

**IChange Network Annual Report Template – Cohort 3 Year 2****Due by July 1, 2022******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**Institution: University of California Santa BarbaraIChange Team Lead: Sharon Tettegah**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	Associate Vice Chancellor Director Professor	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	Materials
Ben Refuerzo	Associate Vice Chancellor	Office of Diversity, Equity and Inclusion
Dan Conroy-Beam	Associate Professor	Psychological and Brain Sciences
Elizabeth Jensen	Administrator	Biological Engineering Program
Hilary Campbell	Administrative Staff	Office of Research
Jeffrey Stewart	Interim Vice Chancellor	Diversity, Equity and Inclusion

Kim Yasuda	Professor	Art Department
Lisa Stewart	Administrator	Kavli Institute for Theoretical Physics
Lubi Lenaburg	Administrative Staff	Center for Science and Engineering Partnerships
M. Ofelia Aguirre Paden	Administrator	Center for Science and Engineering Partnerships
Ricardo Alcaino	Administrator	Office of Equal Opportunity and Discrimination Prevention/Title IX
Shelly Gable	Professor	Psychological and Brain Sciences
Steven Velasco	Administrator	Institutional Research, Planning & Assessment
Susannah Scott	Chair Academic Senate Professor	Academic Senate Department of Chemistry and Biochemistry
Timothy Sherwood	Interim Dean 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
17	4	5	7	1	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 2021-2022), towards:

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

The IChange Team achieved last year’s goal of becoming more involved with the Office of Diversity, Equity, and Inclusion (DEI). The Interim Vice Chancellor and Associate Vice Chancellors of the DEI office are active members of the IChange Team.

In 2021-2022, the UCSB Office of DEI appointed 95 Departmental Diversity Officers across campus to serve as ambassadors and to consult on DEI issues for their respective client groups: i.e., faculty, graduate students, and undergraduate students.

The Diversity Officer(s) is seen as a departmental leader, advisor, advocate, and catalyst for change. They are an institutional resource focused on infusing DEI into all programs and activities, tracking progress toward these goals, and communicating progress to an engaged community.

The Office of DEI coordinates departmental Diversity Officers efforts with monthly meetings as well as anti-racism and best practices workshops.

Some Department Chairs have nominated one (1); some two (2); and others three (3) Diversity Officers for departmental client groups – faculty, graduates, undergraduates. They serve as the ambassador(s), direct contact(s) and liaison(s) between the Department and the VC DEI's office.

A percentage of STEM DEI Departments have begun creating some form of a DEI plan for their department.

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

While STEM Departments have taken steps to create some form of a DEI plan, the proposed DEI standardized campus DEI strategic plan is all encompassing by asking departments to develop measurable goals related to recruitment and retention. A major component of this plan includes a faculty search briefing that is viewed through a DEI lens beginning Fall 2022.

As IChange continues to obtain additional data, we will be able to correctly determine what has been successful. The IChange committee will have more comprehensive data in our final report with the development of a systemic methodology. This year, 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. These functional specifications will allow for a standardized data collection process.

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

Although progress remains slow in this area, our efforts to move towards progress are encouraged by faculty who are willing to break down campus silos by sharing information on hiring practices; as well as continuing to agree to work towards a common cause in recognizing and valuing inclusivity and diversity in the work of faculty on campus. As an action item, we have begun conceptualizing a more rigorous search committee protocol to promote the recruitment and retention of more STEM URM faculty.

2. Identify your greatest challenges, as a result of your IChange Network activities this year (academic year 2021-2022), towards:

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

Although the Office of DEI was established, we continue to face the same challenges as reported in 2021. The campus currently does not have a uniform approach to DEI; faculty have no clear incentive

to contribute to departmental DEI efforts. Part of the IChange Committees response to this is to propose that DEI have the same level of merit as faculty evaluation, research and teaching.

The STEM disciplines have had marginal success, depending on the discipline, record in attracting URM students; retention and seeing through graduation is a problem. Mentoring is needed for all faculty and students for graduation and advancement respectively.

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

UCSB has the usual programmatic challenges of time, money and staffing. COVID brought many challenges to the hiring process in general. We remain short on staffing as an institution. The UCSB culture of maintaining the status quo continues to be an obstacle. DEI efforts have been fragmented without the unifying efforts of senior leadership. Some departments have been self-motivated and have set up a departmental level DEI Committee to undertake departmental DEI initiatives. As mentioned earlier, most STEM Departments have created some form of a DEI strategic plan. Part of the IChange Action plan is to create a uniform DEI Strategic Plan for all STEM Departments.

- 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. Last year we reported an example of these challenges as it related to IChange data collection. Transparency in this area has been a challenge. We are happy to report some progress in the area of data collection. We have been able to identify more campus resources to assist in the creation of a uniform data collection approach and we are working with the Program Management Office (PMO) to create functional specifications for a standardized data collection process.

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 2021-2022), including resource allocation, project visibility and centrality, etc. Please share details about what specific leaders have done.

It has been a challenge to maintain consistency in this area due to staff changes. The previous Vice Chancellor of DEI, Dr. Belinda Robnett, was hired July 21, 2021 and departed the university in December of the same year. Under her tenure, workshops and an extensive campus survey was conducted. The results of this survey have not been analyzed to date. However, a data analyst was recently hired by the Office of DEI. It is our plan to extract the STEM data from this report. Professor Jeffrey Stewart is currently the Interim Director of DEI, while the IChange Lead, Dr. Sharon Tettegah remains a Vice Chancellor with the DEI Office, maintaining a STEM focus.

Recently, UCSB's Executive Vice Chancellor David Marshall indicated an interest in creating a special STEM Initiative. This initiative would proactively potentially increase diversity in the applicant pool being planned for 2023-2024 – with support extended to STEM departments conducting authorized searches in 2022-2023.

4. Describe your efforts to involve URG faculty and administrators at all levels in your IChange efforts this year (academic year 2021-2022).

The IChange Committee consists of diversity among its members who hold positions at UCSB. Senior leadership and STEM Deans have been invited to attend IChange meetings for an exchange of information, ideas, and goals for a UCSB STEM DEI. Smaller departmental surveys and town halls indicate some 'inclusive' progress, but there is work to be done in the area of campus climate for URM faculty and students.

The Office of DEI has recently hired a data analyst to examine the Campus Climate Survey completed in 2021 to give better insight into campus climate needs. The analyst will work with the IChange Committee to extract STEM related data from the 2020 campus climate study.

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 IChange Team consists of a team that is diverse in ideas and disciplines as well as race, gender and ethnicity who are committed to the work of DEI. June 1st of this year we were able to bring in a Program Coordinator for the IChange program. Five STEM departments will be selected to develop and bring their DEI Strategic Plans to a gold standard level for other departments to follow. The introduction of SEA Change to the campus with the same goals as IChange, coupled with the EVS's STEM Initiative, should 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 2021-2022).

Due to different data collection methodologies, it is not possible at this time to analyze the data. However, the IChange Quantitative Team is committed to applying the newly developed functional specifications guideline to years 1-3 to ensure consistent data collection methods. This approach will allow a comparative analysis in the final report.

7. What elements of the IChange Network process and community were most useful to you this year (academic year 2021-2022)? Where could you have used more support? This will help inform planning for Network activities in the coming year.

One of the most useful activities was the sharing of ideas and exchanges of information. Our campus is in need of a DEI directive from top administrators versus the current ad hoc approach. Examples of what has worked at other campuses as "best practices".

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.

External pressure from APLU; resources for strategic planning; making DEI mandatory vs. optional. Office of Development working with various levels of donors.

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 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 C2. Year 2 – Recruitment (2021-2022 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
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 C3. Year 2 – Retention (2021-2022 Academic Year)

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-UR M 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
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

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-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=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	n=1	n=20 Dept: 75%	n=30	n=7 Dept: 71%	n=21	n=6	n=0	n=2

		Dept: 100% UCSB: 100%	Dept: 100% UCSB: 0%	n=19 UCSB: 74%	Dept: 97% UCSB: 100%	n=6 UCSB: 10%	Dept: 95% UCSB: 100%	Dept: 83% UCSB: 83%	N/A	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%

Notes:

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:

*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: 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

Draft Action Plan Template

Institution: University of California Santa Barbara

IChange Team Lead: Sharon Tettegah

Action Plan Audacious Goal:

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.

Wherein:

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-colonializing
 - 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 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.

Table D1. Draft Action Plan:

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: Recruitment, Transition, Retention, Institutional Context	Rationale
STEM Faculty Search Committee:		
Examine STEM faculty hiring practices	Recruitment	Create a culture of accountability and transparency in UCSB STEM faculty hiring, recruitment, and retention with measurable goals. 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.
Require a co-DEI lead for search committee or designated faculty member; anti-bias training for P&T review committees at College and University levels	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.
Mandatory search committee briefings	Recruitment	Empirical evidence demonstrates that required DEI-focused search briefings are effective in increasing historically underrepresented faculty
50/50 departmental appointments to allow flexibility in hiring and recruitment	Recruitment	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)
Require DEI training for certification to serve on STEM search committees	Recruitment	Maintain a centralized list of faculty who have been 'certified' by attending a DEI-Focused Search Briefing and require recertification every 4 years.
Campus Culture:		

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.
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.
Transparent and uniform promotion process	Recruitment and Retention	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" (Rubrics available)
Improve data collection/analysis. Concrete data vs. anecdotal knowledge	Recruitment and Retention	IChange has been dependent on STEM department self-reports regarding faculty racial and ethnic demographics. This year, the Quantitative Committee worked with the Program Management Office (PMO) to create functional specifications to create a systematic data collection method. In addition, the newly hired Office of DEI Data Analyst will begin working with the Campus Culture data collected in 2020.
DEI performance metrics 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

E. Action Plan Elements – In Year 3

Table E1. 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.

Action	Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: <i>Recruitment, Transition, Retention, Institutional Context</i>	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>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. 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 -n/a
- Year 1 - 2020-2021 Academic Year Data - partial
- Year 2 - 2021-2022 Academic Year Data
- Year 3 - 2022-2023 Academic Year Data

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

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	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	66.66666667	33.33333333	0	0	0	0	0
	Dean	33.33333333	0	0	66.66666667	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: N/A = Not Available

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

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	8.695652174	39.13043478	52.17391304	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	16.66666667	0	50	33.33333333	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	N/A	0	0

Notes:

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

Indicator		% STEM URM Women	% STEM URM Men	% STEM Non-UR M 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
Departures	Non-Tenure Track/ Non-Tenured									
	Assistant									
	Associate									
	Full									
Successful Promotions	To Associate									
	To Full									

Notes: N/A

Table F4. Year 1 (2020-2021) - Climate/Satisfaction

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									
	Assistant									
	Associate									
	Full									
Overall	Non-Tenure									

Satisfaction	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:

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](#)

ICChange 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.