



ASPIRE

INSTITUTIONAL
CHANGE INITIATIVE

IChange Network Annual Report Template – Cohort 3 Year 1

Due by July 1, 2021

****Please keep an eye out for submission instructions via Qualtrics in May 2021****

A. Institution Information

Institution:

IChange Team Lead:

Table A2. IChange Team Members

Name	Role <i>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</i>	Discipline <i>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</i>
Sharon Tettegah	Administrator/Professor	Director Center for Black Studies Research/Associate Vice Chancellor DEI/Black Studies/ Computer Science/
Marina Verdian	Administrative Staff	Center for Black Studies
Angela Pitenis	Assistant Professor	Materials
Belinda Robnett	Administrator/Professor	Vice Chancellor DEI/Sociology
Beth Pruitt	Professor	Mechanical Engineering/BMSE
Dan Conroy-Beam	Assistant Professor	Psychological and Brain Sciences
Dana Mastro	Administrator/Faculty	Vice Chancellor Academic Personnel/Communication
Elizabeth Jensen	Administrative Staff	Biological Engineering Program
Hilary Campbell	Administrative Staff	Office of Research

Jeffrey Stewart	Professor	Black Studies
June Betancourt	Administrative Staff	Academic Personnel
Kathy Foltz	Professor	Molecular, Cellular & Developmental Biology
Kim Yasuda	Professor	Art Department
Laurel Wilder	Staff Member	Office of Institutional Research
Leila Rupp	Graduate Dean/Professor	Graduate Division/Feminist Studies
Lior Sepunaru	Assistant Professor	Department of Chemistry and Biochemistry
Lisa Stewart	Administrative Staff	Kavli Institute for Theoretical Physics
Lubi Lenaburg	Staff Member	Center for Science and Engineering Partnerships
M. Ofelia Aguirre Paden	Administrator	Center for Science and Engineering Partnerships
Melissa Morgan	Professor	Chicano Studies/Latin American and Iberian Studies
Ricardo Alcaino	Administrative Staff	Office of Equal Opportunity and Discrimination Prevention/Title IX
Shelly Gable	Professor	Psychological and Brain Sciences
Steven Velasco	Administrative Staff	Institutional Research and Planning
Susannah Scott	Professor	Department of Chemistry and Biochemistry
Timothy Sherwood	Professor	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
25	4	3	15	3	N/A	N/A	1		

B. Narrative Responses

1. Identify your greatest successes, as a result of your IChange Network activities this year (academic year 2020-2021), towards:
 - a. The greatest success is acceptance into the IChange Program. Deepening the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising; *This is our first year and we have just finished the self-assessment survey. We have not yet had the opportunity to start full outreach activities with STEM and other campus faculty. As part of our ongoing efforts we are going to promote IChange/IAspire webinars and trainings for the lead members of the team. Our goal is to become more involved with the Office of Diversity, Equity and Inclusion. Development of the working groups to help facilitate data collection and communication regarding iChange.*
 - b. Diversifying the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources; *There has been no progress in our first 6 months, but this will be part of our action plan.*
 - c. Fostering institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically. *We are working on this. We have made some initial progress towards having the Deans of various colleges understand the IChange initiative and agree to work towards a common cause in recognizing and valuing inclusivity and diversity in the work of faculty on campus.*
2. Identify your greatest challenges, as a result of your IChange Network activities this year (academic year 2020-2021), towards:
 - a. Deepening the preparation of all STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring, and advising; *As we are in the 12 months of Year 1, we now have an Office of Diversity, Equity and Inclusion.*
 - b. Diversifying the faculty through effective recruitment, hiring, and retention of URG STEM faculty via institutional transformation in practices, policies, and resources; *As we are in the 12 months of Year 1, we now have an Office of Diversity, Equity and Inclusion. The institutional transformation practices have yet to be realized. Hopefully we will have more information to report for the 2021-2022 academic year in terms of transformation.*
 - 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 has been a great challenge at UCSB. Although not directly addressing the above question, the biggest challenges were in gathering data, transparency of where the data is held, some data not being collected at all, and difficulties in communicating with stakeholders on campus. This was exacerbated by the COVID-19 situation. Our STEM numbers are such that in terms of tenure-track faculty of color whether male or female, there are none. We have one*

affiliate in computer science. We do have, none under represented minorities faculty of color, women in STEM.

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 2020-2021), including resource allocation, project visibility and centrality, etc. Please share details about what specific leaders have done. *Chancellor Yang has supported the IChange Project and signed the initial support memo. Executive Vice Chancellor Marshall signed the initial MOU in support of IChange, but has not had much involvement since signing the MOU. Chancellor Yang recently hired VC DEI and we hired VC DEI Dr. Belinda Robnett. July 1, 2021, a position for the AVC DEI has been added and Dr. Sharon Tettegah has accepted the position to focus on STEM. An additional AVC was hired to provide institutional training that is focused on anti-racism, bias and DEI focused workshops. Chancellor Yang and Vice Chancellor Incandela supported the hiring and provided funds for the IChange Project Manager. We recently hired an iChange coordinator Oct 1, 2021.*
4. Describe your efforts to involve URG faculty and administrators at all levels in your IChange efforts this year (academic year 2020-2021). *Although we have more women URG at UCSB than URM, we are far from ideal. In terms of traditionally oppressed groups of color, we simply have an extremely low percentage at UCSB in STEM. Since the only underrepresented faculty in computer science is an affiliate, Drs. Tettegah, Stewart and Conroy Beam are the current tenure track faculty of color involved with the iChange. We have 15 UR women involved with IChange. The administrators are Drs. Robnett and Tettegah URM in terms of minorities. As indicated previously we has women and other URM involved with iChange. We created and sent out the self assessment survey and had meetings with key senior administration. Our senior administration has extremely few URM.*
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. *We have a great team with a commitment to accomplish the necessary work to understand and increase our efforts in STEM. We have completed our self-assessment and are entering Year 2. We will be making our action plan to address what we see as the most pressing needs. Things may take longer due to the COVID-19 situation, however we do not see any large stumbling blocks due to COVID-19 in our efforts.*
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 2020-2021). *This is in the process. The results in many ways were eye opening. We have just finished this step of gathering the data and will be making our action plan for Year 2.*

7. What elements of the IChange Network process and community were most useful to you this year (academic year 2020-2021)? Where could you have used more support? This will help inform planning for Network activities in the coming year. *The self-assessment survey was incredibly helpful in shining a light on our deficiencies on our campus, but it was also helpful in learning about other initiatives on campus that we were unaware of. We could have used more support from the administration in having access to and gathering the data needed to complete our report/assessment. Due to the understaffing problems, basic departmental functioning has been severely impacted. Most initiatives on campus are running on volunteerism and goodwill.*
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. All university campuses are different and much relies on the efforts of senior administration and other team members to achieve acceptable goals. Acceptable goals would include more diversity in STEM at UCSB. However it would be helpful to provide examples of successful organizational models with diverse faculty, best practices and sustainability. Presentations on the availability of grant funding that is available to support DEI and institutional change efforts.*

C. Common IChange Network Data Indicators

Please provide the following common data indicators. Indicators in grey columns are optional. 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.

Table C1. Year 1 – Composition (2020-2021 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-U RM Women	% STEM Non-U RM 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	1.35	2.70	44.59	39.19	0	0	0	0	0
	Assistant	3.61	3.61	29.52	54.22	0	0	0	0	0
	Associate	2.86	7.14	21.43	58.57	0	0	0	0	0
	Full	1.40	3.65	19.38	62.36	0	0	0	0	0
Leadership Composition	Department Chair/Head	0	20	0	80	0	0	0	0	0
	Assistant or Associate Dean	0	0	66.67	33.33	0	0	0	0	0
	Dean	33.33	0	0	66.67	0	0	0	0	0

	Senior/Central Administration	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0
Student Composition	Undergraduate	19.06	13.78	26.61	26.73	5.77	7.61	8.40	0.20	5.69
	Graduate	6.56	6.42	22.85	30.14	10.70	22.12	7.10	0.19	2.77

Notes: For all cells marked "N/A" the data information is currently unavailable.

Table C2. 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Faculty Hires	Non-Tenure Track/ Non-Tenured	0	0	100	0	N/A	N/A	0	0	0
	Assistant	0	8.7	39.13	52.17	N/A	N/A	0	0	0
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	16.67	0	50	33.33	N/A	N/A	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	100	0	0	0	N/A	N/A	0	0	0

Notes: For all cells marked "N/A" the data information is currently unavailable.

Table C3. 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	0	0	0	100	0	0	0	0	0

	Assistant	0	0	0	100	0	0	0	0	0
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	0	0	5.26	94.74	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: For all cells marked “N/A” the data information is currently unavailable.

Table C4. Year 1 - Climate/Satisfaction (2020-2021 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-UR M Women	% Positive STEM Non-UR M 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/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overall Satisfaction	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Notes: For all cells marked “N/A” the data information is currently unavailable.

2020-2021 Academic Year (IChange Year 1)

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:

- **In Year 1:** A copy of the Reflections on Strategy section *ONLY* of the *Aspire Institutional Self-Assessment for Inclusive Faculty Recruitment, Hiring, & Retention*
- **Not Required - In Year 2:** Your Current Action Plan (draft or final), using the format below. If submitting a draft plan, please indicate as such.

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

Table D1. Draft Action Plan – NOT REQUIRED IN YEAR 1

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: Recruitment, Transition, Retention, Institutional Context	Rationale
<i>Example 1: Implement anti-bias training for all searches</i>	<i>Recruitment</i>	<i>Search outcomes seem to vary greatly by department; further analysis revealed more diverse committees and committees that took the optional anti-bias training had more diversity in finalist pools</i>
<i>Example 2: Implement anti-bias training for P&T review committees at College and University Levels</i>	<i>Retention</i>	<i>We are curious to see if a modified version of our anti-bias training might impact outcomes for P&T; this is a pilot to see if college-wide outcomes change as a result</i>
<i>Example 3: Offer Aspire National Change Inclusive Professional Framework: Faculty professional development activities to interested STEM faculty</i>	<i>Retention</i>	<i>We participated in the ASI, and want to pilot some adaptations of the IPF into our PD curriculum for faculty. We've heard there's demand for these offerings by many STEM faculty.</i>

E. Action Plan Elements – NOT REQUIRED IN YEAR 1

Table E1. Action Plan Indicators

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: Recruitment,	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)

	<i>Transition, Retention, Institutional Context</i>				
<i>Example 1: Implement anti-bias training for all searches</i>	<i>Recruitment</i>	<i>Search outcomes seem to vary greatly by department; further analysis revealed more diverse committees and committees that took the optional anti-bias training had more diversity in finalist pools</i>	<i>ODI</i>	<i>50% FTE training staff time in ODI</i>	<i>Metric A: Percent of committee members trained in all searches (leading)</i>
<i>Example 1: Implement anti-bias training for all searches</i>					<i>Metric B: Percentage Increase in URG faculty in finalist pools (lagging)</i>
<i>Example 2: Implement anti-bias training for P&T review committees at College and University Levels</i>	<i>Retention</i>	<i>We are curious to see if a modified version of our anti-bias training might impact outcomes for P&T; this is a pilot to see if college-wide outcomes change as a result</i>	<i>Provost's Office</i>	<i>Staff Time</i>	
<i>Example 3: Offer Aspire NC Inclusive Professional Framework: Faculty professional development activities to interested STEM faculty</i>	<i>Retention</i>	<i>We participated in the ASI, and want to pilot some adaptations of the IPF into our PD curriculum for faculty. We've heard there's demand for these offerings by many STEM faculty.</i>			

F. Pre-IChange Network Membership Data

Please complete the following tables with *your first annual report submission only*. 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.

Table F1. Year 0 – Composition (2019-2020 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-UR M Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ If available	% STEM Veteran If available	% STEM with Disability If available
Faculty	Non-Tenure	0.97	1.94	43.69	42.72	0	0	0	0	0

Composition	Track/ Non-Tenured									
	Assistant	3.73	2.48	27.33	56.52	0	0	0	0	0
	Associate	2.86	7.14	25.71	55.71	0	0	0	0	0
	Full	1.14	4.29	18.57	62.86	0	0	0	0	0
Leadership Composition	Department Chair/Head	0	0	25.93	70.37	0	0	0	0	0
	Assistant or Associate Dean	0	14.29	50	35.71	0	0	0	0	0
	Dean	0	0	16.67	83.33	0	0	0	0	0
	Senior/Central Administration	0	0	25	75	0	0	0	0	0
Student Composition	Undergraduate	18.50	14.16	25.64	25.79	6.78	8.82	7.20	0.26	5.65
	Graduate	6.07	5.73	21.45	31.10	11.12	22.97	5.14	0.15	3.82

Notes: For all cells marked "N/A" the data information is currently unavailable.

Table F2. Year 0 – Recruitment (2019-2020 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-URM Women	% STEM Non-UR M Men	% STEM Intl Women	% STEM Intl Men	% STEM LGBT+ <i>If available</i>	% STEM Veteran <i>If available</i>	% STEM with Disability <i>If available</i>
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Faculty Hires	Non-Tenure Track/ Non-Tenured	0	16.67	16.67	66.67	N/A	N/A	0	0	0
	Assistant	7.14	3.57	35.71	53.57	N/A	N/A	0	0	0
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	0	25	0	75	N/A	N/A	0	0	0
Leadership Appointments	Department Chair/Head	0	0	0	100	N/A	N/A	0	0	0
	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
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Notes: For all cells marked “N/A” the data information is currently unavailable.

Table F3. Year 0 – Retention (2019-2020 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	0	0	0	100	0	0	0	0	0
	Assistant	0	50	0	50	0	0	0	0	0
	Associate	0	0	100	0	0	0	0	0	0
	Full	0	15.3846	30.7692	53.8462	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: For all cells marked “N/A” the data information is currently unavailable.

Table F4. Year 0 - Climate/Satisfaction (2019-2020 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/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overall Satisfaction	Non-Tenure Track/ Non-Tenured	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Full	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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: For all cells marked “N/A” the data information is currently unavailable.

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.