IChange Network Annual Report Template – Cohort 3 Year 3

Due by March 15, 2023

Please use this template to develop institutional responses for the annual report. We will ask that you enter these responses, data, and evidence of IChange activities into a Qualtrics form. Please keep an eye out for submission instructions via Qualtrics in April 2022

A. Institution Information

<u>Institution:</u> University of California Santa Barbara

<u>IChange Team Lead:</u> Sharon Tettegah

Table A2. IChange Team Members

Name	Role *Adjunct Faculty, Administrator, Clinical Faculty or Professor of Practice, Graduate Student, Instructor, Lecturer, Postdoctoral Researcher, Staff Member, Tenure-Track Assistant Professor, Tenure-Track or Tenured -Associate Professor, Tenured Full Professor, Visiting Faculty*	Discipline *Agriculture and natural resource sciences; Arts; Biological and life sciences, Business; Chemistry; Computer, information, and technological sciences; Earth, environmental, atmospheric, and ocean sciences; Education; Engineering; Humanities; Mathematics and statistics; Medical sciences; Physical sciences; Psychology; Social, behavioral, and economic sciences (not including psychology); Other*
Sharon Tettegah	Associate Vice Chancellor Director Professor -Lead	Office of Diversity, Equity & Inclusion Director Center for Black Studies Research Black Studies Department Computer Science
Allison Clark	Administrative Staff/IChange Coordinator	Center for Black Studies Research
Angela Pitenis	Assistant Professor (communications)	Materials
Ben Refuerzo	Associate Vice Chancellor (qualitative group)	Office of Diversity, Equity and Inclusion
Dan Conroy-Beam	Associate Professor (quantitative group)	Psychological and Brain Sciences
Elizabeth Jensen	Administrator-Co-Lead (narrative Group)	Biological Engineering Program

Hilary Campbell	Administrative Staff-Co-Lead (quantitative group)	Office of Research
Jeffrey Stewart	Interim Vice Chancellor	Diversity, Equity and Inclusion
Kim Yasuda	Professor-Narrative	Art Department
Lisa Stewart	Administrator-Narrative	Kavli Institute for Theoretical Physics
Lubi Lenaburg	Administrative Staff-Quantitative Team	Center for Science and Engineering Partnerships
M. Ofelia Aguirre Paden	Administrator-Narrative	Center for Science and Engineering Partnerships
Ricardo Alcaino	Administrator-Quantitative	Office of Equal Opportunity and Discrimination Prevention/Title IX
Shelly Gable	Professor-Narrative/Communications	Psychological and Brain Sciences
Steven Velasco	Administrator-Quantitative Team	Institutional Research, Planning & Assessment
Susannah Scott	Chair Academic Senate Professor	Academic Senate Department of Chemistry and Biochemistry
Timothy Sherwood	Interim Dean-Quantitative Team Professor	College of Creative Studies; Department of Computer Science

Table A3. IChange Team Demographics

For the IChange Team, please provide the following demographic information:

Total Number of Team Members	# URM Women	# URM Men	# Non-URM Women	# Non-URM Men	# Intl Women	# Intl Men	# LGBT+ *If available*	# Veteran *If available*	# with Disability *If available*
18	4	4	6	2	1	0	N/A	1	1

B. Narrative Responses

1. Identify your greatest successes, as a result of your IChange Network activities this year (academic year 2022-2023), towards:

   a. Deepening the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising;

Last year, the IChange Team reported achieving a goal of becoming more involved with the Office of Diversity, Equity, and Inclusion (DEI). The Interim Vice Chancellor Stewart (involved marginally) and

Associate Vice Chancellors of the DEI office remain active members of the IChange Team. Although at the time of this reporting, the VC DEI of UCSB remains an interim one, and a new search has been initiated. The VC DEI did not contribute much to the conversation or the different work groups (Quantitative, Qualitative & Communications) of IChange. Primarily the VC DEI complained about not having the support from the university's senior administration in terms of hiring faculty for his Benjamin Banneker initiative.

The AVC DEI Refuerzo and Director, DEI Professional Development Rebecca Refuerzo continues to coordinate departmental Diversity Officers efforts with monthly meetings as well as **anti-racism** and **best practices** workshops. These workshops have been attended campus-wide by over 3,000 faculty, staff, and students.

Prior to workshops, participants are required to review the following Implicit Bias video series from UCLA:
- Preface: Biases and Heuristics (5:13)
- Lesson 1: Schemas (3:12)
- Lesson 2: Attitudes and Stereotypes (4:13)
- Lesson 3: Real World Consequences (3:45)
- Lesson 4: Explicit v. Implicit Bias (2:49)
- Lesson 5: The IAT (5:14)
- Lesson 6: Countermeasures (5:22)

The AVC, DEI Refuerzo and also developed a DEI-Focused Faculty Search Briefing workshop to dispel myths and misconceptions around DEI centered legislation, and discuss best practices for UR faculty recruitment. Participants are given evaluation rubrics with a DEI-focus, e.g., rating the now required Statement of Contributions to DEI. Although UCSB has not mandated these briefings, the majority of STEM departments have participated in these briefings.

> b. Diversifying the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources;

Last year we reported that STEM Departments had taken steps to create their unique Departmental DEI Strategic Plans. The best practices worksop and template covers five critical DEI areas: Recruitment, Retention, Curriculum/Research Reform, Department Climate, and Community Engagement. The majority of STEM departments have participated in this 2-hour workshop to aid in their creation of an encompassing DEI plan with measurable goals and specific strategies related to recruitment and retention. The AVC Refuerzo has also requested that these plans tie to the departmental FTE Plans.

UCSB houses personnel data in multiple systems making data collection that is both valid and reliable challenging. During year 2 of the grant, the IChange Quantitative team worked with a member of the UCSB Program Management Office (PMO) to develop a systemic methodology that is both policy and rules based. The purpose of this is to create a congruent system that allows for more reliable data analysis and comparison. However, the contrasting approaches to data collection and maintenance by the key UCSB stakeholders, the Academic Professional Office and EVC, has hindered the IChange goal of creating an **automated** STEM DEI dashboard as well as a streamlined process to collecting

STEM DEI data. Vital personal knowledge and relationships have been the primary drivers in providing the IChange STEM DEI data.

       c. Fostering institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.

The collective IChange team efforts have helped to build stronger cross-campus relationships. As a result, there is a shift to better align efforts focused on DEI in STEM, and to influence campus leadership in ways that are apparent in process changes related to training, FTE hiring processes, and other cross-campus recruitment strategies. The Diversity Officers (90+) have been encouraged to work with departments within their college/unit, i.e., Math, Life & Physical Science, etc. Examples of this underlying change include the announcement of an initiative that would increase the number of STEM URM faculty at UCSB.

2. Identify your greatest challenges, as a result of your IChange Network activities this year (academic year 2022-2023), towards:
       a. Deepening the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising;

A new process for this year's faculty hiring has been implemented. The Committee on Academic Personnel (CAP) has started reporting directly to faculty what proportion of their merit raises come from what aspects of their activities. DEI efforts are considered "extra work" and have not been reported consistently by all departments. Therefore, may/may not be included in a faculty member's merit raise. DEI is included in faculty review, but not required to be evaluated and applied. It is beginning to be on the Office of DEI radar, e.g. now in the search briefings and is elaborated on in the DEI workshops. This meets the University of California Office of the President's Appointment and Promotion compliance (UCOP AMP 210-1-d; source: https://www.ucop.edu/academic-personnel-programs/index.html). APM 210-1-d outlines the instructions to Review Committees that advise on the actions concerning appointees in the professorship. This compliance requires giving faculty credit, within the traditional pillars of appointments and promotions, for their contributions to DEI.

Currently, UCSB does not mandate Search Committee members become certified in DEI-focused search briefings as well as implicit bias training. In contrast, other members of the UC system require DEI search briefing training as well as recertification every four years. However, the UCSB's AVCDEI Refuerzo office has developed a 2-hour workshop to address search committee bias. This DEI-Focused Search Briefings covers best practices for recruitment of UR Faculty:
- Starting with your departmental DEI strategic plan to identify the targets of your search (e.g., historically underrepresented faculty of color) / what pipelines has your department put into operation / tied to FTE Plan
- Comparing department demographics with the State of California and beyond especially for African-American. UC is a land-grant institution.
- Search Committees must themselves be diverse – even if someone from outside your department is invited – see research
- Reviewing Prop 209 – we do not have to be "blind" (see Primer) does not have to be a barrier to UR recruitment
- Utilizing DEI encouraging/welcoming non-biased language; watch implicit biases

- Some research on biases toward women and faculty of color; e.g., names, letters of reference, talking about "fit" with department; assumptions before the job offer – ie., relocation, childcare, partner, etc.
- Recruiting for early-career candidates (Assistant Professor)
- Consider advertising for the "minimum" requirements rather than 'walk on water'
- Active, Targeted outreach all of the time – inviting potentials to speak, visit, etc. this is especially effective when there is actually not an FTE on the table.
- Remember "benchmarks" reflect a history of discrimination
- Do not hire the same people every year for Lecturer, Adjunct positions
- Review the President's Fellow list annually
- Reviewing and rating a **Statement of Contributions to DEI** (this can be the most crucial and beneficial tool for increasing UR faculty) Rubric provided for past, present, and future potential for contributions—track record of specific demonstration and actions (some UCs are starting candidate reviews with this piece of documentation to set a baseline with a DEI-focus.)
- Setting up the Rules for Search Committees (confidentiality, conflict of interest, equitable treatment, no unsolicited material, etc.)
- Assigning Roles for Search Committee members (e.g., DEI Advocate; calling out bias)
- Interview questions on specific diversity, equity, inclusion
- Utilizing Rating Matrices (including DEI contributions)

   b. Diversifying the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources;

UCSB continues to face the challenges of recovering from the impact of COVID during the timeline of the grant being awarded. A goal of the IChange committee was improvement in the area of uniform DEI strategic plans. Incremental improvements have been made, most STEM Departments now have a more comprehensive DEI strategic plan with faculty and staff. However, STEM departments continue to lead the rest of the campus efforts in this area. One of the primary problems is that there is a lack of communication, making it difficult to gauge any progress that has occurred with STEM departments. Unfortunately, the current AVC DEI has resigned effective March 31, 2023. AVC Refuerzo has been the primary communication regarding the STEM Departments and the loss of AVC Refuerzo will have a tremendous impact on DEI STEM efforts.

   c. Fostering institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.

Fostering institutional cultures that recognize and value inclusivity and diversity broadly continues to be a great challenge at UCSB. It is our goal to elevate DEI as an important complement to the campus climate in order to become an anti-racist institution. UCSB campus culture is a siloed one. A goal expressed in the previous report was the creation of a uniform data collection approach. This has proven challenging due to the aforementioned UCSB campus siloed culture as well as campus resources. The data is siloed and the ability to obtain this information is personality and relationship driven, not system driven. There have been personnel challenges in the area of analyzing the UCSB campus climate survey done in 2020. The results of the campus climate survey, administered by the DEI Office in 2020, will be released on April 7, 2023.

The IChange meeting with the STEM Deans to discuss the proposed Audacious Goal yielded more conscious efforts in the area of DEI. In addition, each department is required to address their departmental climate with specific strategies to improve in their DEI Strategic Plan.

3. Share the actions your institution's senior leadership (e.g. President, Chancellor, Chief Academic Officer, Board, Cabinet) have taken to support your IChange efforts this year (academic year 2022-2023), including resource allocation, project visibility and centrality, etc. Please share details about what specific leaders have done.

These are areas of both progress and challenges. Professor Jeffrey Stewart remains as the Interim Director of DEI, the IChange Lead, Dr. Sharon Tettegah resigned effective June 30, 2023, from her position as the Assistant Vice Chancellor with the DEI Office. Professor Ben Refuerzo, Associate Vice Chancellor has been an active member of IChange, but as noted above has also resigned. Rebecca Refuerzo, Director of DEI Professional Development resigned effective March 10, 2023. Two AVCs and the Director of PD resigned due to the toxicity within the DEI office under the leadership of VC Stewart. The data analyst Julia Luongo also resigned in February 2023 due to toxicity and lack of organizational structure in the DEI office. The data analyst position has reopened and slowed the ability to analyze the campus climate data collected in 2020.

UCSB's Executive Vice Chancellor David Marshall indicated an interest in creating a special STEM Initiative. EVC Marshall did release a memo describing this initiative with the goal of proactively increasing diversity in the applicant pool being planned for 2023-2024. A broad-based recruitment initiative to advance diversity in STEM, including the recommendation that search committee members attend the DEI-Focused Faculty Search Brief prior to beginning the recruitment process.

EVC's David Marshall has now shared a memo expressing financial support for URM FTE during the 2023-2024 year. This initiative was envisioned by Interim VC DEI, named after Benjamin Banneker, the 18th-century African American mathematician, astronomer, anti-racist, engineer, ecologist, and peace advocate. As the memo explains, this initiative would recruit scholars, scientists, and engineers whose disciplinary and interdisciplinary work would take place within the community of concerns exemplified by Banneker's intellectual, ethical, and social commitments as an African American scientist, with the goal of diversifying faculty, research, and curriculum in STEM fields. Special funding will be requested from the UC Office of the President and philanthropic sources to pursue expanded applicant pools, provide additional recruitment funds, and support program-building and mentoring activities. The goal is to attract and recruit candidates with a record of commitment to such activities; such candidates are more likely to apply in the context of a recruitment initiative that demonstrates a campus commitment to a comprehensive effort.

4. Describe your efforts to involve URG faculty and administrators at all levels in your IChange efforts this year (academic year 2022-2023).

The IChange Committee consists of diversity among its members who hold positions at UCSB. Senior leadership and STEM Deans were invited to attend IChange meetings for an exchange of information, ideas, and goals for a UCSB STEM DEI. A number of Diversity Officers are also Chairs of their respective departments. Although senior leadership was not available to attend, the STEM Deans did meet with the IChange Committee. As discussed in question 3, incremental change has begun.

5. Describe how your IChange team and institutional leaders plan to maintain momentum towards IChange efforts and other diversity, equity, and inclusion efforts amidst the uncertainty and rapidly changing conditions created by COVID-19.

The challenges of hiring and retaining staff remains a challenge as the institution recovers from the impact of COVID. The office of DEI has assisted in identifying areas that should be addressed. The goal of all MLPS (Math, Life & Physical Science) STEM departments will be to continue to work on their DEI Strategic Plans as a living document. The introduction of SEA Change to the campus with the same goals as IChange, has 2 overlapping committee members. This, coupled with the EVC's STEM Initiative, has the potential to act as a campus catalyst for DEI.

6. Describe how you have used results from the self-assessment, climate and/or satisfaction survey(s), and/or action planning metrics to shape policy, practice, and resource allocation this year (academic year 2022-2023).

The goal of applying the newly developed functional specifications guideline to years 1-3 did ensure consistent data collection methods for the scope of the grant. The ability to continue this methodology beyond the scope of the grant is a challenge based on the campus culture and limited resources. The results obtained from the IChange tools led to the invitations to campus senior leadership to attend the IChange meeting to establish a dialogue. The results of the campus climate survey should yield more applicable issues that can shape campus DEI policy. Note: the results of the campus climate committee have been slow to analyze because of the lack of administrative oversight in the DEI Office.

7. What elements of the IChange Network process and community were most useful to you this year (academic year 2022-2023)? Where could you have used more support? This will help inform planning for Network activities in the coming year.

The ability to meet with and discuss STEM DEI issues as a top priority of the Network has proved invaluable. Examples of campuses that have been successful in the area of STEM DEI have been encouraging. We could have used more support from the senior administration. There was very little involvement from the senior level administration and the DEI Office. In fact, often roadblocks were put up by senior level administration.

8. Considering the goals and related actions you have planned for your campus, what can the IChange Network or IChange Coordination Team provide to help you achieve those goals as an institution, a team, or as team members. This will help inform planning for Network activities in the coming year.

The successful models of STEM DEI include some type of mandatory vs. optional component as it relates to an institution's future funding. New insight into working in the current national climate in the areas of diversity, equity, and inclusion.

9. Identify your institution's greatest accomplishment(s) resulting from your participation in the IChange Network over the last three years.

Although a formal program did not evolve from the IChange program, the presence of the IChange program on the campus of UCSB prompted more proactive conversations among some of the senior leadership, deans and faculty. This includes on-going conversations with senior leaders and the UCSB IChange grant PI. Last quarter, the IChange committee met with the UCSB STEM Deans, collectively for the first time, to gain their feedback on the proposed Audacious Goal. These conversations yielded more conscious efforts in the area of DEI. EVC's David Marshall has now shared a memo expressing financial support for URM FTE during the 2023-2024 year. As one IChange committee member shared, there are people who now know each other who are having conversations that would not have been possible without the presence of IChange on campus. As this committee member reminded us, large institutions can be resistant to any type of change but to remember that glaciers carve mountains. These are encouraging first steps.

C. Common IChange Network Data Indicators

Please provide the following common data indicators. Indicators in gray columns are optional. <u>If you are unable to provide an indicator, please label as "N/A" and provide an explanation in the Notes section below that table</u>. Please see *Section G, Annual Report Common Measure Definitions* for common data indicator definitions.

Table C1. Year 3 – Composition (2022-2023 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *if available*	% STEM Veteran *if available*	% STEM with Disability *if available*
Faculty Composition	Non-Tenure Track/ Non-Tenured	2.24	2.24	41.04	40.30	0	0	0	0	0
	Assistant	3.27	4.58	33.33	50.98	0	0	0	0	0
	Associate	3.26	5.43	28.26	56.52	0	0	0	0	0
	Full	1.43	4.87	19.77	59.60	0	0	0	0	0
Leadership Composition	Department Chair/Head	5.56	0.00	33.33	66.67	0	0	0	0	0
	Assistant or Associate Dean	0.00	0.00	41.67	58.33	0	0	0	0	0
	Dean	0.00	0.00	14.29	85.71	0	0	0	0	0
	Senior/Central Administration	0.00	0.00	25.00	75.00	0	0	0	0	0
Student Composition	Undergraduate	19.75	12.73	27.25	25.95	5.03	7.79	10.92	0.18	7.92
	Graduate	7.40	6.95	21.48	26.91	12.72	23.21	11.79	0.14	4.50

Notes:

Table C2. Year 2 – Recruitment (2022-2023 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *if available*	% STEM Veteran *if available*	% STEM with Disability *if available*
Applicant Pool	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	6.094929881	8.252427184	36.62351672	49.02912621	0	0	0	0	0
	Associate	0.3831417625	6.896551724	23.75478927	68.96551724	0	0	0	0	0
	Full	12.26415094	1.886792453	50.94339623	34.90566038	0	0	0	0	0
Faculty Hires	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	0	20.00	70.00	10.00	0	0	0	0	0
	Associate	0	0	50	50	0	0	0	0	0
	Full	0	33.33333333	66.66666667	0	0	0	0	0	0
Leadership Appointments	Department Chair/Head	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant or Associate Dean	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Dean	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Senior/Central Administration	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

Table C3. Year 2 – Retention (2021-2022 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *if available*	% STEM Veteran *if available*	% STEM with Disability *if available*
Departures	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A
	Assistant	0	0	83.33	16.67	0	0	N/A	0	0
	Associate	0	0	0	100	0	0	0	0	0
	Full	6.67	6.67	13.33	66.67	0	0	0	0	0
Successful Promotions	To Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	To Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

Table C4. Year 2 - Climate/Satisfaction (2021-2022 Academic Year)

Please include the percentage of individuals in each category offering positive responses either on a single measure or a particular index. Please provide details in the notes section below.

Indicator		% Positive STEM URM Women	% Positive STEM URM Men	% Positive STEM Non-URM Women	% Positive STEM Non-URM Men	% Positive STEM Intl Women	% Positive STEM Intl Men	% STEM LGBT+ *If available*	% STEM Veteran *If available*	% STEM with Disability *If available*
Overall Climate	**Non-Tenure Track/Non-Tenured**	n=0 Dept: N/A UCSB: N/A	n=1 Dept: 100% UCSB: 100%	n=3 Dept: 100% UCSB: 100%	n=5 Dept: 80% UCSB: 80%	n=0 Dept: N/A UCSB: N/A	n=0 Dept: N/A UCSB: N/A	n=1 Dept: 100% UCSB: 100%	n=0 Dept: N/A UCSB: N/A	n=0 Dept: N/A UCSB: N/A
	Assistant	n=2 Dept: 100% UCSB: 100%	n=1 Dept: 100% UCSB: 0%	n=20 Dept: 75% n=19 UCSB:74%	n=30 Dept: 97% UCSB: 100%	n=7 Dept: 71% n=6 UCSB:100%	n=21 Dept: 95% UCSB: 100%	n=6 Dept: 83% UCSB: 83%	n=0 N/A	n=2 Dept: 0% UCSB: 0%
	Associate	n=0 N/A	n=0 N/A	n=6 Dept: 50% UCSB:67%	n=14 Dept: 93% UCSB: 93%	n=1 Dept: 0% UCSB: 100%	n=4 Dept: 75% UCSB: 100%	n=2 Dept: 100% UCSB: 100%	n=0 N/A	n=0 N/A
	Full	n=1 Dept: 100% UCSB: 100%	n=2 Dept: 100% UCSB: 100%	n=35 Dept: 77% UCSB:74%	n=72 Dept: 90% n=71 UCSB: 93%	n=12 Dept: 67% UCSB: 75%	n=24 Dept: 92% UCSB: 88%	n=6 Dept: 83% UCSB: 83%	n=3 Dept: 67% UCSB: 67%	n=6 Dept: 33% UCSB: 50%
Overall Satisfaction	**Non-Tenure Track/Non-Tenured**	n=0 N/A	n=1 100%	n=3 67%	n=5 100%	n=0 N/A	n=0 N/A	n=1 0%	n=0 N/A	n=0 N/A
	Assistant	n=1 100%	n=1 100%	n=16 75%	n=24 92%	n=5 100%	n=15 93%	n=5 40%	n=0 N/A	n=2 50%
	Associate	n=0 N/A	n=0 N/A	n=6 83%	n=9 100%	n=1 100%	n=3 100%	n=2 100%	n=0 N/A	n=0 N/A
	Full	n=1 100%	n=2 100%	n=28 89%	n=57 96%	n=10 90%	n=21 95%	n=5 100%	n=3 100%	n=4 75%

Description of Table C4

Introduction

The University of California at Santa Barbara (UCSB) is committed to promoting excellence through diversity and inclusiveness. The campus community, in keeping with the academic mission of the University of California to educate its residents, strives to create an environment that is welcoming for all sectors of our state's diverse population and that is conducive to the development of each individual's highest potential. In addition, our campus upholds the principle of equal opportunity for all since equal opportunity fosters the best conditions possible for the enhancement of research, creativity, innovation, and excellence.

UCSB adheres to the [University of California diversity statement](#) which underscores the importance of educating our diverse population.

To that end, the Office of Diversity, Equity, and Inclusion partnered with Institutional Research, Planning, and Assessment in the Office of Budget and Planning to conduct a campus-wide climate survey for the academic year 2020-2021. The purpose of the survey was to learn more about the behaviors and attitudes of people within our workplaces and learning environments so that the University is better informed about the living and working environments for students, faculty, staff, post-doctoral scholars, and trainees. Based on the findings, the Office of Diversity, Equity, and Inclusion will develop a forthcoming campus strategic action plan to improve the environment for learning, living, and working at UC Santa Barbara and publish topical reports relating to research interests of stakeholder groups.

Survey Instrument

The development of the survey instrument was a collaborative effort between four working groups, one dedicated to the development of each respondent group's survey (i.e., undergraduate students, graduate students and post-doctoral scholars, faculty, and staff). The working groups were representatives from each respondent group and members of the Offices of Diversity, Equity, and Inclusion and of Budget and Planning. Each of the survey templates contained between 362 and 415 questions (undergraduate students: 415 questions; graduate students and post-doctoral scholars: 401 questions; staff: 382 questions; and faculty: 362 questions) regarding demographics, climate, discrimination, sexual harassment and violence, law enforcement experiences, well-being, basic needs, and mentorship, including several open-ended questions for respondents to provide commentary.

Sampling Procedure

All surveys were offered in English, as well as in Spanish and Mandarin for selected respondent groups. Prospective respondents received a mail-merged email with a personal embedded link. The link contained a personal identifier which allowed respondents to return to the survey if not completed in one sitting and automatically entered the respondent into an incentive prize drawing. Respondents had to be 18 years of age or older to participate. Respondents were instructed that they did not have to answer questions and that they could withdraw from the survey at any time before submitting their responses. Each survey included information describing the purpose of the study, explaining the survey

instrument, and assuring the respondents of anonymity. The surveys were administered from May 10, 2022 to May 31, 2022 through a secure and confidential online mobile-friendly portal.

Data Analysis

Data analysis is ongoing and a final report is forthcoming. For the purpose of this report, the faculty survey data were analyzed to compare the responses of various groups in raw numbers and percentages. Descriptive statistics were calculated by salient group memberships to provide additional information regarding participant responses.

For the purpose of this report, the following definitions were used to define group membership:

(1) Position
    (a) Non-Tenure Track/Non-Tenured: Respondents who indicated that their current rank is a pre-six unit 18 lecturer or unit 18 lecturer.
    (b) Assistant: Respondents who indicated that their current rank is assistant professor.
    (c) Associate: Respondents who indicated that their current rank is associate professor.
    (d) Full: Respondents who indicated that their current rank is one of the following: full professor, emeritus/emerita research professor, or emeritus/emerita teaching professor.
(2) Area of Interest
    (a) STEM: Respondents who indicated that their home department or program was related to Science, Technology, Engineering, and Mathematics (STEM) (including Biology; Chemistry/Biochemistry; Computing; Mathematics; Physics; Environmental Science & Management Program; Cal Teach/Science Math Initiative; Chemical Engineering; Computer Science; Electrical and Computer Engineering; Materials; Mechanical Engineering; Technology Management; Biomolecular Science and Engineering; Biological Sciences; Ecology, Evolution, and Marine Biology; Molecular, Cellular, and Developmental Biology; Developmental Biology; Chemistry and Biochemistry; Earth Science; Economics; Environmental Studies; Geography; Marine Science; Psychological & Brain Sciences; or Statistics and Applied Probability).
(3) Racial/Ethnic Identity
    (a) Underrepresented Minority (URM): Domestic respondents who indicated that their racial and/or ethnic identity included one or more of the following: African, African American/Black, Caribbean, Other African American/Black, self-identified African American and Black, American Indian/Alaska Native, self-identified American Indian/Alaska Native, Cuban, Latin American/Latino, Mexican/Mexican American/Chicano, Puerto Rican, Other Spanish American/Latino, self-identified Hispanic/Latinx
    (b) Non-URM: Respondents who indicated that their racial and/or ethnic minority did not include one or more of the above list.
(4) Citizenship Status
    (a) International: Respondents who indicated that they identify as an international faculty member.
(5) Disability Status
    (a) Disabled: Respondents who indicated that they identify as disabled.
(6) Sexual Orientation

(a) LGBT+: Respondents who indicated that they identify as gay, lesbian, bisexual, pansexual, queer, asexual, two-spirit, or trans.

(7) Gender Identity

(a) Women: Respondents who indicated that they identify as a trans woman or cisgender woman.

(b) Men: Respondents who indicated that they identify as a trans man or cisgender man.

(8) Veteran Status

(a) Veteran: Respondents who indicated that they identify as a veteran.

For the purpose of this report, three questions relating to overall climate and overall satisfaction from the faculty survey were identified and analyzed. On a six-point scale from extremely dissatisfied to extremely satisfied, faculty respondents were asked to indicate how satisfied or dissatisfied they were with each of the following:

(1) The overall climate in their home department ("Dept")
(2) The overall climate at UCSB ("UCSB")
(3) Their job overall

If respondents indicated that they were somewhat satisfied, satisfied, or extremely satisfied, their response was counted as a "positive" response to these questions.The percentages represented in the data table reflect the portion of respondents (who satisfy the below criteria) who indicated a positive response.

The counts of respondents (n) are included alongside percentages in the data table. For each cell, n represents the number of respondents who:

(1) completed the question of interest and
(2) meet the criteria of the intersecting variables.

The faculty survey was sent to 1,289 faculty members, 587 of whom responded and consented to participating in analysis; the response rate for faculty was 45.5%. Out of the faculty respondents, 298 indicated that their home department or program is classified as a STEM field.

Of the 298 STEM faculty respondents,

- 10 (3%) respondents identified as Non-Tenure Track/Non-Tenured faculty
- 65 (22%) respondents identified as Assistant faculty
- 25 (8%) respondents identified as Associate faculty
- 150 (50%) respondents identified as Full faculty
- 12 (4%) respondents identified as a faculty member of a URM group
- 194 (65%) respondents identified as International faculty
- 8 (3%) respondents identified as Disabled faculty
- 20 (7%) respondents identified as LGBT+ faculty
- 83 (28%) respondents identified as Women
- 158 (53%) respondents identified as Men
- 4 (1%) respondents identified as Veteran faculty

Future Administration

The Office of Diversity, Equity, and Inclusion is currently developing a forthcoming campus strategic action plan to improve the environment for learning, living, and working at UC Santa Barbara. This plan will include detailed plans of future administration of campus climate surveys. The goals of future administration of campus climate surveys include but are not limited to:

(1) To provide standardized data for longitudinal comparisons to the 2014 UCOP Campus Climate Study, 2021 UCSB Campus Climate Survey, and future campus climate research,
(2) to increase response and completion rates of respondents,
(3) to investigate topical issues relating to stakeholder groups to whom the Office is accountable (e.g., URM faculty retention, graduate student and staff basic needs, and undergraduate student experiences of sexual harassment, among other topics), and
(4) to administer consistent and standardized campus climate surveys on a regular cadence between every two to four years.

*Aspire IChange acknowledges that climate and satisfaction surveys may not be administered on a yearly basis, and that institutions may not administer both kinds of surveys. Please provide the results of your most recent administration, including the academic year administered, and briefly describe your climate and/or satisfaction survey instrument, the index/item reported, and administration procedures, including your anticipated schedule for future administration. Narrative Question B5 requests a description of your use of these results to inform policy, practice, and decision-making. **If you have previously submitted satisfaction or climate data, please indicate whether the data presented this year is the same or a different measure/scale/index/instrument.***

D. Please Attach:

The climate data presented this year is the same as the data presented in last year's Aspire ICN Annual Report Template - C3Y2. The results of the campus wide climate survey will be shared at a DEI Summit on April 7, 2023.

- **In Year 1:** A copy of the Reflections on Strategy section *ONLY* of the *Aspire Institutional Self-Assessment for Inclusive Faculty Recruitment, Hiring, & Retention*

- **In Year 2:** A Copy of your Draft Action Plan

If you are unable to provide this content, please provide a proposed timeline for completion and submission of the deliverable.

E. Action Plan Elements – In Year 3

If you are unable to provide this content, please provide a proposed timeline for completion and submission of the deliverable.

Table E1. Final Action Plan & Indicators
Please provide a detailed action plan, including the rationale for the action and the measures you will be using to assess the effectiveness of the action.

<u>Action Plan:</u>
The UCSB Chancellor, EVC, and STEM Deans will articulate Diversity, Equity, and Inclusion Strategic Action Plans for the university and their respective colleges by December 31, 2023. The plan will be in alignment with UCSB's STEM Recruitment Initiative. With guidance and support from the UCSB Office of DEI, this plan will address 5 critical elements of DEI (recruitment, retention/support, curriculum/research, departmental climate, and community engagement) and will include a budget dedicated to support the plan.

<u>Wherein:</u>
The DEI Strategic Plan is a living document that examines the current demographics of the faculty and requires teams to set goals, objectives, and develop specific strategies to increase historically underrepresented faculty and support/retain them. Each department will be required to review their policies and goals annually via a DEI lens that has measurable objectives.

The DEI Strategic Plan addresses five (5) Critical Elements of diversity, equity and inclusion:

- Recruitment with a focus on:
    - URM faculty and student pipelines
    - DEI centered faculty search briefings
    - Active and targeted outreach efforts
    - Measurable goals with specificity (e.g. numbers, race, gender)

- Retention and support of URM STEM faculty
    - Create pathways for success by establishing an outreach program designed for URM faculty
    - Provide opportunities for URM faculty to showcase their work
        - Invite URM faculty to give lectures and workshops
    - Establish a network earlier, prior to an FTE becoming available
    - Mentoring (formal and informal)

- Curriculum/Research
    - Non-Eurocentric
    - De-colonizing
    - Community-based research
    - Local anti-racism, anti-bias research (UCSB)

- Departmental level culture and climate
    - To what extent is the department inclusive?
    - Is the department welcoming and supportive of DEI?
    - Are there mechanisms and practices in place that focus on anti-racism?

- Community Engagement
    - Are there external support mechanisms and practicing in place in support of URM faculty?

The UCSB Office of DEI has created a workshop and a standardized template to aid departments in the creation of their DEI Strategic Plan. This models the UC systemwide DEI Best Practices (UCLA, UC Irvine) as well as those of Cal State and University of Michigan.

Upon completion, the STEM Deans will be able to utilize utilize this standardized template to aid in focusing on:

- Statement of Current conditions
- Goals/Objectives
- Specific Strategies
- Committee responsibilities

Therefore:

To ensure consistency, transparency, and accountability it is recommended that the Faculty Senate's Committee on DEI serve as a task force, who will work with the Chancellor, EVC, and Deans to set targets and benchmarks.

Overall Goal for Action Plan:

Create a culture of accountability and transparency in UCSB STEM faculty hiring, recruitment, and retention with measurable goals.

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: *Recruitment, Transition, Retention, Institutional Context*	Action Rationale	Action Ownership/ Accountability	Action Means of Support: *e.g. Staff Time; External grant; Fee-for-service; To-be-identified*	Action Assessment Metric (Progress Indicator)
STEM Faculty Search Committee:	*Recruitment*				
Create a culture of accountability and transparency in UCSB STEM faculty hiring, recruitment, and retention with measurable goals.	Recruitment	Research demonstrates a culture of accountability based on concrete data provides measurable progress vs the anecdotal evidence	EVC Deans	TBI	Policy of Faculty training embraced

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: *Recruitment, Transition, Retention, Institutional Context*	Action Rationale	Action Ownership/ Accountability	Action Means of Support: *e.g. Staff Time; External grant; Fee-for-service; To-be-identified*	Action Assessment Metric (Progress Indicator)
Require a trained co-DEI lead for search committee or designated faculty member;	Recruitment	Designating roles to search committee members have netted good results when one member specifically serves in the role of calling out implicit biases and being a DEI advocate. Also having at least one URM faculty member has shown to improve outcomes for URM candidates at every level of the search.	Office of Dean; Department Heads/Chairs Heads/Chairs and Department, DEI Office	TBI	Policy adopted
Mandatory search Committee DEI trainings that include: *examining faculty hiring practices *briefings *UC certification	Recruitment	Empirical evidence demonstrates that required DEI-focused search briefings are effective in increasing historically underrepresented faculty Currently UCSB is one of the UCs that has not mandated committee members go through a search briefing every 4 years. Demographics of faculty do not show parity with California.	STEM Dean; STEM Department Heads/Chairs; DEI Office; Search Committee members	TBI	Maintain a centralized list of faculty who have been 'certified' by attending a DEI-Focused Search Briefing and require recertification every 4 years.
Anti-bias training for	Recruitment & Retention	Understanding on how DEI impacts		Training held to keep	Evidence of move

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: *Recruitment, Transition, Retention, Institutional Context*	Action Rationale	Action Ownership/ Accountability	Action Means of Support: *e.g. Staff Time; External grant; Fee-for-service; To-be-identified*	Action Assessment Metric (Progress Indicator)
Promotion & Tenure review committees at College and University levels		merit and promotion cases. Designating roles to search committee members supported by University & College levels demonstrates support at Senior Leadership level. Jr faculty, trained upon hire.	EVC; STEM Dean; STEM Department Heads/Chairs; DEI Office; Search Committee members	current on this matter. Include Jr/Sr Faculty.	towards making mandatory giving the ability to document
Campus Culture:					
Joint departmental appointments to allow flexibility in hiring and recruitment	Recruitment & Retention	To increase flexibility and potentially increase URM faculty it is worthwhile to consider "cluster" hiring or sharing appointments in two different departments. (e.g., STEM + Black Studies). Research demonstrates successful models.	Sr. Leadership; Chancellor Yang EVC Marshall STEM Deans; STEM Chairs	Budget; sustainability plan once hired	Hires
Buy in from University Administration	Recruitment and Retention	University of California Santa Barbara embraces a culture of DEI led by establishing DEI (STEM) policies and practices that align with the newly established DEI Office and endorsed by Sr. Administrators.	UC System President; UCSB University President; Chancellor, EVC, Deans	TBI	Senior Leaders continue to support call for STEM FTE to be established as a formalized program. STEM URM hires in

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: *Recruitment, Transition, Retention, Institutional Context*	Action Rationale	Action Ownership/ Accountability	Action Means of Support: *e.g. Staff Time; External grant; Fee-for-service; To-be-identified*	Action Assessment Metric (Progress Indicator)
					2023-2024. Support these hires.
Leverage DEI Office trainings, activities, and policies for STEM	Recruitment and Retention	Leverage campus-wide policies and practices that are being created by the Office of DEI by establishing STEM DEI policies and practices that align with campus policy.	STEM Deans; STEM Chairs; STEM faculty	TBI	Diversity training participation and recruitment and retention statistics for URM faculty
Transparent and uniform promotion process with DEI performance metrics that that are tied to resources, tenure and promotion	Recruitment and Retention	Create a culture of support, transparency and accountability to build trust with URM faculty wil Ensure that all faculty promotions follow the required APM-210-1-d which was revised in 2015 to require that all promotion processes take into account: "Contributions to Diversity, Equity, Inclusion"	Sr. Leadership; Chancellor, EVC; STEM Deans, STEM Chairs:	TBI	DEI activities are no longer considered an "extra activity that are calculated as part of merit increase. Create a process once recruited, a guided process to obtain promotion & tenure. This includes an advocate.
Improve data collection/analysis. Concrete	Recruitment and Retention	IChange has been dependent on STEM department	TBD	TBI	Creation of a systematic

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: *Recruitment, Transition, Retention, Institutional Context*	Action Rationale	Action Ownership/ Accountability	Action Means of Support: *e.g. Staff Time; External grant; Fee-for-service; To-be-identified*	Action Assessment Metric (Progress Indicator)
data vs. anecdotal knowledge		self-reports regarding faculty racial and ethnic demographics. Uniform data reporting methods will yield consistent results that can be analyzed for improvement.			data collection DEI collection methods.

F. Past Year Data

Please complete the following tables as needed to provide past year data. You may not have been able to provide all data in the previous years. If you are unsure what you have provided in the past, please contact Jess Bennett at jbennett@aplu.org

If you are unable to provide an indicator, please label as "N/A" and provide an explanation in the Notes section below that table. Please see *Section G, Annual Report Common Measure Definitions* for common data indicator definitions.

- Year 0 - 2019-2020 Academic Year Data - NA
- Year 1 - 2020-2021 Academic Year Data -
- Year 2 - 2021-2022 Academic Year Data
- Year 3 - 2022-2023 Academic Year Data

Table F1. Year 2020-2021 – Composition Table F1. Year 1 – Composition (2020-2021 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *If available*	% STEM Veteran *If available*	% STEM with Disability *If available*
Faculty Composition	Non-Tenure Track/ Non-Tenured									

	Assistant										
	Associate										
	Full										
Leadership Composition	Department Chair/Head										
	Assistant or Associate Dean										
	Dean										
	Senior/Central Administration										
Student Composition	Undergraduate										
	Graduate										

Notes:

Table F2. Year X – Recruitment Table F1. Year 1 – Recruitment (2020-2021 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *If available*	% STEM Veteran *If available*	% STEM with Disability *If available*
Applicant Pool	Non-Tenure Track/ Non-Tenured									
	Assistant									
	Associate									
	Full									
Faculty Hires	Non-Tenure Track/ Non-Tenured									
	Assistant									
	Associate									
	Full									
Leadership Appointments	Department Chair/Head									
	Assistant or Associate Dean									
	Dean									
	Senior/Centra									

	I Administration									

Notes:

Table F3. Year X – Retention Table F1. Year 1 – Retention (2020-2021 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *If available*	% STEM Veteran *If available*	% STEM with Disability *If available*
Departures	Non-Tenure Track/ Non-Tenured									
	Assistant									
	Associate									
	Full									
Successful Promotions	To Associate									
	To Full									

Notes:

Table F1. Year 2 – Composition (2021-2022 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *if available*	% STEM Veteran *if available*	% STEM with Disability *if available*
Faculty Composition	Non-Tenure Track/ Non-Tenured	3.26	1.09	40.22	41.30	0	0	N/A	N/A	N/A
	Assistant	3.75	4.38	31.25	53.75	0	0	N/A	0	0
	Associate	3.75	7.50	23.75	57.50	0	0	N/A	0	0
	Full	1.42	3.97	20.40	59.49	0	0	N/A	0	0
Leadership Composition	Department Chair/Head	5.263157895	5.263157895	31.57894737	63.15789474	0	0	0	0	0
	Assistant or Associate Dean	0	0	36.36363636	63.63636364	0	0	0	0	0
	Dean	0	0	16.66666667	83.33333333	0	0	0	0	0
	Senior/Central Administration	0	0	25	75	N/A	0	0	0	0
Student Composition	Undergraduate	19.37	13.17	27.63	26.18	5.18	7.45	9.78	0.14	7.34
	Graduate	6.80	6.71	22.17	29.07	11.01	22.71	8.70	0.15	3.88

Notes:

Table F2. Year 2 – Recruitment (2021-2022 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *if available*	% STEM Veteran *if available*	% STEM with Disability *if available*
Applicant Pool	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	3.194888179	5.830670927	30.4313099	60.54313099	0	0	0	0	0
	Associate	12.5	2.5	60	25	0	0	0	0	0
	Full	1.769911504	3.982300885	21.46017699	72.78761062	0	0	0	0	0
Faculty Hires	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	23.07692308	0	23.07692308	46.15384615	0	0	0	0	0
	Associate	0	0	100	0	0	0	0	0	0
	Full	0	16.66666667	33.33333333	50	0	0	0	0	0
Leadership Appointments	Department Chair/Head	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant or Associate Dean	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Dean	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Senior/Central Administration	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

Table F3. Year 2 – Retention (2021-2022 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-URM Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ *If available*	% STEM Veteran *If available*	% STEM with Disability *If available*
Departures	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	0	0	25
	Assistant	0	0	40	60	0	0	0	0	0
	Associate	0	20	20	40	0	0	N/A	N/A	N/A
	Full	10.52631579	5.263157895	26.31578947	47.36842105	0	0	0	0	0
Successful Promotions	To Associate	0	16.66666667	38.88888889	38.88888889	0	0	0	0	0
	To Full	12.5	25	12.5	50	0	0	0	0	0

Table F4. Year X - Climate/Satisfaction (Climate data insert above)

Please include the percentage of individuals in each category offering positive responses either on a single measure or a particular index. Please provide details in the notes section below.

Indicator		%	%	%	%	%	%	% STEM	% STEM	% STEM

		Positive STEM URM Women	Positive STEM URM Men	Positive STEM Non-URM Women	Positive STEM Non-URM Men	Positive STEM Intl Women	Positive STEM Intl Men	LGBT+ *If available*	Veteran *If available*	with Disability *If available*
Overall Climate	Non-Tenure Track/ Non-Tenured									
	Assistant									
	Associate									
	Full									
Overall Satisfaction	Non-Tenure Track/ Non-Tenured									
	Assistant									
	Associate									
	Full									

Aspire IChange acknowledges that climate and satisfaction surveys may not be administered on a yearly basis, and that institutions may not administer both kinds of surveys. Please provide the results of your most recent administration, including the academic year administered, and briefly describe your climate and/or satisfaction survey instrument, the index/item reported, and administration procedures, including your anticipated schedule for future administration. Narrative Question B5 requests a description of your use of these results to inform policy, practice, and decision-making.

Notes:
The UCSB climate reports for year 1 and year 2 are the same.

G. Annual Report Common Measure Definitions and Notes:

INDICATORS
Composition: Composition represents the size of specific communities within the current faculty, staff, and students employed or enrolled at the institution in the academic year.

The percentage should indicate the proportion of that demographic group and faculty rank/administrator level/student enrollment level in the total campus STEM population for that faculty rank/administrator level/student enrollment level. The combined percentages of % URM Women, % URM Men, % Non-URM Women, % Non-URM Men, % Intl Women, and % Intl Men should equal 100. (Note: For the IChange Team, we have requested total number, rather than percentage)

Applicant Pool: The applicant pool is comprised of the individuals who submitted complete applications to a job posting. This may include individuals who were later determined to not meet minimum qualifications, or were not referred to the search committee. For "Open-Rank" positions, please list the pool in the "Assistant" category.

The percentage should indicate the proportion of that demographic group and faculty rank/administrator level in the total pool of applications for that faculty rank/administrator level. The combined percentages of % URM Women, % URM Men, % Non-URM Women, % Non-URM Men, % Intl Women, and % Intl Men should equal 100.

Hires: A hire is the appointment of a person into a role they have not previously held, and involves a formal search to fill the position. This could include hiring a non-tenure-track instructor into a tenure-track assistant professor role, an external candidate into a dean role, or an internal candidate into a senior leadership role. Rotating leadership roles (such as a department chair) do not count as hires.

The percentage should indicate the proportion of that demographic group and faculty rank/administrator level in the total hires for that faculty rank/administrator level. The combined percentages of % URM Women, % URM Men, % Non-URM Women, % Non-URM Men, % Intl Women, and % Intl Men should equal 100.

Departures: A departure is someone vacating an appointment of a role to retire, work elsewhere (in or outside of higher education), or assume a different position at the same institution.

The percentage should indicate the proportion of that demographic group and faculty rank/administrator level in the total departures for that faculty rank/administrator level. The combined percentages of % URM Women, % URM Men, % Non-URM Women, % Non-URM Men, % Intl Women, and % Intl Men should equal 100.

Successful Promotions: Successful promotions are defined as when individuals in career ladder/tenure-track positions have applied for and received tenure (and the attendant associate professor title) or applied for and received full professor status. It does not include successful contract renewals in the pre-tenure period for career ladder faculty, nor does it include appointments from a non-tenure-track/non-tenured position into a career ladder/tenure-track position, or internal appointments into any other positions that might be considered of higher rank or responsibility.

The percentage should indicate the proportion of that demographic group and faculty rank in the total applications for promotion for that faculty rank. The combined percentages of % URM Women, % URM Men, % Non-URM Women, % Non-URM Men, % Intl Women, and % Intl Men should equal 100.

Overall Climate: Community members' attitudes and perceptions regarding issues related to URG identity dimensions and diversity, particularly the perceived level of racism, sexism, ableism, classism, and/or heterosexism and discrimination within the campus environment. (Adapted **from Griffin et al**)

The percentage should be the proportion of positive responses (rating higher than neutral) reported by that demographic group and faculty rank on either an overall indexed/global climate score, or on a broad single-item climate question. Please indicate which kind of measure you are reporting.

Overall Satisfaction: "Faculty sentiment with regard to teaching, service and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace." **From COACHE**

The percentage should be the proportion of positive responses (rating higher than neutral) reported by that demographic group and faculty rank on either an overall indexed/global satisfaction score, or on a broad single-item satisfaction question. Please indicate which kind of measure you are reporting.

OTHER DEFINITIONS

STEM

Please use NSF's definition of Science, Technology, Engineering, and Math (STEM) fields to identify which faculty and students to include. Find a list of NSF STEM disciplines **here** and CIP codes defining STEM **here.**

Demographic Categories

URG: Underrepresented group. Any marginalized identity group that is less well represented in the STEM education pathway or workforce than their representation in the general population. Includes (but is not limited to): underrepresented racial and ethnic minorities (URMs), cis and transgender women, first-generation college students, veterans, individuals from low-income backgrounds, people with disabilities, and members of the LGBT+ community.

URM: Underrepresented racial/ethnic minority. "This category comprises three racial or ethnic minority groups (blacks or African Americans, Hispanics or Latinos, and American Indians or Alaska Natives) whose representation in S&E education or employment is smaller than their representation in the U.S. population." **from NSF**

Gender (Women/Men): Aspire defines Gender Identity as "One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth" **from HRC**

IChange acknowledges that treating gender as binary (to only include Women or Men) may exclude individuals who identify as trans/transgender, nonbinary or other gender identities. In an effort to balance intersectional analysis of the diverse composition of STEM faculty, students, and administrators with the need to provide aggregated data that protects individual privacy, we have collapsed gender into Women and Men. For consistency's sake, we ask that institutions that do collect more nuanced gender information use the "Women" category to include all gender identities other than "Men" for the required data collection fields.

International (Intl): Individuals who were born outside of the USA and who hold a non-immigrant visa (O, J1,etc).

LGBT+: LGBT+ is an initialism that stands for lesbian, gay, bisexual, transgender, plus. The initialism LGBT is intended to emphasize a diversity of sexuality and gender identity-based cultures. It may be used to refer to anyone who is non-heterosexual or non-cisgender, instead of exclusively to people who are lesbian, gay, bisexual, or transgender. To recognize this inclusion, a popular variant adds the "+" to encompass spectrums of sexuality and gender. There has been some critique of this term because of its conflation of gender identity and sexual identity/orientation; however, there is often a shared community therein.

Veteran: "A person who served in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable." **from U.S. Department of Veterans Affairs**

Person with Disability: A person "who has physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." **(from ADA)**. It is important to note that some disabilities are visible while others are not.

Student Type
Undergraduate: Includes all students enrolled in an undergraduate degree program, including associate's degrees and bachelors of arts or science. Does not include students seeking certificates only.

Graduate: Includes all students enrolled in a graduate degree program, including master's of arts or science, and doctors of philosophy (or equivalent). Does not include students seeking graduate certificates only, or doctor of medicine, veterinary medicine, pharmacy, dentistry or nursing degrees (per the NSF categorization of STEM).

Faculty Ranks

Non-Tenure-Track/Non-Tenured: Includes all instructor and/or researcher positions neither on the tenure track, nor tenured. This may also include part-time instructors who are not graduate students. If your institution has a tenure-equivalency for some roles, please count those faculty in the appropriate other category (Assistant, Associate, or Full Professor).

Assistant: Includes faculty on tenure-track appointments (or their equivalent) who have not yet received tenure.

Associate: Includes faculty who have received tenure (or its equivalent) but have not yet been promoted to full professor.

Full: Includes faculty who have received tenure (or its equivalent) and have been promoted to full professor. Includes special endowed chair or distinguished professor appointments.

Administrator Positions

Department Head/Chair: "A department chair is a faculty member...who serves as the academic leader and administrative head of a department of instruction or research, or a clinical service." **from UCOP**

Some institutions may make distinctions between chair and head roles, with a chair, typically, being a rotational or internally elected administrative service performed by tenured faculty in the department, and a head, typically, being a leadership appointment made by a dean within specific recruitment and hiring mechanisms (either from within the faculty or external).

Assistant/Associate Dean: "Serves as the chief assistant to the Dean of a school or college in the areas of academic policy, student admissions, curriculum research and development, faculty recruitment and retention, and[/or] budget development and administration. In a larger school or college may be assigned specialized responsibilities in any one or combination of the above responsibilities. Participates on various committees, campus-wide and program in nature, in such areas as admissions policy, curriculum development, faculty guidelines, etc....Incumbents of this title generally have concurrent rank in an academic title and may have substantial instructional responsibilities." **from SUNY**

Dean: "Serves as the chief academic and administrative officer of a school or college. [A dean] is administratively responsible to the [Chief Academic Officer] for the successful development of academic policy and the maintenance of academic quality in [their] particular discipline. [A dean also] recruits and hires faculty members, especially at the senior level; coordinates the curriculum development, both in [their] school or college and in conjunction with other academic programs on the campus; is responsible for the development and presentation of a budget which will sufficiently meet the academic needs of the program by providing adequate funds for salaries, facilities and instructional resources; will generally serve as a member of several campus committees including those on admissions, curriculum faculty standards, etc., and as an academic advisor to the [Chief Academic Officer]. Incumbents of this title generally have concurrent rank in an academic title and may have substantial instructional responsibilities." **from SUNY**

Senior/Central Administration: Serves at the rank of Assistant Vice President (or equivalent title) or higher for the institution as a whole. Includes members of the President or Chancellor's cabinet and their cadre of chief assistants and associates.