraduate DEI courses, allowing STEM undergraduate majors to fulfill mandatory DEI requirements through courses relevant to their area of study.

Additional Opportunities for Student Research, Mentoring and Internships

UC San Diego has a growing research program on health disparities. This AFD grant proposal would help our campus create a more robust program and create opportunities for mentorship, research, and professional development of students interested in the health sciences and related fields. For instance, it is well documented that minorities with chronic disease are particularly vulnerable to affordability barriers to medication use and to remaining untreated more often than their White counterparts (Zullig et al. 2020). Among treated patients, minorities are more likely to receive lower quality pharmacotherapy and experience greater medication-related complications than White patients, ultimately resulting in poorer health outcomes. An increase in faculty who research disparities in access to medication and health care will create additional opportunities for undergraduate and graduate students to engage in research that benefits the broader San Diego community and increases equity and access for communities of color. We expect similar benefits across environmental and other scientific research areas.

Cluster Hiring as an Inclusive Recruitment Strategy

Cluster hiring, the planned model for recruiting and hiring faculty members for this proposed initiative, is considered a best practice in increasing applications from URM candidates and ensuring those applications receive fair consideration for faculty positions (Urban Universities for Health 2015). In addition to adapting the cluster hiring methods, these recruitments will follow best practices for recruiting and interviewing a diverse cross-section of faculty candidates (Bloom et al. 2019; Sgoutas-Emch et al. 2016; Urban Universities for Health 2015) in alignment with the practices and recommendations outlined by the 2019 Academic Senate-Administration Workgroup on Faculty Recruitment for inclusive searches³. These include:

- (1) Posting job ads widely in diverse outlets using welcoming and inclusive language
- (2) Going beyond job ads and utilizing active recruitment strategies such as direct calls, emails, and reaching out to diverse faculty networks, including HBCUs to identify and invite potential candidates to apply
- (3) Providing search committees training on avoiding common pitfalls in considering and interviewing candidates, including implicit bias, illegal interview questions, etc. (Search Committee Training at UC San Diego is provided by Faculty Equity Advisors in partnership with the Center for Faculty Diversity and Inclusion)
- (4) Establishing clear and fair review criteria (prior to review) to ensure that all faculty candidates are fairly assessed and considered
- (5) Ensuring that faculty hired through the cluster are connected to colleagues and resources and become part of a collective experience of support and scholarly synergy

Studies have found that clustering positions around strategic research areas inherently maximizes chances for attracting diverse candidates with competitive portfolios. Building new areas of interdisciplinary research and curricular innovation around disparities in the African American and African Diaspora communities is likely to increase the diversity of faculty applicants for the cluster positions, particularly the number of Black applicants. Cluster hiring that includes at least some tenured professor positions is also more likely to increase the curricular, mentoring, research, and leadership

³ See <https://facultydiversity.ucsd.edu/recruitment/Recruitment-Practices-Faculty-Diversity-2019-UCSD>.

outcomes, as faculty coming in with tenure will have relatively more freedom, power, and confidence to advance their research and service agendas.

This cluster hiring is designed to build on UC San Diego's strength in STEM fields and commitment to *Inclusive Excellence* to position the University as a leader in research and engagement around racial/ethnic disparities in health receipt and outcomes. It will also foster the use of a more holistic and inclusive lens in the study of STEM, that takes into consideration the role of race, structural and interpersonal racism, history, colonialism, and anti-Blackness.

We propose to convene a Cluster Steering Committee composed of AASM affiliated faculty, including from the proposal team, faculty leaders in diversity from STEM fields, and VC-EDI office staff to help guide and support the cluster hires across campus. The steering committee will work with potential home departments (hiring units) to clearly lay out expectations for teaching/promotion and metrics of success for faculty members hired through the cluster in a Memorandum of Understanding with each unit. Our campus has employed a similar process through interdisciplinary, cross unit hires and we will consider their successes and failures.

The Center of Faculty Diversity and Inclusion will assign an experienced Equity Advisor (or the AVC for Faculty EDI, Dr. Frances Contreras) to deliver training to all associated search committees, outlining the goals of the cluster hire, covering implicit bias, and laying out active recruitment strategies and other best practices they should follow. The FEA, in partnership with the steering committee will oversee the process to ensure that best practices are being employed, monitor applicant pools, and ensure alignment between the search process and cluster goals. Each search committee will have faculty representatives from each possible home department (in the case of interdisciplinary research areas) as well as 1-2 faculty affiliated with the AASM program.

AFD grant funds will be used to post additional job advertisements in diverse outlets, for faculty to attend conferences and conventions to identify and invite potential candidates to apply, and to utilize fee-based recruitment databases as well as the UC President's and Chancellor's Postdoctoral Fellowship Programs to identify and invite promising scholars of color to apply. In addition to the use of the PPFP/CPFP fellow database, we will promote the recruitment of former fellows by creating opportunities to feature them in a speaker series. Lastly, grant funds will also be used to invite a broader group of candidates to campus for interviews, with the additional funding allocated toward candidates with strong contributions-to-diversity statements.

Integrating, Retaining and Supporting Cluster Faculty

All faculty hired through this cluster will receive one summer month salary per year for their first two years as well as additional start-up funds to support their curriculum building, educational outreach and/or community-based research efforts.

To maximize the benefits of a cluster hiring strategy, it is important to have an infrastructure whereby faculty hired through the cluster feel connected and part of a collective experience of support and scholarly synergy. The AASM programs provide a natural unifying structure to ensure that faculty hired through the cluster feel connected to each other and the programs, even while they may be located across campus in units where they may be the only person of color or only faculty member conducting racially-focused STEM research.

AASM hosts two meetings twice a year with a reception to follow for all affiliated faculty to discuss the program, future directions, student issues, and to build community. All faculty hired through the cluster would be affiliated and invited to attend these gatherings. The first gathering is in the fall, where new faculty will be welcomed into the program. The new faculty will also be taken to visit the Black Resource Center and the Black Student Union so that they can be familiar with these home spaces for black students and faculty on campus. Lastly, AASM will organize symposia featuring the newly hired faculty where they will be invited to share a lightning version of their job talk and hold a Q&A with faculty and students.

Finally, the Center of Faculty Diversity and Inclusion will feature these newly hired faculty in our newsletter, as well as work with campus communications to feature them in a news story. Additionally, FDI will send a welcome email outlining FDI programs and services and offer automatic sponsorship in the highly sought-after NCFDD Faculty Success Program during the quarter of their choosing. The AVC will also reach out to them for a welcome lunch meeting as they transition to UCSD.

Evaluation

Please describe the ways in which you plan to measure implementation and evaluate the efficacy of your proposed project. You should demonstrate a clear link between your proposed activities and the evaluation metrics, requirements of which are described below.

Metrics for evaluation. Metrics will include recruitment outcomes (demographics among hires, offers, finalists, and candidate pool), with gathering of such metrics undertaken by UCOP through search data available in UC Recruit. Data from 2020-21 will be compared to prior years and potentially to comparator units. The application may propose additional metrics that will document the project's success.

Possible collaborations with prior pilot units from years 1-4. Please indicate any plans to work with other units on your campus or at other campuses to put in place effective evaluation plans or knowledge gained from years 1-3.

We will evaluate the success of this proposed project in four major areas: 1) Did the recruitment strategies proposed lead to broad faculty applicant pools and inclusive faculty searches? 2) Did the faculty hired lead to an increase in diverse courses in STEM and the AASM program? 3) Did the AFD funding contribute to the experience and success of students from underrepresented minority groups, in particular, Black students?, and 3) Did the AFD funding contribute to UCSD's emergence as a leader in research focused on racial/ethnic disparities in health, medicine, and the environment?

1) Hiring for Inclusion

UC San Diego is committed to attracting, recruiting, and retaining faculty members who are committed to teaching and mentoring diverse students and advancing research and care that contributes to the health and wellbeing of our diverse communities.

We will evaluate the success of the proposed funding in the following two areas:

(A) **Process:** Did the units who received the AFD funds adapt best practices for a broad and inclusive search, giving fair consideration to all candidates and mitigating risk for bias? Did they support newly hired faculty to increase their retention and success?

Cluster hiring, the planned model for recruiting and hiring faculty members for the proposed initiative, is considered a best practice in increasing the likelihood that faculty members from underrepresented backgrounds apply to and receive fair consideration for faculty positions (Urban Universities for Health 2015). In addition to adapting the cluster hiring methods, we will assess whether units implemented the following best practice for a broad and inclusive search (Bloom et al. 2019; Sgoutas-Emch et al., 2016, Urban Universities for Health 2015):

- (1) Were job postings widely distributed to reach a diverse group of potential candidates, and did they use welcoming and inclusive language?
- (2) Did hiring committees receive training on avoiding common pitfalls in hiring, such as unconscious bias and unlawful questions?
- (3) Has there been intentional effort to initiate and support continued collaboration among faculty hired through the AFD funds, for example, through specifically targeted FDI programming?
- (4) Did AASM, the Steering Committee, and home departments collaborate to clearly lay out expectations and metrics of success for faculty members hired through AFD funds?
- (5) Were promotion and review criteria reviewed by each participating unit to ensure that the contributions of faculty are fairly assessed and rewarded?

This will be assessed through document review, interviews with leaders of participating units, and interviews with faculty members hired through the proposed AFD funds.

(B) **Outcomes:** *Did the proposed funding lead to more inclusive searches and greater faculty diversity?*

Although hiring decisions will not be based on race, ethnicity, or gender, we would expect a broad and inclusive search process to lead to more diverse hiring outcomes overall. In collaboration with Institutional Research at UC San Diego, we will examine the diversity of applicant pools, shortlists, and hiring outcomes (in aggregate) compared to other faculty recruitments to conclude whether the proposed strategies were successful at attracting underrepresented applicants and giving them fair and equal consideration.

2) Increasing Access to Diverse Curriculum and Mentorship

One of the key expected outcomes from the proposal is to increase the number of STEM courses offered as part of the African American Studies Minor and the DEI requirement, as well as the number of culturally relevant courses offered to STEM majors. All faculty hired through the proposal will be expected to design two new courses with a focus on racial/ethnic disparities and/or with a focus on Black communities. We will track the number of new courses, their titles, and syllabi from cluster faculty that address STEM through the critical lens of race, with a focus on the experiences of Black people.

In addition, the AASM Program Director will survey AASM students every two years. This survey will ask students about the quality of AAS courses, affiliated courses, successful teaching practices, and time-to-degree efforts. The survey will ask students to identify professors whom they believe to be particularly supportive. The director of the AASM will organize quarterly faculty affiliate meetings to share information about the program and meet with faculty who are teaching courses and mentoring students. The director will continue to use faculty affiliate meetings to present its breakdown of learning

outcomes to the larger collective, ensuring that we take advantage of the cutting-edge pedagogical approaches that each of our faculty bring to bear in their courses.

3) Improving outcomes for Black students at UC San Diego

UC San Diego is committed to improving student learning, experience, and educational outcomes for all students and closing extant opportunity gaps. UC San Diego already pays close attention to racial/ethnic differences in its evaluation of its success in supporting its student body, and will continue to monitor the following metrics:

- **Increase in the presence** of undergraduates and graduate students from underrepresented minorities. We expect that a successful initiative will build on UC San Diego's progress in this area, and lead to both higher numbers and more proportional representation of Latinx, Native American, and especially, Black/African American students.
- **Improved student experience**, particularly as a result of increased acknowledgement to topics of critical importance to underrepresented students, through continued tracking of student satisfaction and climate as collected through the UCUES and GPSES.

4) Leadership on research in racial/ethnic disparities in health, medicine, and the environment

This cluster hiring is designed to build on UC San Diego's strength in the STEM fields and position the campus as a leader in research surrounding racial/ethnic disparities in health care, access to quality medicine, environmental outcomes, and overall wellbeing. UC San Diego will track its success in this endeavor through internal tracking of the following metrics:

- Number of peer reviewed publications emerging from UC San Diego that address racial/ethnic disparities in health receipt and outcomes and/or research-based strategies to overcome extant inequities or apply a critical race lens to the study of STEM more generally, including tracking of the number of publications specifically produced by faculty hired through this project. This list will be maintained on the UC San Diego website as a resource for the public to access cutting-edge research on these topics from our faculty.
- Tracking of innovative efforts to engage the university, San Diego, UC, national, and global community in critical conversations about the intersection of race, STEM, and health that go beyond the more traditional means of academic publication

Hiring Plan

Please include a 2019-20 hiring plan (including planned number of searches) with a strong potential of enhancing faculty diversity through this infusion of one-time funding. Focus should be on ladder-rank hiring, given the potential for permanent additions to the faculty. In some units, particularly those in the health sciences, a focus on all Senate faculty maybe appropriate; in such cases, the proposal will need to clarify the lasting effect of the hiring planned beyond the ladder-ranks. In past cases, units proposed at least four ladder-rank hires during the program year, with some units hiring over 20 new faculty. Proposing units should consult with their campus Chief Diversity Officer or Academic Personnel Office to assure that the proposal and planned interventions are compliant with academic personnel policy and Proposition 209.

We are proposing to hire up to 10 ladder-rank faculty in STEM whose research, teaching, and service focuses on issues related to the experiences of the Black Diaspora and African American communities. Up to one-third of the new hires will be at the Associate level to create immediate opportunities for mentorship and leadership. The anticipated distribution of hires across the five divisions and units involved are outlined in the table below.

AY 2020-21 Ladder Rank Recruitments		
<u>Division /School</u>	<u># of Recruitments</u>	<u>Notes</u>
Biological Sciences	2-3	Goal: one associate/tenured
Scripps Institution of Oceanography	2	Goal: one associate/tenured
Skaggs School of Pharmacy and Pharmaceutical Sciences	2	Goal: one associate/tenured
Physical Sciences	1-2	
Public Health Program	2	Goal: one associate/tenured

Timeline

Please include a semester-by-semester or quarter-by-quarter timeline of implementation and evaluation activities, including key interim deadlines associated with the 2020-21 hiring plan. Please keep in mind that all funded projects will be required to present evidence of progress at the in-person convenings twice a year, and to submit periodic progress updates to UCOP.

Due to fiscal limitations and hiring constraints in the COVID-19 aftermath, we expect that only half to two-thirds of the proposed 10 recruitments will happen in AY 2020-21 and that the rest will spill over into AY 2021-22. Conducting the recruitments in two years instead of one also allows the Steering Committee to solicit input on the cluster hiring process and incorporate lessons learned into the second-year recruitments.

Fall 2020

- A Cluster Steering Committee will be convened
- Steering Committee will meet with hiring departments to develop job descriptions, provide guidance on active recruitment strategies, provide guidance on search plans, formation of search committees and to establish Memoranda of Understanding outline expectations of the position and criteria for appointment and promotion

- Search Committees will be established for searches and will include at 1-2 faculty affiliated with AASM outside of the recruitment discipline area
- Job ads will be posted broadly (note: only a half to two-thirds of recruitments will happen in year one due to budget constraints resulting from COVID-19)

Winter 2021

- FDI will assign an Equity Advisor or the AVC for faculty EDI (Dr. Frances Contreras) will conduct search committee trainings covering implicit bias
- Faculty will attend conferences/conventions to identify and recruit potential applicants
- Search committees will use fee-based databases to identify potential candidates
- Assigned FEA and Steering Committee will encourage and support active recruitment to identify potential candidates and invite them to apply

Spring 2021

- Recruitments will close and job offers will be made, including summer salary, start boost and other add-ons outlined in the proposal
- Steering Committee will request feedback from participating departments and search committee on the search process and will integrate feedback into a revised process for the final recruitments in year two

Fall 2022

- Remaining job ads will be posted
- The process from year one with improvements will be repeated
- New faculty will be welcomed at AASM's annual gathering in the fall and symposia
- AVC Contreras will invite new faculty to lunch and FDI will offer support, including automatic enrollment in NCFDD Faculty Success Program within first year

Winter 2022

- Remaining recruitments will close and job offers will be made
- The Steering Committee will request feedback from participating departments and search committees on the search process and prepare a report outlining the process, strategies, and outcomes.

Budget (also see attached Template)

Please use the budget template below to describe the financial components of your proposal. Please note that after its review, the evaluation committee may ask you to revise and resubmit a modified budget proposal. In the narrative section of the template, please describe and justify each line item, being sure to draw a clear connection between your budget proposal and your proposed project activities. Proposals will provide detail for a budget up to \$500,000 to be expended or committed before June 30, 2021; proposals with a two-year timeline will need to specify the split in funding between the two years.

In total, we are requesting \$496,500 to implement the strategies and activities outlined in this proposal. Below we outline the budget components and provide justification. The attached budget template includes detailed estimates.

1. Active recruitment strategies, including additional advertising in diverse outlets, recruitment at conferences/conventions, and utilization of subscription (fee-based) databases to identify potential faculty of color.
 - 1.1. Additional advertisements of up to \$1000 per recruitment
 - 1.2. Recruitment at conferences and conventions, covering airfare, registration and hotel for two faculty attending 3 events
 - 1.3. Use of fee-based recruitment databases (with access to diverse candidates) for both years of recruitment
 - 1.4. PPFP/CPFP speaker series highlighting scholars in the cluster research area

Departments and divisions often do not budget the funds to cover the costs of these strategies; demonstrating, through the AFD project, that these strategies are locally effective at attracting a broad and diverse pool of applicants will increase the likelihood that departments and divisions will invest in these strategies in the future. Additionally, the UC has already invested in PPFP/CPFP, a group of scholars who are engaged in diverse research, teaching and mentorship. A speaker series would highlight their work and potential contributions to our campus.

2. Invite up to two additional candidates for interview per recruitment if their contributions to diversity statements are judged to be strong. Typically departments are limited in the number of candidates they can interview due to the cost of bringing them to campus (e.g. flights/accommodations). Broadening the interview pools also increases the likelihood of strongly considering a diverse cohort of candidates.
3. Allow spouses/partners of candidates to travel with them to campus interviews, subject to availability of funds (budgeting for up to 20 spouses/partners) to visit the area and meet with potential employers. Candidates often choose institutions that offer a welcoming and attractive home for their families as well.
4. Start-up fund boost for newly recruited faculty for curriculum building, educational outreach, professional development and/or toward their research, \$36,000 per recruitment. During foreseeable fiscal constraints on campuses, the AFD funds will be needed to make job offers more attractive and competitive and to support faculty onboarding, retention, and success.
5. Automatic sponsored participation in NCFDD Faculty Success Program within first year at UC San Diego to support their success and retention.
6. Symposia and Q&A with the new faculty to promote the cluster as a learning and research community, as well as to mitigate potential feelings of isolation within home department

Evidence of Campus Commitment

Please use this space to describe your unit(s)' commitment to achieving the goals of your AFD proposal beyond the scope of your project. This evidence could include a commitment by your campus leadership to provide matching funds, course releases, or dedicated staff allocations, but must include, at minimum, an endorsement letter from the academic dean (for department level projects) or campus executive vice president/provost (for campus level projects).

UC San Diego is committed to creating an environment that cultivates *Inclusive Excellence* now and beyond the scope of this project. In fall 2017, with the leadership and support of Chancellor Pradeep K.

Khosla and Executive Vice Chancellor Elizabeth H. Simmons, Vice Chancellor Becky R. Petitt launched a campaign to help the campus re-envision itself as a leader in the promotion of equity, diversity, and inclusion. This broad engagement of the “collective genius” of students, faculty, and staff culminated with the release of the *UC San Diego Strategic Plan for Inclusive Excellence* in the 2018-19 academic year. The Strategic Plan lays out a three-pillar framework for achieving and maintaining the collective vision of an educational and work environment that enables inclusive excellence:

Access and success: attract, retain, and support a diverse faculty, staff, and student body with the goal of reflecting California demographics and achieving institutional excellence at UC San Diego;

Climate: create and foster a positive and welcoming climate where we value, include, and support all at UC San Diego;

Accountability: ensure institutional processes and structures that strengthen UC San Diego’s clear and continuous commitment to equity, diversity, and inclusion.

In the pursuit of inclusive excellence, and upon the scaffold of the three pillars, the University has already engaged and will continue to engage in a number of campus-wide and localized efforts to increase the diversity of its faculty. The strategic planning and accountability process for inclusive excellence identified proven and promising strategies for recruiting an excellent and diverse faculty. These included:

- Startup funds to support diversity and inclusion projects led by new faculty
- Excellence Searches, whereby a record of contributions to diversity is a primary criterion
- Faculty Search Committee Training for Inclusive Hiring
- Cluster and multi-year hiring plans prioritizing new areas of interdisciplinary research and curricular innovation
- Incentivized recruitment of UC President’s and Chancellor’s Postdoctoral Fellows
- Senior-Junior Mentorship Program (Arts & Humanities)
- Targeted and Active Recruitment of URM faculty candidates (e.g. via faculty networks, conferences, professional organizations, direct emails and phone calls, etc.)
- Young Investigator Seminar Series, featuring young and promising scholars of color, including PPFP/CPFP fellows

The proposed project is in alignment with these practices and will build on current and past successes, such as the cluster hiring, recruiting of PPFP/CPFP fellows, and use of targeted and active recruitment strategies. Our Executive Vice Chancellor has, during the past two academic years, provided additional resources to assist units that have successfully recruited PPFP/CPFP fellows into ladder-rank faculty positions. While the COVID-19 crisis and aftermath is requiring our campus to temporarily reduce its pace of hiring, our Executive Vice Chancellor has committed to prioritizing this AFD interdisciplinary cluster hiring project when determining which recruitments to pursue in the next two years.

Attached are letters of support from all units involved in the proposal, including the Division of Social Sciences, Division of Biological Sciences, Division of Physical Sciences, Scripps Institution of Oceanography, Skaggs School of Pharmacy and Pharmaceutical Sciences, and the Wertheim School of Public Health. Also included is a letter of support and commitment from EVC Elizabeth H. Simmons.

Hosting Systemwide Community of Practice Meetings

UC San Diego is willing and would be delighted to host one of the convenings of all recruitment awardees.

Sources

Bloom, Q., Curran, M., & Brint, S. (2019). Interdisciplinary Cluster Hiring Initiatives in U.S. Research Universities: More Straw than Bricks? *The Journal of Higher Education*, 1–26. Available: <https://doi.org/10.1080/00221546.2019.1688615>

Sgoutas-Emch, S., Baird, L., Myers, P., Camacho, M., & Lord, S. (2016). We're Not All White Men: Using a Cohort/Cluster Approach to Diversify STEM Faculty Hiring. *Thought and Action*, Summer 2016. National Education Association. Available: <http://www.nea.org/home/68489.htm>

Urban Universities for Health. April 2015. *Faculty Cluster Hiring for Diversity and Institutional Climate*. Available: http://urbanuniversitiesforhealth.org/media/documents/Faculty_Cluster_Hiring_Report.pdf

Zullig, L.L., Granger, B.B., Vilme, H., Oakes, M.M., & Bosworth, H.B. (2020). Medication Rebates and Health Disparities: Mind the Gap. *Res Social Adm Pharm*, 16(3): 431-433.

2020-22 ADVANCING FACULTY DIVERSITY PROJECT BUDGET

Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego

Cost Element	Explanation	Year 1	Year 2	Total Amount
1) Outreach and advertising				
<i>Includes costs of print/online advertising, targeted recruitment, and other materials essential for the project</i>				
a) Additional advertisements of up to \$1000 per recruitment	10 recruitments, assuming 6 in year 1 and 4 in year 2. Additional advertisement would go in targeted outlets to reach a diverse pool of candidates.	\$6,000	\$4,000	\$10,000
b) Recruitment at conferences and conventions	This would cover airfare, registration and hotel. Assume \$3,000 for each traveling faculty member (2 x venue) for two events in year 1 and one in year 2.	\$12,000	\$6,000	\$18,000
c) Use of fee-based recruitment databases	Steering committee will identify one or two fee-based recruitment databases for identifying potential underrepresented candidates.	\$3,500	\$3,500	\$7,000
d) Host a speaker series focused on the cluster area that highlights PPFP/CPFP scholars	Costs would cover PPFP/CPFP travel (\$500/fellow), refreshments, and other event costs including AV and room reservation fees. One event per year featuring 3-5 fellows. Total \$4,000 per event.	\$4,000	\$4,000	\$8,000
	Sub Total	\$25,500	\$17,500	\$43,000
2) Campus visits and interviewing				
<i>Use this category to detail expenses associated with candidate visits to the campus and other related interviewing costs.</i>				
a) Additional candidates for campus interviews	Will cover cost of inviting two additional candidates for interview per recruitment for candidates with strong contributions to diversity statements: 10 X 2 candidates X \$1200 = \$24,000.	\$14,400	\$9,600	\$24,000
b) Allow spouses/partners to visit	Up to \$1000 per spouse/partner (budgeted for 20).	\$12,000	\$8,000	\$20,000
	Sub Total	\$26,400	\$17,600	\$44,000
3) Start-up costs				
<i>Includes costs related to providing a start-up package for incoming faculty.</i>				
a) Start up fund for cluster activities	Start-up fund boost for curriculum building, educational outreach, professional development and/or toward their research, \$36,000 per faculty recruitment.	\$216,000	\$144,000	\$360,000
	Sub Total	\$216,000	\$144,000	\$360,000
4) Personnel costs				
<i>Personnel costs include staff allocations and other related personnel costs (i.e. benefits). Project description should specify responsibilities of each. Partial funding for staff support should be a minor part of the budget.</i>				
a) N/A		\$0	\$0	\$0
	Sub Total	\$0	\$0	\$0

2020-22 ADVANCING FACULTY DIVERSITY PROJECT BUDGET

Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego

Cost Element	Explanation	Year 1	Year 2	Total Amount
5) Other: Onboarding/Integration				
<i>Please detail other budgeted expenses not already included in the categories above.</i>				
a) NCFDD Faculty Success Program	Cluster faculty will receive automatic enrollment in NCFDD Faculty Success Program within first year at UC San Diego, \$3,950 x 10 new faculty.	\$23,700	\$15,800	\$39,500
b) Symposia/Q&A with new cluster faculty	Anticipating four events x \$2500 each.	\$5,000	\$5,000	\$10,000
	Sub Total	\$28,700	\$20,800	\$49,500
TOTAL		\$296,600	\$199,900	\$496,500



OFFICE OF THE EXECUTIVE VICE CHANCELLOR
ACADEMIC AFFAIRS

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June 6, 2020

Dear Professors Evans, Chapman, Jones, Awdishu and Contreras,

As the Executive Vice Chancellor for Academic Affairs at UC San Diego, I am pleased to endorse your proposal to the UC Advancing Faculty Diversity (AFD) Grant Program to diversify faculty, curricula, and research through a cluster hire of faculty whose research and teaching are focused on racial/ethnic disparities in health, medicine, and the environment.

In addition to endorsing the goals and strategies outlined in your proposal, I pledge my support and commit that campus will allocate up to 10 FTEs to achieve the proposal's aims. While the COVID-19 crisis and its aftermath has required our campus to temporarily reduce its pace of hiring, I will prioritize this interdisciplinary cluster in recruitment and hiring plans over the next two years.

The present circumstances call on us to be creative and judicious with our limited resources. This proposal rises to that challenge and offers us the opportunity to be highly strategic, ensuring that we continue to simultaneously provide our students with the exceptional education they deserve and pursue innovative excellence through research that elucidates and improves the human condition. If the AFD grant is awarded, I will work with you, the Steering Committee and the divisional deans to assemble the additional resources needed and facilitate the project's success.

I am deeply grateful to you for the leadership, collaboration, and commitment to students and the broader institution that you have demonstrated through this proposal.

With best regards,

A handwritten signature in black ink that reads "Elizabeth H. Simmons".

Elizabeth H. Simmons
Executive Vice Chancellor
Distinguished Professor of Physics



UC San Diego
SKAGGS SCHOOL OF PHARMACY
AND PHARMACEUTICAL SCIENCES

June 1, 2020

Dear Drs. Evans, Chapman, Jones, Awdishu and Contreras,

As Dean of the Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS), I am pleased to write in support of your proposal, Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego as part of the UC Advancing Faculty Diversity Program.

The proposal to hire faculty in a cluster focused on disparities in health, medicine, and the environment aligns with our unit's goal of building a cross-campus Pharmaceutical Health Services Research and Policy Unit focused on the study of medication-related disparities. Such a collaboration would attract the top, diverse faculty researchers in pharmaceutical health services research, health policy, biomedical and behavioral science to better understand the causes of health disparities in communities of color and develop effective interventions.

If awarded, SSPPS would be happy to partner with you to help you advance these efforts while building a critical mass for our medication disparities research unit. I wish you all the best in obtaining funding from the UC Office of the President to support this critical project, and I look forward to hearing updates.

Sincerely yours,

A handwritten signature in blue ink that reads "James H. McKerrow".

James H. McKerrow, PhD, MD
Dean, Skaggs School of Pharmacy & Pharmaceutical Sciences
Associate Vice Chancellor for Health Sciences

Skaggs School of Pharmacy & Pharmaceutical Sciences

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June 4, 2020

Dear Colleagues,

The Division of Physical Sciences is excited to support the proposal, *Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego* as part of the UC Advancing Faculty Diversity Program. The goal of this proposal aligns well with our division's goal of diversifying the faculty through Excellence searches. We are eager to partner on this program if it is selected for funding by UC Office of the President.

Sincerely,

A handwritten signature in black ink, reading "Steven E. Boggs".

Steven E. Boggs, Dean
Division of Physical Sciences



KIT POGLIANO
Dean of Biological Sciences
Professor of Molecular Biology
Richard C. Atkinson Endowed Chair
Division of Biological Sciences

9500 Gilman Dr.
La Jolla, CA 92093-0376
Phone: (858) 822-5738
E-mail: kpogliano@ucsd.edu

June 4, 2020

RE: Advancing Diverse Faculty Curricula and Research through a Cluster Hire at UC San Diego

Dear Colleagues,

The Division of Biological Sciences at the UC San Diego is happy to offer its strong support for the proposal to establish a cluster hire focused on recruiting STEM faculty whose work focuses on reducing disparities in health, medicine, and the environment among Black and African American Communities, as part of the UCOP Advancing Faculty Diversity Program. The proposal is aligned with the Division's long-standing commitment to diversity, equity, and inclusion, and with our hiring initiative to recruit faculty whose pedagogical practices or research reduce educational disparities in STEM disciplines. If selected by the UC Office of the President, the Division of Biological Sciences will partner on this program to recruit faculty who both meet the standards of the Division and of this program focused on the Black Diaspora and African American communities.

Sincerely,

A handwritten signature in blue ink that reads "Kit Pogliano".

Kit Pogliano, PhD



MARGARET LEINEN
DIRECTOR
SCRIPPS INSTITUTION OF OCEANOGRAPHY

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June 1, 2020

Dear Drs. Evans, Chapman, Jones, Awdishu and Contreras,

I write as Vice Chancellor for Marine Sciences and Dean of the School of Marine Sciences in support of your proposal, *Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego*, for the UC Advancing Faculty Diversity Program.

Over the past few years, I have been partnering with our faculty and equity advisors to strategically increase student and faculty diversity in Marine Sciences and I am encouraged by our successes. Recent budget constraints due to COVID-19 has slowed our progress but I look forward to the opportunity to continue these efforts through a campus cluster on disparities in health, medicine, and the environment.

This important initiative holds great promise and has the opportunity to positively impact our campus in compounding ways. Thank you for your leadership and partnership.

Sincerely,

A handwritten signature in blue ink that reads "Margaret Leinen".

Margaret Leinen, PhD

Vice Chancellor for Marine Sciences

Director of Scripps Institution of Oceanography

Dean of the School of Marine Sciences



June 1, 2020

Dear Drs. Evans, Chapman, Jones, Awdishu and Contreras:

I am pleased to support your proposal for the UC Advancing Faculty Diversity Program, *Advancing Diverse Faculty, Curricula and Research through a Cluster Hire at UC San Diego*.

As the founding Dean of the new Herbert Wertheim School of Public Health and Human Longevity Science, I am responsible for overseeing its planning, personnel, and research. This proposal to hire faculty in a cluster focused on racial/ethnic disparities in health, medicine, and the environment comes at an opportune time and aligns with our school's vision to eliminate disparities in historically marginalized and underserved communities.

I look forward to partnering with you, should the proposal get funded, to recruit diverse faculty that will help us achieve these aims, while creating new and engaging research opportunities for our students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Cheryl A.M. Anderson".

Cheryl A.M. Anderson, PhD, MPH, MS

Professor of Epidemiology and Founding Dean

The Herbert Wertheim School of Public Health and Human Longevity Science

UC San Diego

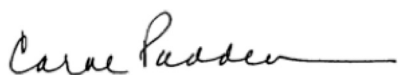
April 28, 2020

TO: Prof. Ivan Evans, Provost
Eleanor Roosevelt College

RE: Application for AFD program

I would be pleased to help in any way to support a full application to the 2020-2022 Advancing Faculty Diversity (AFD) program from your group of colleagues. Please let me know how I can contribute.

Best,

A handwritten signature in black ink, appearing to read "Carol Padden", followed by a horizontal line.

Carol Padden
Dean, Division of Social Sciences